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R-E-S-P-E-C-T: Finding Out What It Means to Me

A six-week unit on respect

RATIONALE:

“Even if someone doesn’t treat you with the respect you deserve, you can give them the respect they don’t.” – Sharon Martin

Sonia Nieto, a faculty member at the University of Massachusetts at Amherst, states in an article entitled, “Moving Beyond Tolerance in Multicultural Education” that “respect is the next level of multicultural education support. It implies admiration and high self esteem for diversity. When differences are respected, they are used as the basis for much of what goes on in schools” (1994).

We feel teaching about respect in middle school is very important because students often experience emotional difficulty with themselves, peers, parents and adults, and other cultures. In our experience, middle school was very harsh since we were dealing with changes in our peers and ourselves (Bleich, 1980). We often remember being at a point of searching for identity and different kinds of relationships. We also remember feeling very indifferent towards our parents or other authority figures. Further reflection on our own middle school experiences also helped us realize that we were self-seeking youths who only looked at peoples’ outward appearances rather than respecting them for the person that they were.

Nel Noddings, Lee Jacks professor at Stanford University states in an article from the *Phi Delta Kappan* that, a goal of education should be that, “...children must learn to care for other human beings and all must find ultimate concern in some center of care: care for self, for intimate others, for associates and acquaintances [and] for distant others...” (1995).

In our conceptual unit, we would like to focus on respect for oneself, other cultures, peers and parents. In addition, we would like for our students to construct how they interpret the difference between moral laws and civil laws and appropriate times each should be respected. It is our intent to take a more constructivist approach because we want to deviate from the traditional didactic teaching style where teachers preach values to their students. We view our students as human beings who are able to make their own decisions and construct their own value systems. By teaching the kids to make their own decisions regarding respect, we empower them to realize that they have the capability to make changes within themselves and their community.

Ralph Cantor, author of the *Days of Respect* handbook, as quoted in the book, *What Do You Stand For?* defines respect as, “mutual care and regard, dignity, and physical and emotional safety; a state in which everyone counts, and everyone counts upon everyone else. In other words, respect is about relationships: with people we know, and people we don’t know; with our society, culture, government, and . . . even with ourselves” (216). We feel that self-respect is essential in a society where pornography, promiscuity, teen pregnancy, and drug and alcohol abuse are rampant among adolescents. If students are not empowered to feel confident in their own person, they may feel pressured to make unhealthy decisions.

The first section of our unit is designed to encourage students to develop a sense of self-worth and, as a result, create a more positive learning environment for themselves and their peers. Engaging in such a positive experience will allow students to better understand themselves and the world around them. In our first section on respect for oneself, we will use pieces that include a novel, a poem and a song from a popular musical artist. These pieces bring out the thematic concern about respecting oneself. In the young adult novel, *Number the Stars*, by Lois Lowry, one of the main characters struggles to an extent with the issue of her not being as brave as she thinks she should be. Though the novel touches on issues of self-respect, the main two pieces in this section are a poem called “Identity” by Julio Noboa Jr. and the song “Video” by India Arie. These two works emphasize the importance of loving oneself and embracing one’s individuality.

Number the Stars also incorporates a respect for religions and cultural differences when the main character’s Jewish friend suffers discrimination and injustice during the Holocaust. Respecting religious and cultural differences is the focus of the next section of our unit. In this section, we will include excerpts from the books *Black Boy* by Richard Wright and *A View from Saturday* by E. L. Konisburg. In the excerpt from *Black Boy*, Richard Wright chronicles his life as a young, African American boy combating issues of racism, disrespect, and discrimination. In *The View from Saturday*, middle school students must learn to cope with a disabled teacher and learn to appreciate the individuality that exists in every person in their classroom community. The use of *Black Boy* as a literary piece demonstrates the effects of disrespect for other ethnicities, while *A View from Saturday* demonstrates a disregard for those with physical disabilities. Both pieces will guide students to cultivate a more heightened appreciation and awareness of the community in which they live. At a time when adolescents are forming exclusive cliques, participating in name calling, and falling to peer pressure, learning to appreciate differences in others will help students become more accepting and inclusive in their social circles.

Lastly, our unit will highlight respect for parents, other adults, and authority figures. Research conducted by Mary Ann Richards and Vikki Deuel in an article from the *Journal of School Improvement* entitled “Kids, Cops, Counselors and Character: Teaching Respect and Responsibility at the Middle Level” proves that when, “teachers and support staff have continually emphasized the importance of respect and responsibility in the classroom and in informal student interactions, problem behaviors such as failure to follow instructions, disruptive behaviors, obscenities, assaults, and fighting decrease” (2001). Such research indicates that adolescents often struggle when

interacting with adults and other authority figures, but when respect for others is introduced in the classroom, these conflicts are less prevalent. The pieces of literature that we will introduce during this section directly correlate with adolescents' relationships with adults and authority figures. The literary pieces we will use are "Mother to Son" by Langston Hughes, a short story entitled "My Mother's Shoes" by an anonymous author, an excerpt from "Harriet Tubman: Conductor on the Underground Railroad" by Ann Petry, and the young adult novel already introduced. The poem "Mother to Son" and the short story, "My Mother's Shoes," demonstrate the experience adults and parents possess and show how children can benefit from their parents' wisdom and appreciate the sacrifices made for them. *Number the Stars* also fits into the theme of respecting authority and parents. The main character must make decisions about respecting her parents even when she knows they are lying to her, as well as respecting a government authority she does not agree with. The excerpt on Harriet Tubman will be used to introduce the concepts of moral law versus civil law, a topic which will be looked at again during the novel study. In the excerpt, Harriet Tubman is attempting to emancipate enslaved blacks. During their course, they are turned away by former "friends of the railroad" who have suddenly decided to adhere to civil law, thus abandoning their previous moral convictions to help enslaved blacks escape to freedom. Students will closely analyze the characters' motives to construct their own decision regarding when moral law should transcend civil law in stressful as well as everyday situations. We will also introduce the Declaration of Human Rights as supplemental material to assist students in creating their own views on respect.

