

Thematic Unit

Embracing Differences in America

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Rationale

My thematic unit on “Embracing Differences in America” has two main goals, to aid the students in the process of identifying who they are, their perceptions of others around them, and how those two factors contribute to the world around them. Differences, with the wrong intentions, lead to discrimination. Discrimination in society has caused some of the most devastating and detrimental events in history. Unfortunately, discrimination continues to spread into the new generations through a different façade. While it may have been apartheid in South Africa during my youth, today the students in my class are facing the gay rights movement and religious battles. Discrimination grows from the small seed of ignorance and the apathetic attitude towards learning about others. My intentions behind constructing this thematic unit is to raise awareness of the historical events that have taken place in the past, discrimination that is present in our everyday lives, and even more so how lack of knowledge and acceptance will continue to affect the world that they will one day lead. We will “examine the interaction between misperceptions that foster prejudicial attitudes and how membership in various social groups affect one’s sense of identity.” Through discussions, activities, exploring, reflecting, and researching foreign concepts, the students will become familiar with the power behind embracing differences.

Some of the activities and discussions will more likely than not create an uncomfortable environment for the students. I will be sending out a parent notification stating the purpose of the unit, the activities that the students will participate in, and a brief description of the two novels selected. The parents will be encouraged to share ethnic, religious, or family information

with the students but will be advised that the students are not mandated to share any personal information. I will ask that the students reflect through writing for participation but they will not be penalized for not wanting to share the information with the instructor or their fellow peers. With the requirement to at least share through writing, the goal of the unit would be accomplished in the sense that they students will acknowledge their identity and use that towards their exploration of other's.

The minute difference that sets us a part from each other is sometimes the most obvious to others. This thematic unit is crucial for adolescent teens because they are beginning to establish their "image." The people they hang around with, the clothes that they wear, the dialect that they speak, the style of hair they choose, the activities and sports that they join, the people they date, and their attitude towards school are all inner-conflicts that the students have come across since entering middle school. These factors also establish schemas that subconsciously divide students by what they may or may not choose to identify with. I will use the schemas in the middle school as a representation to how society is divided up by social constructs: income, ethnicity, race, religion, education levels, political affiliations, disabilities, etc. Social constructs are nothing more than perceived traits assigned to groups of people, much like the social groups constructed in middle schools.

Prior to introducing the lesson the students will work on an art project that will require them to paint a self-portrait. I will ask the students to find two portraits that are identical to each other. There will obviously be no chance of any two pictures having exact similarities. I will ask the students how much of their DNA is presented through picture? Did any of them include genetic strands? How did the students decide what to include in their picture? The point of the

picture is to build a foundation for the current definition of being “different.” Clearly, we are all different and in a way, it makes us unique. Yet, sometimes the very attributes that make us unique can be foreign to others or an invitation to stick a negative stereotype on a person.

I will then transition into the introduction to the lesson. I will bring up the fact that “99.9% of human DNA is exactly the same and that .01% gives each individual their own personal fingerprints.” The following questions will serve as the framework for what will explore in the following weeks: “If that small percentage is the only factor distinguishing us from one another, than how and why are negative stereotypes constructed and formulated? How have they been exaggerated to include massacres of millions and segregations amongst nations? How are those stereotypes play into our everyday lives and what would our world look like if they were eliminated?”

Through the two novels, *“Marcelo in the Real World”* and *“How it feels to be a problem”*, the students will engage in the lives of seven people, all exploring life with different lens and obstacles. In *“Marcelo in the Real World”*, Marcelo is a high school senior who has been diagnosed with Asperger’s, a form of Autism. His father, the town lawyer, is set on Marcelo integrating into the real world. Told from Marcelo’s perspective, readers get a glimpse into the struggles and obstacles Marcelo faces in a society where only a few understand his perception of the world. *“How it feels to be a problem”* is a novel composed of seven non-fiction anecdotes of how it feels to be of Arabic decent in America, specifically after September 11th. Students will have a chance to personally engage in the stories while simultaneously learning about ethnic, religious, racial, and disability impairments that may be foreign to them.

One of the two projects that the students will be assigned is to interview a community

leader that identifies with a different racial, ethnic, religious, racial, or physical impairment than their own. Again, the motivation behind these activities and assignments is to expand and grow through learning. The community leader interview will not only provide valuable life skills, but it will be a great opportunity for the student's to ask talk and engage with real people outside of school personnel and their families. Rarely do students take the chance to talk to adults about social issues. The community leaders will be pre-selected and the interviews will take place on and designated date in the media center. Prior to the interview, the students will be coached on how to formulate interview questions, proper interview attire, and how to build-off of answers. Preceding the interviews, I will model the procedures for presenting the information acquired from the interview into their final project format.

The second of the two projects the students will be assigned is to at the end of the unit is an autobiographical essay. The lesson began with a self-portrait and will end with the students exploring their identity through writing, but specifically how their knowledge and acceptance of others can help stop the discrimination in the world. In between, the students learned about social constructs, different identities that lead to discrimination, and how, at current and past points in history, those factors have lead to catastrophe. At the end of the unit, the students will have the opportunity to either write a detailed autobiography or create an artistic representation with a short explanation. To wrap up the unit, the students will present their autobiographies to the class. By this point in the unit, the students should be confident enough with who they, what makes them unique, and how that positively contributes to the diverse world that we live in.

Goals

Unit Goals:

1. Students will have a better understanding of the characteristics that make them unique in comparison to others.
2. Students will gain an appreciation for diversity and how it can positively influence society.
3. Students will be able to identify the ways in which the world has been influenced by cultural differences and violence towards discrimination.
4. Students will have a better understanding of disabilities, impairments, races, and religious groups that are different from their own.
5. Students will learn something new about the personal lives of their classmates.

Objectives

Objectives:

Week One-

1. Students will be able to create a self-portrait.
2. Students will be able to compare their self-portraits.
3. Students will be able to examine and reflect on the differences and similarities.
4. Students will be able to predict the possible story line of *Marcelo in the Real World* by observing the cover of the book.
5. Students will be able to independently read the first two chapters of the book.
6. Students will be able to review and make corrections to their vocabulary worksheets for chapters 1-4.
7. Students will be able to stimulate prior knowledge to discuss the events pertaining to the Holocaust
8. Students will be able to fill out the “Who Am I” Identity worksheet
9. Students will be able to reflect and discuss how the Identity Wheel affects their everyday life.
10. Students will be able to review and make corrections to their vocabulary worksheets for chapters 4-8.
11. Students will be able to share their Holocaust fact with the class.
12. Students will be able to watch the teacher present on the Holocaust.
13. Students will be able to analyze the current social stigmas and identify the stereotypes and preconceived judgments related to the stigmas.
14. Students will be able to collaborate with peers and synthesize how the Jewish stereotypes and discrimination lead to the Holocaust.
15. Students will be able to review and make corrections to their vocabulary worksheets for Chapters 8-10.
16. Students will be able to review the “Interview a Community Leader” project.
17. Students will be able to discuss and elaborate and the possible reasons why discrimination occurs in the world.
18. Students will be able to identify areas of discrimination in their daily lives.
19. Students will be able to stimulate prior knowledge to contribute what they know about *Asperger’s Disease*.
20. Students will be able to provide examples of why Marcelo, someone with Asperger’s Disease, might have trouble assimilating into an average, everyday life routine.

21. Students will be able to demonstrate their comprehension of *Marcelo in the Real World*, Chapters 1-10. Students will be able to review and match vocabulary words with their definitions.
22. Students will be able to clarify any confusion with proper interview questions and etiquette.
23. Students will be able to collaborate with their peers and provide feedback to their interview questions.
24. Students will be able to contrast and add to their understanding of Asperger's Disease.

Objectives:**Week Two -**

1. Students will be able to apply they skills they have acquired over the past week to the formal community leader interviews in the media center.
2. Students will be able to review their vocabulary word predictions with the definition from chapters 10-15.
3. Students will be able to contribute what they know about apartheid in South Africa.
4. Students will be able to watch a short clip from the movie *Invictus* and contrast and add to what they know about apartheid.
5. Students will be able to prose questions about apartheid and research at least two on their own.
6. Students will be able to independently read chapters 15-17 in class.
7. Students will able to review their vocabulary word predictions from chapters 17-20.
8. Students will be able to discuss what is currently happening with Marcelo.
9. Students will be able to share what they have learned from apartheid.
10. Students will be able to contribute what they learned to a class discussion about apartheid.
11. Students will be able to watch a short presentation about apartheid and segregation in the United States in the 60's.
12. Students will be able to combine what they knew, learned, and researched to evaluate the similarities between apartheid and segregation in the US and how discrimination led to both.
13. Students will be able to review their vocabulary word predictions from chapters 20-25.
14. Students will be able to independently read chapters 25-30.
15. Students will be able to review and clarify any confusion pertaining to *Marcelo in the Real World*.
16. Students will be able to finalize the Asperger's Disease KWLS Chart.
17. Students will be able to discuss how Marcelo's story is comparable and evident to students with disabilities in today's world.
18. Students will be able to demonstrate their comprehension of *Marcelo in the Real World*, Chapters 10-30. Students will be able to review and match vocabulary words with their definitions.
19. Students will be able to present their Slide Rocket presentations to their classmates and take notes on what they learned about each disability.

