



The Sky is Falling

A seventh grade unit plan for English/ Language Arts

by Kaitlin Bevis

LLED 7408 Spring 2011

Authors Note

The books within this unit are intended for a seventh grade class and are particularly intended for reluctant readers. The overall structure of this unit, however, could be applied to older grade levels by using different texts.

For children at the elementary school level I would recommend fairy tales compared to films like Hoodwinked or Shrek and books like *The True Story of the Three Little Pigs* by John Scieszca.

For eighth grade I would recommend *Enders Game* and *Enders Shadow* by Orson Scott Card

For ninth grade I would recommend *Uglies* and the soon to be released *Uglies* Graphic Novel from Shae's perspective by Scott Westerfeld

For Tenth Grade I would recommend *The Crucible* by Arthur Miller and *Wicked Girls* by Stephanie Hemphill

For Eleventh Grade I would recommend *Beowulf* and *Grendel* by John Gardner.

For Twelfth Grade I would recommend *King Lear* by William Shakespeare and *Fool* by Christopher Moore. *Note: Fool is an extremely provocative book. Get parent permission for this unit. Another option is *The Wizard of Oz* and *Wicked*.

Potential Poetry and film crossovers:

The Shepard's Lament and The Nymphs Reply

That 70's Show

Cover credits:

Picture of Life as We Knew It taken from:

<http://www.hmhbooks.com/lifeasweknewit/>

Picture of The Dead and the Gone from:

<http://www.hmhbooks.com/lifeasweknewit/>

Picture of Moon over Athens taken from:

<http://cs.astronomy.com/asycs/media/p/420601.aspx>

Addendum: Susan Beth Pfeffer, author of *Life as We Knew It*, and *The Dead and The Gone*, was kind enough to look through my unit. She suggests that "since D&G starts at a later point than LAWKI (and is a shorter book), it might make sense to have the students begin to read it a day or two after you'd start reading LAWKI."

Rationale

For this unit students will be reading *Life as We Knew It*, and *The Dead and The Gone*, by Susan Beth Pfeffer. In both books a meteor hits the moon, pushing it a little closer to the earth. In the chaos that follows, the protagonists of each book come of age and try to find their place in the new world.

The differences between the books are the point of view and writing style. *Life as We Knew it* is written as a diary and features a sixteen year old, affluent, Caucasian girl named Miranda. She is the middle child, and lives in the Midwest with her divorced agnostic mother.

The Dead and the Gone is a third person narrative starring Alex, a sixteen year old Hispanic boy living in New York City, with his two younger sisters and his working class parents. He is very religious, and cares a great deal about school. *The Dead and The Gone* is a considerably darker book because the characters in *Life as We Knew It* were lucky. Parents may object to the content. Characters die, though not graphically, and the protagonist survives by pick pocketing the dead. The religious overtones may be of some concern to the parents, though they will be balanced by the characters point of view in *Life as We Knew It*. I would need to know the maturity level of my class before teaching these books, but I believe most seventh graders could handle it.

By reading two different books that look at the same event through different points of view students will be better able to understand the Common Core State Standard of analyzing "how the author presents the point of view of different characters in a story or drama, including their different reactions to the same person or event(s)." The protagonists from each book look at the events following the moon being hit through entirely different lenses. Miranda is spoiled and selfish. She grows as a character throughout the novel but she relies on her mother. Everything that happens matters to her on a personal level. Whereas Alex has no one to rely on, and instead of moping about how life has changed for him must take care of his two younger sisters.

Comparing the point of view of these very different characters will also enable students to understand how "particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision" (CCSS, 32). While the same physical events happen in both books the characters reaction to them differ. Miranda is hysterical when the meteor hits the moon. She's terrified of the storm that follows, and thinks her mother is crazy for stocking up on food. The conflict that keeps the reader turning the pages is completely different based on her reaction and the dialogue she has with her mother. At first Alex could care less about the moon. He has to finish his shift working, do homework, and babysit. He is never hysterical. Even when the tidal wave that hits New York City essentially leaves him an orphan. He simply doesn't have the time to be dramatic. Both characters demand the readers attention and propel the plot forward. The class will discuss why.