When choosing material for our unit, we realize that we may have omitted certain authors and pieces of literature that some may feel are essential to teaching the concepts of respect. Working within the limits of a six-week unit, we cannot include all pieces of literature that deal with respect. We chose the pieces of literature that deal with many aspects of respect and represent a broad range of media. We also realize that some may argue that teaching respect in school undermines efforts of real character education at home and we would counter argue that, according to William D. Edgington's article, *To Promote Character Education, Use Literature for Children and Adolescents*, "values such as compassion, courage, courtesy, fairness, honesty, kindness, loyalty, perseverance, respect and responsibility are congruent with the type of values or character traits that Americans seem to demand to be present in the schools" (2002). Heinen and Marnane's article, *Fostering Growth Through Teaching Literature*, confirms that, "these values can be learned and inculcated through the words and behavior of teachers and such values can also be taught, perhaps more effectively, by means of a story, a poem, or other types of literature" (1993).

To conclude, we believe that this unit will foster independent thinking and good decision-making among our students. During this six-week journey, the students should be able construct their own meanings and definitions of what respect is, when it should be appropriately exercised, and how it can be manifested in themselves and others. Furthermore, they will gain a better understanding of the consequences or rewards that result from those decisions. At the end of the unit, our students will possess the necessary tools to realize their own ability to think critically about and act with respect, hopefully lessening some of the harsh experiences many people associate with the middle school years.

Bibliography:

- Bleich, Linda L. "A Study of the Psychological and Social Characteristics of Adolescence in Adolescent Literature 1945-1975." Indiana University, 1980.
- Edington, William D. "To Promote Character Education, Use Literature for Children and Adolescents." *Social Studies*, 93.3, 2002.
- Heinen, James R. K., and Micheal Marnane. "Fostering Growth through Teaching Literature." *Clearing House*, 67.2, 1993.
- Lewis, Barbara A. *What Do You Stand For? A Kid's Guide to Building Character*. Minneapolis, MN: Free Spirit Publishing, 1998.
- Nieto, Sonia. "Affirmation, Solidarity, and Critique: Moving Beyond Tolerance in Multicultural Education." *Multicultural Education*, Spring 1994.
- Noddings, Nel. "A Morally Defensible Mission for Schools in the 21st Century." *Phi Delta Kappan*, Volume 76, Issue 5, Jan 1995.
- Richards, Mary Ann and Vikki Deuel. "Kids, Cops, Counselors and Character: Teaching Respect and Responsibility at the Middle Level." *Journal of School Improvement*, Volume 2, Issue 2, Fall 2001.

Literary Materials Used in the Unit:

- Arie, India. "Video."
- Declaration of Human Rights
- Lowry, Louis. *Number the Stars*.
- Hughes, Langston. "Mother to Son."
- E. L. Konisburg. *A View From Saturday*. (excerpt—pages 68-70)
"My Mother's Shoes."
- Noboa, Jr., Julio. "Identity."
- Petry, Ann. "Harriet Tubman: Conductor on the Underground Railroad."
- Wright, Richard. *Black Boy*. (excerpt—pages 159-162)

LESSON PLANS (for 55-minute class sessions):

Week One

Day 1- *Day One of Brown Eyes/Blue Eyes Experience

5 mins.- Attendance and housekeeping

7 mins.- Play Aretha's song "Respect" as students come into the classroom and have them guess what we will be discussing for the next six weeks using the song as a clue. Discuss why respect and teaching the importance of respect is important today.

10 mins.- Have students brainstorm all the different types of groups they identify with or belong to, i.e. "woman," "Black," "Baptist," "student" and name them on the board. Have a few students choose one group (it cannot be a group that was already chosen by another student) and say how that group is or is not treated with respect and why.

12 mins.- Have students read an excerpt from *A View from Saturday* by E.L. Konisburg.

16 mins.- After reading, briefly discuss how the student's behavior towards Mrs. Olinski, a paraplegic teacher, can be considered an issue of respect. Get four students to volunteer to act out two scenarios in which one of the groups listed on the board is disrespected similar to Mrs. Olinski in *A View from Saturday*.

5 mins.- Students will copy the unit's overarching question, "What Does Respect Mean to Me?" from the board and keep in reflection journal for further discussion later.

Homework: Do a journal entry for "What Does Respect Mean to Me?" keeping in mind the discussion from class and the excerpt from *A View from Saturday*.

Day 2- *Day Two of Brown Eyes/Blue Eyes Experience

5 mins.- Attendance and housekeeping

10 mins.- Pre-Activity- Teacher will ask anyone if they would like to share what they wrote in their journals. As a class, discuss what respect means to different people.

27 mins.- Narrative Mini-Lesson: Teacher will introduce narrative writing assignment and present a mini-lesson on the elements of narrative writing. The subsequent procedures will be followed:

- 1) Give out handout with narrative writing tips for students to use as a reference.
- 2) Teacher will discuss and list with students what elements make a story interesting.
- 3) Teacher will give students a copy of a short narrative called "My Mother's Shoes" and read it aloud. Class will discuss what elements of a narrative they noticed throughout the story. Discuss why the narrative "My Mother's Shoes" is effective or ineffective. What

parts of the narrative caught the students' attention?

4) Teacher will define and discuss the elements of narrative writing. These elements include but are not limited to: 1) use of 1st person, 2) showing and not telling character feelings, actions, and thoughts, 3) use of dialogue, 4) full of content and detailed descriptions, 5) relationships, events, and context understandable to reader.

7 mins.- Teacher will introduce narrative writing prompts to students with the overarching question, “What Does Respect Mean to Me?” and details regarding the narrative writing assignment, including writing timeline and deadlines (see handout below).

6 mins.- Have students begin brainstorming writing topics for narrative. Teacher will walk around to answer questions and check students' progress.

Homework: Begin working on narrative rough draft at home. Bring rough draft to class on Thursday for peer editing.

Personal Narrative on Respect

Since the main goal of this unit is finding out what respect means to you, you will be writing a personal narrative on a topic dealing with respect in your life. We will be working on these in and outside of class throughout the next six weeks. You will write a 2 page double spaced narrative about a personal experience on one of the following three topics:

- 1) A person whom you know personally that you admire and respect
 - explain your relationship with this person
 - describe one or two specific reasons or instances that made you feel this way about this person

- 2) A time in your life when you have felt discriminated against or disrespected
 - describe the event: who, what, when, where, etc.
 - depict your feelings and thoughts during this time

- 3) A time in your life when you have discriminated or shown a lack of respect towards someone
 - describe the event: who, what, when, where, etc.
 - explain your motivations or reasons for acting in this way
 - talk about what consequences your actions had

You do not need to explain the points under each topic in order or in separate paragraphs, neither do you need to announce or label them. Rather, make sure you at least briefly address each of the points at some point in your narrative.