Objectives:**Week Three-**

1. Students will be able to identify the pronoun perspective in three paragraphs.
2. Students will be able to conceptualize, using the theme from the unit, what the title of the new novel could be preparing the reader for.
3. Students will be able to independently read chapter one of *"How does it Feel to be a Problem?"*
4. Students will be able to start brainstorming the ideas for their autobiographies.
5. Students will be able to create a comic strip using one of the most significant moments in their lives' as the theme.
6. Students will be able to review the autobiography requirements, including the deadline, point distribution, and format.
7. Students will be able to reflect, collaborate, and elaborate on how discrimination is current in our everyday lives.
8. Students will be able to independently read chapter two of *"How does it Feel to be a Problem."*
9. Students will be able to collaborate with a team to play the "Name that Pronoun" game.
10. Students will be able to compare and contrast the two anecdotes from *How does it Feel to be a Problem?* and distinguish how being affiliated with a distinct religious group at a particular time in history can lead to discrimination.
11. Students will be able to begin their autobiography drafts.
12. Students will be able to review the strategies and techniques that are ideal to use when editing a paper.
13. Students will be able to apply editing strategies and techniques to workshop at least three of their peer's first autobiography drafts.
14. Students will be able to independently read chapter four of *How does it feel to be a Problem?*
15. Students will be able to review the comprehension questions for chapters 1-4 of *How does it Feel to be a Problem?*
16. Students will be able to select a piece of writing from their portfolio and rewrite it through a different perspective.
17. Students will be able to demonstrate their comprehension of *How does it Feel to be a Problem?* Chapters 1-4.
18. Students will be able to continue working on their autobiography drafts.

Objectives:**Week Four-**

1. Students will be able to watch a GLAAD commercial and discuss how discrimination leads to bullying in the school setting.
2. Students will be able to discuss chapters 5 and 6 of *How does it Feel to be a Problem?* In relation to similarities between the past four stories.
3. Students will be able to independently read the last chapter of *How does it Feel to be a Problem?*
4. Students will hand back over their autobiographies to their proper authors and review all feedback provided.
5. Students will be able to review the comprehension questions for chapters 5-7 of *How does it Feel to be a Problem?* And clarify any confusion.
6. Students will be able to clarify any confusion of their autobiography presentations.
7. Students will be able to demonstrate their comprehension of *How does it Feel to be a Problem?* Chapters 5-7.
8. Students will be able to practice public speaking with their peers.
9. Students will be able to present their autobiographies to their classmates.

Standards

Common Core Standards

English Language Arts

Reading Standards Grade 8:

2. analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Writing Standards Grade 8:

10. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Speaking and Listening Grade 8:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language Standards Grade 8:

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Outline Wk. 1 Monday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will be able to create a self-portrait 2. Students will be able to compare their self-portraits with their peers 3. Students will be able to examine reflect on the differences and similarities 4. Students will be able to predict the possibly story line of <i>Marcelo in the Real World</i> by observing the cover of the book 5. Students will be able to independently read the first two chapters of the book 	<p>25 Minutes- Anticipatory Set: Students will create a “Who I am” self-portrait by using the craft material provided.</p> <p>6 Minutes- Instructor will ask student volunteers to find identical similarities in two of the pictures. The teacher will then lead the students into a discussion into the reasons why there might not be identical self-portraits.</p> <p>5 Minutes- Teacher will distribute the class set of <i>Marcelo in the Real World</i> and ask the students to take 2 minutes to predict, by only looking at the cover, what the book might be about.</p> <p>2 Minutes- Teacher will ask for a few student volunteers to share their predictions, which will then be written on a large, white sheet of paper</p> <p>17 Minutes- Students will be instructed to independently read the first two chapters of <i>Marcelo in the Real World</i></p>	<p>Students will continue to read <i>Marcelo in the Real World</i> up until Chapter 4.</p> <p>Students will fill out the vocabulary worksheet for the <i>Marcelo in the Real World</i> Chapters 1-4. The worksheet will require students to use the context clues in the book to predict the definition of the word.</p> <p>Worksheets Reference: Vocabulary Worksheet Chapters 1-10 (Appendix T) Parent Notification (Appendix M)</p>

Unit Outline Wk. 1 Tuesday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will be able to review and make corrections to their vocabulary worksheets for chapters 1-4. 2. Students will be able to stimulate prior knowledge to discuss the events pertaining to the Holocaust 3. Students will be able to fill out the “Who Am I” Identity worksheet 4. Students will be able to reflect and discuss how the Identity Wheel affects their everyday life. 	<p>10 Minutes- Review of Vocabulary worksheet and Chapters 1-4 of <i>Marcelo in the Real World</i>. Students will compare the real definitions to their predictions.</p> <p>15 Minutes- Students will be able to stimulate prior knowledge to discuss the events of the Holocaust. Students will only contribute their thoughts and the teacher will fill in a chart.</p> <p>5 Minutes- Teacher will define the factors of the Identity wheel and model how to fill it in for the students.</p> <p>10 Minutes- Students will fill in their own Identity Wheel worksheet.</p> <p>15 Minutes- Teacher will lead the students in a discussion utilizing the following questions:</p> <ul style="list-style-type: none"> • What are some of the identity attributes that you are most concise of on a daily basis? • What are some of the identity attributes that work against you on a daily basis? • What are some of the most noticeable? • Least noticeable? 	<p>Students will continue to read <i>Marcelo in the Real World</i> up until Chapter 8.</p> <p>Students will fill out the vocabulary worksheet for the <i>Marcelo in the Real World</i> Chapters 5-8. The worksheet will require students to use the context clues in the book to predict the definition of the word.</p> <p>Students will research the Holocaust and write down one interesting fact that they were not aware of before.</p> <p>Worksheets Reference: Vocabulary Definition Worksheet Chapters 1-10 (Appendix U) Vocabulary Worksheet Chapters 1-10 (Appendix T) Social Identity Wheel (Appendix A) KWLS Holocaust Chart (Appendix D)</p>

Unit Outline Wk. 1 Wednesday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will be able to review and make corrections to their vocabulary worksheets for Chapters 5-8. 2. Students will be able to share their Holocaust fact with the class. 3. Students will be able to watch the teacher present on the Holocaust. 4. Students will be able to analyze the current social stigmas and identify the stereotypes and preconceived judgments related to the stigmas. 5. Students will be able to collaborate with peers and synthesize how the Jewish stereotypes and discrimination lead to the Holocaust. 	<p>10 Minutes- Review of Vocabulary worksheet and Chapters 5-8 of <i>Marcelo in the Real World</i>. Students will compare the real definitions to their predictions.</p> <p>10 Minutes- Students will be able to add their Holocaust fact to the class chart. Teacher will read aloud the facts added by the students.</p> <p>15 Minutes- Teacher will build off of the facts added by the students and present a short run-through of the Holocaust.</p> <p>10 Minutes- Teacher will lead the students through the “Social Stigma” activity. The teacher will present a socially constructed group and the students will individually write down the first thoughts that come to mind.</p> <p>10 Minutes- Students will break off into groups of three and fill out the “How discrimination lead to the Holocaust” worksheet, building off of the “Social Stigma” worksheet. The worksheet will guide the students through the process.</p>	<p>Students will continue to read <i>Marcelo in the Real World</i> up until Chapter 10.</p> <p>Students will fill out the vocabulary worksheet for the <i>Marcelo in the Real World</i> Chapters 9-10. The worksheet will require students to use the context clues in the book to predict the definition of the word.</p> <p>Students will watch a screencast of the “Interview a Community Leader” project. The screencast will review the purpose, protocol, and rubric in detail.</p> <p>Worksheets Reference: Vocabulary Definition Worksheet Chapters 1-10 (Appendix U) Vocabulary Worksheet Chapters 1-10 (Appendix T) Social Stigma Worksheet (Appendix B) KWLS Holocaust Chart (Appendix D) How Discrimination Lead to the Holocaust Worksheet (Appendix C)</p>