The Dead and the Gone, also meets the standard to have children read a grade level text "independently, proficiently, and fluently." *Life as We Knew It* is also the same

grade level, but it fails to reach the standard of reading independently because it will be read to the students in class in increments of two chapters a school day. Each night the students will read the corresponding two chapters of *The Dead and the Gone*.

Students will learn to duplicate the writing styles they see in both novels and examine the events from yet another point of view. Their own. The students will form small groups and be assigned a region of the world in which to tell their story from. In an ongoing research project, students will be asked to explain how their group in their region was affected by the obstacles in the book.

For example, in the first two chapters the moon shifts position and the tides rise, creating massive tidal waves. Some students will be forced to evacuate their regions, and must document where they go, and how they got there. Each day the students will break into groups to discuss how the events in the day's chapters affect them, and then they will journal their experiences.

At the end of the unit, the students will be asked to turn in a narrative short story detailing the experiences from their journals. Each group will also be asked to give a multimedia presentation during the last week of the unit. By participating in the group discussion, and performing the research project and multimedia project, students will meet each of the Common Core State Standards in the subset of comprehension and collaboration, and presentation of knowledge and ideas. (CCSS, 45).

By writing the short story, students will be meeting each of the Common Core State Standards for writing narratives. They will "engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experience" by writing a narrative from their point of view detailing the events of both

books. They will also develop narrative elements, use a variety of writing techniques, choose their words and phrases carefully to create a mood, and provide a conclusion following their events.

Students will also meet two of the standards under the production and distribution of writing subset of the Common Core State Standards by writing in a style appropriate to their assigned task and audience, and participating in peer reviews and making changes based on student and teacher critiques (CCSS, 39). In these critiques, students will be observing grammatical conventions and making effective language choices (CCSS, 48). Last but not least they are meeting the standard of writing routinely over an extended time frame (CCSS, 39-40).

Why include narrative writing? "Writing narrative fiction remains among the least often experienced genres in the classroom" (Smagorinsky, Johannessen, Kahn & McCann, 2010). That's a shame, because narratives are what kids are most familiar with. Outside school students engage in creative writing via fan fiction, stories and poetry. Just as students enjoy reading literature that relates to them more than they enjoy literature written in colonial times, students enjoy writing in ways that relate to their day to day life. Many students like to write creatively. They do it in their own free time. Willingly! Harnessing that willingness to sit down and write something could do wonders in the classroom.

Harnessing a student's willingness to read and write is the very reason I chose to focus on two popular young adult fiction titles instead of accomplishing my goals with a more traditional text. Students are reading young adult fiction on their own willingly. If we can promote that reading in the classroom the lessons we're teaching the students

may be more interesting to them. As teacher of the year Alan Sitomer pointed out, "Teens today are reading almost in spite of school, not because of it" (Groenke, 1). Unfortunately, he seems to be right. The young adult genre has grown exponentially in the last ten years. It is arguably the biggest genre in the publishing world right now, yet students still struggle through their school textbooks (Groenke, xi- x).

Who can blame them? Textbooks aren't known for being engaging. Literature that was written hundreds of years ago by people long dead aren't relevant to a child's day to day life. While I agree, *Pride and Prejudice* has more literary merit than *Twilight*, it only becomes easier to grasp that difference the more a student has read and analyzed literature. Teachers need to start at *Twilight* and work their way to *Pride and Prejudice*. Even then it may be a good idea to throw in zombies, because a child who is not engaged is a child who's not paying attention. If a child isn't paying attention they aren't learning.

Using an interesting young adult novel, and different creative writing exercises, teachers may be able to engage their students in active learning. Survival of the fittest is "in" right now. With shows like "The Colony" on TV, and the best selling book of the year in young adult literature being *The Hunger Games*, students are inundated with a post apocalyptic view of earth. If they aren't watching zombies or reading about viruses wiping out the world, then they are hearing about global warming and 2012 conspiracies.