Writing Narratives

In order to introduce the idea of respect that we will be studying during the next 6 weeks, you will be writing a personal narrative. We will be working on several drafts of this narrative in and outside of class. As you begin writing your narrative, use the following hints and suggestions to help shape your story. Remember, your narrative needs to be appealing to the reader. Think about your audience as you write and make sure that they will enjoy or learn from what you have written.

- Remember that you are the main character. You should use the first person "I" and make sure that your writing has voice. By writing about topics that are personally important to you and including your thoughts and feelings, your voice should come through loud and clear!
- Including your thoughts (interior monolog), feelings, and actions not only give your paper voice but create a captivating story that will intrigue your readers.
- *SHOW* don't tell. Good writers don't just use a lot of adjectives and adverbs. Good writers *show* instead of telling. This allows the reader to visualize and live the people, ideas, and action in the story.
- Dialogue is essential to a good narrative. Use dialogue to help the story come alive or show more depth to a character.
- You must include enough context to understand the story. Make sure that your reader knows all of the needed details to see the whole picture of what you are trying to relate.
- Keep your pace slow. You want to focus on one particular event or a moment in time instead of a string of events. Take time to describe the different details in your story so the reader can experience the story alongside you.

Have Fun and Be Creative!

Day 3

5 mins.- Attendance and housekeeping

5 mins.- Pre-Activity: Students will copy questions from the board about the Brown Eyes/Blue Eyes experience.

1. What feelings did you experience when you were in the “superior” group?
2. What feelings did you experience when you were in the “inferior” group?
3. How does this exercise relate to some personal experience you have had?
4. How did you feel about the “superior” group if you were “inferior” and vice versa?
5. What were your feelings toward the teacher?
6. How did others’ treatment of you affect how you felt about yourself?

10 mins.- Students will individually answer the questions from the pre-activity.

15 mins.- Students will get into groups to discuss their answers and responses to the pre-activity questions. One student will be recorder to write down the group responses to each question to share during a class discussion to follow.

20 mins.- Class will discuss aloud the responses from the questions and the Brown Eyes/Blue Eyes experience and the teacher will facilitate the discussion

Homework: Continue working on narrative rough draft to bring to class tomorrow for peer editing.

Day 4

5 mins.- Attendance and housekeeping

5 mins.- Pre-Activity: Teacher will have students copy five areas of focus to look for when peer editing and briefly explain them.

15 mins.- Teacher will model the appropriate way to conduct the peer editing process with another student. Teacher will give students peer editing sheets (see below) which they are to fill out for each paper they edit. Teacher will place students in pairs to participate in peer editing and explain how they are to rotate in order to get as much feedback as possible.

30 mins.- Students will participate in the peer editing. Peer editing in pairs should last between 5-7 minutes.

Homework: Students will take comment sheets for their paper and make necessary revisions. Bring in revised paper to class for writing conference with teacher.

Peer Editing

Your job today is to be THE BEST writers workshop partner possible! Partners will read each other papers and make comments on their rough draft. Offer constructive criticism! You should read your partner's paper once before you go back to make comments. Make sure to say what you like about the paper as well as what needs to be worked on. Be generous with your time and effort just as you want time and effort put into your own paper. Please use the steps and questions below to make the most of your editing experience!

- 1. Does the paper have a captivating lead?**
- 2. Is all the information relevant to the story?**
- 3. Make comments on the paper as to any part that is unclear or confusing.** Put a questions mark or "UNCLEAR" in the margin near any unclear passages.
- 5. Does the author use dialogue effectively in their paper?** Are there any spots where you feel dialogue might help further the story or add depth to a character?
- 6. Does the writer use powerful verbs?** Circle any "Blah" verbs like "said," "did," "get," "made," etc. Offer suggestion for improvement.
- 7. Does the writer vary sentence length, type, and structure?**
- 8. Does the author use descriptive language?** Rather than using ordinary words like nice, pretty, cool...does the author use vivid and specific modifiers?

Take your time and help your classmates improve their writing skills!

Day 5

5 mins.- Attendance and housekeeping.

5 mins.- Play the song “Video” by India Arie and have students follow along with lyrics on an overhead.

17 mins.- Class will discuss what form of respect India Arie talks about in her song. Class will discuss how society influences our self-respect and how we view ourselves.

5 mins.- Have students write a poem/rap/story about self-respect modeling the chorus in “Video” by India Arie (see handout below). Explain to students that while they are working on their poem you will be holding writing conferences with them regarding their narrative rough drafts.

23 mins.- Students will work on their poems on self-respect or narratives. Teacher will hold writing conferences.

Homework: Finish self-respect poem for Monday. Revise narrative. The final draft of the narrative will be due on Tuesday.

Self-Respect Poems

India Arie's song “Video” speaks of her self respect and how society influences how she views herself. Today you will all become rappers, storytellers, or poets. Based on the ideas in India Arie's song “Video,” you will either write a rap, song, poem, or story on self-respect and how you view yourself. You may follow the form below which is modeled after Arie's song or you may choose a different form. If you choose to use the model, be creative! Do not simply reword the lyrics of the song.

Sometimes I _____, sometimes I don't.
 Sometimes I _____, sometimes I won't.
 Depend on _____, I might even _____.
 It really just depends on _____.

I'm not (the average) _____.
 And I ain't _____.
 But I learned _____
 Because I am _____.

I'm not _____.
 My worth is not determined by _____.
 No matter what _____,
 I will always be _____.

Week 2 - Self Respect and Identity

Day 6

5mins. - Attendance and Housekeeping

20mins. - Students will share their poems that were started last week and finished over the weekend about self-respect and identity. Students may choose to sing or say their poem. (Inspired by India Arie)

20mins. - Teacher will introduce the Portfolio assignment and provide students with guidelines and examples of portfolios turned in from previous students. (see attached guidelines)

10mins. - Students will use this time to continue working on personal narrative final drafts and continuing teacher conferences.