Unit Outline Wk. 1 Thursday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will be able to review and make corrections to their vocabulary worksheets for Chapters 9-10. 2. Students will be able to review the “Interview a Community Leader” project. 3. Students will be able to discuss and elaborate and the possible reasons why discrimination occurs in the world. 4. Students will be able to identify areas of discrimination in their daily lives. 5. Students will be able to stimulate prior knowledge to contribute what they know about <i>Asperger’s Disease</i>. 6. Students will be able to provide examples of why Marcelo, someone with Asperger’s Disease, might have trouble assimilating into an average, everyday life routine. 	<p>10 Minutes- Review of Vocabulary worksheet and Chapters 8-10 of <i>Marcelo in the Real World</i>. Students will compare the real definitions to their predictions.</p> <p>5 Minutes- Students will ask questions about the “Interview a Community Leader” project. Teacher will distribute the rubric and clarify and confusion related to the project.</p> <p>15 Minutes- Teacher will bring up the fact: “99.9% of human DNA is exactly the same and that .01% gives each individual their own personal fingerprints.” Teacher will then ask the students the following questions:</p> <ul style="list-style-type: none"> • What does that statistic mean? • Is that statistic realistic in our world? Why or why not? • (teacher will refer back to prior activities) <p>10 Minutes- Teacher will ask the students to reflect on the ways that discrimination affects their daily lives.</p> <p>15 Minutes- Teacher will lead a KWLS chart on <i>Marcelo in the Real World</i>, specifically in relation to Asperger’s Syndrome. Students will be discuss the possible reasons why Marcelo might have trouble assimilating in the real worl</p>	<p>Students will review the vocabulary worksheet for chapters 1-10 and prepare for the Comprehension and Vocabulary Test.</p> <p>Students will pick a community leader on a Google Document (2 people per leader)</p> <p>Students will watch a screencast on how to construct interview questions and compose a list of questions they would consider asking their community leader. Students will bring their list to class the following day.</p> <p>Worksheets Reference: Vocabulary Definition Worksheet Chapters 1-10 (Appendix U) Vocabulary Worksheet Chapters 1-10 (Appendix T) Interview a Community Leader Rubric (Appendix H) KWLS Asperger’s Syndrome (Appendix E)</p>

Unit Outline Wk. 1 Friday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will be able to demonstrate their comprehension of <i>Marcelo in the Real World</i>, Chapters 1-10. Students will be able to review and match vocabulary words with their definitions. 2. Students will be able to clarify any confusion with proper interview questions and etiquette. 3. Students will be able to collaborate with their peers and provide feedback to their interview questions. 4. Students will be able to contrast and add to their understanding of Asperger's Disease. 	<p>25 Minutes- Teacher will distribute the <i>Marcelo in the Real World</i> comprehension and vocabulary test. Students will have 25 minutes to silently complete the exam.</p> <p>5 Minutes- Students will ask questions about the "Proper interview questions and etiquette" screencast.</p> <p>10 Minutes- Students will be able to collaborate and provide feedback to their classmates' interview questions. Teacher will provide feedback on the second set of interview questions the students provided.</p> <p>15 Minutes- Teacher will provide an overview of characteristics of Asperger's Disease and how it affects people in their daily lives. Students will contrast and add to their understanding of Asperger's Disease. Teacher will also discuss the weekend project.</p>	<p>Students will complete the following assignment:</p> <ol style="list-style-type: none"> 1. Pick from a list of the most common physical impairments from a Google Document. Only 2 people per impairment. 2. Research the impairment including: <ul style="list-style-type: none"> • What causes the impairment • The symptoms related to it • The general population that it affects • How it affects their everyday life 3. Watch a screencast on how to login in to the class account of Slide Rocket, compose a short presentation, and upload the presentation for everyone to see. 4. Compose a short presentation using the class SlideRocket account 5. Upload the presentation to the class account. <p>Worksheets Reference: Chpt. 1-10 Comprehension Test (Appendix V)</p>

Unit Outline Wk. 2 Monday

Objectives	Activities/Time	On Your Own
<p>1. Students will be able to apply they skills they have acquired over the past week to the formal community leader interviews in the media center.</p>	<p>5 Minutes: Students will settle their belongings in class, gather their interview questions with space to write notes, and walk over to the media center. Teacher will organize the students with the designated community leaders, explain the procedures, and begin the timer.</p> <p>15 Minutes: Round One of interviews. The first 10 students will sit across from their designated community leaders. For the students that are not interviewing, they should be sitting quietly making notes on their questions or reading Chapters 11-12 of <i>Marcelo in the Real World</i>.</p> <p>5 Minutes: Time will be called, students will thank their community leaders, and the next group of students will prepare to interview.</p> <p>15 Minutes: Round Two of interviews. Same as round one with different students.</p> <p>5 Minutes: Students will gather their notes, thank the community leaders, and then walk over to class to hear the rest of the instructions.</p> <p>10 Minutes: Students will watch an example of how to present their interview data on present.me. Teacher will also distribute the vocabulary worksheet for Chapters 10-30.</p>	<p>Students will continue to read <i>Marcelo in the Real World</i> Chapters 11-15.</p> <p>Students will fill out the vocabulary worksheet for the <i>Marcelo in the Real World</i> Chapters 11-15. The worksheet will require students to use the context clues in the book to predict the definition of the word.</p> <p>Students will gather their interview data and start to work on their present.me presentations.</p> <p>Worksheets Reference: Vocabulary Worksheet Chapters 11-30 (Appendix W)</p>

Unit Outline Wk. 2 Tuesday

Objectives	Activities/Time	On Your Own
<p>1. Students will be able to review their vocabulary word predictions with the definition from chapters 10-15.</p> <p>2. Students will be able to contribute what they know about apartheid in South Africa.</p> <p>3. Students will be able to watch a short clip from the movie <i>Invictus</i> and contrast and add to what they know about apartheid.</p> <p>4. Students will be able to pose questions about apartheid and research at least two on their own.</p> <p>5. Students will be able to independently read chapters 15-17 in class.</p>	<p>10 Minutes: Students will compare their vocabulary word predictions with the definition handout. Teacher will review chapters 10-15 of <i>Marcelo in the Real World</i> and ask students to contribute to the KWLS chart of Asperger's Disease.</p> <p>(2-7) Minutes: Teacher will introduce the historical event, apartheid, and ask the students to contribute what they know about the event. The event time will vary depending on how much the students may or may not know.</p> <p>15 Minutes: Movie Clip from <i>Invictus</i> will be presented. "<i>Invictus</i> is a biographical sports drama film highlighting the events in South Africa before and during the 1995 Rugby World Cup, hosted in that country following the dismantling of apartheid."</p> <p>10 Minutes: Students will pair up with a peer and compose a list of questions that they still have about apartheid.</p> <p>15 Minutes: Students will independently read chapters 16-17 of <i>Marcelo in the Real World</i>.</p>	<p>Students will continue to read <i>Marcelo in the Real World</i> Chapters 18-20.</p> <p>Students will fill out the vocabulary worksheet for the <i>Marcelo in the Real World</i> Chapters 18-20. The worksheet will require students to use the context clues in the book to predict the definition of the word.</p> <p>Students will research apartheid and bring in both their questions and answers to class the following day.</p> <p>Students will continue to work on their Community Leader present.me presentations as needed.</p> <p>Worksheets Reference: Vocabulary Worksheet Chapters 10-30 (Appendix W) Vocabulary Definitions Chapters 10-30 (Appendix X) KWLS Chart- Apartheid (Appendix F)</p>

Unit Outline Wk. 2 Wednesday

Objectives	Activities/Time	On Your Own
<p>1. Students will be able to review their vocabulary word predictions from chapters 18-20.</p> <p>2. Students will be able to discuss what is currently happening with Marcelo.</p> <p>3. Students will be able to share what they have learned from apartheid.</p> <p>4. Students will be able to watch a short presentation about apartheid and segregation in the United States in the 60's.</p> <p>5. Students will be able to combine what they knew, learned, and researched to evaluate the similarities between apartheid and segregation in the US and how discrimination led to both.</p>	<p>10 Minutes: Students will compare their vocabulary word predictions with the definition handout. Teacher will review chapters 18-20 of <i>Marcelo in the Real World</i> and ask students to contribute to the KWLS chart of Asperger's Disease.</p> <p>15 Minutes: Students will contribute to the KWLS Apartheid chart. Teacher will monitor appropriate and accurate information to go on the chart.</p> <p>15 Minutes: Building off of what the students have researched, the teacher will present on both apartheid and segregation in America in the 1960's. The presentation will emphasize the brutality of both events, how long they lasted, and what it took to end it.</p> <p>15 Minutes: Teacher will instruct the students to combine what they knew, learned, and researched about apartheid and segregation and evaluate the similarities of both events. The students will then be instructed to break off into groups of three and compose a cause and effect chart on the factors that lead to both catastrophes.</p>	<p>Students will continue to read <i>Marcelo in the Real World</i> Chapters 21-25.</p> <p>Students will fill out the vocabulary worksheet for the <i>Marcelo in the Real World</i> Chapters 21-25. The worksheet will require students to use the context clues in the book to predict the definition of the word.</p> <p>Students will continue to work on their Community Leader present.me presentations.</p> <p>Worksheets Reference: Vocabulary Worksheet Chapters 11-30 (Appendix W) Vocabulary Definitions Chapters 11-30 (Appendix X) KWLS Chart- Apartheid (Appendix F) Cause and Effect Chart Apartheid (Appendix K) Segregation (Appendix J) Reflections (Appendix L)</p>

