

I *Will* Speak Up!

For Myself, For My Friends, and For What I Believe In!

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

A conceptual 8th grade unit about bullying,
peer pressure, and cliques

By Allison Estey
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ELAN 7408
Dr. Smagorinsky

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Rationales for Conceptual Unit (Revised)

Unit Title: **I Will Speak Up! For myself, for my friends, and for what I believe in!**
A conceptual 8th grade unit about bullying, peer pressure, and cliques

“Teachers don't know about how hard it is for a sixth grader to feel good and how a lot of kids are scared of life.”

-Anonymous middle school student,
“Transition to a Middle Level School: What Kids Say,” Middle School Journal, 1992

Texts: *Stargirl* by Jerry Spinelli
The Boy Who Loses His Face by Louis Sachar
The A-List by Zoey Dean
Friends, Cliques, and Peer Pressure: Be True to Yourself by Christine Wickert Koubek
The Courage to Be Yourself edited by Al Dessetta
Who Do You Think You Are: Stories of Friends and Enemies by Hazel Rochman
“Peer Pressure” a poem by Michael Fraley
“The Road Not Taken” a poem by Robert Frost
“Where Humans Can't Leave and Mustn't Complain” a poem by Les Murray
“Mean Girls” clips from the movie
“Spiderman” clips from the movie

Rationale:

According to a poll conducted at www.smartkids.org, 41% of kids, the average age being 13, feel like they have been pressured to treat someone in a certain way, such as being mean or judgmental. Following a survey conducted by the American Justice Department, findings show that 77% of students in grades 6-10 are bullied mentally,

verbally, and physically at one time or another. Every seven minutes on a playground in this country a child is physically bullied: peer intervention is only 11% and adult intervention is a lowly 4%.

This unit is an examination of bullying, peer pressure, and cliques among preadolescents in literature, writing, and creative response. In order for middle school students to learn they need to feel safe in their schools. Students who are bullied, antagonized, tormented, teased, coerced, or excluded on a daily basis are not safe at school. It is my belief that by examining these all too prevalent problems with students in my English classroom—through reading, writing, and learning—they can eliminate misconceptions, develop a plan of action against harmful behaviors, gain an understanding of what it would be like if “the shoe were on the other foot”, and work toward autonomy during a what is unarguably an extremely turbulent time in their lives.

According to Duane Alexander M.D., the director of the National Institute of Child Health and Human Development, “Being bullied is not just an unpleasant rite of passage into adulthood. It is a public health problem that merits attention. People who are bullied as children are more likely to suffer from depression and low self-esteem, well into adulthood, and the bullies themselves are more likely to engage in criminal behavior later in life” (<http://www.atriumsoc.org/pages/bullyingstatistics.html>). Bullying and harassment are an unfortunate part of life in middle schools, but that doesn’t mean they have to be. By addressing these problems with the students in their classes, we as responsible educators and caring adults can work toward lessening or eliminating the problems associated with bullying, peer pressure, and cliques. Reading and writing about these issues serve as powerful learning tools and motivators with preadolescents.

Some parents and even some educators might protest that by bringing up these issues, by teaching kids about the dangers of bullying, cliques, and peer pressure, we may be inviting problems that don't yet exist, or catalyzing a situation that would have suffused itself if we hadn't directly addressed it. However, according to the *Schoolwide Prevention of Bullying* by Cori Brewster, "the most effective means of addressing bullying is through comprehensive, schoolwide programs." When schools can't or won't come together to enact anti-bullying policies, it is up to us as educators to effect change in our environment and make it more safe for our students. Brewster also says that "although teachers, counselors, and parents may be able to deal with individual cases of bullying as they come up, it is unlikely to have a significant impact on the incidence of bullying." Instead, we need to prepare whole units that address this very prevalent problem, and help our students take control of the safety of their school.

The National Counsel for Teachers of English and the International Reading Association have developed 12 standards for the English language arts. Using these twelve standards I will rationalize the activities and materials of this six-week unit to authenticate its value in the realm of nationally valued standards.

NCTE and IRA Standards for English Language Education

- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.**

In this unit, students will be reading a wide variety of contemporary literature that includes both fiction and nonfiction, short stories, poems, and novels. These texts were selected for specific purposes, and each makes invaluable contributions to the unit. Each novel we will be reading and examining is written by a widely published and well-respected young adult author and the themes presented are portrayed with sensitivity, humor, and are widely relatable to preadolescents.

Stargirl by Jerry Spinelli is about Leo Borlock, a sixteen year old 10th grader who lives in Arizona, and his growing fascination with Stargirl Caraway, the eccentric new student. It presents themes of conformity, friendship, acceptance, popularity, loyalty, and teenage love. This book will help eighth graders explore their own questions about individuality, choosing sides, growing up, and being vocal about what you believe in. Spinelli has crafted a tender and realistic portrayal of the microcosm of schools and leaves readers to draw their own conclusions about individuality, fear, and choice.

The Boy Who Loses His Face by Louis Sachar is about David Ballinger, a middle school student who is hurt and confused when his best friend Scott ditches him for newer, more popular friends. David finds himself in situations that, although while funny to the reader, realistically portray the agonizing trauma that comes from bullying, teasing, and

being left out. The title refers to the fact that David “loses face” because he doesn’t stand up for what he believes in and so loses a big part of himself. David learns about the power of real friendship, and he finds his voice. Easily reachable to young adolescents, it provides ample opportunities for students to identify with teens in a variety of situations, as well as to examine the effects of bullying, peer pressure, and cliques. Students will rejoice with David’s triumph and find themselves reflected in many of the scenarios presented in the book. Though the book includes some adult language, it accurately portrays the atmosphere of a typical middle school, and the language does not at all detract from the book’s highbrow message and engaging story. Students in my classroom understand the difference between language in a book and the language that is acceptable in class, and they understand how to read and respond like the mature and responsible citizens they are.

Among the other texts we will read are *The A-List* by Zoey Dean, a fiction novel about cliques, *Friends, Cliques, and Peer Pressure: Be True to Yourself* by Christine Wickert Koubek, a nonfiction handbook for preadolescents, *The Courage to Be Yourself* edited by Al Dessetta, a nonfiction book about individuality and peer pressure, *Who Do You Think You Are: Stories of Friends and Enemies* by Hazel Rochman, a nonfiction book that includes stories and poems by young adults about their experiences with bullying and friendship, as well as a variety of other short stories, poems, movie clips, and even songs that related to our unit of study. All of these varied texts together will provide students with a variety of interests and strengths with opportunities to respond to and be affected by literature and art forms.

- 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.**

The books in this six-week unit are all contemporary realistic fiction, nonfiction, and age appropriate for middle school students. They all address a very real, a very prevalent, and a very valid part of life for preadolescents: bullying, peer pressure, and cliques.

These ethical concerns are worth our class time and deserve close attention and related activities to make the themes meaningful to all students.

- 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).**

One of the activities students will participate in during the course of this six-week unit of study is the use of a dialogue journal. By writing back and forth with at least one different classmate per week, students will have the opportunity to better understand, discuss, form opinions about, and draw conclusions about what they are reading, experiencing, and creating in class. The dialogue journal will provide the opportunity to gain new perspectives from the ideas and opinions of peers, as well as to interact with fellow readers about the text.

- 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.**

5. **Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.**

6. **Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.**

As the culminating activity for this unit, students will be creating what is called a “multigenre project.” Described in Dr. Peter Smagorinsky’s teacher textbook *Teaching English Through Principled Practice* as “a powerful vehicle for high-level engagement with literature,” multigenre projects allow students to use their own individual strengths to create an end of unit product that demonstrates learning and allows for creative expression (Smagorinsky, 131). Options for the project include but are not limited to a collage, a painting, poetry, music, drama, a sculpture, a story, or an essay, or any combination of several. The multigenre project gives students opportunities for demonstration that go “beyond the conventional academic emphasis on analytic writing” (130). Students learn and respond to literature and learning in different ways and it is my part of my personal pedagogy that assessment reflect these differences and allow for a variety of responses.

7. **Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.**

8. **Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.**

In this unit we will be viewing two brief clips of video from “Spiderman” and “Mean Girls.” Though both movies are rated PG-13, the segments the students will see contain no language, and no sex or drug references. They contain images of students being teased, pressured, and bullied, and portray popularity and solitude. Though the movies have a parent guidance rating, they are valuable examples of the issues we will be reading and writing about and the segments students will see are not questionable in nature.