Homework: Complete narrative revisions to turn in tomorrow, bring glue sticks, markers, old magazines and construction paper to class on Tuesday.

Process Portfolio Guidelines

Throughout the unit, you will be responding to a variety of texts and other forms of media. All of these texts incorporate issues of respect that you could encounter in your day-to-day lives. Hopefully, the literature you read in this unit will help shape your opinions and views on respect. Also, the writing activities are intended to help you learn more about yourself, how you write, how you read, and ways in which you can improve in these areas.

Prepare a portfolio in which you present writings or items you have produced that demonstrate your most valuable learning during the unit (these are called exhibits). Your exhibits do not have to be your best work, simply the work from which you learned the most. You will not be graded on the quality of the exhibits included in the portfolio but rather on a brief reflection you will write about what you learned from doing each piece.

Your portfolio should include:

--A title page with name and date

--The narrative you completed at the beginning of the unit entitled "What Respect Means to Me." This will serve as your introduction to the portfolio.

--A minimum of 4 items from your work during the unit which will serve as your exhibits. You may also include extra exhibits from work you have done outside of school or in your free time.

--For each exhibit, you need to include a reflective paragraph that demonstrates what you have learned through the creating process.

--For the final exhibit in your portfolio, you must write a 1 page narrative describing how your definition or understanding of respect has developed during the unit. This should include how your views of respect have changed since the original narrative and what has made these changes take place.

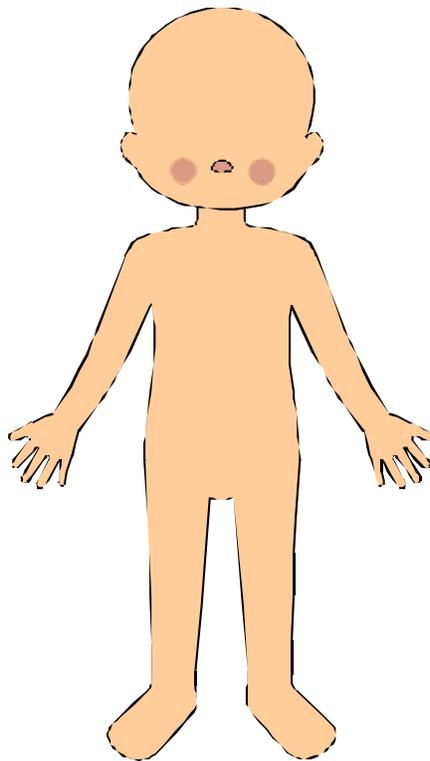
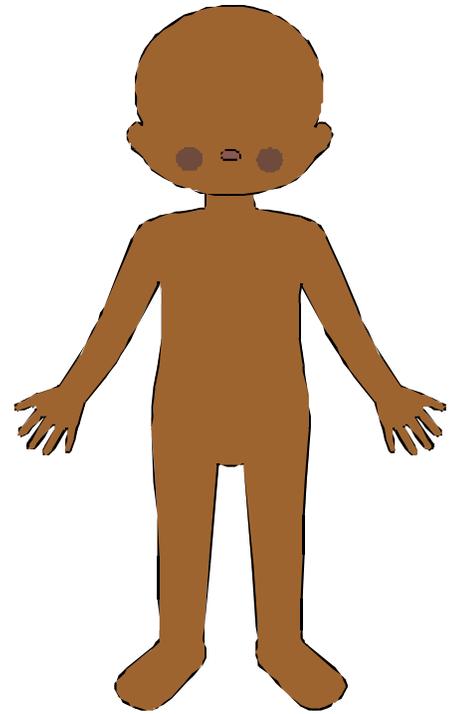
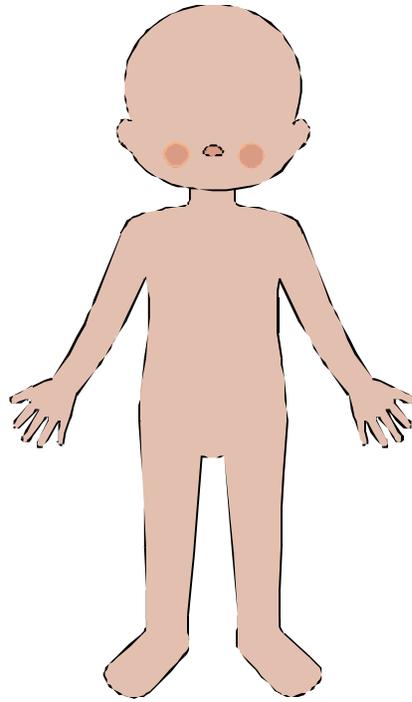
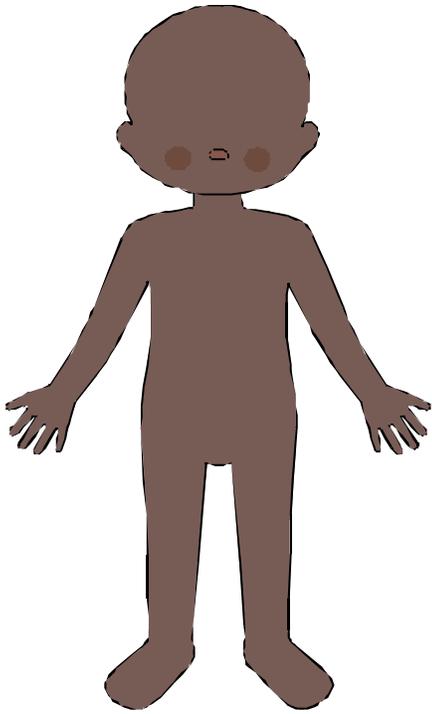
Day 7

5mins. - Attendance and Housekeeping (Turn in narrative final drafts)

10mins. - Introduction and instructions of identity art activity involving paper dolls (see attached instructions and dolls)

40mins. - Students work on Paper dolls Identity art project using the supplies they brought in and the supplies provided by the teacher.

Homework: Finish Paper dolls if they did not finish in class



Paper Doll Activity

- ✓ Take one paper doll from the teacher that looks the most like you.
- ✓ Make sure you have scissors, construction paper, glue, markers, and at least two magazines.