Unit Outline Wk. 2 Thursday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will be able to review their vocabulary word predictions from chapters 21-25. 2. Students will be able to independently read chapters 26-30. 3. Students will be able to review and clarify any confusion pertaining to <i>Marcelo in the Real World</i>. 4. Students will be able to finalize the Asperger's Disease KWLS Chart. 5. Students will be able to discuss how Marcelo's story is comparable and evident to students with disabilities in today's world. 	<p>10 Minutes: Students will compare their vocabulary word predictions with the definition handout. Teacher will review chapters 21-25 of <i>Marcelo in the Real World</i>.</p> <p>30 Minutes: Students will independently read the last five chapters of <i>Marcelo in the Real World</i>. Once finished, the teacher will lead the students in completing the KWLS Asperger's Chart. This will also be the allocated time to clear up any confusion on the story line. The teacher will offer a few comprehension questions to prepare the students for the test.</p> <p>15 Minutes: Teacher will lead the class in a discussion on how Marcelo's story, although fictional in the book, is parallel to how students with disabilities are discriminated against in our current lives. Students will be asked to refer to specific examples from Marcelo's life that would be apparent in today's world.</p>	<p>Students will be encouraged to review all vocabulary from chapters 10-30 and briefly review the discussion questions posed in class the previous day. They will also be advised to mark the chapters with the most significance since the test will be open book.</p> <p>Students will review their presentations from Slide Rocket and come prepared to give a two-minute overview of their research.</p> <p>Students will be asked to submit their final Community Leader interview projects to the class account.</p> <p>Worksheets Reference: Vocabulary Worksheet Chapters 11-30 (Appendix W) Vocabulary Definitions Chapters 11-30 (Appendix X) KWLS Chart- Asperger's Syndrome (Appendix E)</p>

Unit Outline Wk. 2 Friday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> Students will be able to demonstrate their comprehension of <i>Marcelo in the Real World</i>, Chapters 11-30. Students will be able to review and match vocabulary words with their definitions. Students will be able to present their Slide Rocket presentations to their classmates and take notes on what they learned about each disability. 	<p>25 Minutes: Teacher will distribute the <i>Marcelo in the Real World</i> comprehension and vocabulary test. Students will have 25 minutes to silently complete the exam.</p> <p>30 Minutes: Students will each present for 1-1.5 minutes on their designated disability or impairment. If students are not presenting, they will be taking notes on the worksheet distributed by the teacher.</p>	<p>If needed, I will extend the deadline for the Community Leader interviews to Monday morning.</p> <p>Students will also have the opportunity to finish taking the test on Monday morning if additional time is necessary.</p> <p>Worksheets Reference: Chpts. 11-30 Comprehension Test (Appendix Y) Disabilities/Impairments Notes (Appendix Q)</p>

Unit Outline Wk. 3 Monday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will be able to identify the pronoun perspective in three paragraphs. 2. Students will be able to conceptualize, using the theme from the unit, what the title of the new novel could be preparing the reader for. 3. Students will be able to independently read chapter one of <i>"How does it Feel to be a Problem?"</i> 4. Students will be able to start brainstorming the ideas for their autobiographies. 	<p>15 Minutes: Students will differentiate the key words that distinguish the three paragraphs in the "Personal Perspective" worksheet. The teacher will have a chart with three different columns, one for each paragraph. Students will volunteer to fill in the chart with the key words.</p> <p>7 Minutes: Teacher will distribute the <i>"How does it Feel to be a Problem"</i> novel to students and ask them to conceptualize what the title is preparing the reader for.</p> <p>25 Minutes: Students will independently read chapter one of <i>How it feels to be a problem</i>.</p> <p>8 Minutes: Teacher will introduce the autobiography project. The rubric will be overviewed at a glance.</p>	<p>Students will continue to read chapter one of <i>How does it Feel to be a Problem</i> if they did not finish it during class.</p> <p>Students will brainstorm some of their most significant moments in life and bring a list to class the following day.</p> <p>Worksheets Reference: Personal Perspectives Worksheet (Appendix O) Autobiography Rubric (Appendix I)</p>

Unit Outline Wk. 3 Tuesday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will be able to create a comic strip using one of the most significant moments in their lives' as the theme. 2. Students will be able to review the autobiography requirements, including the deadline, point distribution, and format. 3. Students will be able to reflect, collaborate, and elaborate on how discrimination is present in our current lives. 4. Students will be able to independently read chapter two of "<i>How does it Feel to be a Problem.</i>" 	<p>15 Minutes: Using their notes, students will pick one significant moment in their lives' and create a comic strip about it. The teacher will ask for a few volunteers to share their comic strip through the projector. The comic strips will be posted around the room for students to appreciate.</p> <p>10 Minutes: Teacher will review the autobiography requirements, deadline, point distribution, and format.</p> <p>20 Minutes: Students will collaborate with a group to discuss some of the major themes of discrimination in our everyday lives. Questions for discussions:</p> <ul style="list-style-type: none"> • Some of the most common "groups" presented on the media? • Some of the most misunderstood lifestyles? <p>10 Minutes: Students will begin to independently read chapter 2 of <i>How does it Feel to be a Problem?</i></p>	<p>Students will finish the remainder of chapter two in <i>How does It Feel to be a Problem?</i></p> <p>Students will begin to work on their autobiographies.</p> <p>Worksheets Reference: Comic Strips (Appendix G) Autobiography Rubric (Appendix I)</p>

Unit Outline Wk. 3 Wednesday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will be able to collaborate with a team to play the “Name that Pronoun” game. 2. Students will be able to compare and contrast the two anecdotes from <i>How does it Feel to be a Problem?</i> and distinguish how being affiliated with a distinct religious group at a particular time in history can lead to discrimination. 3. Students will be able to begin their autobiography drafts. 	<p>20 Minutes: Students will be able to work together with their classmates to compete in the “Name that Pronoun” game. The game will require the ability of identifying and matching a perspective with an example of a pronoun.</p> <p>25 Minutes: The teacher will start a discussion and present on the first two chapters from <i>How does it Feel to be a Problem?</i> and bring up the following questions for discussion:</p> <ul style="list-style-type: none"> • How has the title of the novel played out in the first two stories? • What influence did 9/11 have on people identifying as Muslim-American? <p>10 Minutes: Students will begin on their autobiography drafts. The first draft should be completed by the following day in order to start the peer editing process.</p>	<p>Students will read chapter three of <i>How does it Feel to be a Problem?</i></p> <p>Worksheets Reference: Comic Strips (Appendix G) Autobiography Rubric (Appendix I)</p>

Unit Outline Wk. 3 Thursday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will be able to review the strategies and techniques that are ideal to use when editing a paper. 2. Students will be able to apply editing strategies and techniques to workshop at least three of their peer's first autobiography drafts. 3. Students will be able to independently read chapter four of <i>How does it feel to be a Problem?</i> 4. Students will be able to review the comprehension questions for chapters 1-4 of <i>How does it Feel to be a Problem?</i> 	<p>7 Minutes: Teacher will review previous peer editing techniques and strategies, followed by instructing the students to move desk and form groups with specified classmates.</p> <p>20 Minutes: Students will move their draft to the right. The teacher will start the timer and the students will have six minutes to read over the draft. Once time is called, the students will have three minutes to apply the editing strategies to provide feedback to the paper their read.</p> <p>20 Minutes: Students will independently read chapter four of <i>How does it Feel to be a Problem?</i></p> <p>8 Minutes: Teacher will distribute a review of the comprehension questions for chapters 1-4.</p>	<p>Students will review chapters 1-4 of <i>How does it Feel to be a Problem.</i></p> <p>Students will review the comprehension questions for chapters 1-4.</p> <p>Students will apply their peer feedback into their second autobiography drafts.</p> <p>Worksheets Reference: Autobiography Rubric (Appendix I) Peer Editing Form (Appendix R) Proofread Form (Appendix S)</p>

Unit Outline Wk. 3 Friday

Objectives	Activities/Time	On Your Own
<p>1. Students will be able to select a piece of writing from their portfolio and rewrite it through a different perspective.</p> <p>2. Students will be able to demonstrate their comprehension of <i>How does it Feel to be a Problem?</i> Chapters 1-4.</p> <p>3. Students will be able to continue working on their autobiography drafts.</p>	<p>15 Minutes: Teachers will instruct the student's to select a piece of writing from their portfolio and, utilizing what they have learned the past week, change the perspective of at least one paragraph.</p> <p>40 Minutes: Teacher will distribute both the novels and comprehension test. The students will have until the remainder of the class to complete the comprehension test.</p> <p>If students finish on time: If students finish their test with class time remaining, they will continue to work on their autobiographies in preparation for the following week of presentations.</p>	<p>Students will read chapters 5-7 of <i>How does it Feel to be a Problem?</i></p> <p>Students will finalize their autobiographies and bring in a clean copy to class on Monday.</p> <p>Worksheets Reference: Chapts. 1-4 Comprehension Test (Appendix Z)</p>

