

For Better or For Worse:



Making the Most Out of Our Relationships

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Rationale:

This is a five week unit designed for twenty-four ninth graders with a class period of fifty-five minutes long. My unit focuses on the important topic of relationships. This unit is built around the idea that high school freshmen are going through many changes in their life and the right relationships can help them through their high school years. Have you ever heard the words “I hate you” from a high school student? Those gut wrenching words are said too much during the course of a teen’s life. To eliminate the use of that saying and the many other negative words that come out of students’ mouths, I would want this unit would be taught in the beginning of the school year. As underdogs in a new school, students go through obstacles with friends, family, and teachers. I want students to question their relationships that they have. I want students to make the right choices when it comes down to making friends and keeping long lasting relationships. This unit can reach out to every one of the students in the classroom and help them evaluate their relationships with their families, friends, and mentors.

The theme of relationships came to me as I was analyzing my current relationships. I have family that I love and that I trust with my life, friends that make me laugh and teachers that I can go to for guidance. According to psychologist, Abraham Maslow we all have needs. Maslow’s famous hierarchy of needs shows that as humans we all have various needs (physiological, safety, social, esteem, and self actualization). The top of his pyramid of needs consists of relationships. A good and solid relationship helps fill people with their need to belong, to be loved, and to love. I think it is important to show students how healthy relationships with the people who influence and make an impact on your life every day is essential. According to Smagorinsky, “students appreciate approaching literature through a

variety of structures, tasks, and activities, which alleviates the tedium that they have unfortunately come to expect in school. More important, however, by engaging in these activity-oriented means of discussion, students become more active agents of their learning and rise to a higher level of expectation for their engagement with literature” (pg44). This unit will provide insight to the student’s personal and social life and analyze if he/she is meeting their needs through powerful texts and discussions.

An important concept that drives this unit is that everyone needs someone. I have various texts and activities to show students that they are not alone in the world. There are many people that are going through the same issues that they may be having this very second. To show the students this concept at the beginning of the unit I have the students take a survey on their current relationships. The benefit of completing this survey provides students the opportunity to examine and write about their relationships as well as to see any patterns they may have. For example, if they write that their parents do not agree with their choice of friends they have, it may provide insight that the student is not making good decisions when it comes to choosing relationships with friends. To further this activity, the students share with their peers their surveys. This can help students evaluate their relationships a step more by hearing what their peers have to say about their answers. Once these students see on paper and hear about their relationships they will be able to reflect about their relationships by creating videos. In the high school world I think it is essential for these young adults to hear, see, and read about the relationships they have. It takes a lot for a teen to see that they may not be making the right choices, so having them evaluate themselves numerous times can benefit them.

Throughout this unit I am showing the students powerful relationships all the way down to relationships that need a lot of work and guidance. A novel I’ve chosen for the students to read

is *A Long Way Down* by Nick Hornby. This novel is pretty long, but it is an easy read book that tells a story from multiple perspectives. I have chosen to have the students work through this novel by doing literature circles. "Literature circles are small groups of students who discuss literature of their choice, taking on specific roles" (Smagorinsky, pg. 44). Literature circles helps the students really think about the novel and analyze not only the plot, setting, and characters, but also the relationships that are broken and made throughout the novel. *A Long Way Down* tells of four strangers that are going through tough times and they all want to commit suicide because they believe they either are a loser, failed at life, can't handle life, or disappointed at themselves. Can't teenagers relate to this? This novel helps the students realize that there are some things we do that we are not proud of, but having that friend or family member there to talk to can help them through the hardships. At the end of the novel, I have the students analyze a major character and demonstrate on a poster board how they changed throughout the novel. They will create their chosen character on the poster board and show what they were thinking and how that changed as the novel develops.

