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Thematic Unit:  
Analyzing Adolescent Pressures & Choices  
through Young Adult Literature

English Language Arts  
9<sup>th</sup> grade

### **Rationale**

The purpose of this lesson is to have students analyze real-life pressures and choices they will face as adolescents. No matter what age, all students have or will have to face pressures from peers, society, school, parents, and much more. How students handle these pressures, hence the choices they make, determines the outcome of their future. One personal goal I have for this unit is to help students make choices that will better their future.

To achieve this goal, students will select a young adult novel to read independently, and then explore the pressures, choices, and outcomes of its main character(s). Students will be provided a literature selection of four young adult novels: *The Outsiders*, *Wintergirls*, *Speak*, and *Thirteen Reasons Why*. Students will be able to choose one of these four novels to read. I chose to have a variety of novels because students' interests vary. Additionally, each of the selected novels deals with different pressures and choices which will affect students' lives. Students will have the opportunity to discuss their novel, its topic pressure(s), the main character(s) choices, and the outcome of those decisions during classroom discussions, as well as in literature circles.

The literature group who reads S.E. Hinton's *The Outsiders* will focus on gangs and violence. The second novel, *Wintergirls*, is by Laurie Halse Anderson. Students who read this novel will focus on eating disorders and the pressures society puts on both women and men to look a certain way. A third literature group will read *Speak* – another young adult novel by Anderson. However, students in this literature group will focus on sexual harassment and how it mentally affects its victims. The fourth book, *Thirteen Reasons Why* by Jay Asher, will have students analyze how youth cope with death, but specifically suicide.

None of these novels are meant to be read as “how to” guides (e.g, how to: start a gang, be anorexic, sexually harass someone, or commit suicide). These novels are meant to make students aware of only a handful of pressures and choices that exist in life. Students will use the KWL reading strategy to keep track of their reading. Also, students will use research information and the school’s Student Code of Conduct handbook to help them connect the novels to the real world.

At the end of this unit, students will use their novels, research, KWLs, and other information gathered throughout the weeks, to plan and organize a digital media project that focuses on their novel’s “topic pressure(s).” Students will use PowerPoint or Movie Maker to demonstrate the knowledge they have gained throughout the unit: they will show how they connected the literature to real-life. This unit was designed to have students construct knowledge on a day-by-day basis. Now, at the end, they will be required to show what they learned. Each of their projects will be combined onto one DVD. Several copies of the final DVD will be made and distributed to local schools for educational purposes. Thus, this unit is not only important for my students, but it is important for the community as well.

## Goals and Objectives

Goal #1        Students will understand how literature characters reflect society.

- Objectives
- 1.1 SWBAT identify real-life struggles of literature characters.
  - 1.2 SWBAT define the following: gang, sexual harassment, depression, and eating disorders.
  - 1.3 SWBAT analyze how people become victims of gangs, sexual harassment, depression, and eating disorders.

Goal #2        Students will use research in their assignments.

- Objectives
- 2.1 SWBAT write using pre-developed knowledge and found research.
  - 2.2 SWBAT use the internet, community, and text for research.
  - 2.3 SWBAT assess their research for relevant content.

Goal #3        Students will produce a media production.

- Objectives
- 3.1 SWBAT create a PowerPoint or Movie Maker presentation.
  - 3.2 SWBAT inform classmates about critical adolescent pressures.
  - 3.3 SWBAT distribute their presentations to other schools for educational purposes.

### Sunshine State Standards

- LA.910.1.5.1: The student will adjust reading rate based on purpose, text difficulty, form, and style.
- LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.
- LA.910.1.6.3: The student will use context clues to determine meanings of unfamiliar words.
- LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.910.1.7.2: The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.910.1.7.7: The student will compare and contrast elements in multiple texts.
- LA.910.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- LA.910.2.1.10: The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- LA.910.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details.
- LA.910.3.1.2: The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.
- LA.910.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft.
- LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations).
- LA.910.5.2.5: The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
- LA.910.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles.
- LA.910.6.4.1: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology).
- LA.910.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

**Materials for Unit**

- Paper
- Pen and/or Pencil
- TV with Sound
- DVD or VCR Player
- White Board and Dry-Erase Markers, OR Chalk Board and Chalk
- Movie Clips (See Day 1 Assignment and Appendix B)
- Overhead Projector or Document Camera
- Overhead Projector Screen
- CD or Tape Player
- 4-6 Tape Recorders
- 4-6 Blank Tapes
- Video Recorder and Blank Video Tape
- 5-10 Blank DVDs
- Microsoft PowerPoint software and/or Windows Movie Maker software
- 6-8 Copies of *The Outsiders* by
- 6-8 Copies of *Thirteen Reasons Why* by
- 6-8 Copies of *Speak* by
- 6-8 Copies of *Winter Girls* by
- 1 Bare Book for each Student
- Copies of the Venn Diagram for Students (See Appendix D)
- Research for Day 2 Assignment (See Day 2 and Appendix E)
- Copies of Inquiry Survey for Students (See Appendix F)
- Literature Book Sign-Up Sheet (See Appendix J)
- KWL Example Worksheet and KWL Member Response Forms for each Student (See Appendixes M and N)
- Computers Available for Student Use



## Unit Outline

*\*\*Each lesson totals 50 minutes in length.*

**Day 1:** Students will be introduced to a new unit about peer pressure. The purpose of today is to get students talking about the types of pressures they face and choices they make as adolescents.

Inform students that they are embarking on a new unit. They will get to choose from four different literature selections, and each text deals with adolescent pressures and fears teens face. At the end of the unit, students will develop and film an educational presentation that talks about teen pressures and choices. The films will be distributed to local schools so they may use the videos in their classrooms for educational purposes.

*\*\* (See Appendix A for list of overall points possible for the unit.)*

*(See Appendix H and/or I for literature selections.)*

### Materials

- Paper
- Pen or Pencil
- TV
- DVD or VCR
- Movie Clips (Appendix B)

### Anticipatory Set (5 min.)

*Journal Entry* – Have students write about the following: What type of pressures do society, school, peers, and parents put on you? What type of decisions do you have to make on a daily basis that help define your life and who you are?

### Lesson Activities/Strategies (40 min.)

Ask students to verbally list some of the pressures they are faced with, and discuss some of the choices they have to make on a daily basis. After the class discussion, students will watch a variety of movie clips depicting various pressures, challenges, and choices teens have to make. Students will watch each clip and write down the events that unfold in the clip, which pertain to adolescent pressures, challenges, and choices. After each clip, students will be given time to finish writing their thoughts. Finally, once all of the clips have played, a teacher-led discussion will follow: Students will talk about what the teen pressures and choices they noticed in the clips, and whether or not the clips reflect real life.

*(See Appendix B for movie clips suggestions.)*

Closure (3 min.)

Teacher reminds the students about the unit plan. Also, over the next few weeks, students will continue discussing the pressures and choices teens have to make, what types of decisions effect them the most, where or who does the pressure come from, and how can they find help to make good decisions.

Teacher collects the students' writing assignment from the video clips for participation points. (Students will receive a check-mark if the student completed the assignment for all video clips; a zero for partial incompleteness, and a zero if no work was turned in.)

Homework (2 min.)

*Teacher Assigns Extra Credit Homework* – Students will research (via internet, text, or personal interview) the pressures of adolescents across generations, race, or gender. Students must have a hard-copy of their research to show the following day to receive extra credit.

*(See Appendix C for Day 1 extra credit rubric and homework assignment.)*

Adaptations/Accommodations

All journal entries will be typed and displayed on an overhead projector or document camera.

**Day 2:** Students will explore how the various pressures and choices adolescents deal with have changed over time throughout generations, as well as across race and gender.

### Materials

- Paper
- Pen or Pencil
- Venn Diagram (Appendix D)
- Example Venn Diagram (Appendix E)

### Anticipatory Set (15 min.)

*Journal Entry* – Have students write about the research they found: What did you find interesting about the text, interview, or online source you read? Were there any similarities between the teen pressures you and other generations faced? What about pressures and choices between gender and race? As students write, teacher checks for a hard-copy of students' research. Students must have a hard-copy of their research to receive extra credit.

Teacher redistributes graded video clip-writing assignments.

*(See Appendix C for Day 1 extra credit homework rubric.)*

### Lesson Activities/Strategies (25 min.)

Students receive a Venn Diagram (or a compare and contrast handout). Teacher reveals research about the pressures adolescents have dealt with throughout generations, as well as pressures and choices that different genders and races face on a daily basis. Teacher and students fill in the Venn Diagram by comparing and contrasting the different research both groups found: What were some similarities? Differences? What issues were the most important? Do teens today deal with more, less, or equally important choices and pressures?

Teacher will observe students as they work. Students will receive a check-mark for completion of the Venn Diagram.

*(See Appendix D for a copy of the Venn Diagram. See Appendix E for compare and contrasting research examples.)*

### Closure (7 min.)

Review with students the similarities and differences found in the research. Teacher tells students that although times have changed, certain things – such as the pressures adolescents face and the decisions they have to make – don't. Teacher and students recap on the similar and different pressures and choices adolescents face throughout generations, and across races and genders.