Susan Beth Pfeffer takes a different approach. It isn't war or unsustainable living that brings the earth to its knees. A meteor hits the moon shifting it slightly to the earth. There's no one to blame here. Nothing could have been prevented. Readers are thrown

into this new world with the protagonists as the satellites come crashing down.

Communications cease, tidal waves, earth quakes, and volcanoes make the earth almost unrecognizable overnight. Suddenly instead of worrying about school these children are scavenging for food and trying to stay warm during impossibly cold winters.

This book presents amazing opportunities for cross curricular tie ins with just about any other subject. The science teachers could be doing a moon unit, or a unit on meteors, or a unit on natural disasters and how they work. They could even talk about becoming self sufficient, and how viruses spread.

History teachers could easily study any time if natural disasters or complete government breakdown. Or they could focus on what services the government provides. If it vanished overnight, what would happen?

Math teachers could join forces with the health teacher and teach kids how to calculate how many calories they need in a day. They could also calculate how long fuel would last, or how much of a crop needs to be planted for a family of fill in the blank.

Fine art electives could pull music inspired by the moon or paintings of the moon into play. Did you know people used to paint the moon without craters? The mindset was that the moon was perfect. The moon is typically depicted as a symbol of serenity, how might that change based on the events of the novel? How might future artists depict the moon?

The stories are interesting and could encourage students to do further reading. Through the different projects and writing exercised perfumed through this unit I will be meeting a variety of standards, and this unit allows for cross curricular studies, which

many middle schools are interested in. The content is not objectionable. There is no reason not to allow me to teach this unit.

Sources for Rational:

The Common Core State Standards for English Language Arts and Literacy in History/Social Studies & Science. (2011). NCTE.

Groenke, U.L, & Cherff, L. (2012).

Teaching YA Literature through Differentiated Instruction. Urbana, IL: NCTE.

Smagorinsky, P., Johannessen, L., Kahn, E., & McCann, T. (2010).

The Dynamics of Writing Instruction. Portsmouth, NH: Heinemann.

Overarching Goals/Rubrics:

By Kaitlin Bevis

Students will read *The Dead and The Gone*, by Susan Beth Pfeffer, independently and I will be doing daily read alouds from *Life as We Knew It*, also by Susan Beth Pfeffer. The books cover the same event (the moon is hit by a meteor and shifts closer to the earth) and its outcomes, but are set in different parts of the country, and written in different styles by narrators of different genders. *Life As We Knew It* is written as a diary, and *The Dead and The Gone* is a third person narrative. Other types of writing are featured throughout both novels, primarily news paper clippings and academic papers. My overall goals are for...

- Students to learn terms and their context relating to novels and short stories. (i.e., protagonist, internal and external conflict, POV, narrator, expository, narrative, plot, character development, etc.)
- Students to identify the setting, protagonist, point of view, conflicts, and plot structure of a story
- Students to think critically about how these choices impact a story, with particular emphasis on point of view
- Students to learn research based skills
- Students to engage in an interesting text which will encourage them to read.

- Take a thematic approach to the moon via short stories, paintings, poems, classical music, etc.

Google Project

Students will be divided into groups of three or four (depending on the class size) and asked to choose a region of the planet to study throughout the reading of both books. Once a region is chosen students will spend one class session researching their region. They will be given a worksheet that asks basic questions about the population of their region, natural land formations nearby, and climate. They can use sites like Google Earth to get "before" pictures of their region. At the end of the class period students will give a brief presentation on their regions. Students may choose anywhere in the world, including their own city.

Completion of worksheet and class mini presentation will be counted as the students' daily participation grade.

Worksheet on next page

Google Project

Region:

Group Members:

Search google for the following information. Write the answer below. Remember to cite your sources.

What region did your group choose (You can choose this one)?

What country is your region located in?

What State/Province/General region in the country is your region in?

What time zone is your region in?

What city would you prefer to be located in?

How many people live in that city?