- 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.**

- 10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.**

- 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.**

In this six-week unit students will choose one of two novels (either *Stargirl* or *The Boy Who Lost His Face*) and participate in literature circles. Students are allowed to choose which of the two books to read after hearing a summary of each and will be assigned groups based on their choice. Literature circles are an excellent way to put the control of discussion, learning, and questioning back in the hands of the students. Each member of each group will have a specific role, all roles contributing valuable and diverse insights into the reading. According to Dr. Peter Smagorinsky, professor and author of *Teaching English Through Principled Practice*, literature circles allow for students to have “opportunities for self-directed discussions with different degrees of direction and

freedom” (Smagorinsky, 128). Smaller group discussion also helps the students feel less inhibited than whole group discussion and promotes richer discussion. And finally, by allowing students to choose their books it helps them feel empowered in their own learning and it becomes more meaningful to their lives. If *Stargirl* sounds like a book they would enjoy more than *The Boy Who Lost His Face*, then I want them to read whichever one they believe they’ll get more out of.

- 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).**

Allison Estey
October 31, 2005
Unit Goals and Rubrics

I Will Speak Up: Overarching Unit Goals

1. Students will complete a dialogue journal to record their responses to classroom readings and activities. Through the completion of this journal they will better articulate their ideas about the topics at hand, and they will also get an idea for the opinions and ideas of their fellow classmates. Entries will be completed odd classroom days, then passed to a classmate for a response on even classroom days. Please see the attached rubric for greater detail about student expectations.
2. Students will participate in one of two literature circles while reading either *Stargirl* or *The Boy Who Loses His Face*. There will be four or five students in each of the six groups, each with one of the following roles: Discussion Director, Investigator, Connector, Literary Luminator, and/or Illustrator. These groups will serve to help the students understand and discuss what they are reading, respond to the reading, voice questions, reach new conclusions, consider alternate viewpoints, and connect their reading to both their own lives and the outside world. Groups will meet twice a week throughout the reading of the book and once to plan a book presentation. Please see the attached rubric for greater detail about student expectations.
3. Students will complete a multigenre project as a culmination of their learning during this unit. The multigenre project will be an artistic or visual representation of their learning, including but not limited to a collage, painting, poetry, music, drama, sculpture, performance art, or other textual form, and go hand in hand with a synthesis paper that explains how the piece represents their learning. Both paper and project will be due at the end of the six weeks, and time will be given in class to plan projects and workshop papers. Please see the attached rubric for greater detail about student expectations.

Final Grade Percentages

- 40%:** Multigenre Project
- 25%:** Literature Circles
- 20%:** Dialogue Journal
- 15%:** Participation in Classroom Activities

Dialogue Journal Rubric

Category	4	3	2	1
Content 30%	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entries always demonstrate an intimate knowledge of the texts <input type="checkbox"/> Thoughts, ideas, and questions are always supported by examples <input type="checkbox"/> Entries are always complete and include at least two questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entries usually demonstrate an intimate knowledge of the texts <input type="checkbox"/> Thoughts, ideas, and questions are usually supported by examples <input type="checkbox"/> Entries are usually complete and include at least two questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entries sometimes demonstrate an intimate knowledge of the texts <input type="checkbox"/> Thoughts, ideas, and questions are sometimes supported by examples <input type="checkbox"/> Entries are sometimes complete but often do not include two questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entries rarely demonstrate an intimate knowledge of the texts <input type="checkbox"/> Thoughts, ideas, and questions are rarely supported by examples <input type="checkbox"/> Entries are rarely complete and often do not include two questions
Evidence of Creative Thinking 30%	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entries always demonstrate a careful reading of the texts <input type="checkbox"/> Journal entries are always imaginative <input type="checkbox"/> Journal entries always contain new ideas or perspectives 	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entries usually demonstrate a careful reading of the texts <input type="checkbox"/> Journal entries are usually imaginative <input type="checkbox"/> Journal entries usually contain new ideas or perspectives 	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entries sometimes demonstrate a careful reading of the texts <input type="checkbox"/> Journal entries are sometimes imaginative <input type="checkbox"/> Journal entries sometimes contain new ideas or perspectives 	<ul style="list-style-type: none"> <input type="checkbox"/> Journal entries rarely demonstrate a careful reading of the texts <input type="checkbox"/> Journal entries are rarely imaginative <input type="checkbox"/> Journal entries rarely contain new ideas or perspectives
GOOD Questions 25%	<ul style="list-style-type: none"> <input type="checkbox"/> Questions are always open-ended <input type="checkbox"/> Questions always represent careful and creative thinking <input type="checkbox"/> Questions are always based on the texts or classroom activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Questions are usually open-ended <input type="checkbox"/> Questions usually represent careful and creative thinking <input type="checkbox"/> Questions are usually based on the texts or classroom activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Questions are sometimes open-ended <input type="checkbox"/> Questions sometimes represent careful and creative thinking <input type="checkbox"/> Questions are sometimes based on the texts or classroom activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Questions are rarely open-ended <input type="checkbox"/> Questions rarely represent careful and creative thinking <input type="checkbox"/> Questions are rarely based on the texts or classroom activities
Mechanics 15%	<ul style="list-style-type: none"> <input type="checkbox"/> Each journal entry is always at least half of a notebook page <input type="checkbox"/> Each entry is completed on time 	<ul style="list-style-type: none"> <input type="checkbox"/> Each entry is usually at least half of a notebook page <input type="checkbox"/> Each entry is completed on time 	<ul style="list-style-type: none"> <input type="checkbox"/> Each entry is sometimes at least half of a notebook page <input type="checkbox"/> Some entries are not completed on time 	<ul style="list-style-type: none"> <input type="checkbox"/> Each entry is rarely half of a notebook page <input type="checkbox"/> Some entries are not completed on time

Literature Circles Rubric

Category	4	3	2	1
Discussion Participation 60%	<ul style="list-style-type: none"> <input type="checkbox"/> Always contributes to group discussion <input type="checkbox"/> Always asks open-ended questions <input type="checkbox"/> Is always willing to consider differing opinions <input type="checkbox"/> Is always a respectful and attentive listener 	<ul style="list-style-type: none"> <input type="checkbox"/> Usually contributes to group discussion <input type="checkbox"/> Usually asks open-ended questions <input type="checkbox"/> Is usually willing to consider differing opinions <input type="checkbox"/> Is usually a respectful and attentive listener 	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes contributes to group discussion <input type="checkbox"/> Sometimes asks open-ended questions <input type="checkbox"/> Is sometimes willing to consider differing opinions <input type="checkbox"/> Is sometimes a respectful and attentive listener 	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely contributes to group discussion <input type="checkbox"/> Rarely asks open-ended questions <input type="checkbox"/> Is rarely willing to consider differing opinions <input type="checkbox"/> Is rarely a respectful and attentive listener
Role Sheets 20%	<ul style="list-style-type: none"> <input type="checkbox"/> Sheets are always completed <input type="checkbox"/> It is always evident that significant thought was devoted to preparation for discussion <input type="checkbox"/> Sheets are turned in on time 	<ul style="list-style-type: none"> <input type="checkbox"/> Sheets are always completed <input type="checkbox"/> It is usually evident that significant thought was devoted to preparation for discussion <input type="checkbox"/> Sheets are turned in on time 	<ul style="list-style-type: none"> <input type="checkbox"/> Sheets are sometimes completed <input type="checkbox"/> It is sometimes evident that significant thought was devoted to preparation for discussion <input type="checkbox"/> Sheets are usually turned in on time 	<ul style="list-style-type: none"> <input type="checkbox"/> Sheets are rarely completed <input type="checkbox"/> It is rarely evident that significant thought was devoted to preparation for discussion <input type="checkbox"/> Sheets are rarely turned in on time
Presentation 20%	<ul style="list-style-type: none"> <input type="checkbox"/> Presentation includes a brief summary of plot <input type="checkbox"/> Presentation creatively demonstrates the central messages of the book <input type="checkbox"/> Every group member participates equally <input type="checkbox"/> Presentation is in some way engaging to the class <input type="checkbox"/> Presentation is at least 10 minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> Presentation includes a summary of plot <input type="checkbox"/> Presentation demonstrates the central message of the book <input type="checkbox"/> Every group member participates <input type="checkbox"/> Presentation is in some way engaging to the class <input type="checkbox"/> Presentation is at least 10 minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> Presentation includes a summary of plot <input type="checkbox"/> Presentation demonstrates a message of the book <input type="checkbox"/> Not every group member participates <input type="checkbox"/> Presentation is limitedly engaging to the class <input type="checkbox"/> Presentation does not meet the time requirement 	<ul style="list-style-type: none"> <input type="checkbox"/> Presentations does not include a summary of plot <input type="checkbox"/> Presentation does not demonstrate a central message <input type="checkbox"/> Not every group member participates <input type="checkbox"/> Presentation is not engaging to the class <input type="checkbox"/> Presentation does not meet the time requirement

