
Journey through Time with Literature

Past. Present. Future.

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Rationale

This is a five week unit designed for an eighth grade language arts class made up of twenty-four students with each class period being fifty minutes in length. The theme of the unit revolves around the concept of time. For an eighth grade student, the idea of time is all relative. A forty year old is ancient. While the novels that will be read throughout this unit consist of physical time travel, we will be exploring the definition of “time travel” and how that plays into our every day routine. The purpose of this unit is to help the students better understand their journey through life by asking a few critical questions about their past, present, and future. The teacher will help the students to discover how meaningful their life was, is, and can continue to be.

Each week of this unit is broken down here in this rationale, as well as in the unit outline. It is important that we can grasp the full purpose of this unit as we “travel” through it together. The first week of the unit is an introductory week. Students will begin whole class discussions on this idea of what time is, as well as begin working in literature circles to enhance their cognitive discussions and to learn from their peers. The literature circles are also designed to reach out to every type of learner in the class. They are given roles within their groups, which you will discover in the Appendix of this unit that will allow for each student’s strengths to be targeted. Another important note to hit on is how the books are

being assigned. Unbeknownst to the students, the novels are assigned based on reading level. This has been done to ensure that all students are given reading material that is not too difficult, but it will still challenge their abilities and stretch them to a higher level. In addition to these things, they will be participating in a scavenger hunt. The purpose of this activity is to help them develop further understanding of the theme, as well as to have a little bit of fun along the way. Lastly, students will be given a set of discussion questions that correspond with their assigned novel and a reading journal assignment. The reading journal should be filled out throughout their entire novel, while the discussion questions will be done as a group and then presented to the class. The purpose of these things is to help the students learn how to better analyze a text and draw connections between reality and fiction.

The second week has a theme, which is entitled “Blast from the Past”. During this week, students will answer discussion questions about the historical past, as well as their own personal pasts. We will explore the effects that our past can have on our lives, while at the same time discovering our ability to change our futures based on the experiences that we’ve gathered from the past. The two main activities that will occur during the second week of the unit are watching the film, “Back to the Future” and creating an original piece for a time capsule. We’ll be watching “Back to the Future” because it brings up a lot of useful open-ended

questions about how the past can change the future. There will be a set of discussion questions that they are required to answer about the film to help with their comprehension of the overall unit theme. The time capsule activity is being used as a fun way to get their creative juices flowing. While the end result is having them understand that things do change over time and leaving behind pieces of work will help people in the future to better understand the past, they will also be continuing their practice in personal writings, drawings, and recordings.

The third week of the unit is entitled “Live for Today”. During this week, students will continue in their whole class discussions. However, instead of talking about the past, they will now be talking about the things they do right now. This is significant because it will allow the students to draw connections between their past and the present. During the third week, they will also be creating a personal clock that has them write down what they do every single hour of the day. This will aid in their ability to draw connections because they will be able to see on paper all of the things they do on a regular basis, thus creating an out of the ordinary visual representation of their ordinary schedule. The students will also be introduced to their final project during this week. Their final project is going to be a virtual timeline created on www.dipity.com that is going to be presented to the entire class. The purpose of this project is to help students to pull the entire unit together. The idea of having one cohesive line of past, present, and future will

allow the students to see how their past has affected their present (if it has), how their present is preparing them for their future, and how they can take all of this information and develop life goals for themselves. The last thing to touch on for week three is the guest speaker. Margaret Peterson Haddix, the author of all three of our primary texts, will be coming to speak to the students. This is such a thrilling event because this will allow the students to ask any questions they have about the novels themselves, as well as ask questions on achieving goals. After all, becoming a novelist is not an easy task. Having a successful novelist speak to the students about obtaining a career that may otherwise be deemed “unrealistic” by most people could be truly moving.

The fourth week of the unit is themed “Discover Tomorrow”. During this week, the students will be continuing to answer whole class discussion questions on the concept of their future, as well as analyzing a poem entitled “The Future, Unknown” by Brie Carter. The purpose of this assignment is to allow students to see how many possibilities there are for their future. The idea of discovery is an important one. Students need encouragement in all of their life journeys. Another important activity that students will be participating in is writing a letter to them. These are letters that the teacher will be collecting and returning to them at the end of the year so that they may see the growth that occurs in such a short amount of time.

The fifth and final week of the unit will be spent finalizing their reading journals and timeline projects. Thursday and Friday will be spent as presentation days where students will not only share the growth that they have experienced personally, but the growth that their classmates have made as well. This will be an exciting time because it will unify the class and bring the unit full circle.