You will be creating a paper doll that represents who you are and what you value.



- ✓ Dress your doll in clothes that symbolize parts of your personality, your hobbies, any sports or clubs you are involved in, etc.
- ✓ Surrounding the doll, add items that would typically be found close to you—in your room at home, under your bed, in your hand, in your bookbag.
- ✓ Also, surrounding the doll, include words, character traits, or pictures that you feel are your strengths or that people have told you you are good at.
- ✓ You may also add thought or speech bubbles to your paper doll that represent things you typically think or say.

Day 8

5mins. - Attendance and Housekeeping

20 mins.--Paper Doll Wrap-up. Discuss the reasons for doing the paper doll activity. Have a few students share their paper dolls with the class. As a class discuss what makes individuals valuable and what the value of diversity is.

5 mins.—The teacher reads Julio Noboa, Jr.'s poem "Identity" aloud.

20 mins.--Have students take turns reading the different stanzas. As they read, stop them at certain points in the poem to discuss the metaphor of the weeds and flowers and how it relates to self-respect and the paper doll activity.

5 mins.—Review what a metaphor is and give examples. Have the students come up with a different metaphor for identity and explain the connection in writing.

Homework—Finish creating extended metaphor for identity and be prepared to share in small groups the next day.

Day 9

5mins. - Attendance and Housekeeping

10mins. – Students get in small groups and discuss their extended metaphors for identity.

20mins. - Students and teacher will read aloud the excerpt from Richard Wright's *Black Boy*

20mins. - Teacher will facilitate questions regarding race and identity to help students further make connections with this piece of prose and their own lives. Questions include:

1. Discuss some of the author's use of offensive language and its implication.
2. Discuss the evolution of words such as "race," "black," and "nigger"
3. Discuss derogatory terms they use or they have heard and discuss their origins and implications.
4. Define the word "stereotype" for the class.

Day 10

5mins. - Attendance and Housekeeping

10 mins.—Pass back narratives to the class

10 mins.—Discuss common errors in the class set of papers

30 mins.—Conduct mini-lessons on problems found in the papers that students will need to work on before writing their final papers for the portfolio (could vary from class to class).

Homework: None

Day 11

5 mins.- Attendance and housekeeping

7 mins.- Pass out copies of “Mother to Son” by Langston Hughes and have 3 students take a part of the poem and dramatically read it in front of the class.

15 mins.- Discuss with the class what message the mother is trying to give to her son. Keep the following questions in mind:

- 1) How has life treated the woman in “Mother to Son?” Did it seem as if she was respected? Disrespected?
- 2) How do you envision this woman?
- 3) How does she describe her life?
- 4) Why is it important that the son show his mother respect and listen to her words of wisdom?

10 mins.- Give a brief mini-lesson on symbolism and extended metaphor in the poem providing examples.

8 mins.- Explain to students that they will pick an inanimate object to serve as an extended metaphor for their lives. They should write a short poem/rap/prose entitled “Life for Me Is.....“ or “Life for Me Ain’t Been No...” comparing their lives with an inanimate object and provide an illustration. The pieces will be performed and/or presented at the end of class on Tuesday.

10 mins.- Have students begin to brainstorm ideas and begin on writing piece and/or illustration.

Homework: Begin or finish working on writing piece and/or illustration. Bring any unfinished work to class tomorrow to work on.

“Life For Me Ain’t Been No...”

In “Mother to Son” by Langston Hughes, the speaker uses a dilapidated staircase as an extended metaphor to describe the kind of life she has had. She also uses a crystal stair as an extended metaphor for what her life “ain’t been.” What about your life? What would you compare your life to?

Identify an inanimate object that you feel describes what your life represents or what your life does not represent. Write a short poem, rap, or free verse piece in which you use the object as an extended metaphor for your life.

In addition, provide an illustration of the object you have used as an extended metaphor for your life. Use magazine cut-outs, markers, colored pencils, drawings, and other creative, artistic elements to illustrate your written piece and your object.

Be creative with both your written piece and your illustration!!!

Below is an example of another extended metaphor for life. Do not model this example or copy it!! Be unique! Be imaginative!

**“Up, down, upside down
 The roller coaster ride of my life goes
 The seats are well worn from too many rides
 The number of times it broke down....no one knows
 Sometimes it’s scary as I enter through dark tunnels
 Stomach churning, heart turning, taking what life has given to me
 Sometimes it’s fun, all smiles, and exhilarating screams
 Enjoying the exciting turns into new places with new faces”**

Day 12

5 mins.- Attendance and housekeeping

25 mins.- Have students finish working on extended metaphor pieces and illustrations.

25 mins.- Students will present their poems and illustrations. Each student should take no more than 3-5 minutes presenting.

Day 13

5 mins.- Attendance and housekeeping.

10 mins.- Pass out articles from the United Nations' Declaration of Human Rights (www.un.org/Overview/rights.html). Have students briefly read over the articles. As a class, brainstorm and list on the board times throughout history in which peoples' human rights were denied as outlined in the articles.

15 mins.- Introduce Harriet Tubman as a person whose human rights were denied. Hand out the Harriet Tubman piece and have students read it in class.

8 mins.- Define moral laws, civil laws, and civil disobedience and briefly discuss examples of each.

17 mins.- Put the class in four small groups. Have them answer and discuss the following questions in small groups and prepare to share your thoughts with the class tomorrow. Assign one person in each group to be the recorder of thoughts and opinions.

- 1) Who made the right decision, Harriet Tubman and her followers or those who followed the law? Why?
- 2) What message is Harriet Tubman trying to send to her audience?
- 3) What decision would you have made in that situation?
- 4) Do you think there are laws today that restrict human rights and what are they?

Homework- Prepare to discuss questions as a whole class tomorrow. Think and write about a time when you were faced with a dilemma in which you had to make the decision to follow your morals or beliefs versus the civil law.

Day 14

5 mins.- Attendance and housekeeping

2 mins.- Have student turn in homework from last night.

15 mins.- Have students get back in their small groups from yesterday to discuss the questions from the Harriet Tubman piece as a whole class. Assign each group a question to pose the class and have them share their group's response.