Culminating Multigenre Project Rubric

Category	4	3	2	1
Project 50%	<input type="checkbox"/> Project is generated from suggested list or was approved by Ms. Estey <input type="checkbox"/> Careful planning is evident <input type="checkbox"/> Project clearly depicts a unit theme	<input type="checkbox"/> Project is generated from suggested list or was approved by Ms. Estey <input type="checkbox"/> Planning is evident <input type="checkbox"/> Project depicts a unit theme	<input type="checkbox"/> Project is generated from suggested list or was approved by Ms. Estey <input type="checkbox"/> There is little planning evident <input type="checkbox"/> The project attempts to depict a unit theme	<input type="checkbox"/> Project is not generated from the suggested list and was not approved by Ms. Estey <input type="checkbox"/> There is no planning evident <input type="checkbox"/> The project does not depict a unit theme
Evidence of Creative Thinking 25%	<input type="checkbox"/> Project demonstrates creativity <input type="checkbox"/> Project is unique and shows individuality <input type="checkbox"/> Project demonstrates multiple connections between the texts, classroom activities, and personal experiences	<input type="checkbox"/> Project demonstrates some creativity <input type="checkbox"/> Project shows some individuality <input type="checkbox"/> Project demonstrates at least one connection between the texts, classroom activities, and personal experiences	<input type="checkbox"/> Project demonstrates limited creativity <input type="checkbox"/> Project shows little individuality <input type="checkbox"/> Project makes an attempt to make connections between the texts, classroom activities, and personal experiences	<input type="checkbox"/> Project does not demonstrate creativity <input type="checkbox"/> Project does not show individuality <input type="checkbox"/> Project does not make connections between the texts, classroom activities, and personal experiences
Synthesis Paper 15%	<input type="checkbox"/> Cites at least three examples of learning <input type="checkbox"/> Always uses textual examples to support claims <input type="checkbox"/> Paper is at least two typed pages	<input type="checkbox"/> Cites three examples of learning <input type="checkbox"/> Usually uses textual examples to support claims <input type="checkbox"/> Paper is at least two typed pages	<input type="checkbox"/> Cites two examples of learning <input type="checkbox"/> Sometimes uses textual examples to support claims <input type="checkbox"/> Paper does not meet the two page requirement	<input type="checkbox"/> Cites one or two examples of learning <input type="checkbox"/> Uses minimal textual examples to support claims <input type="checkbox"/> Paper does not meet the two page requirement
Mechanics 10%	<input type="checkbox"/> Project and paper are turned in on time <input type="checkbox"/> 5 minute presentation is interesting and well organized	<input type="checkbox"/> Project and paper are turned in on time <input type="checkbox"/> Presentation doesn't make 5 minutes but is interesting and well organized	<input type="checkbox"/> Project and paper are turned in on time <input type="checkbox"/> Presentation doesn't make 5 minutes and may not be interesting or well organized	<input type="checkbox"/> Project and/or paper are late <input type="checkbox"/> Presentation does not make five minutes and may not be interesting or well organized

Allison Estey
November 7, 2005
Introductory Activity

I Will Stand Up!: *Introductory Activity*

Activity #1: Movie Clips

1. As an introduction to our unit about bullying, peer pressure, and cliques, students will view two segments of recent popular movies. The first is *Spiderman* where the main character, Peter Parker, is late for school and running to catch the bus. Not only does the bus driver at first refuse to stop, but when Peter eventually gets on the bus he is teased, named called, tripped, and no one wants to sit with him. His next-door neighbor, who he's known for years, doesn't stick up for him because her boyfriend is one of the bullies. The second movie is *Mean Girls* and the clip shows the popular clique in school, nicknamed "The Plastics," three very pretty and wealthy girls, and their first encounter with a new girl in school. The students will view each clip at the start of class.
2. After viewing the clips, I will direct the attention of the students to two questions on the board.
 - a. How did it make you feel?
 - b. What would you do?

We will discuss each of the questions first in small groups and then as one big group, answering for each clip and several different characters. This discussion will bring up some of the issues central to bullying, cliques, and peer pressure and will illustrate some competing perspectives.

3. During the small group discussion I will circulate among the groups and during the large group discussion write key phrases likely to come up during conversation, such as fear, anger, popularity, fitting in, etc. These ideas are central to our unit and will be key terminology in many of our discussions.

Activity #2: Bullying Scenario in Dialogue Journals

1. Following the discussion about the video clips, students will each be given a handout that explains the following scenario:

Imagine you are a part time volunteer taking calls at an after school help hotline for teen crisis. It is your job to field anonymous calls from fellow middle school students and do your best to counsel them and give advice. The following is a transcript from one such call:

“Hi, is this the teen hotline? Okay, hi. I’m kind of nervous, I’ve never done something like this before, but I don’t really know who to talk to and I saw this number on a brochure in the guidance counselor’s office. I just want to talk. See, I’ve been having some problems at school ever since seventh grade started. I used to be friends with some of the kids, but now they all like football and want to play football and I don’t like football. So they don’t want to be friends anymore. After school one day a few weeks ago, one of them pushed me in the hallway so that I dropped all my books, and then everyone laughed. No teachers saw and I didn’t tell anyone, because I don’t know if they would believe me. Plus if I get the other kids in trouble they will be even meaner to me later. They call me names all the time like “Geek face” “Nerd” “Computer Tutor” and “Super Freak.”

The other night I was really late for dinner because some of the kids took my bike from me after school and hid it in the bushes so I couldn’t find it. Mr. _____ saw me looking for it and when I explained what happened he told me not to be so careless next time, and said ‘See what happens when a funny joke goes too far?’ and then he left. I guess he didn’t believe me. Telling the teacher never works, it only works for a minute but then it starts again as soon as the teachers aren’t looking.

My mom is already really worried I’m not making friends well enough and I don’t want her to think there’s something wrong with me. So I can’t tell her about this. I don’t know what to do, I feel sad a lot of the time, and I really miss my old friends who have changed so much. What should I do?”

2. After receiving the handout, I will read it out loud while the students follow along. I will ask them to think about this student, think if they have ever known a kid like this, or if they ever felt the way he or she does, or if they have ever picked on someone or name called. It is important that they also think about the perspective of the bully. Why might someone act meanly toward someone who they used to be friends with?
3. The students will respond to these questions, or ask their own, and get down their ideas as their first entry in their dialogue journal. I will remind them that one of their classmates will be reading their entry and responding, so to please only write something you’re comfortable with other people reading, but also to be as honest and introspective as you can, because this is a journal and the purpose is to explore and examine our opinions and ideas.

WEEK 1: DAY 1

TEACHER OBJECTIVES

ACTIVITIES

MATERIALS NEEDED

1. To introduce students to the unit and get them generate significant interest and investment.
2. To get the students thinking and wondering about bullying, cliques, and peer pressure through the exploration of their own ideas and curiosities.
3. To distribute project descriptions and rubric so students may begin thinking about long-term goals.