Homework (3 min.)

Using the Venn diagram, class discussion, research, and personal knowledge – students create a list of current adolescent pressures they personally face (e.g., sex, drugs, gangs, eating disorders, popularity, good grades, complying with certain moral standards, religious views). Students will prioritize their lists according to the pressures and choices that affect them the most to least.

Adaptations/Accommodations

For those students who did not complete the extra credit homework assignment from Day 1, their journal writing assignment may be the following: What type of similar pressures and choices do you think teens throughout generations have had to make? What are some similar pressures and choices teens of different genders and races have to face? Can you think of any differences?

Teacher conducts own research within the community to display for the Venn Diagram.

**Day 3:** Students will discuss what they know about specific issues adolescents deal with (e.g., gangs, violence, sexual harassment, fitting in, popularity) through an inquiry survey. The questions on this survey are directly related to the literature selections they will choose from.

### Materials

- Paper
- Pen or Pencil
- Whiteboard and dry erase marker *OR* Chalkboard and chalk
- Inquiry Survey (Appendix F)

### Anticipatory Set (8 min.)

Using the homework from Day 2, students write on the board their top three pressures and choices they individually face as teens/adolescents. Once students have completed the assignment, the teacher orally makes the connection between the similar pressures and choices teens face. After making those connections, the teacher says, “The majority of you have to deal with [ ] – which not only means you have something in common, but these are real issues. I, you, and society need to be aware of these issues, how they come about, and how to help those who facing these types of pressures and choices. As we get further into the unit, we will discuss all of those things. But for now, it’s important each of you realize that you have a support system right here in this classroom. There is at least one person you can talk to about the struggles, pressures, decisions and choices you have to make. That is a great tool to utilize.”

### Lesson Activities/Strategies (37 min.)

Teacher distributes inquiry survey. (The inquiry survey will relate to adolescent pressures and choices they face, as well as ones they will be reading about in the literature selections.) While students take the inquiry survey, the teacher creates a tally poll on the board. After students have taken the inquiry survey, have them take a hand-raising poll, tallying their responses to the inquiry survey. Discuss students’ answers. After a 10-minute discussion, have the students re-take the inquiry survey. Repeat the tally poll by having students raise their hands for their responses to the inquiry survey. Discuss whether or not the tallies have changed or stayed the same. Why or why didn’t this happen?

Collect the inquiry surveys for participation points. If both inquiry surveys are completed, they receive a check. If only one or none of the inquiry surveys are completed, then they receive a zero.

*(See Appendix F for Inquiry Survey. See Appendix G for the inquiry survey’s tally poll.)*

Closure (4 min.)

Review the themes of the inquiry survey questions. Remind students that these questions also pertain to the literature they will be able to choose to read from. Give students a list of the literature selections.

Homework (1 min.)

Tell students that they will research the literature selections to determine which text they want to read. Any information they find can be written down on the literature list, but they must bring it back to class the following day.

*(See Appendix H for Literature List.)*

Adaptations/Accommodations

The inquiry survey tally may be created and viewed as a Word or Excel document, using a computer and an overhead projector.

Allow a minimum of 5 minutes each for students to take the inquiry surveys. Allow a minimum of 10 minutes each for the discussions that follow the inquiry surveys.

**Day 4:** Students are introduced to the literature selections they will choose to read.

Materials

- Pen or Pencil
- CD player
- TV with DVD or VCR
- Audio and visual texts (Appendix I)

Anticipatory Set (4 min.)

Teacher redistributes graded inquiry surveys. Ask students to review some of the questions and predominant themes of the questions. Teacher reminds students that the inquiry survey questions and themes of the questions are connected to the literature they will choose to read. Teacher informs students that today they will be viewing, reading, and listening to selections of the text they will get to choose from.

*(See Appendix H and/or I for literature selections.)*

Lesson Activities/Strategies (40 min.)

Teacher introduces the literature selections from the homework assignment on Day 3. Teacher asks student volunteers deliver any information they discovered about the texts to the class. Using the literature list from Day 3's homework assignment, students write down any information they want about the texts – this information will help them decided which book to choose to read. Teacher reviews the major themes and struggles of each text. Then, students will listen to, read, or view portions of each text. Students will continue to take notes on the text options to help them determine which piece of literature they want to read.

Teacher will observe students while they listen, watch, and read the literature selections. If students complete the writing assignment, they will receive a check-mark for participation. If students do not complete the assignment, they will receive a zero for participation.

*(See Appendix I for literature selections, text themes, and suggestions for audio, visual, and reading portions of the text.)*

Closure (5 min.)

Teacher reviews the text options and themes with students. Students continue writing information about the texts. Teacher distributes a sign-up sheet for students who have already determined which literature selection they want to read.

*(See Appendix J for a sign-up sheet of literature selections.)*

Homework (1 min.)

Students will continue to research the text options. They must determine which text they want to read by the following day.

Adaptations/Accommodations

Have extra copies of the literature list available for students. Also, it is important to limit the number of students assigned to each book. Try to keep the group books as even as possible in number.

*(See Appendix H for the Literature List.)*



**Day 5:** Students will begin independent reading.

### Materials

- Pen or Pencil
- Bare Book for each student
- KWL worksheets (Appendix M)
- Literature Books

### Anticipatory Set (4 min.)

Students sign up for literature selections. Teacher distributes Bare Books to students. Teacher collects the sign-up sheet for literature selections.

*(See Appendix J for a sign-up sheet of literature selections.)*

### Lesson Activities/Strategies (39 min.)

After signing up for their literature selections, teacher will inform students about the purpose of the Bare Books:

“The Bare books are for you (students) to keep track of any discussions in class, record research, complete KWLs, and write down any information you find interesting or relevant to the text that you might possibly use in your final project. I will talk about KWLs and your final project later. Your first assignment in the Bare Book is to write your name on the inside cover. Your second assignment is to write down the title and author of the book you chose to read, and explain why you chose it. Why did it grab your interest? What do you expect to happen?”

As students write in their Bare Books, teacher will distribute the literature books. Teacher will check to see if names are in the Bare Books. (Students will receive a check-mark if their names are in the Bare Book, and a zero if they are not.)

Once students have finished writing in their Bare Books, they may choose to decorate the outside cover so it matches their expectations or ideas of the literature they will be reading (e.g., a student who is reading *The Outsiders* may illustrate a similar picture to the one on the book’s cover, or they may choose to draw a picture that represents something they think will happen in the text).

**\*\*Important:** After all students have received their literature books, the teacher will give students “the talk” about being responsible and taking care of the books.

Teacher reviews KWLs with the students.

*(See Appendix M for KWL.)*

Closure (6 min.)

Students and teachers discuss the Bare Book entries. Teacher asks students to recite the rules and consequences for taking care of the assigned literature books.

Homework (1 min.)

Students will read Chapters 1 & 2 in their literature books.

Accommodations/Adaptations

The teacher may want to have students sign a “Contract” slip that holds students accountable for the literature books.

Although students will be reading in and outside of class independently, the teacher should always make herself available to students to answer questions they may have about the text. I would set up a classroom blog where students have twenty-four hour access to ask the teacher questions that may be discussed in class the next day, or through the blog site.

*(See Appendix L for an example of a book “Contract.”)*

**Day 6:** Students will discuss the reading assignment from Day 5 using the previous day's KWL homework assignment.

### Materials

- Pen or Pencil
- Bare Books
- Literature Books

### Anticipatory Set (6 min.)

As students enter the classroom, the teacher instructs them to find their literature group/table based on the novel they are reading. Students will write down the names and numbers of group members in their planners or Bare Books.

### Lesson Activities/Strategies (30 min.)

Teacher begins a class discussion by asking students: Which group is which? What is your book about? What do you like about your book so far? What don't you like about your book so far? What are some questions you have about your book?

After the class discussion, students (still in their literature groups) review their homework from Day 5. Teacher passes out a member-response sheet for the KWL. As teacher passes out the member-response sheets, she will also check-off the KWL homework assignment from Day 5 – it should be located in the Bare Book.

Teacher explains the member-response sheet for reviewing the KWLs. While students share their KWLs with one another, they will also fill out the member-response sheet. The member-response sheet will be turned in for participation credit.

Student(s) will receive a check-mark for completion of the KWL homework from Day 5. If Day 5 homework is incomplete, student(s) will receive a zero.

Students will receive a check mark for completing the member-response sheet during the KWL group-share. A zero will be given to those students who do not complete or turn in a KWL member-response sheet.

*(See Appendix N for KWL group-member-response sheet.)*

### Closure (9 min.)

Students turn in KWL member-response sheet. As teacher collects the papers, she asks the students to volunteer their KWL discussions. Example questions: "What book are you reading? Who's in your group? What do you like about your book? What is the central theme in your book? What did you know, what did you learn, and what do you want to know?"

Allow time for a member from each group to answer.

Homework (5 min.)