Relationships with mentors and the elderly have a special place in my heart and through this unit I want students to have place for these people in their heart as well. This led me to choose to have the students read *Tuesdays with Morrie* by Mitch Albom. Every Tuesday in my unit plan the students work on this wonderful and inspirational book. I chose to read only excerpts from the novel due to time restraints and to stay focused on the theme of relationships as opposed to death. On Tuesdays the students start off by writing reflections in their journals that has to do with relationships with mentors and their elders. According to Beers in *Adolescent Literacy*, we have to "teach opportunities to create identities on the page. I want them to turn their attention to crafting their voices" (pg. 175). On most Tuesdays I have the sticky note

activity. The purpose of the sticky note activity is to provide a sense of reflection for the students through a sticky note. On these Tuesdays there is a picture or a quote on the bulletin board for the students to respond on the sticky note. After writing their responses, the students put their sticky note on the bulletin board for everyone to read. This is a great way to have students responses published so peers can read what their classmates have to say. The following Tuesday after the sticky note activity, the teacher can read off some of the students' responses. Reading students' responses aloud can make the student feel proud of their response because technically there are no wrong responses to these activities. After these activities I decided it would be best to read the most of the chapters from this book aloud. According to Beers, there are motivational benefits to reading a book aloud. In *When Kids Can't Read*, Beers states, "while many students will tell us they don't like to read, few will tell us they don't like to hear a good story. We need to hold on to that difference and remember the power of reading aloud to our students" (pg. 290). Through the help of this book students can read about a great story about a relationship between a professor and a student. The challenges Morrie and Mitch face while being together is different, but they find a way to help each other by seeking guidance through their meetings every Tuesday. The students analyze the aspects and hardships that go into relationships.

Throughout this unit I provide photographs of what a relationship can look like. Some students are not fortunate enough to have a great relationship with their peers. Showing them artwork from Norman Rockwell can help me as a teacher see what they think is going on in the photograph by writing about it. Students interpret relationships in some many different ways, but it is important once you see how they perceive the artwork you know how to expand on their theory and thoughts on relationships. In addition to Rockwell's artwork, the students have an assignment to take a photograph of a relationship they see in their life. Having the students go

out in the real world to find a relationship is hard, but having a fun assignment like this can make or build a relationship. I found this activity as a way to incorporate grammar and writing as well. When the students bring in their artwork they need to create a poem about it using sentence interrupters explaining what is going on and how this is an example of a relationship.

Popular culture plays a part of our relationships and emotions daily. Another assignment I chose to have in this unit was to provide students with the song “Happiness” from The Fray. During this assignment the students listen to the song and see what emotions they encounter as they hear and see the lyrics. An important aspect to obtaining a solid relationship is being able to express your emotions. “Happiness” by The Fray provides an opportunity for the students to examine the emotions the song has on them. In addition to this song, the students have a chance to find and examine a song in popular culture that has to do with relationships. In this unit the students have the chance to watch relationships form in *Remember the Titans*. This memorable Disney movie has many themes, but the one I have the students focus on is the various relationships that are formed throughout the movie. *Remember the Titans* shows many forms of relationships throughout the movie and is emotional, but at the end of the movie students can realize the importance of friendship and unity of a team which is an important aspect that make up a relationship.

The final assignment of this unit provides the students the opportunity to learn ways to better their relationships with their families. As I said earlier, the teenage years are hard on most families. I chose to have the students read a chapter from *7 Habits of Highly Effective Families* by Stephen Convey. The students will have to work with their peers in groups and focus on one of the seven habits. Each group will present the habit to the students in a creative and informative way. I wanted to have the students to focus on only one habit for two reasons. For one, I feel it is

important to have their peers to be able to teach them something valuable such as ways to better their relationships at home. Secondly, the students will be eager to extensively read the rest of the book on their free time or even give the book to their parents to read. If I had it my way in the perfect classroom and school, I would purchase this book for the students to keep so they would have the chance to share with family and friends. Family is such an important aspect of a successful relationship in a teenager's life. Having the students explore ways to better not only themselves, but become closer to their families by creating a family day or eating dinner together can strengthen their relationships at home.

This unit focuses on the sensitive topic of relationships. Through this unit I hope my students gain appreciation of texts, art, film, and music while improving their relationships. I want the students to take the connections I made with relationships to the next level and appreciate the relationships they have and help the relationships that matter the most to them. Being able to understand the influence a mother, father, teacher, friend, etc have on them will hopefully make the students analyze who they are and that they have a purpose in life.

Goals:

Students will be able to...

- Understand the importance of a relationship
- Explore different types of relationships
- Collaborate in groups
- Appreciate the relationships they have
- Learn how to better themselves and their relationships

Objectives:

Students will be able to...