1. Attendance and housekeeping (5 mins)
2. Students will view two specially selected segments from “Mean Girls” and “Spiderman” (15 mins)
3. On the board will be written:
 - a. How did it make you feel?
 - b. What would you do?
4. The students will break into small groups of their own choosing, of between 3 and 5 students each, to discuss the questions and consider the perspectives of several different characters. (10 mins)
5. We will bring our thoughts together as one big group, building a word web on the board of different ideas, thoughts, and questions concerning bullying, cliques, peer pressure. Students will copy some version of this into the first page of their notebook. (15 mins)
6. Handouts will be distributed detailing the three unit goals and their grading particulars. Any questions students have at this point will be addressed. (10 mins)

- ⇒ “Spiderman” movie
- ⇒ “Mean Girls” movie
- ⇒ A lined paper notebook for each student
- ⇒ Rubrics and project description handouts for each student

DAY 2		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<ol style="list-style-type: none"> 1. To continue exploring our current notions about bullying, cliques, and peer pressure. 2. To explore some early questions through writing 3. To choose a literature circles book and begin reading 	<ol style="list-style-type: none"> 4. Attendance and housekeeping <i>(5 mins)</i> 5. Handouts detailing the bullying scenario will be distributed to each student. I will read it aloud while they follow along. Students will be given time to consider this situation, think about what they would do if it were them, wonder if they have ever been in the place of someone in the scenario, and ask questions. <i>(10 mins)</i> 6. In response to some of the questions and ideas raised from reading and discussing this scenario, students will be given time to complete the first journal entry in their dialogue journal (I will refer to it here as their DJ). Having already gone over the rubric for the journals, they will already know what to do. I will, however, remind them that these entries will be read by a classmate, so to only read something they're comfortable with, but to of course be as honest and thoughtful as possible. <i>(15 mins)</i> 7. After being given brief synopses of each book choice for reading circles, students will make a selection as to which text they'd like to read. 	<ol style="list-style-type: none"> 1. DJs 2. Scenario handouts 3. Enough copies of <i>Star Girl</i> and <i>The Boy Who Lost His Face</i> for each student, depending on group choices

	<p><i>(10 mins)</i></p> <p>8. The remainder of class will be devoted to reading workshop. Students may free read whatever they choose, however the first two chapters of the book will be assigned as homework, so they will be encouraged to get started. <i>(15 mins)</i></p> <p><i>Homework:</i> First two chapters of Lit Circles book</p>	
<p>DAY 3</p>		
<p><i>TEACHER OBJECTIVES</i></p>	<p><i>ACTIVITIES</i></p>	<p><i>MATERIALS NEEDED</i></p>
<ol style="list-style-type: none"> 1. Examine bullying, peer pressure, and cliques from the perspective of poetry. 2. Continue to explore our developing ideas and questions about bullying, peer pressure, and cliques. 	<ol style="list-style-type: none"> 3. Attendance and housekeeping <i>(5 mins)</i> <i>DUE:</i> First two chapters of lit circle books. 4. Half the class will read “The Road Not Taken” by Robert Frost, and the other half will read “Where Humans Can’t Live and Mustn’t Complain” by Les Murray. Each half will break up into two or three smaller groups and come to a decision about three things the poem is telling us about bullying, peer pressure, and cliques (if it’s saying anything about that at all). <i>(20 mins)</i> 5. We will come back together as a large class and each group will share their ideas. We will notice similarities and unique perspectives and use these poems as a jumping off point for a discussion that works 	<ol style="list-style-type: none"> 4. Copies of “The Road Not Taken” by Robert Frost and “Where Humans Can’t Live and Mustn’t Complain” by Les Murray 5. DJs

	<p>toward defining what bullying, peer pressure, and cliques are, who they affect, how they work, and what we could do to get or give respect where it's deserved. <i>(15 mins)</i></p> <p>6. DJ: students will write down one idea from our discussion that surprised them or made them change their thinking. Ask one question. They will then exchange journals with a classmate. <i>(10 mins)</i></p> <p>7. Explain that they will respond to each other's first two DJ entries by Monday of next week. Remind them of what a good DJ response looks like. Mention that we will be selecting and reviewing lit circle role sheets next class period, for anyone who may not know the protocol. <i>(5 mins)</i></p> <p><i>Homework:</i> Students will need to have read the first four chapters of their literature circles books by Friday and prepare their individual role sheets. Students will also have to respond to each other's DJs by Monday.</p>	
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DAY 4

<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. Develop an understanding of the final multigenre project and start considering their ideas for a project</p>	<p>3. Attendance and housekeeping <i>(5 mins)</i></p> <p>4. Draw numbers for who will complete each role in each literature circle group.</p>	<p>6. Role sheets for literature circles, enough for each member of each group</p> <p>7. Numbers for random role selection</p>

<p>2. Explore ideas about bullying, cliques, and peer pressure through our literature circle books and the questions and thoughts the readings raise.</p>	<p>Distribute each role sheet to the appropriate group member and briefly go over which role does what, the rubric for literature circles, and answer any questions students have so far. Remind them that they will have their first literature circle tomorrow so they need to be working on their chapters and complete their role sheets that evening. <i>(15 mins)</i></p> <p>5. Go over the project description and rubric given out the first day of class detailing the multigenre project. Explain that this is worth a large portion of their final grade and they are encouraged to begin their planning. Answer any questions. <i>(10 mins)</i></p> <p>6. Allow students to spend the remainder of class doing reading workshop, and either reading their lit circles books or free reading of their choice. Encourage anyone with questions about their book to see me. <i>(25 mins)</i></p> <p><i>Homework:</i> Continue reading literature circle book and complete role sheet for tomorrow's literature circles.</p>	
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DAY 5

<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. To gain new perspectives, ideas, and to generate questions based on experiences had during literature circles</p>	<p>3. Attendance and housekeeping <i>(5 mins)</i></p> <p><i>DUE:</i> First four chapters of lit circle book and respective role</p>	<p>8. Literature circle books and completed role sheets</p> <p>9. Lined paper for freewrites</p>

<p>2. To culminate the week's discussions and explorations with a freewrite</p>	<p>sheets.</p> <p>4. Have the students get into their literature circle groups. They will participate in the literature circle discussions as we have previously discussed, giving every member a chance to share his/her ideas or questions, and to develop of an understanding of the book so far. I will circulate the groups to ensure everyone has completed their role sheets and that discussions are going as planned. (30 mins)</p> <p>5. Students will use the rest of class to do a freewrite. The prompt will be to have them think about a time when they have been bullied or bullied someone else. Being sure not to use any names, I will ask them to explain how they felt at the time, and if their feelings have changed at all based on what we have discussed in class so far or based on what they've been reading. Freewrites do not need to be complete essays or have correct grammar and spelling. A combination of a paragraph and a chart, or a list and some sentences will be appropriate. Freewrites will be graded based on "authenticity" which will be defined before they begin as entries that are thoughtful, honest, candid, and show consideration of the themes we've discussed this week so far. If they finish early, students may read a book of their choice or use the computer to begin work or</p>	
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	<p>research on their final multigenre project. (20 mins)</p> <p><i>Homework:</i> Comment in your classmate's DJ and bring the DJs back to class on Monday.</p>	
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WEEK 2: DAY 1		
TEACHER OBJECTIVES	ACTIVITIES	MATERIALS NEEDED
<ol style="list-style-type: none"> 1. To explore our feelings about being a witness to situations of peer pressure and cliques. 2. To consider why people are in cliques, why they succumb to peer pressure, and what we might do in a similar situation. 	<ol style="list-style-type: none"> 1. Attendance and housekeeping (5 mins) <p><i>DUE:</i> Students should have responded to each other's DJs and brought them to class.</p> <ol style="list-style-type: none"> 2. Hand out photocopied excerpt from <i>The A-List</i> by Zoey Dean. Each student should have a copy and will be given time to read the excerpt. (15 mins) 3. The excerpt details the main character, Anna, in her first encounter with the popular inner circle of girls at her new high school in Hollywood, California. The girls are spiteful and mean to outsiders, and beauty is not always a requirement to be "popular." In fact, they choose Anna as a friend because they think she is safe, and has little chance of getting one of the much desired hunks of the school. Anna is new to the world of cattiness and spite, and the excerpt illustrates her confusion, hesitancy, and desperation to fit in. Students 	<ol style="list-style-type: none"> ⇒ Copies of <i>The A-List</i> excerpts ⇒ DJs

will get into small groups of their own choosing to discuss, going along with the following two prompts that will be written on the board:

- a. How would you feel if you were in Anna's situation? What would you do?
- b. Why do you think the girls Anna meets act the way they do? What might make them change? *(20 mins)*

4. After discussing their ideas, students will use the remainder of the period to write in their journals about their experiences with this text. I will ask them to write one word that might describe their feelings about what they read at the top of their entry and then go on to explain why they felt that way. At the end of the class I will collect the DJs for grading. *(10 mins)*

5. Distribute literature circle role sheets for literature circles on Wednesday. Students will choose different roles than they did last time. *(5 mins)*