Teacher assigns the following homework: “Continue reading in your literature books Chapters 3 & 4. Continue adding to your completed KWL, and also start another KWL for today’s assignment. You will add a new KWL to every reading assignment. As you continue reading, being to look for critical issues, main characters, plots, and themes.” Teacher answers any questions students may have.

Accommodations/Adaptations

If possible, teacher may have students input students’ literature group members into their cell phones in class, in addition to writing them down for safe-keeping.

**Day 7:** Students will be tested on their individual reading, and will also organize a time-line in their literature groups to complete their novel. Students will discuss their 2<sup>nd</sup> KWL.

### Materials

- Pen or pencil
- Pop Quiz #1 (Appendix O)
- Bare Books
- Literature Books

### Anticipatory Set (15 min.)

Pop Quiz! Students will take a pop quiz in response to their individual reading outside of class.

*(See Appendix O for Pop Quiz.)*

### Lesson Activities/Strategies

Students divide into literature groups and share their second KWLs. Teacher walks around to each group and discusses the second KWL with each group. These KWLs should have some focus on the main characters, plots, and themes that are starting to occur in the group's book. The teacher should encourage students to start making predictions about what is going to happen in the text – it is part of the KWL process.

Students set a time line for reading. (Beginning today, they have 10 days to finish their novel. Students must turn their books in on Day 17.) After students have set their time line, the teacher must approve. Students read silently.

### Closure (2 min.)

Teacher asks each group to recite what chapters they have to read for homework.

### Homework (2 min.)

Students will continue reading and fill out their 3<sup>rd</sup> KWL.

### Accommodations/Adaptations

The pop quiz found in *Appendix O* is a very broad and general quiz. Students are required to write about what they have read thus far. This pop quiz is meant to suit every literature group. More specific, individualized pop quizzes designed to meet each literature group may be given instead.

**Day 8:** Teacher will review a summarized timeline of the unit. Students will be introduced to and participate in literature circles.

### Materials

- Pen or Pencil
- Bare Books
- Literature Books
- Literature Circle information (Appendix P)

### Anticipatory Set

Students read silently.

### Lesson Activities/Strategies (30 min.)

Teacher distributes an outline of the unit plan. Teacher verbally reviews the outline with the students. Teacher has students write down their time line for reading on the outline. (Teacher also writes down the different groups' reading time lines.) Teacher summarizes the final project. Teacher discusses literature circles.

Teacher conducts a class-example of a literature circle. Then the teacher divides students into their group books to form literature circles. Students participate in individual literature circles using nursery rhymes. Students share their literature circle information with the class.

*( See Appendix P for information on Literature Circles.)*

### Closure

Teacher distributes literature circle assignment sheets. Teacher reviews the literature circle responsibilities and has students divide responsibilities within the group.

*(See Appendix P for literature circle assignment sheets.)*

### Homework

Students continue reading, add to their previous KWLs, and complete their 4<sup>th</sup> KWL. Students will also complete their literature circle assignment based on the text they have previously read or will read for today's homework.

### Accommodations/Adaptations

Teacher may choose any nursery rhymes for each literature circle to explore.

**Day 9:** Students will participate in literature circles. All literature groups will discuss their books aloud with the class, connecting general ideas, characters, and themes.

### Materials

- Pen or Pencil
- Bare Books
- Literature Books

### Anticipatory Set (10 min.)

Students divide into literature circles and teacher checks their homework. Students begin discussing their books in accordance with their literature circle responsibilities. Teacher will check each student's completion of the literature circle assignment. Additionally, the teacher will check for completion of the student's 3<sup>rd</sup> and 4<sup>th</sup> KWL assignment – both should be located in the Bare Book. (Each completed assignment will receive a check mark. Each incomplete assignment will receive a zero.)

### Lesson Activities/Strategies (30 min.)

Students begin discussing their books in accordance with their literature circle responsibilities. Teacher will check each student's completion of the literature circle assignment. Additionally, the teacher will check for completion of the student's 3<sup>rd</sup> and 4<sup>th</sup> KWL assignment – both should be located in the Bare Book. (Each completed assignment will receive a check mark. Each incomplete assignment will receive a zero.)

Teacher leads a class discussion about the different books: “Describe the main characters in your book. Who are they? What do they look like? Are they poor or rich? What are the main struggles your characters deal with? Are the characters in the novel helpless or helpful? Are they good or bad? What is their attitude like?”

### Closure (8 min.)

Teacher discusses over-arching themes and analysis between the books. (E.g., Teacher will point out the struggles, attitudes, etc. of each book's character and connect the similarities if there are any.) The teacher will then state, “This is how the book defines the victim or hero. Is your character the victim or hero? Are the characters stereotypical victims or heroes? And if they're the victims, is there anyone who is trying to help, or is there any help for them at all?”

### Homework (2 min.)

Students will continue reading according to their individual reading time lines and complete a 5<sup>th</sup> KWL. Students will bring in a copy of their school's Code of Conduct. Tomorrow they will be discussing the rules and regulations the school has about gangs, violence, sexual harassment, depression, suicide, death, eating disorders, and other topics relating to the book.

Accommodations/Adaptations

If time allows, the closing statements may be discussed in more depth. I would ask my students to consider it merely as food for thought, or complete it as a homework assignment in their Bare Books.



**Day 10:** Students will use the Code of Conduct to review the school's rules about tolerance for gangs, violence, sexual harassment, ways to deal with depression, suicide, death, eating disorders, and other topics relating to their literature books.

### Materials

- Pen or Pencil
- Bare Books
- Literature Books
- School's Code of Conduct

### Anticipatory Set (8 min.)

*Bare Book entry* – Students will write about the following: Who is the main character of your novel? Are they helpless, helpful; good or bad? What is their main struggle? List some characteristics of their attitude. Are there any resources available in your novel to help your struggling character overcome his/her issues?

### Lesson Activities/Strategies (34 min.)

Students will review the Code of Conduct rules about violence, gangs, sexual harassment, etc., and additional struggles the characters in their novels go through. Teacher will lead a discussion about gang, violence, and sexual harassment tolerance. Then the teacher will ask, "What is the tolerance level of your characters in the book? Do the characters let their struggles constantly get to them, or do they try to overcome them? How?"

Teacher will then lead a discussion about the attitudes and mannerisms of the struggling characters in the books. Are these stereotypical attitudes for these particular victims of gangs, sexual harassment, depression, eating disorders, etc.? If these students went to school here, what would happen to them? Would they receive any consequences? Would they receive any help? Is there any school-help available for your struggling character?

### Closure (5 min.)

Teacher will ask students to recap the discussion, reiterating the school's tolerance policy about gangs, violence, and sexual harassment.

### Homework (3 min.)

Students will research school, local, state, and national help sites or hotlines that pertain to their struggling character. Students will develop a list that will include the title of the organization, how they found it or a way they can contact it, as well as a brief statement about its purpose. Students will continue reading and complete the 6<sup>th</sup> KWL.

*(See Appendix Q for help-service examples.)*

Accommodations/Adaptations

*\*\*It is very important for the teacher to lead the discussion questions and maintain control of the discussion.*

**Day 11:** Students will discuss their homework assignment from Day 10 and how their research information can be used to help others, like the characters in their books.

### Materials

- Pen or Pencil
- Bare Books
- Literature Books
- List of “Help Services” (Appendix Q)

### Anticipatory Set

As the students enter the classroom, they will list their research homework under the following categories: Gangs and Violence; Depression, Suicide, and Death; Sexual Harassment and Abuse; Eating Disorders and Body Image.

Students will put their initials next to their answers on the board. (Students will receive a checkmark for participation, or a zero for non-participation.)

### Lesson Activities/Strategies

Teacher will orally mention the most common help-services listed on the board. Students will write in their Bare Books as the teacher leads a class discussion. The discussion will be about the help-sources: which ones are the best, which ones would the students go to if they need it, and which ones would their character choose and why.

Example discussion questions: Which help-service(s) did you find that would best suit for the needs of helping the main character and why? Would you (the student) go to any of these places if you needed help? Why or why not? Which help-service would you choose: school, local, state, or national? Why? Would you go to any of these help-sources if you were the main character and actually looking for help? Why or why not?

### Closure (1 min.)

*\*\*Remind students* that this research and their opinions are important because it will be necessary to use on the final project. Also, they never know when they might meet someone in need, and now they can suggest reliable resources.

### Homework

Students will write a finalized list of one school, local, state, and national help-service they would go to if they were the main character. This assignment should be completed in the Bare Book.

### Accommodations/Adaptations

N/A

**Day 12:** Students will divide into literature groups for a more in-depth discussion of the main character's mannerisms, attitudes, and issues; and analyze whether or not the main character in their novels represent a stereotype in society.

### Materials

- Pen or Pencil
- Bare Books
- Literature Books
- 1 Tape recorder per group
- 1 blank tape for taper recorder per group

### Anticipatory Set (7 min.)

*Class discussion* – Students will refer back to Day 10 Bare Book entries to answer the following questions: Are there any similarities between characters in the text and the people that the help-services provide outreach to?