- Evaluate their relationships
- Write about how they feel about their current relationships
- Interpret song lyrics
- Analyze relationships
- Write reflections in journals
- Discuss relationships
- Present in front of peers
- Compare and Contrast relationships
- Critique peers
- Write poems
- Read selected texts/novels/poems

Florida Sunshine State Standards:

- **LA.910.1.6.2:** The student will listen to, read, and discuss familiar and conceptually challenging text;
- **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 authors 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.910.1.7.4:** The student will identify cause-and-effect relationships in text;
- **LA.910.2.1.3:** The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);
- **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.910.2.2.3:** The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);
- **LA.910.2.2.5:** The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.
- **LA.910.3.1.1:** The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- **LA.910.5.2.1:** The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

Materials:

Books:

A Long Way Down, Nick Hornby

Tuesdays with Morrie, Mitch Albom

Short Story:

All the Years of Her Life, Morley Callaghan

Poem:

The Little Boy and the Old Man, Shel Silverstein

Music:

“Happiness” The Fray

Film:

Remember the Titans

Unit Plan

Week One:

Day 1:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

3 min: Pass out Relationships Survey (Appendix A). Instruct students to fill out this survey based on how they feel about relationships according to the questions asked. Remind the students to keep all responses school appropriate.

15 min: Allow students to complete the Relationships Survey independently. Monitor students.

15 min: Once the surveys are completed, have students go into groups of four to discuss what they wrote in their survey. Have the students answer questions such as: are you surprised at how your relationships with your friends, family, and teacher are? Is this how you want to continue your relationships? What bothers you by your responses?

10 min: On the overhead projector, show two examples of the relationship surveys. One is a positive survey (Appendix B) and the other is a negative (Appendix C). Explain to the students how hard positive and lasting relationships can be at their age. But, through this unit we will be focusing on how to better all of your relationships with friends, family, and teachers.

7 min: Spend the rest of the class period assigning and explaining the homework assignment (Due Wednesday). In five sentences you will explain your views and experiences with relationships. Use this model to complete this assignment: "I think the relationships I form are _____. My family and I have a _____ type of relationship. My friends and I are _____. Sometimes I wish _____. My perception of the perfect relationship would be _____."

Day 2:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

10 min: Put on the overhead the picture of Mitch Albom and Morrie Schwartz (Appendix D). Have students write what they see and explain what type of relationship this may be.

5 min: Have the students share their responses. Write a list on the board their responses to what the relationship may be.

10 min: Show the students the book “Tuesdays with Morrie”. Read the book jacket aloud to the students to introduce the book. To further their interest in the book, show the YouTube video that explains the book as well. <http://www.youtube.com/watch?v=iHRuQk6msQI&feature=fvw>. Next, tell the students that every Tuesdays we will be reading Tuesdays with Morrie. We will be reading some chapters from the book to get to know both Mitch Albom and Morrie Schwartz and discuss topics we read about.

10 min: Read aloud to the class the chapters from Tuesdays with Morrie: The Curriculum through The Classroom.

13 min: Reader Response: In their journals, have students write about what Morrie meant by “Life is a series of pulls back and forth. You want to do one thing, but you are bound to do something else. Something hurts you, yet you know it shouldn’t. You take certain things for granted, even when you know you should never take anything for granted” (pg 40). How does this relate to relationships? What can be taken for granted in relationships?

2 min: Wrap up. Remind students their homework assignment from Monday is due tomorrow.

Day 3:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

5 min: Have students gather their belongings and as a class go to the computer lab. Make sure they have their homework assignment from Monday.

10 min: Have students’ access animoto.com. Have them create an account. Walk them through step by step on creating an account. Let the students know that from their homework assignment they will be completing a video (3 minutes long) on relationships using animoto.com.

20 min: Walk through the site with the students. Show them how to upload images, find music, type their five sentences on relationships, etc. Have students explore the site to help them familiarize animoto.com. Answer any questions they may have regarding the assignment or the website.

10 min: With the time remaining, have students start working on their videos. They will have all class time tomorrow to work on their videos. On Friday and Monday, students will be presenting their videos.

Day 4:

5 min: Attendance

Housekeeping

Questions, Concerns, Comments

5 min: Have students gather their belongings and head to the computer lab to complete their video on relationships.

45 min: Allow the rest of the class period in the computer lab for students to work on their video on relationships. Provide assistance when needed and monitor student progress.

Day 5:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

50 min: Have 13 random students present their video on relationships. Provide feedback in between presentations.

Week Two:

Day 1:

5 min: Attendance

Housekeeping

Questions, Comments Concerns

40 min: Have the remaining 12 students present their videos on relationships in random order. Provide feedback in between presentations.