Homework: Read chapters 5-8 for literature circles on Wednesday

DAY 2		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. Students will continue to explore their opinions and ideas about bullying, peer pressure, and cliques through the use of drama and performance.</p>	<ol style="list-style-type: none"> 1. Attendance and housekeeping (5 mins) 2. Hand out graded DJs and give students a few minutes to read through the comments and ask any questions. (5 mins) 3. Students will get into 5 groups of their choice and each will be given a bullying, peer pressure, or cliques scenario. Each group will act out the scenarios for the class as skits, choosing characters, and demonstrating two specific situations: the wrong way to handle the situation, and the right way to handle the situation. Each group will perform for the class and there will be time briefly after each dual performance for an explanation of why one was the wrong way to deal with things and one was right. Discussion and debate will be encouraged. Explain to the students that on Day 4 they will performing the second half of their dual scenario skits for the second and third graders in order to demonstrate to them the right or better way to confront or deal with bullying, cliques, and peer pressure. (45 mins) 	<p>⇒ Copies of five different scenarios, one for each group.</p>

DAY 3		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. To explore our ideas and opinions about bullying, cliques, and peer pressure through the examination of texts and discussion with classmates.</p>	<p>1. Attendance and housekeeping (5 mins)</p> <p><i>DUE:</i> Chapters 5-8 of lit. circle books and respective role sheets.</p> <p>2. Have the students get into their literature circle groups. They will participate in the literature circle discussions as we have previously discussed, giving every member a chance to share his/her ideas or questions, and to develop of an understanding of the book so far. I will circulate the groups to ensure everyone has completed their role sheets and that discussions are going as planned. (30 mins)</p> <p>3. Students will be given the remainder of the class period to read their literature circle books. We can also use this time for scenario performances if we didn't get to them all on Day 2. (20 mins)</p> <p><i>Homework:</i> Read chapters 8-11 for Friday</p>	<p>⇒ Literature circle role sheets</p> <p>⇒ Literature circle books</p>
DAY 4		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. Students will continue to explore their opinions and ideas about bullying,</p>	<p>1. Attendance and housekeeping (5 mins)</p>	<p>⇒ Scenario sheets for skits</p> <p>⇒ Literature circle role sheets</p>

<p>peer pressure, and cliques through the use of drama and performance.</p> <p>2. Students will further their understanding by “teaching” concepts we’ve been exploring to younger children.</p>	<p>2. Briefly practice scenario skits to refresh our memories and make sure everyone knows their lines and parts. <i>(10 mins)</i></p> <p>3. Perform skits for the second and third graders. Once all 5 groups have performed, allow time for questions if possible. <i>(40 mins)</i></p> <p>4. Distribute literature circle role sheets for Friday. Remind that the students that they should choose roles that they haven’t had yet.</p>	
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DAY 5

<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. To explore our ideas and opinions about bullying, cliques, and peer pressure through the examination of texts and discussion with classmates.</p>	<p>1. Attendance and housekeeping <i>(5 mins)</i></p> <p><i>DUE:</i> Chapters 8-11 and respective literature circle role sheets</p> <p>2. Have the students get into their literature circle groups. They will participate in the literature circle discussions as we have previously discussed, giving every member a chance to share his/her ideas or questions, and to develop of an understanding of the book so far. I will circulate the groups to ensure everyone has completed their role sheets and that discussions are going as planned. <i>(30 mins)</i></p> <p>3. Students will be given the remainder of the class period</p>	<p>⇒ Literature circle books</p> <p>⇒ Literature circle role sheets</p> <p>⇒ DJs</p>

	<p>to respond to the following prompt in their DJ which will be written on the board:</p> <ul style="list-style-type: none"> ⇒ This week we performed scenario skits to the 2nd and 3rd graders. Was this a positive experience for you? Why or why not? How did it help you learn more about yourself? ⇒ Students will exchange their DJ with a classmate and take them home over the weekend to respond. (20 mins) <p>4. Students who finish early may read their literature circle books.</p> <p><i>Homework:</i> Read chapters 12-15 in literature circle books for Wednesday. Respond to your classmate’s DJ and bring it back on Monday.</p>	
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WEEK 3: DAY 1		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<ol style="list-style-type: none"> 1. To discuss and identify consequences and causes of cliques, jealousy, and fractured friendships 2. To explore our own personal thoughts, opinions, and experiences, in light of our reading of the text 	<ol style="list-style-type: none"> 1. Attendance and housekeeping (5 mins) <i>DUE:</i> Students should have responded to each other’s DJs and brought them to class. 2. Students will read a segment of Hazel Rochman’s book <i>Who Do You Think You Are</i>. The segment details two 	<ul style="list-style-type: none"> ⇒ DJs ⇒ Copies of “Friends Forever” from <i>Who Do You Think You Are</i> by Hazel Rochman

best friends who, upon entering the ninth grade, discover a rift in their relationship. One of the girls gets solicited to be a member of the popular crowd, and gets accepted on the high school cheerleading squad. The other girl is left out, and the two go through various stages as their friendship withers. While the students are reading this segment to themselves, I will collect, grade, and return the DJs. (15 mins)

3. In this story, both of the girls behave in ways that would be described as catty and nasty. Our discussion will be based around what the feelings of jealousy and hurt can do to friendships, and which of the girls, if either, was in the wrong. We will speculate at the motivations for their acts (for example, one of the girls spreads a nasty rumor about the other when left out of birthday party plans) and come to a conclusion about the effects of cliques and snobbery. (25 mins)

4. I will pass out the DJs and students will have the remainder of class to journal write about the segment of the book we read, including their reactions to the piece, to our discussion, and their own experiences with cliques, jealousy, and the struggle of making and keeping friends. (15 mins)

	<i>Homework:</i> Students will take home each other's DJs and respond to them for Day 1 of Week 4.	
DAY 2		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. To continue to explore our ideas, personal experiences, and developing opinions through exposure to the reading and writing of poetry</p>	<ol style="list-style-type: none"> 1. Attendance and housekeeping (5 mins) 2. Today students will revisit exploring the detrimental emotions that come as a result of bullying, peer pressure, and cliques. We will do this by reading poems written by published authors and other students. Each student will receive a copy of four poems, and we will read them out loud as a group. In future years, I will also distribute poems by past students (anonymous of course) as a further example of the task. (10 mins) 3. After the reading we will briefly discuss the poems, discussing meaning and evaluating various techniques (descriptive language, rhyme scheme, etc) and I will explain that we will be spending time the next few days drafting our own poems about bullying, peer pressure, and cliques. (15 mins) 4. For the rest of class, students will either brainstorm in groups what they might want to write about, or they can 	<ul style="list-style-type: none"> ⇒ Copies of sample poems for each student ⇒ Paper for brainstorming/writing

	begin writing on their own. Each student will be required to submit one typed poem at the end of the allotted time, although series of poems are encouraged. (25 mins)	
DAY 3		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
1. To explore our ideas and opinions about bullying, cliques, and peer pressure through the examination of texts and discussion with classmates.	<p>1. Attendance and housekeeping (5 mins)</p> <p><i>DUE:</i> Chapters 12-15 of Literature Circle books</p> <p>2. Have the students get into their literature circle groups. They will participate in the literature circle discussions as we have previously discussed, giving every member a chance to share his/her ideas or questions, and to develop of an understanding of the book so far. I will circulate the groups to ensure everyone has completed their role sheets and that discussions are going as planned. (30 mins)</p> <p>3. When finished, students may use the rest of the period to either read in their literature circle book or to begin typing their finished bullying poems in the school computer lab. (20 mins)</p> <p><i>Homework:</i> Read Chapters 16-18 for Friday's literature circles. Complete typed bullying poems for class tomorrow.</p>	<p>⇒ Literature circle books</p> <p>⇒ Literature circle role sheets</p> <p>⇒ Access to a computer lab</p> <p>⇒ Poems from Day 2</p>

DAY 4		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. To continue to explore our ideas, personal experiences, and developing opinions through exposure to the reading and writing of poetry</p>	<p>1. Attendance and housekeeping (5 mins)</p> <p><i>DUE:</i> Complete typed bullying poems</p> <p>2. Today students will share the poems they've created about bullying, peer pressure, and cliques. Students who wish to take credit for their work may read them aloud, those who wish to remain anonymous may opt either to not have theirs read or to have it read by me anonymously. We will take significant time after each poem to explore its meaning, give our impressions, and to search for meanings and connections between the emotions related to the causes and consequences of bullying, peer pressure, and cliques. I anticipate that this share will take the entire period, but if it doesn't, students will write in their DJs about the poems shared and their reactions to select texts. (50 mins)</p>	<p>⇒ Student authored poems</p> <p>⇒ DJs (if necessary)</p>
DAY 5		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>4. To explore our ideas and opinions about bullying, cliques, and peer pressure through the</p>	<p>1. Attendance and housekeeping (5 mins)</p> <p><i>DUE:</i> Chapters 16-18 for</p>	<p>⇒ Literature circle books</p> <p>⇒ Literature circle role sheets</p>