What is the city like? Is it crowded like New York, or is it farmland?

What school would you go to?

How many people are in your school?

What is your school like?

What's the weather like in your city?

Is there an Ocean or body of water near your city? Active or inactive volcanoes?

Earthquakes? Tornado's?

Go to google earth and explore your city.

Journals

Every day after we read our 2 chapters of *Life as We Knew It*, students will break up into their regions to discuss how the events of that chapter would affect them. Are they near any volcanoes? Are they near the ocean? Could they survive a drastic drop in temperature? Students will discuss survival strategies based on what they've learned from the two books and write their experience independently in their journals. Students will be given time to share what they have written in their journals but will not be required to.

This activity will serve to facilitate in class discussion of the text, and written reflection on what has occurred in both stories. The journals should serve to demonstrate reading comprehension as well as allowing for personal connection and creative writing.

The journals will be graded on a pass/fail grading scale. I will take up the journals every Friday and provide positive, constructive written feedback to their writing.

Grading scale for Journals

- A grade of 100 percent will be given to journals If they have written at least one page in their composition note books every day on topic
- A grade of 0 percent will be given to students who Fail to meet the above requirements.

Small group/Journal Handout on the following page

Journals

Our moon has been hit by a meteor and has been moved fractionally close to the earth. The tides are rising, earthquakes are happening all over the planet, and inactive volcanoes have been triggered and are erupting all over the earth.

You and your group members are trapped in the midst of this chaos with only each other to count on. As a group you must decide where you are located when these events occur, and how these events impact you. As a group you must decide what actions are necessary to insure your survival. Once a course of action is decided on you will each independently write journal entries detailing your experiences. Use all your five senses to make these entries as realistic as you can.

Dying is not an option, but evacuation is. If your region becomes uninhabitable you may move on, so long as you chronicle the details of your trip.

Entries must be at least a page in length.

Journals will be collected every Friday.

Narrative Project

Students will be asked to write a short story for one of the events in the book from their point of view, using the information they've gathered from their journals. They can choose to begin at any point in the book and end at any point in the book. The story must be written in a narrative voice, and must be at least 1,000 words

We will be discussing setting, point of view, conflict, and character development throughout both readings. Stories must show evidence of each.

Narrative Rubric

I will be grading Narratives on a four point scale, awarding one point to any reasonable attempt at the following

Have a clear setting within your region

Be told in your unique perspective using the experiences recorded in your journals

Must contain both internal and external conflicts

Characters must demonstrate an arc in the way they face these conflicts. I.E they should end in a different place (both physical and mental) then they began.

I will be marking grammar, but the grade is not dependent on proper grammar. It would be unfair to treat a story written in such a small frame of time as anything other than a

rough draft. Grammar will be marked for student reference should they wish to expand on this unit project for their end of the year project. However, a bonus point will be awarded to properly punctuated dialogue.

Narrative Handout on the next page

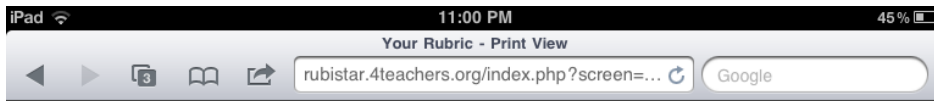
Narrative Project

You will be writing a narrative story based on the events in your journal. Your story may begin at any point in the Moon story timeline. It must be told from your perspective and be based in your group's region. Remember to establish your point of view, setting, internal and external conflicts, and to feature a character arc. Bonus points will be awarded to correctly punctuated dialogue. Your story must be at least 1,000 words to receive credit. There is no word limit.

Multimedia Project

Both books feature a multitude of media within the pages. Both protagonists write academic papers in the beginning of the novel and then rely on news broadcasts, radio broadcasts, and written communication such as letters and flyers for information that directly affects their survival. In addition to the short story and the journal students will provide for this unit, each group will be asked to select a variety of other forms of media to chronicle their survival. Four forms of media must be included, in addition to excerpts from each member's journal and each student's narrative.

