



Act and React

Unit Plan : LAE 4360

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“Everything is a reaction.”

-Robyn Hitchcock

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Rationale

This unit is about actions and the reactions they cause. Teenagers are often oblivious, or choose to ignore, what they see and do. The main goal of this unit is to show students that everything has a consequence, which can be positive or negative. Most students gossip and make fun of others, and this unit will help show students that what they say and do can hurt others and have a very strong lasting affect on their peers and their families. Every action has a reaction.

The main text of this unit is *Speak* by Laurie Halse Anderson. I chose this text because it shows the affects of isolation, loneliness, rape, strength, and much more. The characters in the book are very realistic and students can easily identify with them by understanding the feelings of trying to fit in or feeling lonely. This text is becoming more commonly used in the classroom because of the real-life issues it deals with and the way the students can connect to the text. This novel really makes the reader think twice about placing blame on others or assuming someone is just weird; this book shows that problems can run deep and people should take a deeper look before making fun of someone for being different. This is a great eye-opener for people of all ages, but especially for students beginning high school.

Rape is a very controversial, serious subject and should be taught with sensitivity. Although this tends to be a topic that is usually avoided, I believe that students should learn about it and feel comfortable discussing it. If we educate students about this then it is possible that it can be prevented, or that a student can open up and speak about it without feeling that they are alone, guilty, or shameful. Boys and girls both need to be educated about this subject, which is why I chose this book with this theme for my main text.

Throughout the six-week unit, the students will cover a variety of topics and various texts. The students will read, write, discuss, present, work individually, and work together. The two main writing components of the unit are hallway logs and journal entries. Hallway logs are a chance for students to realize all the actions they are surrounded with in the hallways. Students are supposed to write down comments they hear from others—gossip, rumors, bullying—and write the reactions they have to these comments. The comments must be anonymous and should keep the person being gossiped about confidential. This is important for students to do because this forces students to take the time to analyze the things they hear on a daily basis and realize the consequences that can occur because of these things. There

are 10 journal responses that the students must respond to about *Speak*. This gives the students a chance to be honest about the issues in the book by knowing that the teacher will only be checking for completion.

Although *Speak* covers a range of issues, it does not touch upon every teen or adult issue out there. I want my students to understand a variety of actions and reactions due to everyday life and everyday problems, which is why students will be reading various texts in literature circles during the six-week unit. The students will have the following five texts to choose from: *Wintergirls* by Laurie Halse Anderson, *Thirteen Reasons Why*- Jay Asher, *Go Ask Alice* by Anonymous, *Tears of a Tiger*- Sharon M. Draper, or *Cut* by Patricia McCormick. *Wintergirls* deals with issues such as eating disorders and death. These issues are very real, especially in high school, and this book shows the dire consequences that can occur from issues like these. *Thirteen Reasons Why* is about a girl who committed suicide who leaves behind tapes explaining the reasons why. This book shows how everything action is related and the tragic effects it can have on a person. *Go Ask Alice* is a diary of an anonymous teenage girl who introduced to drugs unknowingly and fell into a downward spiral because of it. *Tears of a Tiger* is about a group of young boys who get in a drunk driving accident and lose one of their friends. It deals with relationships, drinking, depression, and so much more. The final choice, *Cut*, deals with self-mutilation. This is a subject that is often ignored, but is very serious. This will help students learn about an issue that should be taken very seriously. All of these books have similar themes, and the final project will show the class that everything is interrelated.

There will be two main assessments for this unit plan—a trial and student-made movie trailer. The courtroom will be a two-day process that will put Andy from *Speak* on trial for rape. Each student will be assigned a part and will receive credit for participation and being prepared for their assigned duty. The purpose of this formal assessment is for students to analyze the actions of the characters and discuss the content of the book in a courtroom set-up. This shows students that actions have consequences. The other formal assessment will be a movie trailer that is created and presented by each literature circle group. The students will have to demonstrate their knowledge of plot, characters, and themes in the trailer. This allows the students to come up with their own discussions of the text and gives them the chance to analyze on their own. The publication of the trailers will help students work hard on the project and show the consequences that actions can have.

The students will work on other various activities throughout the unit, which can be seen in the daily activities portion of the unit plan. Every activity is used to demonstrate the main goal of this unit, which is that students will understand and realize that every action has a positive or negative reaction. This unit will open students minds to the real-life issues that are extremely serious and even life threatening. Using this in a classroom can help eliminate the every day problems that students face, such as gossiping, and can potentially bypass serious issues like self-mutilation or suicide. I believe that these lessons and the texts in the unit will have a positive and significant impact on each student and the way they treat each other. Remember, every action, small or big, has a reaction.