7 mins.- Introduce and briefly explain "What Rights Do We Have?" Activity (http://www.unicef.ca/eng/unicef/rights/elem2_e.html)

26 mins.- Students will participate in "What Rights Do We Have?" Activity.

What Rights Do We Have?

This activity helps students understand what some of their rights are and how they are applied in real life situations.



Resources

- One set of [Case Study Cards](#)
- At least 3 sets of [Rights Cards](#)



Procedure

1. Give a Case Study Card to a student to practice reading silently, and a Rights Card to each of the other students.
2. After the student has read the Case Study Card aloud, two or three times if necessary, ask the students to go and stand beside the reader if they feel the right on the card they're holding has been violated in the story. (The reader should be surrounded by several students holding up Rights Cards.)
3. Instruct the students to remain where they are and discuss with the class the following sample questions:
 - How many rights were violated in this case study? Which ones?
 - Is the child in the story a boy or girl? Does it make a difference? Why or why not?
 - Where do you think the child lives? Why?
 - What assistance is available for children in such a situation?
4. Repeat the procedure with the remaining case studies.

EXAMPLES OF CASE STUDY CARDS

Case Study #1

My name is Hong and I am eleven years old. I left my home to come to the city and work to send money to my family. A man offered me a job at the train station. Now I'm working in a factory making T-shirts. I work twelve hours a day for little money. The factory is very dirty and hot. There are hardly any windows and sometimes it's hard to breathe. The boss is very mean. He makes us work very hard without breaks. The other kids and I want to leave but we all know that the factory work is better than begging in the streets. The boss tells us this every day. We do what he says.

Case Study #2

My name is Kathy and I am ten years old. My father comes home late every night. When he comes home drunk, he hits my mother and calls her names. When I try to stick up for her, he beats me too. I can't tell him what I feel because he's the boss. He says that in his house I don't have the right to speak about things that concern me. I think he is wrong. Things concern me because he is hurting my mom and me. I always feel sad when he's around. Mostly I feel angry. I'm planning to run away when I'm thirteen. He'll never find me then.

Case Study #3

My name is Amelia and I am nine years old. I was born in the suburbs of a city at war. The other day my mom and I had to leave our home so we could run away to another country. We left on buses. More than a thousand other people left at the same time. We had to leave everything behind. My mom says that we are refugees now. Some people don't want us because of our religion. Now I have no home, no books, no toys and I don't know where my friends are. I will probably never see my friends and the rest of the family again. I don't like this bus. We are all crowded and hungry, and some soldiers held us hostage for two days. Does this mean I don't belong to my country any more? My mom cries all the time. I try to be strong but deep inside I'm really scared.

Case Study #4

My name is Abdi and I am eight years old. I live with my parents, my five sisters and four brothers in a refugee camp. We have no rain and all the crops are dead. That means that there is no food or water. People are starving. Children are sick and dying all the time. To make things worse, there is a war and many of my friends and relatives have been killed. My dad told me that other countries are sending food but men with guns steal it before it gets to us and sell it. The men come to our camp and torture us. They took our food, our clothes - everything. My brothers and I tried to go to a hospital but the doctors and nurses didn't have time to treat our wounds because too many people with shotgun wounds were there and they were important.

RIGHTS CARDS

- The following statements will all be written out on an index card.

1. Our right to be treated fairly without discrimination.
2. Our right to have a name and acquire a nationality
3. Our right to have a family to care for us.
4. Our right to share our opinions.
5. Our right to have a safe environment and a healthy life.
6. Our right to food and shelter.
7. Our right to protection from harmful acts.
8. Our right to an education.
9. Our right to our own culture.
10. Our right to rest and play

Day 15

5 mins.- Attendance and housekeeping.

15 mins.- Finish up “What Rights Do We Have?” Activity

15 mins.- Have student voluntarily share their extended case studies.

7 mins.- Read a short passage from *Number the Stars* to get students interested. Have a booktalk and comment on author

8 mins.- Pass out and briefly explain bookmark handout for *Number the Stars* as a during reading activity. Model how the students should fill out the handout as they read on the board.

5 mins.- Have students begin reading *Number the Stars* silently in class.

***Number the Stars* Bookmarks**

Annemarie and her family face many dangerous situations and make difficult decisions throughout the novel. During these trying times, certain aspects of Annemarie's personality are illuminated. One focus of our class discussions will be Annemarie's character and the qualities she possesses. As you read the novel, you will identify her personality traits and record what circumstance brought this trait to light. Use this bookmark to record these details while you read. This will also provide you with a handy reference for our class discussions. Happy reading!!

<p>*NUMBER THE STARS BOOKMARK * FOR ANNEMARIE Name:</p>
<p>CHARACTER TRAIT: EXAMPLE:</p> <p>PAGE #:</p>

Week Four: *Number the Stars*

Day 16

5 min.—Attendance and housekeeping

5 min.—Have student copy vocab words written on the board (contempt, defiantly, occupation, Sabbath, synagogue, imperious, condescendingly, rationed, swastika, curfew, tantalize, insolently). Tell students they must have them defined by Thursday.

10 min.—Pass out the *Number the Stars* survey and have students silently fill it out.

5 min.—Explain to the students the debate activity. On opposite sides of the room are two posters; one is labeled agree and the other, disagree. Read the first statement of the survey. Have all students who agree go to the “agree” side. Have the students who disagree go to the “disagree” side. Give the groups of students 2-3 minutes to come up with one reason why their group either agrees or disagrees. Then, allow a spokesperson from each group to relate their statement to the other group. Repeat for the rest of the statements.

30 min.—Do the debate activity explained above. If any time remains, have a group discussion and illicit student’s responses or reactions to the survey statements.

Day 17

5 min.—Attendance and housekeeping

3 min.—Split class into groups of four.