### Lesson Activities/Strategies (35 min.)

Students should have received the inquiry surveys back by now. (If not, this is a great time to give them back.) Students will refer back to the inquiry surveys and poll results (displayed on the overhead projector). Students will discuss how the research, text, and student poll reflect the stereotypes of victims like the struggling character in their novel. Students will also discuss the social implications and attitudes of these victims and their characters. Students will write down any information from the discussion that they find important or relevant to their novel and possibly their final project. Inform students that on the final project they are going to need a list of facts and myths particularly about victims of depression, gangs, violence, sexual harassment, and eating disorders. They must talk about their character's struggling issue(s). Students' group discussions will be recorded and turned in for participation.

*(See Appendix R for discussion questions and rubric for Day 12 group assignment.)*

### Closure (6 min.)

Teacher will collect recording devices and tapes. Teacher and students will discuss the stereotypes of different victims, like those of the characters in the literature books.

### Homework (2 min.)

Students will complete another literature circle assignment. Students will switch roles/responsibilities in the group. Students will continue reading and complete the 8<sup>th</sup> KWL.

### Accommodations/Adaptations

N/A

**Day 13:** Students will be tested on their knowledge about the literature and research they have read thus far. Students will also have time to catch up on their reading in class.

#### Materials

- Pen or Pencil
- Bare Books
- Literature Books
- Pop Quiz #2

#### Anticipatory Set (15 min.)

Pop Quiz! Students will take a pop quiz in response to their individual reading and research outside of class.

*(See Appendix S for Pop Quiz #2.)*

#### Lesson Activities/Strategies (25 min.)

After the pop quiz, students will divide into literature groups. The teacher will discuss the tape-recorded discussion from Day 12 with each group. Point out important statements, ideas, etc., and connect the students' discussion to the final project. (What information that was talked about can they use on the final project?) Meanwhile, students who are not discussing the tapes with the teacher will participate in silent reading.

*(See Appendix R for Day 12 discussion questions. See Appendixes W and X for information about the final project.)*

#### Closure (8 min.)

Teacher thanks students for their participation in the recorded group discussion and today's silent reading. Teacher reminds students that they need to keep track of their homework and reading assignments because it will be necessary for their final project which they'll start working on very soon. Teacher answers any questions students may ask about the final project.

#### Homework (2 min.)

Students will continue reading their literature books and complete their 9<sup>th</sup> KWL.

#### Accommodations/Adaptations

The pop quiz found in *Appendix S* is a very broad and general quiz. Students are required to write about what they have read thus far. This pop quiz is meant to suit every literature group. More specific, individualized pop quizzes designed to meet each literature group may be given in lieu of the Pop Quiz #2 found in *Appendix S*.

**Day 14:** Students will view two short documentary films about eating disorders and depression, and will also have the opportunity to interview the school's psychologist about mental process that causes eating disorders and depression.

#### Materials

- Pen or Pencil
- Bare Books
- Literature Books
- TV, DVD or VCR
- Documentary films (Appendix T)

#### Anticipatory Set (5 min.)

*Bare Book Entry* – Students: When you think of gangs and violence, sexual harassment, eating disorders, and depression or suicide, what questions pop into your mind? Write these questions down.

#### Lesson Activities/Strategies (40)

Teacher reviews classroom rules for hosting guest speakers.

Inform students that they will be viewing two documentary films: One will be about eating disorders and the other about depression. Tell students that the school's psychologist will be available to answer looming questions after the film is over. Also, students will be taking notes on the documentary films and interview to use for their final project.

*(See Appendix T for documentary resources about eating disorders and depression.)*

#### Closure (4 min)

Teacher reviews critical issues that were shown in the documentary: who were the victims, how were they effected, and was there help available to them? Was the help available the same help-service that they listed in their Bare Books? (Students may refer to Days 11 and 12 in their Bare Books to respond to this answer.)

Students and teacher thank the school's psychologist for visiting and answering questions.

#### Homework (1 min.)

Students will continue reading their literature books and complete their 10<sup>th</sup> KWL.

#### Accommodations/Adaptations

Teacher may need to send a parent permission slip home to allow students to watch the documentaries. A "Plan B" will need to be developed for those students who cannot watch the documentaries. However, all students should be allowed to interview the school's psychologist.

**Day 15:** Students will interview the school's resource officer about the school's (and society's) tolerance for gangs, violence, and sexual harassment.

### Materials

- Pen or Pencil
- Bare Books
- Literature Books
- Guest Speaker(s) (See lesson)
- Individual Literature Circle Packet (Appendix U and V)

### Anticipatory Set (3 min.)

Have students review their *Bare Book Entries* from Day 14, and adding to their original questions.

### Lesson Activities/Strategies (39 min.)

Review the classroom rules for hosting guest speakers. Students will interview the resource officer about the school's rules and society's tolerance for gangs, violence, and sexual harassment. Students will take notes on the discussion. These notes should be recorded in the Bare Book and available for students to use for their final project.

After the interview, teacher will distribute the final Individual Literature Packets. As part of their final assignment, each student will complete all three roles of the literature circle. This assignment must be turned in on Day 17 with the literature books and Bare Books.

*(See Appendix U and V for the Individual Literature Circle Packet assignment and rubric.)*

### Closure (5 min.)

Ask students to volunteer interesting or new information they learned about from today's interview. Remind students that they have until Day 17 to finish reading their books. And every day they are responsible for a KWL. If they have not completed all of their KWLs, then they must make them up a.s.a.p.

### Homework (3 min.)

Students will continue reading their literature books and complete their 11<sup>th</sup> KWL. Students will need to begin working on their literature packet. Remind students that Bare Books will be collected on Day 17. Students will receive 4 extra credit points for decorated Bare Books. The decorated Bare Books must reflect the students' literature selection.

### Accommodations/Adaptations

N/A

**Day 16:** Students will continue working on their literature packets, as well as their KWLs in their Bare Books, and silent reading.

Materials

- Pen or Pencil
- Bare Books
- Literature Books

Anticipatory Set (5 min.)

Teacher will ask students if they have any questions about the assignments due the following day (Day 17).

Lesson Activities/Strategies (40 min.)

Students will have this class time to read silently, work on their literature packets, complete their KWLs, and decorate their Bare Books.

Closure (3 min.)

Teacher will remind students of the following assignments due on Day 17:

- Bare Book, complete with notes and 12 KWLs total.
- Literature Packet
- Assigned Literature Book

Remind students who wish to receive four extra-credit points that they can decorate their Bare Book so it reflects their literature selection.

*(See Appendix A for point value per assignment.)*

Homework (2 min.)

Students will finish reading their novel, complete the 12 KWLs, finish their literature packet, and decorate their Bare Books. Students will bring all of the above to class the following day (Day 17).

Accommodations/Adaptations

N/A



**Day 17:** Students will turn in assignments and literature books.

### Materials

- Pen or Pencil
- Bare Books
- Literature Books

### Anticipatory Set

Students will show and tell their decorated Bare Books.

### Lesson Activities/Strategies

The teacher will lead a class discussion with the students: What did they like about the book they read? What didn't they like about the book they read? What new information did they discover in through their reading, research, documentary films, and interviews? Has anyone's opinion changed about gangs, violence, sexual harassment, depression, eating disorders, and people who commit suicide? Did your book have a happy or sad ending? If you could rewrite your book, which part would you rewrite and why? Do these books reflect reality? Why or why not?

After the class discussion, teacher summarizes the following days and project assignment.

*(See Appendixes W and X for project instructions and rubric.)*

### Closure

Teacher answers students' questions about the upcoming project.

### Homework

N/A

### Accommodations/Adaptations

For homework, teacher may have students begin to work on the project together

**Day 18:** Students will begin working on their final projects today.

Materials

- Pen or Pencil
- Bare Books
- Project guidelines and timeline (Appendixes W and X)

Anticipatory Set (6 min.)

Students divide into literature groups. Teacher distributes graded Bare Books and gives students 2 minutes to look through the Bare Books for comments, grades, etc.

Lesson Activities/Strategies (39 min.)

Teacher and students review the project guidelines and timeline. Students begin working on their project using information gathered from their Bare Books and any additional resources or notes they have with them.

*(See Appendixes W and X for project instructions and rubric.)*

Closure (4 min.)

Teacher will ask the class: Who has started on their projects? (Hopefully all students will raise their hand.) Ask student volunteers to reiterate the project timeline and list important information that needs to be included in the projects.

Homework (1 min.)

Students will continue working on their group projects.

**Day 19:** Students will participate in tutorials about using Windows Movie Maker and Microsoft PowerPoint.

Materials

- Paper
- Pen or Pencil
- Bare Books
- Available computers for tutorials
- Microsoft PowerPoint and/or Windows Movie Maker software

Anticipatory Set (4 min.)

Students will meet the teacher in the library/resource center/media center. Teacher and student will review the library's rules.

Lesson Activities/Strategies (42 min.)

Teacher (or library assistant) will demonstrate how to use both Windows Movie Maker and Microsoft Power Point. Students will continue working on their group projects. A rough draft sketch of their project must be shown to the teacher before students leave the facility.

Closure (3 min.)