Goals and Objectives

Goals:

- To understand that every action has a reaction
- To have a deeper understanding of real-life issues
- To create a movie trailer
- To create a trial for a fictional character from the main text of the unit plan

Objectives: (that coincide with the Sunshine State Standards)

SWBAT...

- listen to, read, and discuss familiar and conceptually challenging text (LA.910.1.6.2).
- 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.910.1.7.1).
- determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details (LA.910.1.7.1).
- identify cause-and-effect relationships in text (LA.910.1.7.4).
- analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selection (LA.910.1.7.6).
- prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia) (LA.910.3.5.1).
- share with others, or submit for publication (LA.910.3.5.3).
- research and organize information for oral communication appropriate for the occasion, audience, and purpose (LA.910.5.2.2).

Materials

Copies of the following books:

- *Speak*—Laurie Halse Anderson
- *Wintergirls* – Laurie Halse Anderson
- *Thirteen Reasons Why*— Jay Asher
- *Go Ask Alice*—Anonymous
- *Tears of a Tiger*— Sharon M. Draper
- *Cut*—Patricia McCormick
- *The Fan Club*—Rona Maynard (short story)

Various influential advertisements

Worksheets (See Appendices)

Paper

Poster board

Writing Utensils

Student journals

Speak movie

Computer

Internet access

Unit points- 300 points total

Assignment	Points Received	Points Possible
Class Participation		50
Journals		10
Hallway Logs		10
Worksheets (Themes, Symbols, Gossip)		10
Literature Circle Storyboard		10
Poem		10
Trial		100
Movie Trailer		100
Total		300

Daily activities

Daily Lessons

Week 1:

Day 1:

Bell work: Introduce the unit by having the students listen to “Fifteen” by Taylor Swift. Have students write down the issues they hear in the song (5 mins).

Class work: Discuss what the students think the song is about and the issues in the song (5 mins). Next, introduce the main book the students will be reading by watching the *Speak* trailer on YouTube. Discuss what the students think the book might be about (15 mins). Discuss that the unit is about actions and their reactions. Have students give examples (10 mins.) Begin reading the book out loud (15 mins).

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

Homework: If the reading was not completed in class the students should finish reading up to “Fizz Ed.”

Day 2:

Bell work: Give students a survey about actions and their consequences (10 mins). *Appendix A*

Class work: Discuss Hallway Logs with students. This is where students will be given a journal where they will write gossip and other things they hear throughout the day in the hallways or other places. The point of this is to show that actions have consequences, and that one piece of small gossip or comments can have negative reactions (10 mins). Have students write anything they may have heard recently in their journals (15 mins). Read up to “Cheerleaders” silently (15 mins).

Homework: If the reading was not completed in class the students should finish reading up to “Cheerleaders.”

Day 3:

Bell work: Students will use their hallway logs to complete a journal response. The journal will be on the following prompt: If you went to Melinda’s school how would you treat her and why? OR What would you do if you were in Melinda’s shoes and why? (10 mins).

Class work: Explain literature circles and projects to the students. Each week on Fridays the students will get into their assigned groups and discuss the book they are reading and will present a movie trailer of their book at the end of the unit. The students will be given days in the computer lab to work on this project, but it might also need to be worked on before or after school (10 mins). Show the students an example of a movie trailer to give them an idea of what they will be doing (5 mins). Show all the book options to the students and give a short summary of each (15 mins). Have the students come up and sign up for books. It is first come first serve (10 mins). *Appendix B*

Homework: Read up to the second marking period. Read literature circle books.

Day 4:

Bell work: Students will create a report card for Melinda on a worksheet based on the example in the book (15 mins). *Appendix C*

Class work: Students will share their report cards with the class and discuss the report cards and what grades they chose for Melinda (15 mins). Students will read up to “Peeled and Cored” using the popcorn method (20 mins).

Homework: If the reading was not completed in class the students should finish reading up to “Peeled and Cored.” Read literature circle books.

Day 5:

Bell work: Students will write in their journals on the following prompt: Draw a picture of Melinda’s artwork and explain what you think it means (15 mins).

Class work: Students will be given a worksheet for themes and symbols in the book. Students may work in groups to find the themes on the sheet and come up with their own (35 mins). *Appendix D*

Homework: Students should be reading their literature circle books.

Week 2:

Day 6:

Bell work: Read “The Fan Club” by Rona Maynard (20 mins). *Appendix E*

Class work: Students will write speeches about an action that caused a reaction, or consequence based on a teen issue, such as bullying in the story, that they have witnessed or done themselves (30 mins).

Homework: Read up to “Poster Child.” Keep reading literature circle books.