Multimedia Rubric



Multimedia Project : Regional Group Project

Teacher Name: **Bevis**

Student Name: _____

CATEGORY	4	3	2	1
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.



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Multimedia Project!

Tell your group's survival story through different forms of media. Each group member will contribute a different piece for this project, and as a group you will coordinate the best way to present your project so it tells the story of your group's survival. You can write poems or songs, create newspaper articles chronicling the events that took place in the stories, create a survival board game, draw or paint images from the story, do posters or write papers; the sky is the limit. One different form of media must be presented per group member. I will be grading your project based on originality, presentation, and participation. Please remember to cite all your sources!

Day 1:

30 Minutes for Discussion and writing:

Directions: I want you all to take a moment to write a description of the pictures on the board

Write every single detail about the moon you can possibly think of, and tell me what's different about each one.

Full Moon Night. 2010.

By Prabhakara Jimmy Quek



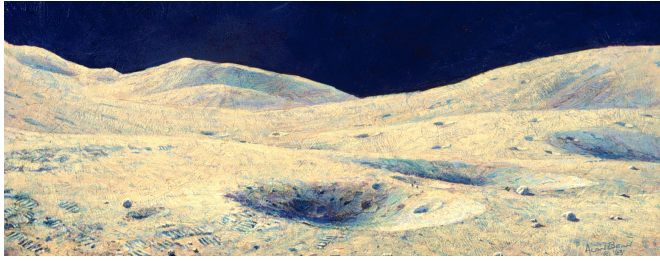
Fun fact: before Galileo looked through his telescope at the moon, Europeans painted the moon without flaws, because according to the church the moon was perfect. There were no craters in early paintings of the moon. Do you think people would look at the moon and not see the craters? Did they just ignore them? How much of what society tells you to see determines what you see?

A Most Beautiful Moon by Alan Bean.



Fun fact, this painting features the moon from space. Alan Bean is not looking up at the moon from earth, but from the window of a space shuttle. The moon looks more

colorful because it's reflecting the blue tones of the earth.



Mountains of the Moon: Their Inherent Majesty, by Alan Bean. Interesting fact: Alan Bean is an Apollo astronaut who has been to the moon, and uses moon dust in his paintings.

Lecturing: We all see a different moon. Every single individual person looks at the moon in a different way. Your experience shapes who you are. It shapes the way you see things. Had you been born in a different time, you may look at the moon and see the eye of a god. If you had been born in a different place the moon might be something you fear. Even day to day your perspective may change. Right now the moon may be boring, on a date it might be romantic, it just depends on your perspective.

How else might the mood you're in change the way you see the moon? (allow time to discuss).

That's why point of view is so important in writing. It's not just about deciding that you want your story to be told by a girl or a boy, or even what type of girl or boy, every bit of information conveyed in the story is told through the experiences of the main character of the story, even something as seemingly insignificant as the way they look at the moon.

Another big factor in point of view is setting. Writers have to study their settings to make sure they get every detail right. Knowing what you do about point of view, can anyone tell me why the setting is so important?

Where you are is just one of the many factors that shape the person you become. So today, we're going to break into our small groups to do a project. I want each group to decide on a new location to grow up in. It could be in another city or country, or it could just be a different neighborhood. I want you to consider how growing up there instead of here would affect you. Obviously we'll never know all the ways that your life could have been different, but we can learn the basics. You and your group are going to research this place. I want to know what school you would go to, what time zone you're in, what you would do in that town, anything you can think of.

Allow 15 minutes to form groups, hand out **Google Project worksheets** (in goals and rubrics), and allow kids to choose a region.

20 Minutes: Allow the students to finish their worksheets. Walk around the room helping kids and answering questions.

20 Minutes: Have the groups do a brief presentation on their group's region.

5 Minutes: Wrap up. Assign first two chapters of *The Dead and The Gone*, by Susan Beth Pfeffer. Talk about journal activity as outlined in the goals and rubrics. Give out Journal worksheet.