Unit Outline Wk. 4 Monday

Objectives	Activities/Time	On Your Own
<p>10. Students will be able to watch a GLAAD commercial and discuss how discrimination leads to bullying in the school setting.</p> <p>11. Students will be able to discuss chapters 5 and 6 of <i>How does it Feel to be a Problem?</i> In relation to similarities between the past four stories.</p> <p>12. Students will be able to independently read the last chapter of <i>How does it Feel to be a Problem?</i></p>	<p>20 Minutes: Teacher will watch the following GLAAD LGBTQ commercial: http://www.youtube.com/watch?v=HngUAqqOEMQ</p> <p>Teacher will then lead the class in a commercial on how discrimination leads to bullying.</p> <p>25 Minutes: Socratic Circle Activity: The teacher will ask the students to form two circles of ten. One inner circle, and one outer circle. The first group of students will discuss the similarities between all six stories. Two leaders will be selected, with the responsibility of guiding the conversations and asking people to speak up. After ten minutes, the students will switch and discuss the differences between all six stories. The teacher will not speak at any point in time, with the exception of interjecting when the conversation starts to deviate from the point. The last five minutes will be for everyone to talk.</p> <p>1 Minute: Students will hand off their final draft to a classmate. Students will be instructed to review the autobiography and provide any final feedback that they have.</p> <p>9 Minutes: Students will independently read the last chapter of <i>How does it Feel to be a Problem?</i></p>	<p>Students will finish whatever they have remaining of <i>How does it Feel to be a Problem?</i></p> <p>Students will provide feedback to their classmate's autobiographies.</p> <p>Worksheets Reference: Autobiography Rubric (Appendix I) Peer Editing Form (Appendix R) Proofread Form (Appendix S)</p>

Unit Outline Wk. 4 Tuesday

Objectives	Activities/Time	On Your Own
<ol style="list-style-type: none"> 1. Students will hand back over their autobiographies to their proper authors and review all feedback provided. 2. Students will be able to review the comprehension questions for chapters 5-7 of <i>How does it Feel to be a Problem?</i> And clarify any confusion. 3. Students will be able to clarify any confusion of their autobiography presentations. 	<p>10 Minutes: Students will hand back out the autobiographies to their author's and review the feedback provided.</p> <p>25 Minutes: Students will review the comprehension questions for chapters 5-7. The teacher will clarify any confusion brought to her attention.</p> <p>10 Minutes: Students will review the autobiography presentation requirements, sign up for a time and date to present, and ask any questions they may.</p> <p>10 Minutes: Students can decided whether to work on their autobiographies or to review for the comprehension test.</p>	<p>Study for <i>How does it Feel to be a Problem?</i> Chapters 4-7.</p> <p>Finalize and practice autobiography presentations.</p> <p>Worksheets Reference: Autobiography Rubric (Appendix I)</p>

Unit Outline Wk. 4 Wednesday

Objectives	Activities/Time	On Your Own
<p>1. Students will be able to demonstrate their comprehension of <i>How does it Feel to be a Problem?</i> Chapters 5-7.</p> <p>2. Students will be able to practice public speaking with their peers.</p>	<p>35 Minutes: Teacher will distribute both the novels and comprehension test. The students will have until the remainder of the class to complete the comprehension test.</p> <p>20 Minutes: Teacher will instruct the students to break off into groups of five students. Each group will have a designated place to go on campus where they will have the opportunity to practice their presentations in front of four classmates. Students will present for two minutes each, and a minute will be dedicated to feedback. Students will watch for mannerisms, annunciation, pace, audience contact, stance, and fluency.</p>	<p>Practice autobiography presentations by reviewing the public speaking checklist, picking out an outfit, and practicing in front of the mirror.</p> <p>Worksheets Reference: Chapters 5-7 Comprehension (Appendix AA) Mock Presentations Feedback (Appendix N)</p>

Unit Outline Wk. 4 Thursday

Objectives	Activities/Time	On Your Own
1. Students will be able to present their autobiographies to their classmates.	55 Minutes: 10 Students will present for three minutes each and classmates will have one minute to fill out presentations rubrics that will be collected after each presentation.	Practice autobiography presentations by reviewing the public speaking checklist, picking out an outfit, and practicing in front of the mirror.

Unit Outline Wk. 4 Friday

Objectives	Activities/Time	On Your Own
1. Students will be able to present their autobiographies to their classmates.	55 Minutes: 10 Students will present for three minutes each and classmates will have one minute to fill out presentations rubrics that will be collected after each presentation.	

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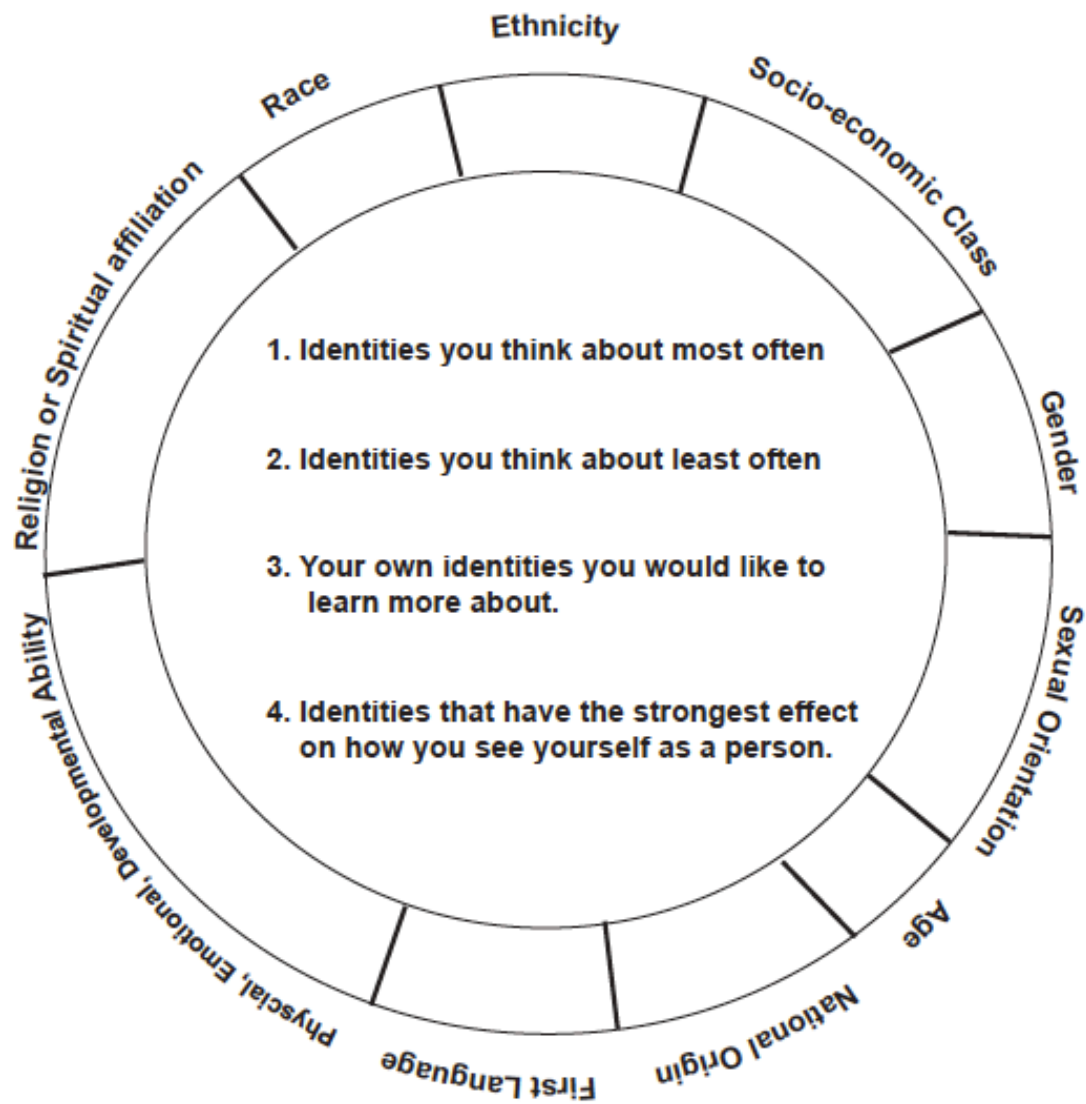
<http://www.makebeliefscomix.com/>

Appendix

Appendix A

Social Identity Wheel

(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)



Appendix B

NAME: _____

DATE: _____

**Becoming Aware of our own Thoughts
Social Stigma Worksheet**

Directions: After reading each word, write the first thought that comes to mind, both good and bad. No one but you will read what you write. Do not hold back.