7 min.—Pass out a packet of information to each of the groups on the following topics:

1. Hitler—his early life and involvement with the Nazi Regime
(www.remember.org/guide/Facts.root.hitler.html)
(www.us-israel.org/jsource/Holocaust/hitler.html)
2. Concentration camps—name at least four, find their location on a map, and list special characteristics about each camp.
(<http://fcit.coedu.usf.edu/holocaust/timeline/camps/>)
(www.nizkor.org/hweb/camps/)
3. Denmark and its involvement in WWII
(www.dchf.dk/danish_aspects/)
4. Why the Jews were targeted in the Holocaust
(www.bbc.co.uk/history/war/wwtwo/holocaust_overview_01.shtml,
www.ushmm.org/wlc/en/)
5. Ways the Jews were targeted in the Holocaust
(www.templehistory.dna.ie/holocaust.htm,
www.dropbears.com/b/broughsbooks/history/articles/the_holocaust.htm)
6. The Rescuers of the Holocaust—choose three and do a bio for each.

(<http://fcit.coedu.usf.edu/holocaust/people/rescuer/htm>)

Explain to the students that in their group they will look through the packets of information and find the most pertinent and important information. Then they will decide how to present the information to the class (through a poster, transparency, travel guide, power point, booklet, or handout, etc). Finally, they will prepare for a 5-7 minute presentation to the class tomorrow.

40 min.—Students will work in groups to gather information and prepare their presentations.

Homework—Practice and prepare for presentation. Begin looking over Chapters 1-5 for a discussion on Thursday.

Day 18

5 min.—Attendance and housekeeping

5 min.—Allow students to reassemble their groups to prepare for their presentations on Holocaust background information

45 min.—Student groups will present on their topics for 5-7 minutes.

Homework—Finish vocabulary definitions. Review Chapters 1-5.

Day 19

5 min.—Attendance and housekeeping

10 min.—Give students a summary quiz over Chapters 1-5 (Have them write a paragraph of what happened.) As students complete the quiz, check vocabulary definitions for completion.

5 min.—Questions on Chapters 1-5.

Ask students what they remember about the novel and what struck them as important or interesting. What reactions did they have? Clear up any plot questions as they arise.

10 min.—Jigsaw Discussion

Divide class into six groups of four, numbered 1-6. Have each group of students discuss the question that corresponds to their group number:

1. Why is there no butter or fuel? How hard do you think it would be to have rationed supplies? What types of things would you probably have to give up?
2. What were the fireworks that Kirsti heard on her birthday? Why are they important?
3. Why does Mrs. Rosen say it is better to be one of the crowd?
4. Why does the author describe the imprint of the Star of David on Annemarie's hand at the end of Chapter 5?

5. Annemarie asks herself if she would *truly* die to protect Denmark's Jews. How would you have answered this question?
6. What do you think is significant about how the Johansen's explained Ellen to the soldiers? What do you think happened to the Rosens?

25 min.--Create four groups of six, each consisting of a representative from each number of question. Have the students in each group tell what their question was and what they discovered in their previous group discussion.

Homework—Review vocabulary words for a vocab activity tomorrow. Begin reading Chapters 6-11 for Monday.

Day 20

5 min.—Attendance and housekeeping

10 min.—Revisit any questions or issues the students want to discuss from yesterday's discussion.

40 min.—Pictionary game with *Number the Stars* Vocabulary ~ create two teams and have students draw pictures that represent the vocabulary words for their classmates to guess

Homework—Finish reading and review Chapters 6-11 for Monday.

Week Five: *Number the Stars*

Day 21

5 min.—Attendance and housekeeping

10 min.—Give students a summary quiz over Chapters 6-11.

13 min.—Clear up any plot questions from the novel and make sure students understand the events up to chapter eleven. Questions you can ask to assess their understanding:

Who are the mourners at Aunt Birte's casket?

Why does Papa ask Henrik about the weather for fishing?

How does the German soldier on the train try to trick Mama?

How does the author foreshadow the trip to Sweden?

5 min.—Model character traits activity.

Have five pieces of butcher paper hung in various areas of the classroom, each entitled with a different character (Annemarie, Mrs. Johanson, Ellen, Peter, Kirsti). Instruct students to take out their character bookmarks and illicit some of the character traits they found for Annemarie. Write these traits on the butcher paper labeled "Annemarie."

20 min. – Have students brainstorm character traits for the other four characters. The

students will then walk around the room and add their character traits to the appropriate pieces of butcher paper. If a trait is up there once, it cannot be listed again.

Homework—Begin reading Chapters 12-17 for Thursday. Warn students that we will be leaving for the library as soon as class begins on Tuesday.

Day 22

5 min.—Take attendance and walk students to the library.

7 min.—Pass out Jewish Holidays handout and explain the assignment.

43 min.—Students will research their Jewish holidays. Walk around to give assistance and answer questions. (see handout).

Homework—Continue reading Chapters 12-17. If you did not collect enough information in class, finish researching your holidays.

Day 23

5 min.—Attendance and housekeeping.

50 min.—Students will work on their booklets to present their Jewish holidays. Teacher will provide construction paper, markers, crayons, etc.

Homework—Finish reading and review Chapters 12-17.

Day 24

5 min.—Attendance and housekeeping

10 min.—Summary quiz over Chapters 12-17.

40 min.—Discussion. This will mainly be a teacher-led discussion because it is the most important discussion to tie the novel back to the overall unit. Illicit student questions and reactions but the following questions must be addressed:

Why does Annemarie act like Kirsti when she sees the soldiers?

Why doesn't Mama tell Annemarie what is in the packet? Why do you think there was so much deception and lying? Would you let your best friend believe something you knew to be a lie? How would you feel if your parents lied to you?

Do you agree with Uncle Henrik's statement that all that brave means is "not thinking about the dangers. Just thinking about what you must do."

Remembering what we talked about with the Harriet Tubman piece, do you think the Rosens and Johansens were in a similar situation? They are the heroes of the book, but they were breaking the law and going against the government. Do you think this was necessary? Why or why not? When is it okay not to respect the

government or laws? When should you respect authority?

Day 25

5 min.—Attendance and housekeeping

10 min.—Wrap up any remaining thoughts from yesterday’s discussion. Review the discussions and themes from the entire novel.

20 min.—Read Psalm 147 from pages 86-87 of *Number the Stars* and discuss how the title of the novel relates to the Psalm. Review Annemarie’s response and ask the class similar questions: Could anyone number the stars? According to the psalm, who can? What might the stars stand for? Why is each and every star important enough to be numbered? Remind students of the title of the novel and ask why they think Lowry chose this title.