Teacher checks off students' rough draft of their group presentations. Students will tell the teacher which software program they want to use: Windows Movie Maker or Microsoft Power Point.

Homework (1 min.)

Students will continue working on their group projects.

Accommodations/Adaptations

The school's computers may only have one of the software programs mentioned above. Use this software, or other similar software, to complete the tutorial and project.

**Day 20:** Students will continue working on their projects in the library.

Materials

- Paper
- Pen or Pencil
- Bare Books
- Computers for students
- Microsoft PowerPoint and/or Windows Movie Maker software
- Letter and DVD cover competition information (Appendix Y)

Anticipatory Set

N/A

Lesson Activities/Strategies

Students will continue working on their group projects in the library.

Closure

Teacher will check-up on students' outline or completed work thus far. Remind students of the deadline and project requirements. Teacher announces the letter and DVD cover competition.

*(See Appendix Y for information about the letter and DVD cover competition.)*

Homework

Students continue working on group projects. Students begin working on the letter and DVD cover.

Accommodations/Adaptations

N/A

**Day 21:** Students continue working on their projects in the library.

Materials

- Paper
- Pen or Pencil
- Bare Books
- Computers for students
- Microsoft PowerPoint and/or Windows Movie Maker software

Anticipatory Set

Teacher will review the project requirements.

Lesson Activities/Strategies

Students will continue working on their group projects in the library. Teacher will check off the project requirements that have already been completed (e.g., title slide, pictures, voice, sound, credits).

Closure

Teacher will remind students of the project's deadline and review the project requirements fulfilled so far by each group.

Homework

Students continue working on the final project. Students continue working on the letter and DVD cover.

Accommodations/Adaptations

If possible, the teacher should arrange to have students meet her in the library after school if they need extra help on the assignment. This can take place during any of the days in which students are working on their projects.

**Day 22:** Students will continue working on their projects in the library.

Materials

- Paper
- Pen or Pencil
- Bare Books
- Computers for students
- Microsoft PowerPoint and/or Windows Movie Maker software

Anticipatory Set

N/A

Lesson Activities/Strategies

Students will continue working on their group projects in the library.

Closure

Students will reiterate the project's deadline and review the project requirements. Teacher will remind students that the following day (Day 23) is the last day they have to work on the project in the library. They will also have time on Day 23 to practice delivering their presentations. The letter and DVD cover must be submitted on Day 23, too.

Homework

Students finish the final project. Students finish creating the letter and DVD cover.

Accommodations/Adaptations

N/A

**Day 23:** Students finish working on their final projects, and begin practicing their group presentations.

Materials

- Paper
- Pen or Pencil
- Bare Books
- Computers for students
- Microsoft PowerPoint and/or Windows Movie Maker software
- Jump-drive

Anticipatory Set

Students will submit their letter and DVD covers for the distribution competition.

Lesson Activities/Strategies

Students will finish their final projects. Students will practice delivering their presentations to accompany their final project.

Closure

Teacher will save a copy of the students' projects onto her own flash-drive.

Homework

N/A

**Day 24:** Students present their projects.

Materials

- Paper
- Pen or Pencil
- Bare Books
- Computers for students
- Microsoft PowerPoint and/or Windows Movie Maker software
- Student Projects
- Jump-drive
- Blank DVDs
- Video camera
- Blank tape for video camera

Anticipatory Set (3 min.)

Teacher reviews etiquette rules for presentations.

Lesson Activities/Strategies (40 min.)

Students present their projects to the class. Teacher congratulates students on a job well done. Teacher asks the students what they liked about each group's presentation.

Teacher will then videotape student volunteers discussing what they learned through reading, research, and developing their projects.

Closure (3 min.)

Teacher reveals and congratulates the letter and DVD cover competition winners.

Homework

Students: N/A

Teacher will collaborate all of the final presentations onto one CD/DVD for distribution.

Accommodations/Adaptations

A parent permission form may be needed to have the students videotaped.

*(See Appendix Z for a parent permission slip to have their child video-taped.)*



**Day 25:** Students and teacher will view the final product of the projects and presentations.

Materials

- DVD of final project presentations

Lesson Activities/Strategies

Teacher will show the final DVD of the combined projects, students' interviews from Day 24, as well as the letter and DVD cover.

Accommodations/Adaptations

The final viewing may be postponed. However, it is very important to show the students the DVD when it is completed.

### **Bibliography**

Asher, J. (2007). *Thirteen Reasons Why*. New York: Razorbill.

Beers, K. (2003). Frontloading Meaning: Prereading Strategies. *When Kids Can't Read, What Teachers Can Do*. (pp. 80-87). New Hampshire: Heinemann.

Halse-Anderson, L. (1999). *Speak*. New York: Penguin Group.

Halse-Anderson, L. (2009). *Wintergirls*. New York: Penguin Group.

Hinton, S.E. (1995). *The Outsiders*. New York: Penguin Group.

**Appendix Overview**

- A ..... Overview of Points Possible for Unit
- B ..... Movie Clips for Day 1
- C ..... Day 1 Extra Credit Homework Assignment and Rubric
- D ..... Venn Diagram
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- O ..... Pop Quiz #1
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- U ..... Individual Literature Circle Packet Assignment
- V ..... Individual Literature Circle Packet Example Rubric
- W ..... Final Project Instructions
- X ..... Rubric for Final Project and Presentations
- Y ..... Letter and DVD Cover Competition Rules and Guidelines
- Z ..... Parent Permission Slip for Videotaping Student

**Appendix A****Overview of Points Possible for Unit**

<b>DAY</b>	<b>TASK POINTS</b>	<b>POINTS POSSIBLE</b>
1	1 = present; 1 = participation; 5 = completed video assignment	7
2	1 = present; 1 = participation	2
3	1 = present; 1 = participation	2
4	1 = present; 1 = participation	2
5	1 = present; 1 = participation	2
6	1 = present; 1 = KWL #1; 1 = KWL member response sheet	3
7	1 = present; 25 = Pop Quiz #1	26
8	1 = present; 1 = participation	2
9	1 = present; 1 = KWL #3; 1 = Literature Circle; 1 = KWL #4	4
10	1 = present; 1 = participation in class/group discussion	2
11	1 = present; 1 = participation	2
12	1 = present; 19 = participation in tape-recorded discussion	20
13	1 = present; 20 = Pop Quiz #2	21
14	1 = present; 1 = participation	2
15	1 = present; 1 = participation	2
16	1 = present; 1 = participation	2
17	1 = Bare Book; 7 = KWLs #s5 – 11; 1 = List of Help Services in Bare Book; Questions and Discussion Notes = 2; 4 extra credit points if Bare Book is decorated	15
18	1 = present; 1 = participation	2
19	1 = present; 1 = rough draft of project	2
20	1 = present; 1 = participation	2
21	1 = present; 1 = participation	2
22	1 = present; 1 = participation	2
23	1 = present; 1 = participation	2
24	1 = present; 15 = project; 10 = possible extra credit points	15 (25)
25	1 = present; 1 = participation	2
<b>Total</b>		244 (+10)

**Appendix B****Movie Clips**

Britts, J., Foster, S., and Franco, N. (Producers), & Bough, B. (Director). 22 January 2010. *To*

*Save a Life* [Motion Picture]. USA: Samuel Goldwyn Films. [http://www.wingclips.com/  
cart.php?target=product&product\\_id=17158&substring=to+save+a+life](http://www.wingclips.com/cart.php?target=product&product_id=17158&substring=to+save+a+life)

Fey, T. (Producer), & Waters, M. S. (Director). 30 April, 2009. *Mean Girls* [Motion Picture].

USA: Paramount Films.

Mial, T. (Producer). & Down, E. (Director). 6 March 2008. *The Black Balloon* [Motion Picture].

Australia: Black Balloon Productions. [http://www.wingclips.com/cart.php?target=  
product&product\\_id=16920&substring=the+black+balloon](http://www.wingclips.com/cart.php?target=product&product_id=16920&substring=the+black+balloon)

Witherspoon, R. (Producer), & Palansky, M. (Director). 29 February 2008. *Penelope* [Motion  
Picture]. USA: Summit Entertainment.

<http://www.youtube.com/watch?v=B2gE1gnCJV0>

**Appendix C**

**Day 1 Extra Credit Homework Assignment and Rubric**

**Assignment:**

You might be surprised to find out that you’re not the only one who has issues. Your parents, grandparents, aunts and uncles, siblings, friends, enemies, and almost everyone in the world have to face pressure and make choices on a daily basis that effect their future. Example: Your grandparents may have had to deal with depression. However, your parents may have had to deal with a war, either on the battle field or at home.

Your homework assignment is to find out what type of pressures and choices your parents, grandparents, friends, or other relatives deal with on a daily basis. More importantly, you will need to investigate what type of pressures and choices they have had to make when they were adolescents.

Another option is to compare and contrast the different pressures and choices adolescents face based on their gender. Example: What do males have to worry about that females don’t?