<p>examination of texts and discussion with classmates.</p>	<p>literature circles</p> <ol style="list-style-type: none"> 2. Have the students get into their literature circle groups. They will participate in the literature circle discussions as we have previously discussed, giving every member a chance to share his/her ideas or questions, and to develop of an understanding of the book so far. I will circulate the groups to ensure everyone has completed their role sheets and that discussions are going as planned. <i>(30 mins)</i> 3. For the rest of the period, students may read in their literature circle books or another book of their choice, or may do any makeup work they have missed so far in the unit <i>(20 mins)</i> <p><i>Homework:</i> Read the remainder of literature circle books for Day 5 of Week 4, and complete role sheets. Comment in DJs and bring to class on Monday.</p>	
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<p style="text-align: center;">WEEK 4: DAY 1</p>		
<p style="text-align: center;"><i>TEACHER OBJECTIVES</i></p>	<p style="text-align: center;"><i>ACTIVITIES</i></p>	<p style="text-align: center;"><i>MATERIALS NEEDED</i></p>
<p>1. To explore our own personal thoughts, opinions, and experiences, in light of our reading of the text</p>	<ol style="list-style-type: none"> 1. Attendance and housekeeping <i>(5 mins)</i> <p><i>DUE:</i> DJs complete with comments</p> <ol style="list-style-type: none"> 2. Students will read a segment of Christine Wickert 	<p>⇒ Copies of excerpt from <i>Friends, Cliques, and Peer Pressure: Be True to Yourself</i> by Christine Wickert Koubek</p> <p>⇒ DJs</p>

Koubek's book *Friends, Cliques, and Peer Pressure: Be True to Yourself*. The segment details a boy's internal conflict when he joins the basketball team and gets in with the popular crowd, and must change his friends, his hobbies, and is put in an awkward position to do some pretty questionable things to the kids who used to be his friends. Students will read this excerpt to themselves while I collect, grade, and return their DJs. (15 mins)

3. In this story, the main character, Tom, is forced to choose between his old, comfortable life and his old friends, and the thrill and promise of an exciting new life, with cool and popular friends. Our discussion will be based around the theme of popularity, and peer pressure, and we will try and debate to come to a consensus if the way that Tom behaves in the story (ditching his old friends) is justifiable or not. The idea is to demonstrate that teens who bully or act snobby to others sometimes have a reason, other than what's readily present, for their actions. (25 mins)

4. Students will have the remainder of class to journal write about the segment of the book we read, including their reactions to the piece, to our discussion, and their own experiences with popularity, peer pressure, and changing

	friendships and the motivations, or lack there of, behind them. <i>(15 mins)</i>	
DAY 2		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. To explore our growing and changing ideas and opinions about bullying, cliques, and peer pressure through the research and construction of a Q&A books that will serve to “teach” other students about what have learned so far in the unit.</p>	<p>1. Attendance and housekeeping <i>(5 mins)</i></p> <p>2. For the next few days, students will be conducting research and compiling a class handbook that will serve as a Q&A for bullying, peer pressure, and cliques. Working in groups of their choice (no more than 4 to a group, and students may work alone if they choose) they will conduct research on the Internet and in the library to help construct the Q&A handbook. Each group will be responsible for at least two pages of facts and information, advice, data, activities, text suggestions, and other various information on bullying, cliques, and peer pressure. This amount could vary based on group size; I will consult individually with groups. Also, students may present their findings in the form of their choice, including brochures, charts, graphs, song lyrics, poetry, and by using a variety of images, texts, and document options.</p> <p>3. Students will have this entire period, all of Day 3, and part of Day 4 to work on the</p>	<p>⇒ Access to a computer lab</p> <p>⇒ Class and library books about bullying, cliques, and peer pressure</p>

	handbook. (50 mins)	
DAY 3		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. To explore our growing and changing ideas and opinions about bullying, cliques, and peer pressure through the research and construction of a Q&A books that will serve to “teach” other students about what have learned so far in the unit.</p>	<p>1. Attendance and housekeeping (5 mins)</p> <p>2. Students will continue to research and assemble their pages for the Q&A handbook about bullying, cliques, and peer pressure. Those who finish early may read in the literature circle books or begin planning for their multigenre presentation. (50 mins)</p>	<p>⇒ Access to a computer lab</p> <p>⇒ Class and library books about bullying, cliques, and peer pressure</p>
DAY 4		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. To explore our growing and changing ideas and opinions about bullying, cliques, and peer pressure through the research and construction of a Q&A books that will serve to “teach” other students about what have learned so far in the unit.</p> <p>2. To begin planning, researching, and developing the multigenre final project.</p>	<p>1. Attendance and housekeeping (5 mins)</p> <p>2. Students will finish their research for the Q&A Handbook on bullying, cliques, and peer pressure, and will print out their page(s). We will then assemble the pages into a class book. (25 mins)</p> <p>3. Students will get a chance, in small groups or pairs, to look at the book and read and admire everyone else’s work. In the mean time, for the remainder of class, students are to begin planning for the creation of their multigenre project. I will remind them of due dates, and ask that they jot</p>	<p>⇒ Access to a computer lab</p> <p>⇒ Completed/incomplete pages for the Q&A Handbook on bullying, cliques, and peer pressure</p> <p>⇒ DJs</p>

	down ideas for their project in their DJs so I can make sure what they have in mind is suitable as a final project. (25 mins)	
DAY 5		
TEACHER OBJECTIVES	ACTIVITIES	MATERIALS NEEDED
1. To explore our ideas and opinions about bullying, cliques, and peer pressure through the examination of texts and discussion with classmates.	<p>1. Attendance and housekeeping (5 mins)</p> <p><i>DUE:</i> The rest of the literature circle books and completed role sheets</p> <p>2. Have the students get into their literature circle groups. They will participate in the literature circle discussions as we have previously discussed, giving every member a chance to share his/her ideas or questions, and to develop of an understanding of the book so far. I will circulate the groups to ensure everyone has completed their role sheets and that discussions are going as planned. (30 mins)</p> <p>3. Remind students that this is the final literature circle group meeting, and we will be taking time today and on Day 1 of Week 5 to plan our book presentations that we will give to the class. Review the rubric and go over presentation procedures and etiquette. (5 mins)</p> <p>4. For the rest of the</p>	<p>⇒ Literature circle books</p> <p>⇒ Literature circle role sheets</p>

	<p>period, students will begin planning and practicing their literature circle presentations for next week. <i>(15 mins)</i></p> <p><i>Homework:</i> Comment in classmate's DJ for Day 1 of next week. Grades for the DJ will be given at that time, so be sure and finish up any back entries. Also, be continuously working on multigenre final projects.</p>	
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WEEK 5: DAY 1		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. Students will begin to synthesize and organize all their thoughts, ideas, and opinions for the multigenre final project.</p>	<p>1. Attendance and housekeeping <i>(5 mins)</i></p> <p><i>DUE:</i> DJs to be handed in</p> <p>2. Students will use today as a work period to address whatever they need to work on. Day 2 and Day 3 of this week will be used for literature circle presentations, each group will get 10 minutes to present. Students may continue planning and practicing their presentations or may begin work or continue to work on their multigenre final projects. During the work period I will collect the DJs and administer the final grades. <i>(50 mins)</i></p>	<ul style="list-style-type: none"> ⇨ Access to a computer lab ⇨ DJs ⇨ Art supplies and various materials to use as props for literature circle presentations