African-American: _____

Arab: _____

Handicapped: _____

Hispanic: _____

Ghetto: _____

Jew: _____

Catholic: _____

Hippie: _____

Obese: _____

Alcoholic: _____

HIV Positive: _____

Mental Illness: _____

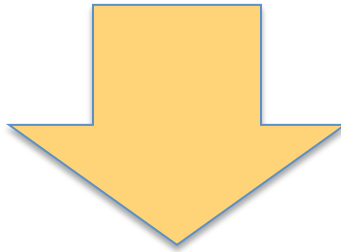
Appendix C

NAME: _____
DATE: _____
GROUP NUMBER: _____

How Discrimination Lead to the Holocaust

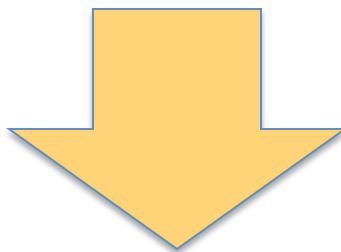
Perceived Characteristics of Jews by the Nazi's in 1933:

- _____
- _____
- _____
- _____
- _____



Actions that the Nazi's took in generating the same ideas into the rest of Germany:

- _____
- _____
- _____
- _____
- _____



Characteristics of the Holocaust:

- _____
- _____
- _____
- _____
- _____

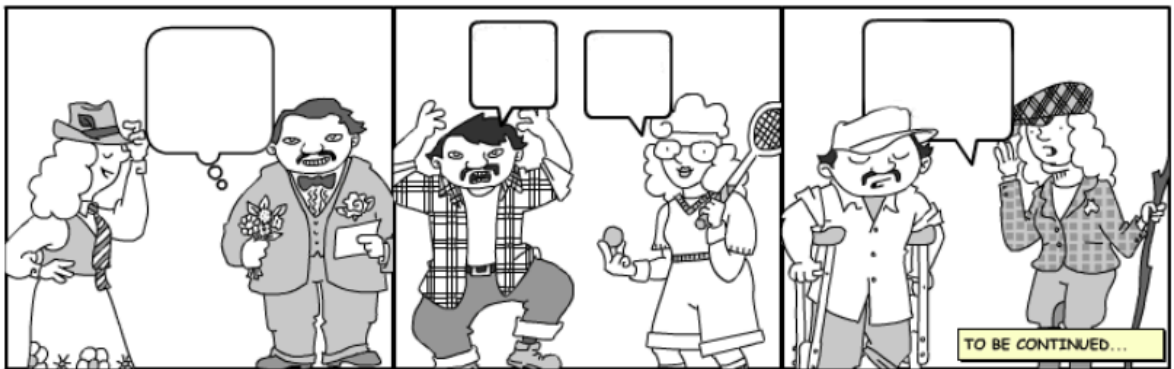
Appendix G

Significant Moment Comic Strips:

Students can choose one of the following templates or create a blank one.



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!



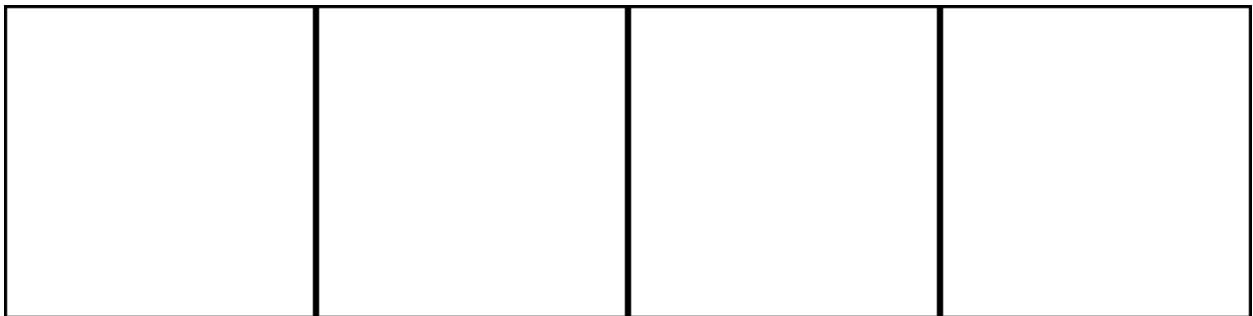
This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!



Appendix H

NAME: _____

DATE: _____

Interview A Community Leader Rubric

Requirements:

Points Earned:

<p>Basics: Identify the following:</p> <ul style="list-style-type: none"> • Name of Community Leader • Community Leader’s Title • What the community leader identified with in terms of race, nationality, ethnicity, religious affiliation 	<p>_____/15</p>
<p>PowerPoint: PowerPoint is clear, concise, and follows the speaker’s line of speech. PowerPoint slides demonstrate what the speaker learned from interviewing the community leader.</p>	<p>_____/20</p>
<p>Audio/Visibility: Teacher is able to find the video on present.me. Student speaks in a clear, loud, and average pace. The student maintains eye contact with the camera. The background is plain, with little to no distractions. The camera is focused and balanced.</p>	<p>_____/15</p>
<p>Interview Content: The student focuses on elaborating on answers and questions that reflect on the leader’s life experience in regards to their identity. Student is able to provide an explanation on how discrimination has affected the leader’s life, past and present.</p>	<p>_____/35</p>
<p>Student’s Reflect: Student reflects on the interview experience. They provide answers to the following questions:</p> <ul style="list-style-type: none"> • Did the interview go as they intended? • What could they have done to prepare for the interview? • What about the leader’s answers surprised them? • Did they distinguish and similarities? Differences? • What was their overall opinion with using present.me 	<p>_____/15</p>

Total Points Earned: _____/100

Feedback:

Appendix I

NAME: _____

DATE: _____

Autobiography Rubric

Requirements:

Points Earned:

<p>Basics: Paper is turned in on time, typed in 12 point Times New Roman font, double-spaced is a minimum of two pages. If a creative project is included, the explanation follows the same requirement with the exception of the page limit. The explanation is a minimum of one page.</p>	<p>_____/10</p>
<p>Details/Structure: Student identifies and reflects on the most significant aspects of their life. Student shows coherent connection between their past and how it has contributed to the person they are.</p> <p>Creative Project: If included, student elaborates on how the piece of art/item signifies a moment in their life. Student includes a short reflection identifying the item and a short explanation on how it relates to their autobiography.</p>	<p>_____/25</p>
<p>Grammatical/Punctuation: Student incorporates peer/teacher feedback into their final draft. Student uses transitions throughout the autobiography. Student uses vivid descriptors and modifiers to exemplify their thoughts. No more than four grammatical errors are identified in the paper.</p>	<p>_____/15</p>
<p>Presentation: Teacher is able to note the student’s preparation by their level of ease in front of the class. Student annunciates each word, makes consistent eye contact with the audience, has a strong stance, rarely refers to their notecards and/or paper, elaborates on points but stays away from reading directly from their notes.</p>	<p>_____/50</p>

Total Points Earned: _____/100

Feedback:

Appendix L

NAME: _____
DATE: _____
GROUP NUMBER: _____

Cause and Effect Chart Reflections

Directions: On your own, reflect on the similarities and differences between Apartheid and Segregation.

- 1. What were some of the common factors contributing to the discrimination amongst two races?

- 2. What were some of the similar effects of those judgments?

- 3. How did both events continue to affect the generations after them?

Appendix M**Parent Notification**

Dear Parents of Ms. Rivas' 8th Grade Language Arts Class:

In the following weeks, your students will be working on a unit titled “Embracing Differences in America.” The unit has two main goals, to aid the students in the process of identifying who they are, their perceptions of others around them, and how those two factors contribute to the world around them. Differences, with the wrong intentions, lead to discrimination. Discrimination in society has caused some of the most devastating and detrimental events in history. Unfortunately, discrimination continues to spread into the new generations through a different façade. The unit will consist of worksheets and activities that will require the students to reflect on the characteristics that contribute to their identity. My intentions behind constructing this thematic unit is to raise awareness of the historical events that have taken place in the past, discrimination that is present in our everyday lives, and even more so how lack of knowledge and acceptance will continue to affect the world that they will one day lead. We will “examine the interaction between misperceptions that foster prejudicial attitudes and how membership in various social groups affect one’s sense of identity.” Through discussions, activities, exploring, reflecting, and researching foreign concepts, the students will become familiar with the power behind embracing differences.

Some of the activities and discussions will more likely than not create an uncomfortable environment for the students. I encourage you to have conversations with your students about their ancestry, family history, and any unique cultural traditions that exist. The students will not be mandated to share any private information that they choose to keep to themselves. They will, however, be encouraged to reflect through writing. I will grade the students on participation and if they will have the option of marking any paperwork that they would prefer for me not to read.

The two books that the students will be assigned to read are “*Marcelo in the Real World*” by Francisco X. Stork and “*How does it feel to be a Problem*” by Moustafa Bayoumi. *Marcelo in the Real World* is about a young boy, Marcelo Sandoval, that “hears music that nobody else can hear — part of an autism-like condition that no doctor has been able to

identify. But his father has never fully believed in the music or Marcelo's differences, and he challenges Marcelo to work in the mailroom of his law firm for the summer . . . to join "the real world." *How does it feel to be a Problem*, "Moustafa Bayoumi introduces us to the individual lives of seven twentysomething men and women living in Brooklyn, home to the largest number of Arab Americans in the United States. Through telling real stories about young people in Brooklyn, Bayoumi jettisons the stereotypes and clichés that constantly surround Arabs and Muslims and allows us instead to enter their worlds and experience their lives."

Again, your students will not be mandated to submit any personal information that they wish to keep to themselves. They will, however, be graded on their participation and contributions to class discussions related to some of the historical events that have taken place in history. If you would prefer for your student to not participate in any way with this upcoming unit, please sign the slip below and send it back to your student to return to class.

Sincerely,

Ms. Lenet Rivas

By signing below, I do not consent for my student to participate, read, or complete any and all related activities to the "Embracing Differences in America" unit. An outline of their alternative coursework will be discussed with the student.