A third option is to compare and contrast the different pressures and choices adolescents face across race and/or ethnicity. Example: Mexican-Americans may have to choose to follow their Mexican heritage tradition, whereas African Americans are trying to dispel the negative stereotypes that are associated with their ethnicity.

You may use research gathered from the internet or a text (don’t forget to cite), or you may interview people to answer the above questions. Please remember that these questions are serious and some people may display more sensitivity than others when asked such questions. Only ask people whom which you are comfortable talking to – they will be more willing to open up. Also, tell them this is for a homework assignment – they may be more understanding and willing to discuss their personal lives with you then.

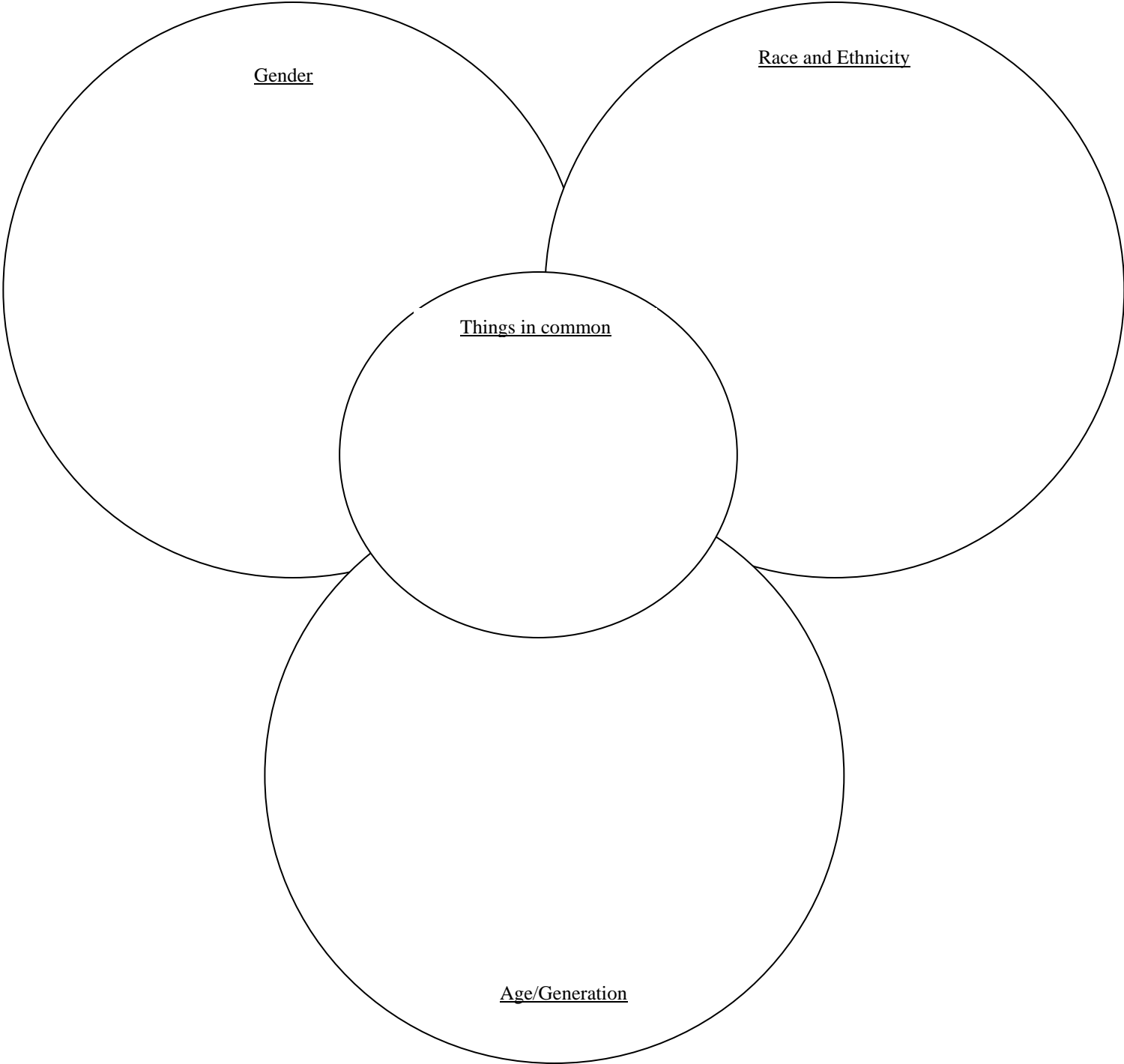
*\*\*You must bring in a hard-copy of your research/interview to receive credit. Don’t forget to cite your resources, otherwise you will not receive any credit.*

**Rubric:**

1 pt	2 pts	3 pts	4 pts	5 pts
<i>At least one cited research or interview assignment.</i>	<i>At least two cited research or interview assignments.</i>	<i>At least three cited research or interview assignments.</i>	<i>At least four cited research or interview assignments.</i>	<i>At least five cited research or interview assignments.</i>
<b>Total Points Possible</b>				<b>5 pt</b>

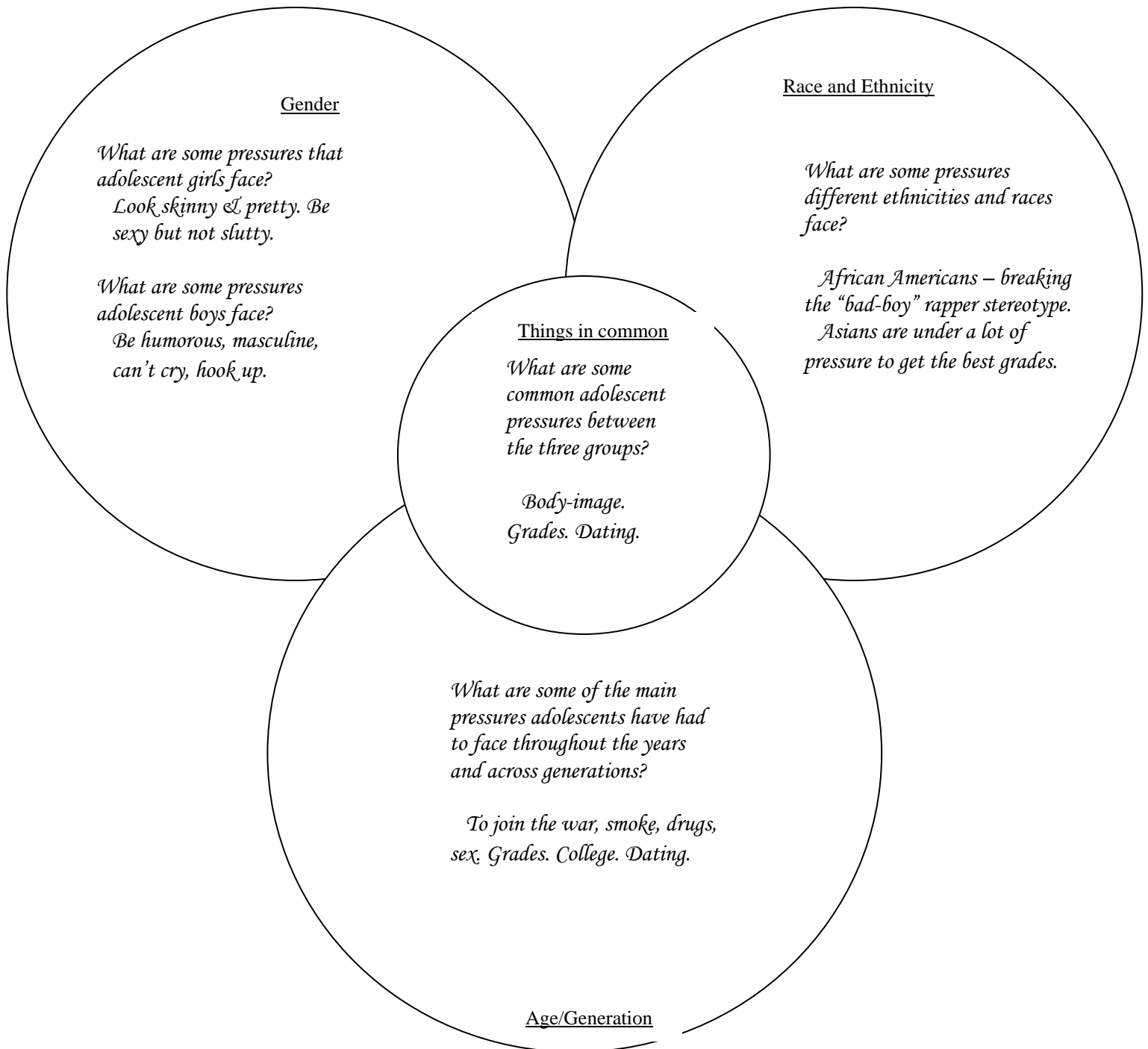
**Appendix D**

**Venn Diagram**



**Appendix E**

**Venn Diagram and Research Examples for Day 2**





**Appendix F****Inquiry Survey**

Rate the following statements as:

**1** – Absolutely Agree; **2** – Agree; **3** – Somewhat Agree; **4** – Somewhat Disagree;  
**5** – Disagree; **6** – Absolutely Disagree