Day 2

5 Minutes: attendance, etc.

10 Minutes: Ask students to recount the events that occurred in the first two chapters of *The Dead and The Gone* (Henceforth referred to as D&G) and discuss any parts that

stuck out to them. I will start a chart on either the black board or a large piece of paper on Alex's character and define terms the students don't understand.

Dead and Gone	
Who is the protagonist? (Main Character)	
Where is the story set?	
What internal conflicts does he face?	
What external conflicts does he face?	
What do you predict will happen next?	
How is this story told?	

20 Minutes: Read first two chapters of *Life as We Knew It* (henceforth referred to as LAWKI) out loud.

15 Minutes: Discuss point of view. Discuss the differences between expository writing and narrative writing. Discuss the format Miranda uses for her journal. Ask if any students keep a journal? Is there anything different about the way their journal is set up as opposed to Miranda? Discuss web blogs and video journals. Write a chart for Miranda. Make predictions on what will happen next in the book.

15 Minutes: Break into group's and pass out composition books. Explain that students will be writing journals from their point of view in their group's region. Give students time to discuss the prompt and work out how the prompt affected them as a group before writing down how it affected them personally.

Prompt: The moon has been hit by a meteor and the tides have risen. Regions near fault lines have been experiencing intense earth quakes. You have been separated from your family and have taken refuge with your small group. Evacuation zones and time zones have been marked on the map. Where were you when this happened? Did you see the moon get hit? What happened? Remember to use all your senses to make me feel like I'm there.

10 Minutes: Give kids time to write their journal entries.

10 Minutes: Allow kids to share journal entries.

5 Minutes: Wrap up. Assign chapters three and four of D&G.

Day 3:

5 Minutes: Attendance, etc.

10 Minutes: Discuss the events that occur in chapters three and four of D&G. Return to chart and fill out any changes Alex may have gone through that affect his point of view.

Encourage students to make predictions on what will happen next in the book.

20 Minutes: Read chapters three and four of LAWKI out loud.

15 Minutes: Return to chart for Miranda. Encourage students to make predictions.

15 Minutes: Break into groups and have students take out their composition books, and discuss how the following prompt affects their group before splitting off and writing about how it affects them personally:

Prompt: Your group has found an empty super center near your shelter. What do you stock up on, and why? How do you get it back to your shelter? What precautions do you take in storing it?

Minutes: Give kids time to write their journal entries.

10 Minutes: Allow kids to share journal entries.

5 Minutes: Wrap up. Assign chapters five and six of D&G.

Day 4:

5 Minutes: Attendance, etc.

10 Minutes: Ask students to recount the events that occurred in chapters five and six of D&G. Discuss any parts that stuck out to them. Return to chart and fill in any changes Alex may have gone through. Encourage students to make predictions about what will happen next in the book.

20 Minutes: Read chapters five and six of LAWKI out loud.

10 Minutes: Return to chart and fill out any changes Miranda may have gone through. Encourage students to make predictions on what will happen next in the book.

20 Minutes: Break into groups and have students take out their composition books. Give students time to discuss the prompt and work out how the prompt affected them as a group before writing down how it affected them personally.

Prompt:

Groups 2 and 4: (subject to change based on group numbers and regions selected) At school your group is given a flyer asking for donations of clothing, blankets and canned foods for groups 1 and 3. With your group, perform an inventory on all food, clothing, and blankets (if any) you found during your trip to the super market. Decide how many

of each item you had before the trip to the supermarket, and write the total items you have at your disposal. Do you think you have enough to spare for the other groups? If you do will you donate any items, or will you keep everything for yourselves in preparation of harder times? Explain why:

Groups 1, and 3: Please conduct the same inventory. (when this is completed) 1/3 of your supplies have been destroyed by the (insert natural disaster for their region).

Winter is fast approaching and without more supplies you may starve to death or freeze.

Write a letter (letter writing would have been covered in a prior unit) explaining your predicament to groups 2 and 4, and ask them for more supplies. Do you think they will share them with you? Why or why not?