Student Name

Parent Name

Parent Signature

Appendix N

NAME: _____
DATE: _____
GROUP NUMBER: _____

Mock Presentation Feedback

Presentation #1

Presenter: _____

Things the person did well:

- _____

- _____

- _____

Things the person could improve:

- _____

- _____

- _____

Presentation #2

Presenter: _____

Things the person did well:

- _____

- _____

- _____

Things the person could improve:

- _____

- _____

- _____

Presentation #3

Presenter: _____

Things the person did well:

- _____

- _____

- _____

Things the person could improve:

- _____

- _____

- _____

Presentation #4

Presenter: _____

Things the person did well:

- _____

- _____

- _____

Things the person could improve:

- _____

- _____

- _____

Appendix O

NAME: _____

DATE: _____

Same Story, Different Perspectives

Paragraph #1:

She had always felt the heat, even as a child, though children usually ignore discomfort generated by the weather. In her case, the heat seeped into every pore, seemed to flood her muscles, turning them into inert lumps attached to her bones. She moved from chair to chair on the back verandah of her mother's house, hoping to catch even a slight breeze. Nothing stirred. She fanned her face but felt only the flush on her cheeks intensifying. She moaned softly. How was she supposed to finish the book in this 35C plus climate? Her mother clucked somewhat sympathetically but she knew, had no idea of what this cost her- to sacrifice that project because of heat in a house that still had no air-conditioning. But of course, she realized. The older people become, the more they feel the cold. To her mother, this was probably perfectly pleasant. But to her, to her, Miranda, it was torture.

Paragraph #2:

I always felt the heat, even as a child, though children usually ignore discomfort generated by the weather. In my case, the heat seeped into every pore, seemed to flood my muscles, turning them into inert lumps attached to my bones. I moved from chair to chair on the back verandah of my mother's house, hoping to catch even a slight breeze. Nothing stirred. I fanned my face but felt only the flush on my cheeks intensifying. I moaned softly. How was I supposed to finish the book in this 35C plus climate? My mother clucked somewhat sympathetically but I knew, had no idea of what this cost me- to sacrifice that project because of the heat in a house that still had no air conditioning. But of course, I realized. The older people become, the more they feel the cold. To my mother, this was probably perfectly pleasant. But to me, to me Miranda, it was torture.

Paragraph #3:

You had always felt the heat, even as a child, though children usually ignore discomfort generated by the weather. In your case, the heat seeped into every pore, seemed to flood your muscles, turning them into inert lumps attached to your bones. You moved from chair to chair on the back verandah of your mother's house, hoping to catch even a slight breeze. Nothing stirred. You fanned your face but felt only the flush on your cheeks intensifying. You moaned softly. How were you supposed to finish the book in their 35C plus climate? Your mother clucked somewhat sympathetically but you knew, had no idea of what this cost you- to sacrifice that project because of heat in a house that still had no air conditioning. But of course, you realized, the older people become, the more they feel the cold. To your mother, this was probably perfectly pleasant. But to you, to you, Miranda, it was torture.

Appendix P**Public Speaking Notes**

Preparations before your speech:

Tongue Twisters:

How was Harry hastened so hurriedly from the hunt?

- Always start slowly and carefully
- Make sure the beginning and end of each word is crisp and avoid running the words together
- Repeat the phrase, getting faster and faster while maintaining clarity. If you trip over words, stop and start again.

Pronunciation:

- Mispronunciation is an irritation that detracts from whatever you are speaking about. Instead of hearing your message your listeners hear what they interpret as sloppy or poor English. On the basis of what impression they judge you.

Commonly Mispronounced Words/Phrases:

- Anything, everything, nothing something
- I am going
- I have got to
- I want to

Speaking Rate Practice Tips:

- Read or recite part of a text you know and love quickly. If you can record yourself, do so. If not, listen and note the effect it has on you. If you've recorded yourself, play it back. Ask yourself where was the speed effective? Where was it detrimental? Mark those places on your script.
- Time yourself reading or saying your speech at your normal speaking rate. Note the time down. Now go through again having marked passages for slower or faster treatment. Note the new time.
- Practice with a partner. Go through any of the exercises above. Explain what you are doing and ask them to listen for effectiveness. Get them to note examples where you did well and where you needed to alter your rate and why.
- Listen to speakers you admire. They could be radio presenters, preachers... anybody accustomed to speaking in public. Note the different rates of speech they use over the course of their presentation and the effectiveness of them.

Pauses:

- A pause in the right place at the right time gives you:
 - Time to breathe
 - Time to consider what it is you're going to say next
 - Time to receive, and digest feedback you're getting from your audience

- A pause in the right place at the right time gives your audience:
 - Time to breathe
 - Time to let the images or ideas you've given them 'flower' in their minds
 - Time to summarize what's been said
 - Time to prepare for what may be coming next

Not quite the pauses you want:

- The panic pauses. These are the unplanned '*Oh, My Goodness!*' variety. They come unexpectedly like thieves and whip our words away. They leave us gulping and grasping for a way to get back to the safety of what we *thought* we had prepared. And worse still, they seem to last for ever.
Panic pauses NEED eradication. They have *no place* in your speech!

Stance Practices:

- Practice standing on two feet!
- Practice standing 'at ease'.
- Practice standing tall.
- Let your shoulders relax.
- Practice breathing deeply

Gestures:

- Practice speaking either clasping your hands loosely in front of you or with your arms at your side.

Eyes:

- Practice looking at your audience.
- Practice Looking *FROM* your Notes to your Audience.

Face:

- **Raised eyebrows** may be saying: '*I don't believe that.*' '*I doubt or I question what ever you are saying.*'
- **A scrunched forehead** may say: '*I'm thinking hard*' or '*I'm angry and stressed.*'
- **A wrinkled up nose** signals distaste. '*I don't like whatever you've just told me or I've just seen.*'
- **Biting at your lips** can be seen as anxiety or intense concentration
- **Tight lips** can be seen as unwilling to share information or deliberate with-holding
- **A rigid jaw** is often interpreted as trying to keep things under control particularly anger

Appendix O

NAME: _____

DATE: _____

Disabilities and Impairments Notes

Directions: While your classmates are presenting their SlideRocket presentations, note down some of the interesting facts you have learned on each disability. You will turn this in a completion grade and I will return it back for you to have.

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Disability/Impairment: _____

What I learned:

Appendix R

PEER EDITING FORM

Ask a **classmate** to read through what you have written, check off the box next to each question, and write a brief comment that will help improve your work. Underlining and changes are permitted if done in **pencil**.

Peer Editor: _____ Date: _____

Author: _____ Work Title: _____

	Yes	No	Comment
1. Is there evidence of prewriting activity (brainstorm, plan)			
2. Are the title main words capitalized?			
3. Does the title fit the piece?			
4. Are paragraphs used to organize information?			
5. Is the introduction effective?			
6. Is the main idea clear, with a sense of purpose ?			
7. Is information placed in logical order?			
8. Is there enough supporting evidence?			
9. Does the writer stay on topic ?			
10. Is the writing interesting?			
11. Is the word choice appropriate?			
12. Does each sentence begin with a capital letter?			
13. Does each sentence end with a proper punctuation?			
14. Is each sentence a complete thought?			
15. Are there any spelling errors (<i>underline please</i>)?			
16. Are there other words that should be capitalized?			
17. Are plurals and possessives correct?			
18. Are quotation marks used correctly?			
19. Is the conclusion effective and relevant?			
20. Is written text well organized on paper?			
Other comments:			

Appendix S

PROOFREAD IT!

The following checklist will help you proofread, edit and improve your written work. When done, ask a classmate, parent, or a teacher to proofread it again.

Author: _____ Work Title: _____

	Yes	No	Comment
1. Is there evidence of prewriting activity (brainstorm, plan)			
2. Are the title main words capitalized?			
3. Does the title fit the piece?			
4. Are paragraphs used to organize information?			
5. Is the introduction effective?			
6. Is the main idea clear, with a sense of purpose?			
7. Is information placed in logical order?			
8. Is there enough supporting evidence?			
9. Does the writer stay on topic?			
10. Is the writing interesting?			
11. Is the word choice appropriate?			
12. Does each sentence begin with a capital letter?			
13. Does each sentence end with a proper punctuation?			
14. Is each sentence a complete thought?			
15. Are there any spelling errors (<i>underline please</i>)?			
16. Are there other words that should be capitalized?			
17. Are plurals and possessives correct?			
18. Are quotation marks used correctly?			
19. Is the conclusion effective and relevant?			
20. Is written text well organized on paper?			
Other comments:			

Appendix T

NAME: _____

DATE: _____

**Marcelo in the Real World
Vocabulary Worksheet Chapters 1-10 Worksheet**

Directions: Construct a definition for each word based off of the context clues in the novel.

Chapters 1-4

1. Baffled:

2. Imprecise

3. Discordant

4. Proposition

Chapters 5-8

5. Routine

6. Lurches

7. Adjacent

8. Rapid

Chapters 9-10

9. Summoning

10. Subsiding

Appendix U

NAME: _____

DATE: _____

Marcelo in the Real World**Vocabulary Worksheet Chapters 1-10 Worksheet****Directions:** Match up your definition with the Webster dictionary below.**Chapters 1-4:****Baffled** (verb) to confuse, bewilder, or perplex**Imprecise** (adjective) not exact; vague or ill-defined.**Discordant** (adjective) being at variance; disagreeing; incongruous**Proposition** (noun) the act of offering or suggesting something to be considered, accepted, adopted, or done.**Chapters 5-8:****Routine** (noun) commonplace tasks, chores, or duties as must be done regularly or at specified intervals; typical or everyday activity:**Lurches** (noun) an act or instance of swaying abruptly**Adjacent** (adjective) lying near, close, or contiguous; adjoining; neighboring**Rapid** (adjective) occurring within a short time; happening speedily:**Chapters 9-10:****Summoning** (verb) to call upon to do something specified.**Subsiding** (verb) to sink to a low or lower level.