DAY 2		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<ul style="list-style-type: none"> ○ Students will present themes and ideas they encountered through their experiences with a text to the rest of the group, in an organized and creative fashion. 	<ol style="list-style-type: none"> 1. Attendance and housekeeping (5 mins) <i>DUE:</i> Students should be prepared to present their literature circle book presentation 2. I will begin class by going over the rubric for the multigenre project and answering any questions about it. We will make plans for our end of the week celebration of the unit, deciding if we want to have refreshments, who wants to bring what, and how we are going to organize the presentations. (10 mins) 3. The first four literature circle groups will give their presentations. Each group gets 10 minutes to present. (40 mins) 	<ul style="list-style-type: none"> ⇒ Presentation materials
DAY 3		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<ul style="list-style-type: none"> ○ Students will present themes and ideas they encountered through their experiences with a text to the rest of the group, in an organized and creative fashion. 	<ol style="list-style-type: none"> 1. Attendance and housekeeping (5 mins) 2. The last two literature circle groups will give their presentations. Each group gets 10 minutes to present. (20 mins) 3. The rest of class will be used 	<ul style="list-style-type: none"> ⇒ Presentation materials ⇒ Access to a computer lab

	<p>to continue working on the multigenre projects. A requirement of the multigenre project is a two-page typed write up, so students will be able to go to the computer lab and type their papers if they wish to do so. I will also be available to conference with those students who would like input on their written work or their artistic renderings. (30 mins)</p>	
<p>DAY 4</p>		
<p><i>TEACHER OBJECTIVES</i></p>	<p><i>ACTIVITIES</i></p>	<p><i>MATERIALS NEEDED</i></p>
<p>1. Students will continue to synthesize and organize all their thoughts, ideas, and opinions for the multigenre final project.</p>	<ol style="list-style-type: none"> 1. Attendance and housekeeping (5 mins) 2. We will go over last minute plans for tomorrow's multigenre project presentations and celebration. (5 mins) 3. Administer the exit survey; students will take a short amount of time to fill it out, evaluating the unit. (10 mins) 4. Today is the last day for preparation for the multigenre project. Students may work on their written papers or their artistic renderings, or they may conference with their peers or me if they need some last minute guidance. (35 mins) 	<ul style="list-style-type: none"> ⇒ Access to a computer lab ⇒ Copies of the exit survey

DAY 5		
<i>TEACHER OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>MATERIALS NEEDED</i>
<p>1. Students will celebrate the completion of the unit and their unique interpretation of what they learned through their multigenre presentations.</p>	<p>1. Attendance and housekeeping <i>(5 mins)</i></p> <p><i>DUE:</i> Multi genre presentations and write ups</p> <p>2. Students will present their multigenre projects to one another. Since I anticipate a large group of students, we will organize the presentations in a round robin type format. Half of the class at a time will set up their projects in a circle around the class, and we will all circulate, viewing the first half of the projects. Half way through, we'll switch, so everyone gets a chance to view each presentation. Once everybody has gotten a chance to see all of the projects, and asked any questions, we will finish the unit off with a celebration—music, food, and good conversation. <i>(50 mins)</i></p>	<p>⇒ Multigenre presentations</p> <p>⇒ Party supplies</p>

***I Will Stand Up!:* Dialogue Journals**

For this unit we will be studying bullying, cliques, and peer pressure. In class we will be reading a variety of texts, completing various projects, and having discussions about what we are reading, discovering, and learning as a group.

An important part of this process is using writing as a tool to process our thinking. Throughout this unit there will be many opportunities to examine your changing or developing opinions, and one way to explore those thoughts is by using a journal. Though a journal is a great way to periodically self-reflect, we are going to take the concept and spin it on its head, creating what's called a Dialogue Journal.

Each week, you will create “authentic” journal entries, based on class prompts. I define authentic as being real, having true thoughts, expressing your true opinions and personality, and demonstrating a genuine attempt at growing and learning. After each entry, you will exchange journals with a classmate (a different classmate each time) and your classmate will then have an opportunity to respond in some way to what you have written. Responses to journal entries must also be authentic, and include arguments, questions, thoughts, and/or suggestions.

I think this will be a really fun and useful experience. Please remember, however, that you should not write anything you would not want your classmates or I to read. I want you to be as real and genuine as possible, but to also keep in mind that you have a particular audience, so please censor yourself appropriately. I am obligated to report anything I read that leads me to believe you have or will cause harm to yourself or others, break the law in some way, or are otherwise involved in a situation that involves adult intervention. Please refer to the attached rubric for any additional questions.

Happy journaling!

***I Will Stand Up!:* Literature Circles**

One of the projects we will be participating in this semester is literature circles. For those of you who may not have participated in literature circles before, there are usually several groups comprised of four or five members. Each group member has a different role, as listed below:

Discussion Director: Comes up with ideas and questions from the reading
Illuminator: Digs up background information about the book
Connector: Find connections between the book and the world
Literary Luminary: Selects significant passages for discussion
Illustrator: Represents the reading in a drawing or other art form

Each week, we will take a significant amount of time on Wednesdays and Fridays to devote to literature circles. Each group member needs to get a chance to speak and contribute, so please plan time accordingly. Each week you will need to fill out your appropriate sheet (a different role each time) and be prepared to contribute to discussion. Please keep in mind that though these individual sheets will not be graded, I will be checking they are complete each week.

You will select one of two texts to read for your literature circle groups. The groups will be assigned randomly, based on who selects which book. Below, taken from amazon.com, are short book summaries to help you better decide. Please refer to the attached rubric for any additional questions.

Stargirl

"She was home schooling gone amok." "She was an alien." "Her parents were circus acrobats." These are only a few of the theories concocted to explain Stargirl Caraway, a new 10th grader at Arizona's Mica Area High School who wears pioneer dresses and kimonos to school, strums a ukulele in the cafeteria, laughs when there are no jokes, and dances when there is no music. The whole school, not exactly a "hotbed of nonconformity," is stunned by her, including our 16-year-old narrator Leo Borlock: "She was elusive. She was today. She was tomorrow. She was the faintest scent of a cactus flower, the flitting shadow of an elf owl."

In time, incredulity gives way to out-and-out adoration as the student body finds itself helpless to resist Stargirl's wide-eyed charm, pure-spirited friendliness, and penchant for celebrating the achievements of others. In the ultimate high school symbol of acceptance, she is even recruited as a cheerleader. Popularity, of course, is a fragile and fleeting state, and bit by bit, Mica sours on their new idol.

The Boy Who Lost His Face

Ever since his best friend Scott dropped him to join a popular group, David feels certain he's been cursed. He follows along when the group harasses kind, old Mrs. Bayfield, but afterward he is overcome with guilt. And that's when the curse strikes: David insults his mother, cracks a window and embarrasses himself in class. It's bad enough that Scott's group excludes and taunts David, but the worst moment is when Tori, a girl he likes, sees his pants fall down. Two new friends help David to stand up to Scott's devious friends, rid himself of the curse and find the courage to ask Tori out. The story culminates with a hilarious rumble and a poignant realization. Sachar captures awkward junior high school experiences with humor and sensitivity. Readers will empathize with David's troubles and cheer his triumphs in this delightful, funny book.

***I Will Stand Up!:* Multigenre Culminating Project**

As the culmination of our unit, each of you will be completing a multigenre project. To show what you have learned throughout our unit of study, you will create an interpretive text in any form of your choice: collage, painting, poetry, music, drama, sculpture, performance art, or another artistic form approved by me. Furthermore, you are welcome to use forms within a form, or any combination of forms, to create your masterpiece.

Your multigenre project should in some way demonstrate your understanding of the concepts addressed in this unit: bullying, cliques, and peer pressure. It should make references to discussions we've had in class, texts we've read, activities we've done, or conclusions reached throughout interactions. You may produce your task individually, in pairs, or in a group of three, but keep in mind evidence of the amount of work spent should increase depending on how many people participate in production.

We will be researching and planning our multigenre projects in class, so you will have ample time to meet with group members or research and design your ideas. Each group will have 5 minutes to present their projects at our end of unit celebration.

Lastly, each of you must turn in a two-page explanation of your multigenre project, what it represents, why you chose to create what you did, and how it relates to what you've learned. These papers must be typed, and each student must create one, despite whether or not they are a part of a group. Please see the attached rubric if you have any additional questions.

Literature Circles Role Sheet: Discussion Director

Name _____

Book _____

Date _____ Assignment: Chapters ____ to ____

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics for your group.

Possible discussion questions or topics for today

- 1.
- 2.
- 3.
- 4.
- 5.

Sample questions

- What was going through your mind while you read this?
- How did you feel while reading this part of the book?
- What was discussed in this section of the book?
- Can someone summarize briefly?
- Did today's reading remind you of any real-life experiences?
- What questions did you have when you finished this section?
- Did anything in this section of the book surprise you?
- What are the one or two most important ideas?
- What are some things you think will be talked about next?