10 Minutes: Whole group discussion on the outcomes of the prompt, student led.

10 Minutes: Give kids time to write their journal entries.

5 Minutes: Wrap up. Assign chapters seven and eight of D&G.

Day 5:

5 Minutes: Attendance, etc.

10 Minutes: Ask students to recount the events in chapters seven and eight of D&G.

Return to chart and fill out any changes Alex may have gone through that affect his point of view. Encourage students to make predictions on what will happen next in the book.

20 Minutes: Read chapters seven and eight of LAWKI out loud.

15 Minutes: Return to chart for Miranda. Encourage students to make predictions.

15 Minutes: Break into groups and have students take out their composition books. Give students time to discuss the prompt and work out how the prompt affected them as a group before writing down how it affected them personally.

Prompt:

Volcanos, inactive and active, have erupted all around the earth. Was there one near you? Evacuation zones have been marked on the map. If your group was near a volcano eruption, write the details of your evacuation, and where your new shelter is. If you weren't in an evacuation zone, describe the changes in your surroundings now that the ash is blocking out most of the sun's light. How cold would it be in your region if you experienced a twenty degree drop in temperature this time of year?

10 Minutes: Give kids time to write their journal entries.

10 Minutes: Allow kids to share journal entries.

5 Minutes: Wrap up. Assign chapters nine and ten of D&G.

Day 6:

5 Minutes: Attendance, etc.

10 Minutes: Ask students to recount the events in chapters nine and ten of D&G. Allow time to discuss anything that stood out to them. Return to chart and fill out any changes Alex may have gone through that affect his point of view. Encourage students to make predictions on what will happen next in the book.

20 Minutes: Read chapter nine and ten of LAWKI out loud.

15 Minutes: Return to chart for Miranda. Encourage students to make predictions.

15 Minutes: Break into groups and have students take out their composition books. Give students time to discuss the prompt and work out how the prompt affected them as a group before writing down how it affected them personally.

Prompt: Gangs are roaming the streets and stealing supplies. What precautions have you taken to protect your group?

Minutes: Give kids time to write their journal entries.

10 Minutes: Allow kids to share journal entries.

5 Minutes: Wrap up. Assign chapters eleven and twelve of D&G.

Day 7:

5 Minutes: Attendance, etc.

10 Minutes: Ask students to recount the events in chapters eleven and twelve of D&G, allowing extra time to discuss anything that stood out to them. Return to chart and fill out any changes Alex may have gone through that affect his point of view. Encourage students to make predictions on what will happen next in the book.

20 Minutes: Read chapters eleven and twelve of LAWKI out loud.

15 Minutes: Return to chart for Miranda. Encourage students to make predictions.

15 Minutes: Break into groups and have students take out their composition books. Give students time to discuss the prompt and work out how the prompt affected them as a group before writing down how it affected them personally.

Prompt: Where is the nearest school to your shelter? How would you get there? Would you go to school? Or would you stay home? Why?

Minutes: Give kids time to write their journal entries.

10 Minutes: Allow kids to share journal entries.

5 Minutes: Wrap up. Assign chapters thirteen and fourteen of D&G.

Day 8:

5 Minutes: Attendance, etc.

10 Minutes: Ask students to recount the events of chapters thirteen and fourteen of D&G, and allow extra time to discuss anything that stood out for them. Return to chart and fill out any changes Alex may have gone through that affect his point of view.

Encourage students to make predictions on what will happen next in the book.

20 Minutes: Read chapters thirteen and fourteen of LAWKI out loud.

15 Minutes: Return to chart for Miranda. Encourage students to make predictions.

15 Minutes: Break into groups and have students take out their composition books. Give students time to discuss the prompt and work out how the prompt affected them as a group before writing down how it affected them personally.

Prompt: What do you do for fun without electricity?