10 min: Seek feedback from the students on the assignment and the videos. What did they learn from this?

Day 2:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

5 min: Sticky Note Activity. On a bulletin board, put a piece of construction paper up that says “fully human”. Pass out sticky notes to the students. Have them respond to the concept of fully human on the sticky note. What does it mean to be fully human? Do relationships require us to be fully human, if so, why? When the students finish responding to the concept, have them place their sticky note responses on the bulletin board.

5 min: Pass out a copy of Tuesdays with Morrie to each student.

15 min: Have students read the chapter called “The First Tuesday we talked about the World”.

10 min: Class discussion. Based on what we read so far, what is your perception of Mitch? Of Morrie? Do you think they are similar or different?

10 min: Put Venn Diagram on the overhead comparing and contrasting Morrie and Mitch (Appendix E).

Day 3:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

10 min: Journal Activity: What if the person you love is suffering, but you are not close with them and you do not find out until it is too late?

10 min: Assign the book, A Long Way Down by Nick Hornby to the students. Give a book talk of the novel to the students and explain we will be reading this independently and have discussions in literature circles (Appendix F).

3 min: Put the students into their literature circle groups. There should be four groups of six students.

15 min: Pass out the paper on literature circles to the students that provide information on the roles. Explain what each role is responsible for. Every other day the students will have to read a portion of the novel, A Long Way Down, and in their assigned groups discuss what they read

based on their assigned role. Have students chose their roles for this first time only in their groups.

10 min: In literature circles, have students start reading *A Long Way Down*.

2 min: Assign homework: Read pages 3-55 from *A Long Way Down*. Complete their assigned roles' and be ready for discussion on Friday.

Day 4:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

5 min: Journal Activity: What does it mean when we refer to a person's "true colors"? Can you think of a person whom you know for a long time before you saw his or her true colors?

2 min: Pass out the excerpt from "All the Years of Her Life" by Morley Callaghan.

20 min: Read "All the Years of Her Life" by Morley Callaghan.

10 min: Answer the comprehension check questions.

10 min: Class discussion: Would you have handled the situation differently if you were Albert?

3 min: Wrap up. Remind students their first literature circles for *A Long Way Down* will be tomorrow. Pages 3-55 should be read and their roles need to be completed.

Day 5:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

5 min: Show image 1 from Norman Rockwell (Appendix G). Have students write what they see in the pictures. How does this picture define a relationship?

5 min: Share responses.

3 min: Have students get into their literature circle groups with their papers and novel.

30 min: Literature Circles time! Monitor student conversations. At the end of the 30 minutes, have each group turn in their completed roles. Assign roles for the next literature circles. Pages 56-110 need to be read by next Wednesday.

7 min: Assign homework: Over the weekend go around your house, neighborhood, mall, etc and take pictures when you see examples of relationships. This needs to be school appropriate and printed out to show on Monday.

Week 3

Day 1:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

10 min: Pass around photographs that the students took over the weekend. Have students make note of their favorite ones.

5 min: Introduce the topic of sentence interrupters to the students. Explain that sentence interrupters are used to add details to a piece of writing. Provide an example on the overhead (Appendix H).

2 min: Instruct students that they will create a four line poem. This poem will be about their photograph they took or if they really loved a classmate's photo they may use their photo with permission. While writing about the photo in the poem, the students will use examples of sentence interrupters.

15 min: Work on poems. Monitor class and provide assistance when needed.

5 min: In groups, have students share their poems with each other. Explain how they used sentence interrupters in their poems.

10 min: Ask students to volunteer to share their poem with the class.

Day 2:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

5 min: Sticky note activity: Put the poem, “The Little Boy and the Old Man” on the bulletin board (Appendix I). Have students respond to the poem using a sticky note answering questions like: how does the two characters in the story relate to each other? How is there such an age difference, yet they act the same? Can you think of someone you have a relationship with that you can relate this poem to?

5 min: Share student responses that stood out from last week’s sticky note activity. Be sure to get the approval of the students before sharing their response.

2 min: Transition to Tuesdays with Morrie.

10 min: Read aloud the chapter called “The Fourth Tuesday we talked about Death”.

20 min: Ask students how does death pay toll of our relationships? If you knew a loved one was dying would you be with them more or creates a barrier? Share responses.

12 min: In journals, respond to this statement: “learn how to die, and you learn how to live”.