Day 7:

Bell work: Students will fill out a gossip worksheet (10 mins). *Appendix F*

Class work: Students will discuss the worksheets. How did gossip affect this person? (10 mins). Next, students will receive an anonymous speech from the day before and respond to the person (15 mins). After these are collected, discuss how it would feel to be Melinda (15 mins).

Homework: Read up to third marking period. Keep reading literature circle books.

Day 8:

Bell work: Students will write in their journals on the following prompt: See the conversation between Siobhan and Emily about Andy. What reactions can rumors create? Give examples from the book and real life (15 mins).

Class work: Discuss journal responses (10 mins). Students will read up to “Clash of the Titans” in groups or on their own (25 mins).

Homework: If the reading was not completed in class the students should finish reading up to “Clash of the Titans.” Keep reading literature circle books.

Day 9:

Bell work: Create a poster of a new mascot for Merryweather High School in groups (20 mins).

Class work: Present poster: Why this mascot? What is the slogan? (10 mins). Next, there will be a grammar lesson on the use of capital letters in *Speak*. Students will write their own paragraphs using capitalization for emphasis (20 mins).

Homework: Keep reading literature circle book.

Day 10:

Bell work: Students will write in their journals on the following prompt: If you could escape for a day where would you go and why? (10 mins).

Class work: Literature Circle Day- Students will meet in their groups and discuss the chapters they read that week. The teacher will monitor the conversations and ask questions to each group (40 mins).

Homework: Read up to fourth marking period. Keep reading literature circle books.

Week 3:**Day 11:**

Bell work: Describe your reactions to the scene at the party. What reactions do you foresee? (10 mins).

Class work: Students will watch and listen to Laurie Halse Anderson read her poem "Listen" twice. The first time students will listen. The second time students will write their reactions down during the poem (10 mins). Students will take the rest of the period to create a poem using the same title (30 mins).

http://www.youtube.com/watch?v=ic1c_MaAMOI

Homework: Finish the poem. Keep reading literature circle books.

Day 12:

Bell work: Create an updated report card for Melinda using the worksheet (10 mins). *Appendix C*

Class work: Look at advertisements that are trying to influence or have the consumer act upon something. What potential reactions are there? (10 mins) *Appendix G* Next, the students will create an ad that shows either positive or a negative reactions in groups (30 mins).

Homework: Finish advertisements. Keep reading literature circle books.

Day 13:

Bell work: Students will write in their journals on the following prompt: What would you do if you were Melinda? Would you tell anyone? Why or why not? OR What would you do if you were Andy? Would you feel guilty? Why or why not? (10 mins).

Class work: Take the class period to read up to “My Life as a Spy.” First, read to the students, then have them popcorn read (50 mins).

Homework: If the reading was not completed in the class the students should finish reading up to “My Life as a Spy.” Keep reading literature circle books.

Day 14:

Bell work: Students will write their own “10 Lies of High School List” in their journals (10 mins).

Class work: Discussion Day- themes, characters, symbols, opinions, etc. Talk it out! (40 mins).

Homework: Read up to “The Beast Prowls.” Keep reading literature circle books.

Day 15:

Bell work: Students will write in their journals on the following prompt: What do you think of Melinda’s oral report and why? (10 mins).

Class work: Literature Circle Day- Students will meet in their groups and discuss the chapters they read that week. The teacher will monitor the conversations and ask questions to each group (40 mins).

Homework: Keep reading literature circle books.

Week 4:

Day 16:

Bell work: Students will write in their journals on the following prompt: What do you think of the book so far? What do you like or dislike about it? What would you change if you were the author? (10 mins).

Class work: The teacher will pass out the storyboard worksheets for the movie trailer projects and discuss the directions one more time and answer questions (10 mins). *Appendix H* After this the students will watch a YouTube clip on role models and should be asked to think of one for Melinda (5 mins). The students will get in small groups and pick one role model for Melinda—they should list three to five reasons why they picked their role model (10 mins). This will lead to a discussion about the role models the students chose and how a role model could make a difference for Melinda (15 mins).

Homework: Read up to “Yearbooks.” Keep reading literature circle books (you should be getting close to finishing it). Bring both books to class tomorrow.

Day 17:

Bell work: Students will write in their journals on the following prompt: How would you act if you were Melinda? (10 mins).

Class work: Read up to “Prowling” out loud (20 mins). The students will get in their literature groups and will fill out the storyboard (20 mins).

Homework: Finish any reading left over from class. Hallway logs are being checked tomorrow.

Day 18:

Bell work: The teacher will check the hallway logs while students are discussing one thing they wrote in their logs with a partner (10 mins).

Class work: Students will go to the computer lab to work on their movie trailers (40 mins).

Homework: Finish your literature circle books.