Topic to be carried over to next time: _____

Literature Circle Role Sheet: Illuminator

Name _____

Book _____

Date _____ Assignment: Chapters ____ to ____

Investigator: Your job is to dig up some background information on any topic related to your book. This might include:

- ♦ The geography, weather, culture, or history of the book's setting
- ♦ Information about the author - her/his life and other works
- ♦ Information about the time period portrayed in the book
- ♦ Pictures, objects, or materials that illustrate elements of the book
- ♦ The history and derivation of words or names used in the book
- ♦ Music that reflects the book or its time
- ♦ Suggestions for other books that address a similar topic in some way

This is *not* a formal research report. The idea is to find bits of information or material that helps your group better understand the book. Investigate something that really interests you - something that struck you as puzzling or curious while you were reading, and report back to your group.

Suggestions for where to find more information: The introduction, preface, or "about the author" section of the book , library books and magazines, online computer searches or encyclopedias, interviews with people who know the topic, and any other novels, nonfiction, or textbooks you've read.

Topic to be carried over to next time: _____

Literature Circle Role Sheet: Connector

Name _____

Book _____

Date _____ Assignment: Chapters ____ to ____

Connector: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, happenings at school or in the community, similar events at other times and places, or other people or problems that this book brings to mind. You might also see connections between this book and other writings on the same topic or other writings by the same author. There are no right answers here. Whatever the reading connects you with is worth sharing!

Some connections I found between this reading and other people, places, events, authors:

1.

2.

3.

4.

Topic to be carried over to next time: _____

Literature Circle Role Street: Literary Luminary

Name _____

Book _____

Date _____ Assignment: Chapters ____ to ____

Literary Luminary: Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important to discuss from the text. You can read parts aloud yourself, or ask another group member to read them. Be sure to include your reasons for picking the paragraphs or selections that you did, and record the page number and paragraph.

1.

2.

3.

4.

5.

Topic to be carried over to next time: _____

Literature Circle Role Sheet: Illustrator

Name _____

Book _____

Date _____ Assignment: Chapters ____ to ____

Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart, collage, or other expression. You can draw a picture of something that is discussed specifically in your book, something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay. You can even label things with words if that helps. Make your drawing on the back of this paper, or feel free to create art in another form and attach this paper to it.

Topic to be carried over to next time: _____

Bullying Scenario

“Hi, is this the teen hotline? Okay, hi. I’m kind of nervous, I’ve never done something like this before, but I don’t really know who to talk to and I saw this number on a brochure in the guidance counselor’s office. I just want to talk. See, I’ve been having some problems at school ever since seventh grade started. I used to be friends with some of the kids, but now they all like football and want to play football and I don’t like football. So they don’t want to be friends anymore. After school one day a few weeks ago, one of them pushed me in the hallway so that I dropped all my books, and then everyone laughed. No teachers saw and I didn’t tell anyone, because I don’t know if they would believe me. Plus if I get the other kids in trouble they will be even meaner to me later. They call me names all the time like “Geek face” “Nerd” “Computer Tutor” and “Super Freak.”

The other night I was really late for dinner because some of the kids took my bike from me after school and hid it in the bushes so I couldn’t find it. Mr. _____ saw me looking for it and when I explained what happened he told me not to be so careless next time, and said ‘See what happens when a funny joke goes too far?’ and then he left. I guess he didn’t believe me. Telling the teacher never works, it only works for a minute but then it starts again as soon as the teachers aren’t looking.

My mom is already really worried I’m not making friends well enough and I don’t want her to think there’s something wrong with me. So I can’t tell her about this. I don’t know what to do, I feel sad a lot of the time, and I really miss my old friends who have changed so much. What should I do?”

Where humans can't leave and mustn't complain

A Poem by Les Murray

Where humans can't leave and mustn't complain,

There some will emerge who enjoy giving pain.

A dreary intense groove leads them to each one

they pick to torment, and the rest will then shun.

Some who might have been picked, and natural police,

do routine hurt, the catcalling, the giving-no-peace,

but dull brilliance evolves the betrayals and names

that sear dignity and life like interior flames.

Whole circles get enlisted, and blood loyalties reversed

by self-avengers and failures-getting-in-first

but this is the eye of fashion. Its sniggering stare

breeds silenced accomplices. Courage proves rare.

This powers revolution; this draws flies to sad pools;

this is the true curriculum of schools

“The Road Not Taken”

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference

Beat Bullying

By Craig Bagwell

Think of life as one big plate
one side they love, one side they hate
for all the rubbish you give us, all day and all night
we never get the chance to defend or fight
so now it's our chance to stand up and say "NO!"
maybe you'll have to leave without us having to go!

The Bullies

By Louise Chick

They say I'm the school geek,
They throw my school bag around the room,
They think I'm a right freak,
I feel like I'm hiding in this tiny tomb,
With no friend alone in the gloom,
But quietly, I say to myself, why me...

Peer Pressure

By Michael Flaley

Sometimes I try to back out gracefully, with one foot
 Dragging a ball and chain.
I remain supple and pliant in the face of opposition--
 That's not the problem.
It's my unspoken resolve to be free of all factors
 That gets me in trouble.
Everyone sees themselves casting the deciding vote;
 My hope is that they abstain.

Bullied

By Anonymous

I'm the person you bully at school
I'm the person who doesn't know how to be cool

I'm the person you annihilate
I'm the person you ridicule and hate

I'm the person who sits on his own
I'm the person who walks alone

I'm the person you scare everyday
I'm the person who has nothing to say

I'm the person with hurt in my eyes
I'm the person you never see cry

I'm the person living alone with these fears
I'm the person destroyed by his peers

I'm the person who drowns in your scorn
I'm the person who wishes he hadn't been born

I'm the person you destroy for fun
I'm the person but not the only one

I'm the person whose name you don't know
I'm the person who can't let go

I'm the person who has feelings to
I'm a person just like you

Scenario #1

You are the member of an exclusive high school clique, comprised of four or five of the most popular and well-liked boys/girls in the school. At lunch one day, one member of the clique singles out a new student and begins to pick on him/her, making fun of how they're dressed, their hair, and even what they're having for lunch. All of your friends are laughing at this student's expense. Act out what you think would be the *right* thing to do and what would be the *wrong* thing to do.

Scenario #2

A group of boys/girls in your grade has been bullying you. After school they pick on you on the playground, tease you on the bus, and make fun of you at lunch. You tried telling the teacher but nobody seems to believe you or know how to help. It's been going on for several weeks and is getting worse. Act out what you think would be the *right* thing to do and what would be the *wrong* thing to do.

Scenario #3

You are trying out for varsity football/field hockey. You really want to be on the team, and you're really good, but in order to be selected, the team captain says you need to stop hanging out with some of your friends, the ones who aren't as "popular" and are interested in things other than sports. If you agree to make new friends and ditch your old ones, you're on the team, and all of the most popular kids play this sport. Act out what you think would be the *right* thing to do and what would be the *wrong* thing to do.

Scenario #4

You just moved to a new school and you have a really cool group of friends. They're different from the friends you had at your old school, they are into different music and they don't like soccer like you do, but they are nice and you all have fun. One afternoon a group of you are hanging out at the mall when, at a drugstore, one of your friends slides some makeup or some candy in your pocket. You start to protest but they say it's no big deal, they always do it and never get caught, and you're not afraid, are you? Act out what you think would be the *right* thing to do and what would be the *wrong* thing to do.

Scenario #5

Some really tough guys/girls who are older than you are bullying a kid on the playground after school. You don't see any teachers nearby, it's too late and most of them have gone home, but they are going through his/her backpack and calling him/her names. Act out what you think would be the *right* thing to do and what would be the *wrong* thing to do.

I Will Speak Up!
Student Exit Survey

Please put a check mark in one of the boxes for each number.

	Disagree	Mostly Disagree	Undecided	Mostly Agree	Agree
I enjoyed participating in the bullying/peer pressure unit					
I learned a lot about myself and my peers					
I enjoyed the activities we did in class					
I enjoyed writing in my Dialogue Journal and found it useful					
I enjoyed creating a multigenre project and found it useful					
I enjoyed the literature circle book and the texts we read in class					
I think it is important to learn about bullying, peer pressure, and cliques					
I would like to do literature circles again					

Any other suggestions or comments?