2 min: Remind students their literature circles will be tomorrow. Their reading assignment and role assignment must be completed for a successful period tomorrow!

Day 3:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

10 min: Reader Response: After reading about half of the book already, do you notice any changes in personality in the characters? Do you notice anything significant about the development of the story?

3 min: Have students get into their literature circle groups with their papers and novel.

30 min: Literature Circles time! Monitor student conversations. At the end of the 30 minutes, have each group turn in their completed roles. Assign roles for the next literature circles. Pages 113-165 need to be read by Friday.

7 min: Assign homework: Find music lyrics that you think describe a relationship. Print it out and write 1-2 sentences on why you think this describes a relationship. Bring it to class tomorrow. Make sure it is school appropriate.

Day 4:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

10 min: Pass around lyrics around the room for each student to see and have a chance to respond to.

3 min: Play the song “Happiness” by The Fray (Appendix J).

8 min: When the song is finished ask students if they know what personification is. Explain how human like characteristics can help a reader connect to a song or writing. Pass out lyrics of the song and play it again for the students. Have the students circle the examples of personification as they hear it in the song.

5 min: Have the students share the examples they found of personification.

5 min: Now that students understand personification in the song “Happiness” by The Fray, ask students how they feel when they listen to this song. What emotions are they going through when they hear this song?

14 min: Have students create a one stanza poem personifying an emotion they feel with a relationship they are going through right now.

5 min: Have volunteers share their poems.

Day 5:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

10 min: Whole group responses: Ask the students what they relate to in the novel, A Long Way Down. Does anything that you have read remind you of your own life? Does it remind you of a movie or other book? What similarities do you find?

3 min: Have students get into their literature circle groups with their papers and novel.

30 min: Literature Circles time! Monitor student conversations. At the end of the 30 minutes, have each group turn in their completed roles. Assign roles for the next literature circles.

7 min: Assign homework: Read “A Long Way Down” pg. 166-231 by Wednesday for the next literature circles.

Week 4:

Day 1:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

50 min: MOVIE DAY! Watch Remember the Titans. Students need to make note of the relationships they see in the movie.

Day 2:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

10 min: Sticky note activity: On the bulletin board, write “in what ways is your family important to you?” Have students respond on sticky notes and place on the bulletin board.

10 min: Share responds from last week’s sticky note activity. Make sure to get approval from the student before reading their response.

20 min: Have students read independently The Fifth Tuesday we talked about family from “Tuesdays with Morrie”.

5 min: Journal Response: According to Morrie, why is family important? How does that compare to your thoughts on family?

5 min: Remind students about literature circles tomorrow. Pages 166-231 need to be read and the role assignments need to be completed.

Day 3:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

10 min: Whole group discussion: In the novel “A Long Way Down” what do you question as you read it? Do you question any of the decisions that a character has made? Do you wonder what a certain passage of the past readings mean? Are you questioning the author?

3 min: Have students get into their literature circle groups with their papers and novel.

30 min: Literature Circles time! Monitor student conversations. At the end of the 30 minutes, have each group turn in their completed roles.

7 min: Assign homework: Read the rest of the book by Monday. As the end of the novel project, draw a head on a large poster. This should represent the mind of one of the characters of the novel. Fill it with symbols, quotes, images, and drawings to show what you think the character was thinking during specific points in the novel. Due Monday! (Appendix K).

Day 4:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

50 min: Movie Day! Watch Remember the Titans.

Day 5:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

15 min: Movie Day! Watch the rest of Remember the Titans.

10 min: Once the movie is finished, assign the project for the movie. Have each student create a mural or model representing the movie. Include how the relationships were conflicted and resolved in the movie (Appendix M).

5 min: Pass out book, 7 Habits of Highly Effective Families to the students. Put students in seven groups consisting of three-four students. Assign a “habit” to each group. Refer to the project guidelines for information (Appendix N).

20 min: Have the students go into groups and read/brainstorm their ideas for the expert group presentation.

Week 5:

Day 1:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

50 minutes: Have students present their character project from “A Long Way Down”.

Day 2:

5 min: Attendance:

Housekeeping

Questions, Comments, Concerns

10 min: Share sticky note responses from last week that stood out.

3 min: Turn in mural assignment from Remember the Titans.

12 min: Read aloud the chapter from Tuesday with Morrie, “The Twelfth Tuesday we talked about Forgiveness.