1. Gang members are violent. \_\_\_
2. A gang is not a family. \_\_\_
3. People who participate in violent acts are incapable of loving others. \_\_\_
4. People who are sexually harassed ask for it. \_\_\_
5. Cat-calling is a form of sexual harassment. \_\_\_
6. Sexual harassment is only rape. \_\_\_
7. The only people who are depressed are gothic. \_\_\_
8. You cannot cure depression. \_\_\_
9. People who are depressed commit suicide. \_\_\_
10. People who commit suicide are depressed. \_\_\_
11. Crash dieting is an eating disorder. \_\_\_
12. There are only two types of eating disorders. \_\_\_
13. People with eating disorders have body-image issues. \_\_\_
14. Skinny females have eating disorders. \_\_\_
15. Eating disorders don't affect males. \_\_\_

**Appendix G**

**Inquiry Survey Tally Chart**

*Ratings*

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	1/Absolutely Agree	2/Agree	3/Somewhat Agree	4/Somewhat Disagree	5/Disagree	6/Absolutely Disagree
#1						
#2						
#3						
#4						
#5						
#6						
#7						
#8						
#9						
#10						
#11						
#12						
#13						
#14						
#15						

**Appendix H**

**Literature List**

*The Outsiders* by S. E. Hinton

*Speak* by Laurie Halse Anderson

*Thirteen Reasons Why* by Jay Asher

*Wintergirls* by Laurie Halse Anderson

## Appendix I

### Literature Themes and Audio/Visual Resources

#### The Outsiders by S. E. Hinton

*The Outsiders* primarily focuses on gangs – and although the members of the gangs participate in violent acts, the members are one another’s family. Throughout the novel, different stories of the characters are shared: how they became part of the game, their “role” as members of the gang, as well as the ordinary and not-so ordinary issues teenagers deal with: dating, preserving reputations, and friendship.

- Aubry, K., Coppola, G.C., Frederickson, G., Roos, F. (Producers), & Coppola, F. (Director). 25 March 1983. *The Outsiders* [Motion Picture]. USA: Warner Brothers.

#### Speak by Laurie Halse Anderson

The novel *Speak* is about a highschool freshman, who, during the summer of her transition from 8<sup>th</sup> to 9<sup>th</sup> grade, was raped by a popular highschool boy. Once outgoing and bubbly, the young victim is now reserved, ostracized, and depressed. No one would believe her story if she told it – but having someone believe her story is everything she needs – and someone to tell it to. Instead of speaking up about the rape, she learns to express it through art. However, she is constantly haunted by the summer incident and is afraid for other girls who may have already become or will become victims, just like her.

- Sharzer, J., Young, A. (Producers), & Sharzer, J. (Director). 20 January 2004. *Speak* [Motion Picture]. USA: Showtime Networks Inc.

#### Thirteen Reasons Why by Jay Asher

Written as *THIRTEEN REASONS WHY*, Jay Asher tells the story of a young girl who commits suicide, and the people she left behind. Hannah Baker, the young girl who commits suicide, leaves behind tape recordings for the people who influenced her decision to end her life. The story follows Clay Jensen, one of the influencers, as he listens to the tapes and tries to understand how he and others could have played a part in Hannah’s death.

- Hannahsfirend13. 13 October 2008. *Hannah Baker Tape 1*. YouTube: <http://www.youtube.com/watch?v=6ushyNJhhrs>

#### Wintergirls by Laurie Halse Anderson

*Wintergirls* is a story about an anorexic highschool senior, Lia. Cassie, Lia’s best friend, was bulimic -- but now Cassie’s dead. Lia has to learn to cope with Cassie’s death and her own body-image and body-battle issues.

- *Wintergirls*. Brilliance Audio Library Edition. <http://www.brillianceaudio.com/library/clips/wintergirl1041.mp3>
- Purplestreakpunk. 10 June 2009. *Wintergirls Preview*. YouTube: <http://www.youtube.com/watch?v=b2BhCzb5TC0>





**Appendix L****Student-Book Responsibility “Contract”**

By signing this contract, I, (Print Your Name) \_\_\_\_\_, take full responsibility for my novel’s upkeep. If it goes missing, has water damage, torn pages, writing in it, or any other damage/vandalism that I did not immediately report to my teacher when this novel came into my possession, then I am required to replace the missing, damaged, etc. novel with a new replication.

Book Title: \_\_\_\_\_

Book #: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date Signed: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date Signed: \_\_\_\_\_

**Appendix M****KWL Example**

- *What is a KWL?*

A KWL is a chart or journal entry that keeps record of the literature you are reading.

*K* = What you *Know*

*W* = What you *Want* to know

*L* = What you *Learned*

For example, if I were to read “Humpty Dumpty” accompanied with a KWL assignment, it would look like this:

*K* = What do I know? *“Humpty Dumpty” is a nursery rhyme.*

*W* = What do I want to know? *Who is “Humpty Dumpty?”*

\*\*I would then read the nursery rhyme, and complete the following step:

*L* = What did I learn? *“Humpty Dumpty” is a nursery rhyme about someone falling down and breaking their bones.*

\*\*Is this information correct? Is there another part of the nursery rhyme or available picture that will help me understand this story better? Students will continue to explore the story through various sources, as well as the main source. Students will continue to add to the KWL, too, stating *What they know, What they want to know, and What they learned.*



**Appendix N**

**KWL Member Response Sheet**

Your Name:

Group Member's Names:

Book:

1. What is something that one of your group members knew about the literature and/or its content before reading that you didn't know? Would this information have helped you with your own reading?

2. For each group member, write a sentence listing something that they wanted to discover about the literature while reading.

3. For each group member, write a sentence listing something that they learned through reading the literature.

4. Refer to your KWL: Through reading, did you find any answers to any of your KWL questions? If so, what? If not, what are your questions and predictions for those questions?

**Appendix O****Pop Quiz #1**

Points  
Possible

**Directions:**

- 0.5 pt 1. List the title of your book.
- 0.5pt 2. List the first and last name of your book's author.
- 3 pt 3. List at least two of the adolescent pressures discussed in class, that are also present in your book.
- 7 pt 4. Explain the following questions in a minimum of five sentences:  
Who is(are) the main character(s) in your novel? And what types of pressures/choices do they have to make?
- 8 pt 5. Write a minimum of six sentences summarizing the major events of your novel that have occurred thus far.
- 4 pt 6. Who is(are) the main supporting role(s) in your novel? Why are they important? Do they struggle with the same choice(s) as the main character(s)?
- 2 pt 7. Make two predictions about what will happen in your novel.

## Appendix P

### All-About Literature Circles

Literature Circles are a great way for students to recap as a group on the literature they are reading. Each student is assigned a particular role that relates to the literature they are reading. Each student participates in presenting their literature circle assignment, jotting down any information they find helpful on their own sheets.

#### Roles of Participants:

##### **Discussion Director –**

The role of the discussion director is to facilitate the discussion. You will ask people to present their roles and participate in sharing what they learned. Explain to the group beforehand your role in the group. Keep track of time because everyone must present and groups will only have 20 minutes to complete the task. Allow time for discussion, but don't let the clock get away.

##### **Literary Luminary –**

The role of the literary luminary is to find particular text (or whole text) that was important in the novel. As a literary luminary, you must find text in the book that was important to the novel's development and direction. (What events stood out in the book as major events?) Be ready with lines, quotes, and page numbers – whatever helps! (Include this on the paper to be turned in!)

##### **Illustrator –**

The role of the illustrator is to draw a picture that reflects the reading of the text. It can be a sketch, cartoon, diagram, flow chart, or stick-figure scene. You can draw a picture of something that's discussed specifically or it can be a broad, general idea. When you show the picture to the group, do not say anything. Let them try to figure out what the picture means, and when each group member has had their say, tell them what your drawing is of and what it means. (If it is a specific scene or covers a broad, sequential span of text, include the page numbers. Include a summary of what the picture is about.)

##### **Connector –**

The connector “draws” connections from the meaning(s) of the book to the outside world. Was there any particular text examples such as conversation, thought, scene, or feeling that could be connected to our world today? Be prepared with specific examples; and page numbers help, too! (Include this on the paper to be turned in! Also, include documentation source/hardcopy of proof that text can be related to today's world. You may need to research on computer for five minutes.)

## **Appendix Q**

### **Help Service Resources**

- American Foundation for Suicide Prevention
- National Eating Disorders Association
- National Youth Violence Prevention Resource Center

**Appendix R****Discussion Questions and Rubric for Day 12 Tape-Recorded Assignment**Questions:

- Does the main character, or any other character, reflect a stereotyped person in society? If so, who? And how?
- What do we believe about these stereotypes?
- What do we believe about these victims?
- What type of social implications come about based on the character's attitude?
- What does your previous research assignment have to do with any of this?
- How has your opinion of gangs and violence, sexual harassment, suicide and depression, and disorders changed? Has it changed at all? What is your opinion?