Appendix V

NAME: _____

DATE: _____

Marcelo in the Real World**Comprehension/Vocabulary Test Chapters 1-10****Matching:****30 Points/ 3 Points Each**

- | | | |
|----------------|-------|--|
| 1. Summoning | _____ | a. to sink to a low or lower level. |
| 2. Imprecise | _____ | b. an act or instance of swaying abruptly |
| 3. Rapid | _____ | c. commonplace tasks, chores, or duties as must be done regularly |
| 4. Subsiding | _____ | d. not exact; vague or ill-defined. |
| 5. Baffled | _____ | e. being at variance; disagreeing; incongruous |
| 6. Discordant | _____ | f. occurring within a short time; happening speedily |
| 7. Routines | _____ | g. to confuse, bewilder, or perplex |
| 8. Adjacent | _____ | h. not exact; vague or ill-defined. |
| 9. Lurches | _____ | i. the act of offering or suggesting something to be considered, accepted, adopted, or done. |
| 10 Proposition | _____ | j. lying near, close, or contiguous; adjoining; neighboring |

Multiple Choice**50 Points/ 5 Points Each****Directions:** Using your book, select the best choice for each answer.

1. Arturo, Marcelo's father, would prefer for Marcelo to attend which of the following schools in the fall:

a. Paterson	b. Oak Ridge
c. Osceola	d. Simmons High

2. Marcelo's current working position at Paterson is:

a. Teacher Assistant	b. Stable Man
c. Receptionist	d. Coordinator

3. The main character's point of view follows which of the following perspectives:
- a. 1st person
 - b. 2nd person
 - c. 3rd person
 - d. both **a** and **b**
4. After being presented with Arturo's proposition, Marcelo decides to do what for the summer:
- a. Take a Vacation
 - b. Work at Paterson
 - c. Attend Oak Ridge
 - d. Work at the Law Firm
5. Primary characteristics of Asperger's Syndrome include:
- a. Visual Impairment
 - b. Communication and Social Interaction
 - c. Mobility Constraints
 - d. All of the above
6. Without _____, Marcelo feels disoriented:
- a. Breakfast
 - b. Namu
 - c. a schedule
 - d. his cellphone
7. "IM" refers to:
- a. Instant Messaging
 - b. Inside Moments
 - c. Individual Movements
 - d. Internal Music
8. Jasmine's attitude towards' Marcelo on his first day in the office is:
- a. Bitter and Upset
 - b. Ecstatic
 - c. Happy
 - d. Surprised
9. Marcelo's condition structures his mind to take everyone _____ .
- a. Sarcastically
 - b. Literally
 - c. Figuratively
 - d. none of the above
10. When speaking to Jasmine, what does Marcelo state as his favorite interest:
- a. Animals
 - b. Reading
 - c. Music
 - d. God

Appendix W

NAME: _____

DATE: _____

**Marcelo in the Real World
Vocabulary Worksheet Chapters 11-30 Worksheet**

Directions: Construct a definition for each word based off of the context clues in the novel.

Chapters 11-13

- 1. Profligate

- 2. Auspices

- 3. Sulk

- 4. Grimace

Chapters 14-17

- 5. Endowed

- 6. Wield

- 7. Eminently

- 8. Optimum

Chapters 18-20

- 9. Monopolize

- 10. Palpitates

Chapters 20-24

- 1. Synapses

- 2. Peculiar

- 3. Conundrum

- 4. Deciphered

Chapters 25-27

- 5. Menacing

- 6. Emanating

- 7. Mire

- 8. Wiles

Chapters 28-30

- 9. Dissonant

- 10. Initiative

Appendix X

NAME: _____

DATE: _____

Marcelo in the Real World**Vocabulary Worksheet Chapters 11-30 Worksheet****Directions:** Match up your definition with the Webster dictionary below.**Chapters 11-13:****Profligate** (adjective) utterly and shamelessly immoral or dissipated;**Auspices** (noun) patronage; support; sponsorship:**Sulk** (verb) to remain silent or hold oneself aloof in a sullen, ill-humored, or offended mood:**Grimace** (noun) a facial expression, often ugly or contorted, that indicates disapproval, pain, etc.**Chapters 14-17:****Endowed** (verb) to provide with a permanent fund or source of income:**Wield** (verb) to exercise (power, authority, influence, etc.), as in ruling or dominating.**Eminently** (adjective) high in station, rank, or repute; prominent; distinguished:**Optimum** (noun) the best or most favorable point, degree, amount, etc., as of temperature, light, and moisture for the growth or reproduction of an organism.:**Chapters 18-20:****Monopolize** (verb) to obtain exclusive possession of; keep entirely to oneself:**Palpitates** (verb) to pulsate with unusual rapidity from exertion, emotion, disease, etc.; flutter**Chapters 20-24:****Synapses** (noun) a region where nerve impulses are transmitted and received**Peculiar** (adjective) strange; queer; odd:**Conundrum** (noun) a riddle, the answer to which involves a pun or play on words,

Deciphered (verb) to make out the meaning of

Chapters 25-27:

Menacing (noun) something that threatens to cause evil, harm, injury, etc.; a threat:

Emanating (verb) to flow out, issue, or proceed, as from a source or origin; come forth; originate.

Mire (noun) a tract or area of wet, swampy ground; bog; marsh.

Wiles (noun) a trick, artifice, or stratagem meant to fool, trap, or entice; device.

Chapters 28-30:

Dissonant (adjective) disagreeing or harsh in sound; discordant.

Initiative (noun) an introductory act or step; leading action:

Appendix Y

NAME: _____

DATE: _____

Marcelo in the Real World**Comprehension/Vocabulary Test Chapters 11-30****Matching:****20 Points/ 2 Points Each**

Directions: Insert the letter of the definition that corresponds with each vocabulary word in the blank provided.

- | | | |
|---------------|-------|---|
| 1. Deciphered | _____ | a. utterly and shamelessly immoral or dissipated; |
| 2. Grimace | _____ | b. a riddle, the answer to which involves a pun or play on words, |
| 3. Wiles | _____ | c. an introductory act or step; leading action: |
| 4. Eminently | _____ | d. to make out the meaning of |
| 5. Palpitates | _____ | e. strange; queer; odd: |
| 6. Peculiar | _____ | f. high in station, rank, or repute; prominent; distinguished: |
| 7. Initiative | _____ | g. to provide with a permanent fund or source of income: |
| 8. Profligate | _____ | h. a facial expression, often ugly or contorted, that indicates disapproval, pain, etc. |
| 9. Endowed | _____ | i. to pulsate with unusual rapidity from exertion, emotion, disease, etc.; flutter |
| 10 Conondrum | _____ | j. a trick, artifice, or stratagem meant to fool, trap, or entice; device. |

Multiple Choice:**25 Points/ 5 Points Each**

Directions: Using your book, select the best choice for each answer.

1. What is Marcelo's biggest fear?
- | | |
|------------|---------------|
| a. Spiders | b. Wendell |
| c. Ponies | d. Small Talk |

2. On Marcelo’s first day, Jasmine provides a schedule. Why do Marcelo’s eyes well with tears after reading the note?

- a. It smells of onions
- b. Marcelo is unable to control his emotions
- c. Jasmine hates him
- d. The notes states for Marcelo to stay home

3. _____ are Wendell’s special interest:

- a. Law Cases
- b. Women
- c. Yachts
- d. None of the Above

4. What metaphor does Jasmine use to describe the feeling of trust to Marcelo?

- a. Reading
- b. Cars
- c. CD’s
- d. Going to School

5. What does Marcelo describe as beautiful?

- a. The Playground
- b. Namu
- b. His Tree house
- d. Music

Short Answers:

25 Points/ 5 Points Each

Directions: In 2-3 sentences, state the answer to each question. Use textual evidence when necessary.

6. While at the gym, what does Marcelo clarify with Arturo that makes him feel hurt and confused?

7. What do Marcelo and Jasmine discover in the picture that lead them to Jerry Garcia?

8. Who is Arturo’s biggest client and what are the pending charges against the company?

9. What agreement do Marcelo and Wendell make? Why does Marcelo pursue the agreement?

10. What about the picture being in the trashcan is unsettling to Marcelo?

Appendix AA

NAME: _____

DATE: _____

How does it Feel to be a Problem?

Comprehension Test Chapters 5-7

50 Points/ 10 Points each

Short Answers:

Directions: Answer each question in 4-5 sentences. Use textual evidence to support your answer.

1. If you'd been on the bus with Yasmin, would you have defended the woman with the baby? How could that situation have been handled better?

2. Discuss your impressions of Brooklyn. In what ways do you think the story would have been different if the author had chosen another location?

3. Which of the individuals profiled in the book did you most identify with? Why?