20 min.—“Self-respect Stars.” Pass out cut-outs of stars. Have students write their names in the center of the star and list the things that make them unique. Decorate the stars and hang them up around the room.

Homework—Remind students to bring in portfolio handout as well as the following assignments in order to work on their portfolio on Monday: self-respect poem, paper doll, Mother to Son poem, self-respect stars, *Number the Stars* bookmarks, extended metaphors from “Identity,” and Jewish holidays booklet.

Week 6

Day 26

5 min.—Attendance and housekeeping

5 min.—Split into six groups and assign each group a piece of literature we have studied in the past six weeks (*Number the Stars*, *Black Boy* excerpt, *A View from Saturday* excerpt, the Harriet Tubman piece, “Mother to Son,” and “Identity.”)

25 min.— Elect a representative to speak for your group. Have them complete review handout for their piece of literature with the following questions:

Discuss characters.

Give a brief plot summary.

Highlight issues in the work related to respect.

20 min.—The Review Train! Have each of the six representatives line up in the front of the room and relay the information their group has collected one after another.

Day 27

5 min.—Attendance and housekeeping

15 min.—Review portfolio assignment and answer student questions.

35 min.—Allow students to work on portfolio, namely the paragraphs describing what they have learned connected to each text. During this time, conference with individual students and check up on their progress.

Homework—Finish paragraphs for portfolio exhibits.

Day 28

5 min.—Attendance and housekeeping

15 min.—Explain final writing assignment for portfolio (Students choose two pieces of literature and explain how their view of respect has changed due to these texts—1 page paper).

35 min.—Students will begin final writing assignment. Continue conferencing with individual students.

Homework—Continue working on final writing assignment.

Day 29

5 min.—Attendance and housekeeping

10 min.—Explain what students should create for the cover of their portfolio (a picture or collage that represents some aspect of respect illustrated in one of the texts). Show examples.

40 min.—Students may either finish final writing assignment or create their portfolio covers. Teacher will supply construction paper, crayons, glue, old magazines, etc.

Homework—Finish your portfolio. Bring to class tomorrow.

Day 30

5 min.—Attendance and housekeeping

Celebration Day!

10 min. – split the students into five groups of five and let them brainstorm ideas for skits illustrating either respect or disrespect

10 min. – after the teacher approves each groups’ idea, have students rehearse skit

30 min. – each group of students will perform their skit for the class

RUBRICS:

Writing Rubric for Narrative

CATEGORY	5	3	1
Ideas	There is one clear, well-focused topic. Main idea stands out and is supported by detailed relevant information. Significant details enhance the main idea. Creative and original; captures the reader’s attention.	Main idea is somewhat clear but some information is irrelevant or questionable. More details could be added to enhance the whole picture or better capture the reader’s attention.	The main idea is not clear. There is a seemingly random collection of information that could be irrelevant. Few details add to the entire picture.
Organization	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. The internal structure of the piece is compelling and clear.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting or distracts the reader. .	Detail, events, and ideas only loosely connected or arranged in a way that causes confusion.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader’s mind, and the choice and placement of words seems accurate, natural and compelling. Few clichés are used.	Writer uses vivid words and phrases that linger or draw pictures in the reader’s mind, but occasionally the words are used inaccurately or seem overdone. Some words seem routine or average.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. Words are vague or used incorrectly. Clichés abound.
Voice	The writer makes the work “come alive” by taking the ideas and making them “his own.” Reader can gain a clear picture of the writer. Writing is lively, engaging, and full of energy and passion.	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. Reader can sometimes envision the writer. At times the writing is lively and engaging.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else. Writing is dry and shows a lack of spirit.
Fluency	Writing is smooth and has an easy flow and distinct rhythm. Contains a variety of sentence structures. Sentences sound natural and easy-on-the-ear when read aloud.	Some sentences have varied structures. Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. Reader often has to stop and reread because of choppy flow.

Grammar & Spelling (Conventions)	Writer makes very few errors in grammar or spelling that distract the reader from the content. Format is correct.	Writer makes some errors in grammar or spelling that distract the reader from the content. Some errors in format.	Writer makes many distracting errors in grammar or spelling that get in the way of understanding the content. Format is incorrect.
Writing Process	All drafts completed and turned in. Participated in peer editing.	Most drafts completed and turned in. Some participation in peer editing.	Many drafts incomplete and not turned in. Little or no participation in peer editing.

Process Portfolio Rubric

CATEGORY	4	3	2	1
Content (45 %)	Reflection paragraphs contain in-depth thought and analysis of how the exhibit contributed to the student's learning.	Reflection paragraphs contain some depth of thought and analysis of how the exhibit contributed to the student's learning.	Reflection paragraphs showed minimal thought and analysis of how the exhibit contributed to the student's learning.	Reflection paragraphs showed no or very little thought and analysis of how the exhibit contributed to the student's learning. More of a summary.
Requirements (20 %)	All requirements are met: At least 4 exhibits and reflections, both narratives, and a title page and table of contents are included.	Most requirements are met: At least 3 exhibits and paragraphs, both narratives, and a title page and table of contents are included.	Some requirements are: 2-3 exhibits and paragraphs and both narratives. Title page and table of contents may not be included.	Few requirements are met: 1-2 exhibits and paragraphs included. One or both narratives as well as the title page and table of contents may not be included.
Final Narrative (20%)	Narrative reflects on respect with depth of thought and clear language and organization.	Narrative reflects on respect with some depth of thought. Organization and language are clear for much of the time.	Narrative reflects on respect with minimal depth of thought. Organization and language may distract the reader.	Narrative reflects on respect with little or no depth of thought. Organization and language distract reader.
Presentation (10%)	Portfolio is organized, neat, and attractive. Layout in no way distracts the reader.	Portfolio is fairly organized, neat, and attractive. Some aspects may distract the reader.	Portfolio shows some organization. Could be more neat and attractive. Some aspects distract the reader.	Portfolio lacks organization, neatness, and attractiveness. Many aspects distract the reader.
Participation (5%)	Student worked diligently in class and stayed on task.	Student worked diligently in class and stayed on task for much of the time.	Student on task about half of the time. When off-task, did not distract others.	Student often became distracting and/or did not stay on task for the majority of the time.