Rubric

*19 points possible*

3 points = Student participates in discussion speaking only once, but without inputting relevant information about the text, research, or discussion topic/question.

7 points = Student participates in discussion speaking a minimum of two times. Inputs information or refers to the text, research, or discussion topic/question at least once.

13 points = Student participates in discussion speaking a minimum of three times. Each input is both relevant and refers back to the text, research, or discussion topic/question.

17 points = Student participates in discussion by speaking a minimum of 5 times. Each input is both relevant and refers back to the text, research, or discussion topic/question.

19 points = Students discusses every topic/question. Each input is both relevant and refers back to the text, research, or discussion topic/question. Also, student asks questions, creating "food for thought" or other relevant questions worth discussing.

**Appendix S**

**Pop Quiz #2**

**Directions:**

1. List the title of your book. (0.5 pt)
2. List the first and last name of your book's author. (0.5 pt)
3. List 5 repercussions or negative associations of being in a gang, depressed, sexually harassed, or having an eating disorder. (5 pt)
4. In a minimum of six sentences, list two help-services and their purposes. (5 pt)
5. On the back of the paper, illustrate a part of the story that stands out to you. In a minimum of five sentences, explain why its importance in the story and why you chose to draw it. (10 pt)
6. Make two predictions about how your novel will end. (4 pt)

**Appendix T**

**List of Documentary Resources**

Education Video Center Youth Organizers Television (YO-TV). 10 June 2009. *The War Within:*

*Youth Depression* [Motion Picture]. <http://www.evc.org/>

Music Television. (MTV's) True Life: I have an Eating Disorder [Documentary].

**Appendix U****Individual Literature Circle Packet Assignment**

You will complete each of the following literature Circle Roles:

**Literary Luminary –**

The role of the literary luminary is to find particular text (or whole text) that was important in the novel. As a literary luminary, you must find text in the book that was important to the novel's development and direction. (What events stood out in the book as major events?) Be ready with lines, quotes, and page numbers – whatever helps! (Include this on the paper to be turned in!)

**Illustrator –**

The role of the illustrator is to draw a picture that reflects the reading of the text. It can be a sketch, cartoon, diagram, flow chart, or stick-figure scene. You can draw a picture of something that's discussed specifically or it can be a broad, general idea. When you show the picture to the group, do not say anything. Let them try to figure out what the picture means, and when each group member has had their say, tell them what your drawing is of and what it means. (If it is a specific scene or covers a broad, sequential span of text, include the page numbers. Include a summary of what the picture is about.)

**Connector –**

The connector “draws” connections from the meaning(s) of the book to the outside world. Was there any particular text examples such as conversation, thought, scene, or feeling that could be connected to our world today? Be prepared with specific examples; and page numbers help, too! (Include this on the paper to be turned in! Also, include documentation source/hardcopy of proof that text can be related to today's world. You may need to research on computer for five minutes.)



**Appendix V**

**Individual Literature Circle Packet Example Rubric**

**Literary Luminary:**

Give points for only one:

Component	10	25	40	65
List of events	One event	Two events	Three events	Four or more events

Total Points Possible: 65

Give points for one or all of the following if applicable:

Component	10	10	10
Importance of Event	Listed the event	Summarized the event/text	Explains how it controlled the future outcomes of story

Total points possible: 30

Give points for one or all of the following if applicable:

Component	5	5
Documentation	Quotes, chapter, who said what, etc. with the exception of page number	Page number and no other source of documentation of text

Total points possible: 10

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Total over-all points possible: 100

**(Appendix V continued...)**

**Individual Literature Circle Packet Example Rubric**

**Illustrator:**

75 points: picture

20 points: summary of picture

5 points: page number provided

Possible: 100 points

**Connector:**

Component	10	20	30	40
Examples of text given in connection to world today	One example without connection of text to today's world	Two or more examples without connection of text to today's world	One example of text with connection to today's world	Two or more examples with connection of text to today's world
Example's specification: page number, quote, who said what, etc.	No source of documentation of where text information comes from, as long as teacher knows text is from book	Documents information of where text comes from (i.e., who says what, what chapter, what scene, etc.), with the exception of page number.	Page number is included with specification of where text came from	Example includes more than page number specification of where text comes from
Documentation of today's world	Lists documentation source	Provides hardcopy of documentation source		

Possible: 100 points

**Appendix W****Final Project Instructions**

You're almost through! In your literature groups, you will create and present a digital media project. This project will list the facts, myths, and other information about gangs and violence, eating disorders, suicide and depression, as well as sexual harassment and/or rape.

You will gather information from your KWLs, research, class and group discussions, interviews, documentaries, etc., to develop the presentation. The presentation project will be created in a Microsoft Power Point or Windows Movie Maker. Once you have given your final presentation, all projects will be collected and put on a DVD for distribution to other schools. Yes, that means that other local high schools, possibly middle schools, students, faculty, administration, and the community will watch your presentations at some point in time. These films are being distributed for educational purposes.

*\*\*See the Final Presentation Rubric for specific requirements.*

**Appendix X**

**Rubric for Final Project and Presentations**

<b>REQUIREMENT</b>	<b>Points Possible</b>												
Project is in the form of PowerPoint or Movie Maker	10 pts												
Project has audio and/or music	10 pt (5 extra credit points for both)												
Project has pictures and/or video	10 pt (5 extra credit points for both)												
Title Slide must have: Title of Presentation, Group Member Names, School's Name, Teacher's Name, Class Period, and Date	10 pts												
End Slide must have: Credits/Citations	10 pts												
<p>Additional slides must include:</p> <p>The group's book (title &amp; author) and a paragraph stating its relevance to the project/presentation.</p> <p>Define your topic: gang, sexual harassment, eating disorders, or depression.</p> <p>Victims of the defined terminology mentioned above (e.g., who does this happen to?). Who does it affect and how does it affect them (e.g., victim, parents, friends).</p> <p>What are some notable signs and/or symptoms of people in gangs, victims of sexual harassment, people with eating disorders, or others dealing with depression?</p> <p>How can you help the victim? Can they get help? Should they get help? What type of resources are available to the victim who is seeking help?</p> <p>How can you avoid becoming the victim of a gang/gang violence, sexual harassment, eating disorders, or depression?</p>	<p>10 pts</p> <p>10 pts</p> <p>10 pts</p> <p>10 pts</p> <p>10 pts</p> <p>10 pts</p> <p>10 pts</p>												
Points Possible	115 +10 extra credit												
<b>Total</b>	<b>125</b>												
<p>Point/Letter Grade:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">A<sup>+</sup> = 116-125</td> <td style="width: 25%;">B<sup>+</sup> = 91-95</td> <td style="width: 25%;">C<sup>+</sup> = 74-80</td> <td style="width: 25%;">D = 61-65</td> </tr> <tr> <td>A = 111-115</td> <td>B = 86-90</td> <td>C = 71-75</td> <td>F = 0-60</td> </tr> <tr> <td>A<sup>-</sup> = 96-110</td> <td>B<sup>-</sup> = 81-85</td> <td>C<sup>-</sup> = 66-70</td> <td></td> </tr> </table>		A <sup>+</sup> = 116-125	B <sup>+</sup> = 91-95	C <sup>+</sup> = 74-80	D = 61-65	A = 111-115	B = 86-90	C = 71-75	F = 0-60	A <sup>-</sup> = 96-110	B <sup>-</sup> = 81-85	C <sup>-</sup> = 66-70	
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A <sup>-</sup> = 96-110	B <sup>-</sup> = 81-85	C <sup>-</sup> = 66-70											

**Appendix Y****Letter and DVD Cover Competition Rules and Guidelines**

Dear Students:

You have the opportunity to participate in a letter-writing and DVD cover competition for the distribution of your DVD presentations to other schools. Each DVD will be accompanied with a letter, stating the educational purpose of the DVD, as well as citing our school and classroom. Then, of course, every DVD needs to have a picture! Thus, one of your drawings will be selected to go on the outside cover of the DVD box. If you are interested in participating, please continue reading. Be warned: No extra credit points will be given for submitting a letter or DVD cover. I will choose the winners based on quality, not person.

Sincerely,

Ms. Harman

*Letter-Writing:*

Enclosed in each DVD will be a letter to the schools. The letter must address: Who we are. Why we created these presentations and their importance in educating others.

*DVD Cover:*

A DVD cover is needed for the distribution of DVDs to the surrounding schools. Your illustration should be appropriate (no nudity, profanity, etc.) in the fact that it should accurately represent the projects that are enclosed. It must be submitted on a plain white sheet of 8.5" x 11" computer paper.

**Appendix Z**

**Parent Permission Slip for Videotaping Student**

By signing this permission form,

I, (Please Print Parent/Guardian Name) \_\_\_\_\_, am consenting that my child, (Please Print Student's Name) \_\_\_\_\_, may be video taped as part of a classroom project. I am aware that this video tape will be distributed to local schools for educational purposes. If I have any questions, I am to immediately contact Ms. Harman at [alhfsu@edu.org](mailto:alhfsu@edu.org).

Parent Signature \_\_\_\_\_

Date Signed \_\_\_\_\_