10 min: Class discussion: How can you apply Morrie’s concept of forgiveness to yourself?

15 min: Discuss the influence mentors have on students these days. Tuesday with Morrie provides excellent examples of how the bond between teacher and student can be strengthened through the years. Encourage the students to read the whole book and others from Mitch Albom to strengthen their relationships.

Day 3:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

15 min: Habit # 1 presentation

15 min: Habit # 2 presentation

15 min: Habit # 3 presentation

10 min: Fill out and turn in group evaluations (Appendix P).

Day 4:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

15 min: Habit # 4 presentation

15 min: Habit # 5 presentation

10 min: Fill out and turn in group evaluations (Appendix P).

Day 5:

5 min: Attendance

Housekeeping

Questions, Comments, Concerns

15 min: Habit # 6 presentation

15 min: Habit # 7 presentation

10 min: Fill out and turn in group evaluations (Appendix P).

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Appendix A:

Name:

Date:

Period:

Relationships Survey

Directions: Fill out your responses to the questions provided based on your current relationships.

1. When it comes to relationships with my friends I would say:
2. I feel that my family and I are:
3. One of the biggest problems I have with my relationships is:
4. I do/do not feel like I need to establish a relationship with my teachers.
5. I feel comfortable when I am with my:
6. My personal definition of a relationship is:
7. I do/do not feel like I need to communicate with people when I have a problem with them.
8. If I could change one thing about my personality it would be:
9. I tend to become friends with:
10. My family usually agrees/disagrees with my choice of friends.

Appendix B:**Relationships Survey****EXAMPLE**

Directions: Fill out your responses to the questions provided based on your current relationships.

1. When it comes to relationships with my friends I would say: I have good, supportive friends who I make happy and vice-versa
2. I feel that my family and I are: very close and inseparable. My family and I couldn't ask for anyone better.
3. One of the biggest problems I have with my relationships is: my ability to tell people when things are bothering me.
4. **I do**/do not feel like I need to establish a relationship with my teachers.
5. I feel comfortable when I am with my: friends and family, but my family especially because I can be 110% me.
6. My personal definition of a relationship is: a bond that one has with different people they meet in the various stages in life.
7. **I do**/do not feel like I need to communicate with people when I have a problem with them.
8. If I could change one thing about my personality it would be: my need to want to please everyone.
9. I tend to become friends with: people who care about me and support the things I do.
10. My family usually **agrees**/disagrees with my choice of friends.

Appendix C:**Relationships Survey****EXAMPLE**

Directions: Fill out your responses to the questions provided based on your current relationships.

1. When it comes to relationships with my friends I would say: we fight a lot and we can never get along.
2. I feel that my family and I are: constantly disagreeing about everything I do.
3. One of the biggest problems I have with my relationships is: I do not like criticism.
4. I do/**do not** feel like I need to establish a relationship with my teachers.
5. I feel comfortable when I am with my: alone.
6. My personal definition of a relationship is: someone who does what I say and doesn't fight with me.
7. I do/**do not** feel like I need to communicate with people when I have a problem with them.
8. If I could change one thing about my personality it would be: my negativity.
9. I tend to become friends with: the "bad" crowd.
10. My family usually agrees/**disagrees** with my choice of friends.

Appendix D:

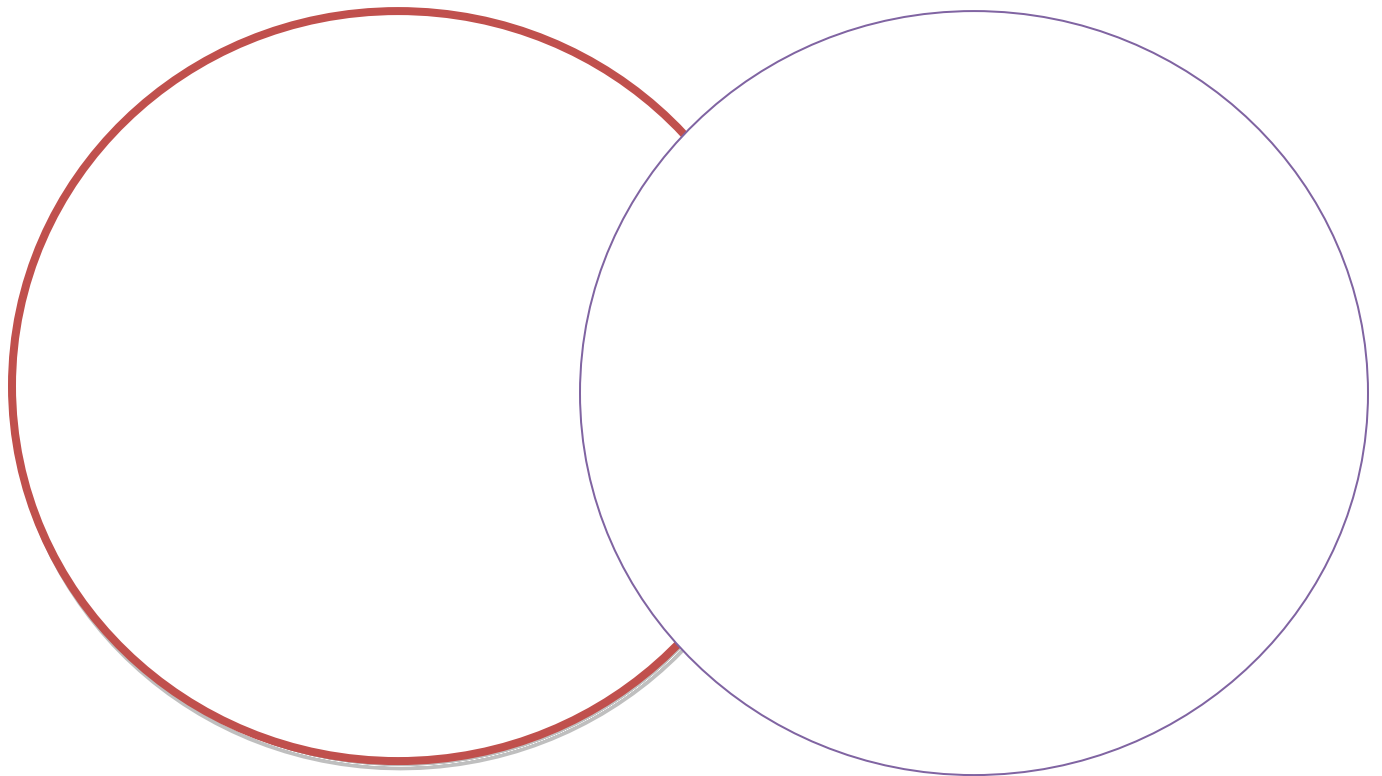


Appendix E:

Venn Diagram

Morrie

Mitch



Appendix F:

Literature Circle Roles

Discussion Director: Your role demands that you identify the important aspects of your assigned text, and develop questions your group will want to discuss. Focus on the major themes or big ideas in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group's discussion.

Illuminator: You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or important. Your notes should include quotations but also why you chose them, and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

Illustrator: Your role is to draw what you read. This might mean drawing a scene as a cartoon like sequence, or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others.

Connector: Your job is to connect what you read with what you study in this or other classes. You can also connect the story with events in your own life or the world outside the classroom as depicted in the news or other media. Another valuable source of connections is books you've already read this year. Connections should be meaningful to you and those in your group.

Word Watcher: While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

Summarizer: Prepare a brief summary of the day's reading. If it helps you to organize the information, consider making a numbered list or a timeline.

Appendix G:



Appendix H:**Sentence Interrupter**

My mom, sitting patiently waiting for me to come home, was so excited to see me. My brother, who promised me he would wait up for me to come home, was fast asleep. In the end, it was still a warm greeting from my mom, dad, and dog!

Appendix I:

The Little Boy and the Old Man by Shel Silverstein

Said the little boy, "Sometimes I drop my spoon."

Said the old man, "I do that too."

The little boy whispered, "I wet my pants."

"I do that too," laughed the little old man.

Said the little boy, "I often cry."

The old man nodded, "So do I."

"But worst of all," said the boy, "it seems

Grown-ups don't pay attention to me."

And he felt the warmth of a wrinkled old hand.

"I know what you mean," said the little old man.

Appendix J:

The Fray Happiness lyrics

Songwriters: King, Joseph; Slade, Isaac; Welsh, David; Wysocki, Ben

Happiness is just outside my window
Would it crash blowing 80-miles an hour?
Or is happiness a little more like knocking
On your door, and you just let it in?