Day 19:

Bell work: Discuss how the progress the students made with the movie trailers the day before (5 mins).

Class work: Students will go to the computer to work on their movie trailers (45 mins).

Homework: Finish *Speak*.

Day 20:

Bell work: Students will write in their journals on the following prompt: What do you think of the ending of the book? If you could re-write it, what would you change? (10 mins).

Class work: Last literature circle day- Students will meet in their groups and discuss the chapters they read that week. By this point, the book must be finished and students should be discussing finishing their movie trailers. The teacher will monitor the conversations and ask questions to each group (40 mins).

Homework: Finish both books.

Week 5:**Day 21:**

Bell work: Students will write in their journals on the following prompt: Is Andy guilty? Why or why not? (10 mins).

Class work: The teacher will inform the students that the next two days of class will be dedicated to putting Andy on trial. Each student has been assigned a part and will receive an outline of the trial conversation to prepare for the case *Appendix I* – The class period will be spent discussing the rules, roles, and preparations for the next two days (40 mins).

Homework: Prepare for the trial.

Day 22:

Bell work: The classroom will be set up for the trial when the students arrive with appropriate nametags. Students should get into their positions for the trial (5 mins).

Class work: The trial will take place during the entire class period. The prosecution will go first. (35 mins). Next, there will be a debriefing (10 mins).

Homework: Prepare for trial.

Day 23:

Bell work: The classroom will be set up for the trial when the students arrive with appropriate nametags. Students should get into their positions for the trial (5 mins).

Class work: The trial will take place during the entire class period. The defense will go today. (35 mins). Next, there will be a debriefing (10 mins).

Homework: Work on movie trailer projects.

Day 24:

Bell work: Turn in theme worksheets (5 mins).

Class work: Students will go to the computer to work on their movie trailers (45 mins).

Homework: Work on projects.

Day 25:

Bell work: The teacher will check the progress of each group in the computer lab (10 mins).

Class work: Students will go to the computer to work on their movie trailers (40mins).

Homework: Work on projects.

Week 6:**Day 26:**

Bell work: Introduce the movie for *Speak* (5 mins).

Class work: Students will watch the movie and fill out a worksheet *Appendix J* (45 mins).

Homework: Work on projects.

Day 27:

Bell work: Discuss what the students have seen so far in the movie (5 mins).

Class work: Finish the movie and turn in the worksheets (45 mins).

Homework: Work on projects.

Day 28:

Bell work: Discuss the movie (10 mins).

Class work: Students will go to the computer to work on their movie trailers (40mins).

Homework: Put the finishing touches on your project.

Day 29:

Bell work: Get ready to watch the presentations 😊 (5 mins).

Class work: Movie trailer presentations (45 mins).

Homework: None 😊

Day 30:

Bell work: Get ready to watch the presentations 😊 (5 mins).

Class work: Movie trailer presentations and discuss what worked best (45 mins).

Homework: None 😊

Appendix

Appendix A

Name: _____

Period: _____

Date: _____

Actions and Reactions

Directions:

Fill out the following questionnaire.

Do you think actions have consequences?

___ Yes

___ No

___ Sometimes

___ It depends

___ Other: _____

What kind of consequences can actions have?

___ Positive reactions

___ Negative reactions

___ No reactions

___ Other: _____

Peer pressure is a problem at this school:

___ Yes

___ No

___ Sometimes

___ I don't know

___ Other: _____

I feel like I am invincible:

____ Yes

____ No

____ Sometimes

____ I don't know

____ Other: _____

Write a paragraph describing a situation where an action led to a negative reaction—do not use names if this is a true story.

Appendix B

BOOK TALK SIGN-UP

Wintergirls- Laurie Halse Anderson

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

BOOK TALK SIGN-UP

13 Reasons Why- Jay Asher

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

BOOK TALK SIGN-UP

Go Ask Alice- Anonymous

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

BOOK TALK SIGN-UP

Tears of a Tiger- Sharon M. Draper

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

BOOK TALK SIGN-UP

Cut- Patricia McCormick

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Appendix C

Name: _____

Period: _____

Date: _____

Report Card

Directions: Assign a letter grade for the following subjects for Melinda. Be prepared to defend your grades.

Social Life	Social Studies	Spanish	Art
Lunch	Biology	Algebra	Clothes
English	Gym	Overall	Pick your own category

Appendix D

Name: _____

Period: _____

Date: _____

THEMES & SYMBOLS

Directions:

There are several themes and symbols in *Speak*. Next to the theme or symbol listed below, write quotes, page numbers, and additional comments that are relevant to that theme. There is an extra spot on the bottom for you to find your own theme or symbols throughout the novel.