10 Minutes: Give kids time to write their journal entries.

10 Minutes: Allow kids to share journal entries.

5 Minutes: Wrap up. Assign chapters fifteen and sixteen of D&G.

Day 9:

5 Minutes: Attendance, etc.

10 Minutes: Ask students to recount the events in chapters fifteen and sixteen of D&G, allowing extra time to discuss any events that stood out to them. Return to chart and fill out any changes Alex may have gone through that affect his point of view. Encourage students to make predictions on what will happen next in the book.

20 Minutes: Read chapters fifteen and sixteen of LAWKI out loud.

15 Minutes: Return to chart for Miranda. Encourage students to make predictions.

15 Minutes: Break into groups and have students take out their composition books. Give students time to discuss the prompt and work out how the prompt affected them as a group before writing down how it affected them personally.

Prompt: A member of your group goes missing. (I will randomly choose missing members). Without cell phones, or any way to contact this person, how do you find them?

Minutes: Give kids time to write their journal entries.

10 Minutes: Allow kids to share journal entries.

5 Minutes: Wrap up. Assign chapters seventeen and eighteen and nineteen of D&G.

Day 10:

5 Minutes: Attendance, etc.

10 Minutes: Ask students to recount the events of chapters seventeen and and eighteen of D&G allowing extra time for discussion on anything that stood out to them. Return to chart and fill out any changes Alex may have gone through that affect his point of view. Encourage students to make predictions on what will happen next in the book.

20 Minutes: Read chapters seventeen and eighteen of LAWKI out loud.

15 Minutes: Return to chart for Miranda. Encourage students to make predictions.

15 Minutes: Break into groups and have students take out their composition books. Give students time to discuss the prompt and work out how the prompt affected them as a group before writing down how it affected them personally.

Prompts: A blizzard strikes in your region. How are you keeping warm? Rumors of a super flue are circulating around your region. What precautions do you take against being sick? Someone knocks on your door begging for help. Do you risk answering?

Minutes: Give kids time to write their journal entries.

10 Minutes: Allow kids to share journal entries.

5 Minutes: Wrap up. Assign chapter nineteen of D&G.

Day 11:

5 Minutes: Attendance, etc.

10 Minutes: Recount the events in chapter nineteen of D&G allowing students extra time to discuss anything that may have stood out to them. Finish the chart for Alex and discuss his character arc. Ask students to discuss how his point of view changed over the course of the novel.

25 Minutes: Read chapters nineteen - twenty one of LAWKI out loud.

10 Minutes: Finish the chart for Miranda, and have students discuss her character arc and how that her point of view changed throughout the course of the novel, compare that to Alex's chart. Ask students to consider that change in their own work and reflect on how their "character" may have changed since beginning their journal.

15 Minutes: Give kids time to write complete their journals.

10 Minutes: Allow kids to share journals.

5 Minutes: Wrap up. Hand out multimedia handout and narrative project handout.

Homework selecting journal entries students may want to expand into a narrative.

Day 12:

5 Minutes: Attendance, etc. Break into groups.

45 Minutes: Allow students time to research and put together multimedia projects.

Students will of course be encouraged to work on it at home, but ample class time will be provided.

40 Minutes: Individual writing time for narratives. During this time I will make rounds and Make myself available to students.

5 Minutes: Wrap up

Day 13:

5 Minutes: Attendance,etc. Break into groups.

45 Minutes: Allow students time to research and put together multimedia projects.

Students will of course be encouraged to work on it at home, but ample class time will be provided.

40 Minutes: Individual writing time for narratives. During this time I will make rounds and Make myself available to students.

5 Minutes: Wrap up

Day 14:

5 Minutes: Attendance,etc. Break into groups.

45 Minutes: Allow students time to research and put together multimedia projects.

Students will of course be encouraged to work on it at home, but ample class time will be provided.

40 Minutes: Individual writing time for narratives. During this time I will make rounds and Make myself available to students.

5 Minutes: Wrap up

Day 15:

5 Minutes: Attendance,etc. Break into groups.

85 Minutes: Group presentations. If time allows ask students to share their progress on narratives. Discuss unit likes and dislikes and talk about the new unit that will be beginning Monday.

5 Minutes: Wrap up. Remind students narratives are due on Monday.