Happiness feels a lot like sorrow
Let it be, you can't make it come or go
But you are gone- not for good but for now
Gone for now feels a lot like gone for good

Happiness is a firecracker sitting on my headboard
Happiness was never mine to hold
Careful child, light the fuse and get away
'Cause happiness throws a shower of sparks

Happiness damn near destroys you
Breaks your faith to pieces on the floor
So you tell yourself, that's probably enough for now
Happiness has a violent roar

Happiness is like the old man told me
Look for it, but you'll never find it all
But let it go, live your life and leave it
Then one day, wake up and she'll be home
Home, home, home

Happiness lyrics © Emi April Music Inc.; Lincoln & Ollie Music; Little Bike Music

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W

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W

N

Appendix K:

MIND OF A CHARACTER

DIRECTIONS:

- **Draw a head or a large circle on a full size poster. This should represent the mind of one of the major characters.**
- **Fill it with symbols, images, and words to show what you think the character was thinking at specific points in the novel.**
- **A minimum of 5 events must be included.**
- **Everyone must present their characters**
- **This project is worth 100pts**

Appendix L:**A Long Way Down Rubric**Teacher Name: **Ms. Quintero**

Student Name: _____

CATEGORY	4	3	2	1
Audience Contact	Presenter looks at and tells the story to all members of the audience.	Presenter looks at and tells the story to a few people in the audience.	Presenter looks at and tells the story to 1-2 people in the audience.	Presenter does not look at or try to involve the audience.
Knows the Story	The presenter knows the story well and has obviously practiced telling the story several times. There is no need for notes and the speaker speaks with confidence.	The presenter knows the story pretty well and has practiced telling the story once or twice. May need notes once or twice, but the speaker is relatively confident.	The presenter knows some of the story, but did not appear to have practiced. May need notes 3-4 times, and the speaker appears ill-at-ease.	The presenter could not tell the story without using notes.
Problem	It is very easy for the audience to understand what problem the main character(s) face and why it is a problem.	It is fairly easy for the audience to understand what problem the main character(s) face and why it is a problem.	It is fairly easy for the audience to understand what problem the main character(s) face and but it is not clear why it is a problem.	It is not clear what problem the main character(s) face.
Accuracy of Retelling A Story	The storyteller includes all major points and several details of the story s/he is retelling.	The storyteller includes all major points and 1-2 details of the story s/he is retelling.	The storyteller includes all major points of the story s/he is retelling.	The storyteller forgets major points of the story s/he is retelling.

Appendix M:

Remember the Titans

Movie Project

CREATE A MURAL!

After watching Remember the Titans create a mural or model (on a poster board) representing the movie. Using your notes, include how the relationships were conflicted and resolved in the movie.

Be sure to include: title, pictures, and at least 8 specific incidents that show relationships.

This is worth 100 points

Appendix N:**Remember the Titans**Teacher Name: **Ms. Quintero**

Student Name: _____

CATEGORY	4	3	2	1
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Graphics - Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.

Appendix O:

7 Habits of Highly Effective Families

Project Guidelines

In your assigned groups, you will become an EXPERT with your assigned chapter.

You and your group members are responsible for teaching your chapter to the class.

You and your group will think of a CREATIVE way (a skit, video, class interaction, etc) to teach the chapter.

This project is a collaborative assignment! Each and every one of you needs to work hard on this. If a member of your group fails to do his/her own part, notify me immediately.

Have fun with this and teach us how to improve our relationships!

Appendix P:

Group Evaluations

Name_____

Habit #_____

I liked the way the group:

I learned from the group that:

One quote I liked:

I wish the group would have:

Appendix Q:**7 Habits of Highly Effective Families**Teacher Name: **Ms. Quintero**

Student Name: _____

CATEGORY	4	3	2	1
Accuracy of Facts	All supportive facts are reported accurately	Almost all facts are reported accurately	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.
Enthusiasm	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the presentation, but it is not overdone.	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the presentation, but it is somewhat overdone.	Facial expression and body language show some interest and enthusiasm about the topic throughout the presentation.	Facial expression and body language depict apathy or boredom with the topic.
Group Work	The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task!	Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members.

Duration of presentation	The presentation was between 15 and 12 minutes and did not seem hurried or too slow.	The presentation was between 11 and 9 minutes but seemed SLIGHTLY hurried or too slow.	The presentation was between 8 and 6 minutes but seemed VERY hurried or too slow.	The presentation was too long or too short.
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