Loneliness:**Consequences:****Friendship:****Peer Pressure:****Isolation:****Strength:****Trees:**

_____:

Appendix E

"The Fan Club" by Rona Maynard.

It was Monday again. It was Monday and the day was damp and cold. Rain splattered the cover of Algebra I as Laura heaved her books higher on her arm and sighed. School was such a bore.

School. It loomed before her now, massive and dark against the sky. In a few minutes, she would have to face them again—Diane Goddard with her sleek blond hair and Terri Pierce in her candy-pink sweater. And Carol and Steve and Bill and Nancy... There were so many of them, so exclusive as they stood in their tight little groups laughing and joking.

Why were they so cold and unkind? Was it because her long stringy hair hung in her eyes instead of dipping in graceful curls? Was it because she wrote poetry in algebra class and got A's in Latin without really trying? Shivering, Laura remembered how they would sit at the back of English class, passing notes and whispering. She thought of their identical brown loafers, their plastic purses, their hostile stares as they passed her in the corridors. She didn't care. They were clods, the whole lot of them.

She shoved her way through the door and there they were. They thronged the hall, streamed in and out of doors, clustered under red and yellow posters advertising the latest dance. Mohair sweaters, madras shirts, pea-green raincoats. They were all alike, all the same. And in the center of the group, as usual, Diane Goddard was saying, "It'll be a riot! I just can't wait to see her face when she finds out."

Laura flushed painfully. Were they talking about her?

"What a scream! Can't wait to hear what she says!"

Silently she hurried past and submerged herself in the stream of students heading for the lockers. It was then that she saw Rachel Horton—alone as always, her too-long skirt billowing over the white, heavy columns of her legs, her freckled face ringed with shapeless black curls. She called herself Horton, but everyone knew her father was Jacob Hortensky, the tailor. He ran that greasy little shop where you could always smell the cooked cabbage from the back rooms where the family lived.

"Oh, Laura!" Rachel was calling her. Laura turned, startled.

"Hi, Rachel."

“Laura, did you watch World of Nature last night? On Channel 11?”

“No—no, I didn’t.” Laura hesitated. “I almost never watch that kind of program.”

“Well, gee, you missed something—last night, I mean. It was a real good show. Laura, it showed this fly being born!” Rachel was smiling now; she waved her hands as she talked.

“First the feelers and then the wings. And they’re sort of wet at first, the wings are. Gosh, it was a good show.”

“I bet it was.” Laura tried to sound interested. She turned to go, but Rachel still stood there, her mouth half open, her pale, moon-like face strangely urgent. It was as if an invisible hand tugged at Laura’s sleeve.

“And Laura,” Rachel continued, “that was an awful good poem you read yesterday in English.”

Laura remembered how Terri and Diane had laughed and whispered. “You really think so? Well, thanks, Rachel. I mean, not too many people care about poetry.”

“Yours was real nice though. I wish I could write like you. I always like those things you write.”

Laura blushed. “I’m glad you do.”

“Laura, can you come over sometime after school? Tomorrow maybe? It’s not very far and you can stay for dinner. I told my parents all about you!”

Laura thought of the narrow, dirty street and the tattered awning in front of the tailor shop. An awful district, the kids said. But she couldn’t let that matter. “Okay,” she said. And then, faking enthusiasm, “I’d be glad to come.”

She turned into the algebra room, sniffing at the smell of chalk and dusty erasers. In the back row, she saw the “in” group, laughing and joking and whispering.

“What a panic!”

“Here, you make the first one.”

Diane and Terri had their heads together over a lot of little cards. You could see they were cooking up something.

Fumbling through the pages of her book, she tried to memorize the theorems she hadn't looked at the night before. The laughter at the back of the room rang in her ears. Also those smiles—those heartless smiles. . . .

A bell buzzed in the corridors; students scrambled to their places. "We will now have the national anthem," said the voice on the loudspeaker. Laura shifted her weight from one foot to the other. It was so false, so pointless. How could they sing of the land of the free, when there was still discrimination. Smothered laughter behind her. Were they all looking at her?

And then it was over. Slumping in her seat, she shuffled through last week's half-finished homework papers and scribbled flowers in the margins.

"Now this one is just a direct application of the equation." The voice was hollow, distant, an echo beyond the sound of rustling papers and hushed whispers. Laura sketched a guitar on the cover of her notebook. Someday she would live in the Village and there would be no more algebra classes and people would accept her.

She turned towards the back row. Diane was passing around one of her cards. Terri leaned over, smiling. "Hey, can I do the next one?"

". . . by using the distributive law." Would the class never end? Math was so dull, so painfully dull. They made you multiply and cancel and factor, multiply, cancel, and factor. Just like a machine. The steel sound of the bell shattered the silence. Scraping chairs, cries of "Hey, wait!" The crowd moved into the hallway now, a thronging, jostling mass.

Alone in the tide of faces, Laura felt someone nudge her. It was Ellen. "Hey, how's that for a smart outfit?" She pointed to the other side of the hall.

The gaudy flowers of Rachel Horton's blouse stood out among the fluffy sweaters and pleated skirts. What a lumpish, awkward creature Rachel was. Did she have to dress like that? Her socks had fallen untidily around her heavy ankles, and her slip showed a raggedy edge of lace. As she moved into the English room, shoelaces trailing, her books tumbled to the floor.

"Isn't that something?" Terri said. Little waves of mocking laughter swept through the crowd.

The bell rang; the laughter died away. As they hurried to their seats, Diane and Terri exchanged last-minute whispers. “Make one for Steve. He wants one too!”

Then Miss Merrill pushed aside the book she was holding, folded her hands, and beamed. “All right, people, that will be enough. Now, today we have our speeches. Laura, would you begin please?”

So it was her turn. Her throat tightened as she thought of Diane and Carol and Steve grinning and waiting for her to stumble. Perhaps if she was careful they’d never know she hadn’t thought out everything beforehand. Careful, careful, she thought. Look confident.

“Let’s try to be prompt.” Miss Merrill tapped the cover of her book with her fountain pen.

Laura pushed her way to the front of the class. Before her, the room was large and still. Twenty-five round, blurred faces stared blankly. Was that Diane’s laughter? She folded her hands and looked at the wall, strangely distant now, its brown paint cracked and peeling. A dusty portrait of Robert Frost, a card with the seven rules for better paragraphs, last year’s calendar, and the steady, hollow ticking of the clock. Laura cleared her throat. “Well,” she began, “my speech is on civil rights.” A chorus of snickers rose from the back of the room.

“Most people,” Laura continued, “most people don’t care enough about others. Here in New England, they think they’re pretty far removed from discrimination and violence. Lots of people sit back and fold their hands and wait for somebody else to do the work. But I think we’re all responsible for people that haven’t had some of the advantages. . . .”

Diane was giggling and gesturing at Steve Becker. All she ever thought about was parties and dates—and such dates! Always the president of the student council or the captain of the football team.

“A lot of people think that race prejudice is limited to the South. But most of us are prejudiced—whether we know it or not. It’s not just that we don’t give other people a chance; we don’t give ourselves a chance either. We form narrow opinions and then we don’t see the truth. We keep right on believing that we’re open-minded liberals when all we’re doing is deceiving ourselves.”

How many of them cared about truth? Laura looked past the rows of blank, empty faces, past the bored stares and cynical grins.

“But I think we should try to forget our prejudices. We must realize now that we’ve done too little for too long. We must accept the fact that one person’s misfortune is everyone’s responsibility. We must defend the natural dignity of people—a dignity that thousands are denied.”

None of them knew what it was like to be unwanted, unaccepted. Did Steve know? Did Diane?

“Most of us are proud to say that we live in a free country. But is this really true? Can we call the United States a free country when millions of people face prejudice and discrimination? As long as one person is forbidden to share the basic rights we take for granted, as long as we are still the victims of irrational hatreds, there can be no freedom. Only when every American learns to respect the dignity of every other American can we truly call our country free.”

The class was silent. “Very nice, Laura.” Things remained quiet as other students droned through their speeches. Then Miss Merrill looked briskly around the room. “Now, Rachel, I believe you’re next.”

There was a ripple of dry, humorless laughter—almost, Laura thought, like the sound of a rattlesnake. Rachel stood before the class now, her face red, her heavy arms piled with boxes.

Diane Goddard tossed back her head and winked at Steve.

“Well, well, don’t we have lots of things to show,” said Miss Merrill. “But aren’t you going to put those boxes down, Rachel? No, no, not there!”

“Man, that kid’s dumb,” Steve muttered, and his voice could be clearly heard all through the room.

With a brisk rattle, Miss Merrill’s pen tapped the desk for silence.

Rachel’s slow smile twitched at the corners. She looked frightened. There was a crash and a clatter as the tower of boxes slid to the floor. Now everyone was giggling.

“Hurry and pick them up,” said Miss Merrill sharply.

Rachel crouched on her knees and began very clumsily to gather her scattered treasures. Papers and boxes lay all about, and some of the boxes had broken open, spilling their contents in wild confusion. No one went to help. At last she scrambled to her feet and began fumbling with her notes.

“My—my speech is on shells.”

A cold and stony silence had settled upon the room.

“Lots of people collect shells, because they’re kind of pretty—sort of, and you just find them on the beach.”

“Well, whaddaya know!” It was Steve’s voice, softer this time, but all mock amazement. Laura jabbed her notebook with her pencil. Why were they so cruel, so thoughtless? Why did they have to laugh?

“This one,” Rachel was saying as she opened one of the boxes, “it’s one of the best.” Off came the layers of paper and there, at last, smooth and pearly and shimmering, was the shell. Rachel turned it over lovingly in her hands. White, fluted sides, like the closecurled petals of a flower; a scrolled coral back. Laura held her breath. It was beautiful. At the back of the room snickers had begun again.

“Bet she got it at Woolworth’s,” somebody whispered.

“Or in a trash dump.” That was Diane.

Rachel pretended not to hear, but her face was getting very red and Laura could see she was flustered.

“Here’s another that’s kind of pretty. I found it last summer at Ogunquit.”³ In her outstretched hand there was a small, drab, brownish object. A common snail shell. “It’s called a . . . It’s called. . . .”

Rachel rustled through her notes. “I—I can’t find it. But it was here. It was in here somewhere. I know it was.” Her broad face had turned bright pink again. “Just can’t find it. . . .”

Miss Merrill stood up and strode toward her. “Rachel,” she said sharply, “we are supposed to be prepared when we make a speech. Now, I’m sure you remember those rules on page twenty-one. I expect you to know these things. Next time you must have your material organized.”

The bell sounded, ending the period. Miss Merrill collected her books.

Then, suddenly, chairs were shoved aside at the back of the room and there was the sound of many voices whispering. They were standing now, whole rows of them, their faces grinning with delight. Choked giggles, shuffling feet—and then applause—wild, sarcastic, malicious applause. That was when Laura saw that they were all wearing little white cards with a fat, frizzy-haired figure drawn on the front. What did it mean? She looked more closely.

“HORTENSKY FAN CLUB,” said the bright-red letters.

So that was what the whispering had been about all morning. She’d been wrong. They weren’t out to get her after all. It was only Rachel.

Diane was nudging her and holding out a card. “Hey, Laura, here’s one for you to wear.”

For a moment Laura stared at the card. She looked from Rachel’s red, frightened face to Diane’s mocking smile, and she heard the pulsing, frenzied rhythm of the claps and the stamping, faster and faster. Her hands trembled as she picked up the card and pinned it to her sweater. And as she turned, she saw Rachel’s stricken look.

“She’s a creep, isn’t she?” Diane’s voice was soft and intimate.

And Laura began to clap.

Appendix F

Name: _____

Period: _____

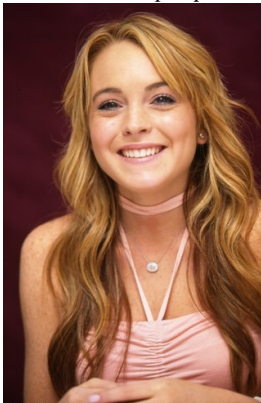
Date: _____

GOSSIP

Directions:

Pick one of the following pictures and write (appropriate!) rumors that you have heard about that person. Answer the following questions on the back.

1. *Do you think these rumors are true?*
2. *How have these rumors affected the person or their family?*
3. *Would you stand up for this person?*
4. *How does gossip affect everyone—the person gossiping, the person being gossiped about, and other people who know the victim?*



Appendix H

Name: _____

Period: _____

Date: _____

Storyboard Handout

Your storyboard is to include a frame-by-frame plan for the movie trailer, including plans for titles, text, and still pictures or film clips. Your storyboard must also include a movie title frame, a credits frame for the novel, author, trailer participants, and citations, and credits frames for both the movie studio and the production team.

81999 INDIAN KEY FILM SOFTWARE, WC

STORYBOARD - 6 PANEL

Appendix I

Court

Bailiff: Ladies and Gentlemen, please rise for the Honorable Judge

(Judge enters from the hallway and sits at a table at the front of the room)

Bailiff: The Court of _____ School is now in session. Please be seated.

Judge: Bailiff, please bring in the defendants.

Bailiff: *(to the first defendant)* Defendant, please stand. Place your hand on the textbook *(or whatever the source of the story/information being tested)* Do you swear to tell the truth and nothing but the truth? *After the first defendant says, "I do," the bailiff says, "You may be seated." He then swears in the other defendants.*

Judge: Bailiff, please read the charge.

Bailiff: The defendants are charged with

Judge: Defendants, how do you plead?

Defendants: *(together)* Innocent!

Judge: The prosecutors for the Crown are _____ and _____ . *(seated at stage right)* The defense attorneys are _____ and _____. *(seated at stage left.)*

Judge: Defense, you may examine the defendants. *(At this point, the defense attorneys take turns asking questions of the defendants. They usually rely on the lower level questions from the Bloom's Taxonomy Questions provided by all members of the class. Some leading of the defendants is expected, as are statements of affirmation when correct answers are given. E.g. "It seems clear that such an excellent response is proof positive that our clients have a sound grasp of the facts as presented in the story.", "Yes, yes. Well said!")*

Judge: The prosecution may now cross-examine the defendants. *(The two prosecuting attorneys now take turns trying to prove that the defendants have not read the story with due care and attention. They tend to rely more on the upper level of the Bloom's Questions. Posturing and theatrics are encouraged. The judge has to be taught the meanings of "sustained" and "overruled" and the opposing attorneys can make objections.)*

Judge: Do the prosecutors wish to make any final remarks? (*The prosecutors have this opportunity to sum up.*)

Judge: Does the defense wish to make a closing statement. (*The defense has one last chance to plead their case.*)

Judge: (*once both the prosecution and defense are finished*): Bailiff, please escort the defendants to the outer chamber. (*Students are taken into the hall by the bailiff*)

Judge: Ladies and gentlemen of the jury, please discuss the case and prepare your verdicts. (*The jury deliberates, determines which defendants are innocent, and which are guilty and prepare a written statement.*)

Judge: Bailiff, please bring the defendants back to their seats. (*Bailiff does so*). Foreman, have you reached a verdict?

Jury Foreman: We have your honor. (*Bailiff gets the written verdicts from the Foreman and delivers them to the judge*)

Judge: Defendant Number One, please rise. (*The judge reads the verdict aloud. If innocent, the student is told that he/she is free to go. If guilty, the judge may pass sentence. Sentences should be made to fit the crime e.g. "You are sentenced to read two children's books a week for the next six months." "You must write a three-page essay on character development using round characters."*)

Judge: (*once the sentences have been announced*): The Court of _____ School is now adjourned.

Appendix H

Name: _____

Period: _____

Date: _____

Speak Movie Worksheet

1. Write down lines that you recognize word for word from the book (at least 3).

2. Which scenes were not in the book?

3. Are Melinda's parents similar to the way they are described in the book? Give examples.

4. Does Merryweather High resemble this school? Why or why not?

5. Keep a tally of how many times Melinda speaks out loud.

6. What do you think of the ending?

7. Do you think the movie was faithful to the book? Why or why not?

8. What would you have changed about the movie?

Rubrics

Action and Reaction Speeches

CATEGORY	4	3	2	1
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Length	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.

Literature Circle Books

CATEGORY	4	3	2	1
participates Willingly	Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Student volunteers once or twice and willingly tries to all questions s/he is asked.	Student does not volunteer answers, but willing tries to answer questions s/he is asked.	Student does not willingly participate.
respects Others	Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.	Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.	Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.	Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.
comprehension	Student seems to understand entire story and accurately answers 3 questions related to the story.	Student seems to understand most of the story and accurately answers 2 questions related to the story.	Student understands some parts of the story and accurately answers 1 question related to the story.	Student has trouble understanding or remembering most parts of the story.
thinks about characters	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation without being asked.	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation when asked.	Student describes how a character might have felt at some point in the story, but does NOT provide good support for the interpretation, even when asked.	Student cannot describe how a character might have felt at a certain point in the story.
follows Along	Student is on the correct page and is actively reading along (eyes move along the lines) or finger is following words being read aloud by others.	Student is on the correct page and usually appears to be actively reading, but looks at the reader or the pictures occasionally. Can find place easily when called upon to read.	Student is on the correct page and seems to read along occasionally. May have a little trouble finding place when called upon to read.	Student is on the wrong page OR is clearly reading ahead or behind the person who is reading aloud.

Storyboard

CATEGORY	4	3	2	1
Clarity and Neatness	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
Use of Time	Used time well during each class period (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress in journal), but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and/or documentation of progress in journal) in spite of several adult reminders to do so.
Cooperation	Worked cooperatively with partner all the time with no need for adult intervention.	Worked cooperatively with partner most of time but had a few problems that the team resolved themselves.	Worked cooperatively with partner most of the time, but had one problem that required adult intervention.	Worked cooperatively with partners some of the time, but had several problems that required adult intervention.
Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.
Required Elements	Storyboard included all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements was missing from the storyboard.

Trial

CATEGORY	4	3	2	1
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).

Trial

Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
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Movie Trailer

CATEGORY	4	3	2	1
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Soundtrack - Originality	All of the music is original.	Most (over half) of the music is original.	Some of the music is original.	None of the music is original.
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.

Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
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**All other worksheets and activities will be graded based on participation. The 1 - 4 scale is a basis for the points listed on page 8.

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