A lot of time and effort has been put into this unit and I truly believe that students would benefit greatly from the journey that would ensue because of it. Time is precious and we can learn so much from it. This unit will bring new light to the definition of time and what that means to their past, present, and futures. Enjoy!!

Goals and Objectives

Goals:

- Understand their pasts
- Explore the reasons for their present actions
- Discover their futures
- Discover how their past will/will not affect their future
- Cultivate strong goals for their futures
- Understand how to achieve future goals

Objectives - Students Will Be Able To:

- **Read** assigned text
- **Research** an assigned time period
- **Work** in literature circles
- **Create** a “time machine” writing
- **Recognize** and **correct** grammar mistakes
- **Find** items listed for a scavenger hunt
- **Respond** to in-class discussion questions
- **Watch** and **analyze** a film
- **Spell** and **define** provided words
- **Create** an original piece for a time capsule
- **Present** novel discussions to the class
- **Define** the value of an hour
- **Ask** strong and in-depth questions
- **Use** internet tools effectively
- **Read** and **analyze** a poem
- **Work** diligently in-class
- **Create** and **present** a timeline of their life

Standards

Speaking and Listening Standards:

- SL.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.
 - a) 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.
 - b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language Standards:

- L.8.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.8.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Writing Standards:

- W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.
 - a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.6 - 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.
- W.8.7 - 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.

Reading Standards for Literature:

- RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 - Determine a theme or central idea of a text and 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.
- RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Texts Used in this Unit

Novels:

- *Running Out of Time* by Margaret Peterson Haddix
- *Turnabout* by Margaret Peterson Haddix
- *Found* by Margaret Peterson Haddix

Films:

- “Back to the Future” directed by Robert Zemeckis

Poems:

- “The Future, Unknown” by Brie Carter

Songs:

- “This is Your Night” by Amber
- “Livin’ on a Prayer” by Bon Jovi
- “Sweet Dreams” by Eurhythmics
- “Don’t Stop Believing” by Journey
- “Restless” by Alison Krauss
- “The Great Escape” by Boys like Girls
- “Good Directions” by Billy Currington
- “It’s Still Rock and Roll to Me” by Billy Joel
- “Whenever You Remember” by Carrie Underwood

Unit Outline

Week One:

Day One (Monday)

2 minutes: Attendance; housekeeping

5 minutes: Pick a 'time period' out of the "Time Machine" (aka – the topic box) (See Appendix A). Find the person who has the same time period as you and wait for further instruction.

18 minutes: Have students research (if necessary) the time period that they selected. Encyclopedias will be available, as well as the computers in the back of the classroom. Walk around the room and assist where needed.

18 minutes: Each pair will briefly present their time period to the class.

7 minutes: Explain the unit. Discuss how they've gotten a sneak peak at all the different types of time there are and how we're going to explore each of those throughout the next 5 weeks. We'll discover our past, present, and futures together. "Buckle up! It's going to be a bumpy ride!"

Day Two (Tuesday)

2 minutes: Attendance; housekeeping.

18 minutes: Introduce each novel, spending 6 minutes per novel. Discuss the types of time travel that occur within them and how they are similar/different from each other.

15 minutes: Break-up into their assigned literature circles (6 groups of 4). Hand out each group their books. 2 groups will get the novel *Found*, 2 groups will get the novel *Turnabout*, and 2 groups will get the novel *Running out of Time*. Groups have been assigned based on reading level. Have each group write a prediction of what they think the book is about based on the title, as well as based on the cover picture. Then get with the other group that has the same book as them and compare predictions.

10 minutes: Pass out "Literature Circles" (See Appendix B), "Reading Timeline" (See Appendix C), and "Reading Journal" (See Appendix D). Go over each of these handouts and have students ask any questions they may have.

5 minutes: Each student should write on a piece of paper what their looking forward to the most about their book. This is also the time to ask any questions about their novel.

Day Three (Wednesday)

2 minutes: Attendance, housekeeping

10 minutes: Break up into literature circles. Pass out “Novel Discussion Questions” (See Appendix E, F, and G). There is a set of questions for each novel. Explain that they should be filling out the questions along with their “Reading Journal” (See Appendix D). Allow time for questions.

28 minutes: Have students gather craft materials (construction paper, crayons, markers, stickers, etc.) from the back of the room. Each student should create a time machine of their own. After drawing the machine, they should write a paragraph explaining how the time machine works. Tell them to be creative and thorough in their explanations. These will be collected at the end of the class period and assessed based on participation.

10 minutes: Request volunteers from the class to share their time machine with the class. If nobody volunteers, names will be pulled randomly from the “participation cap”

Day Four (Thursday)

2 minutes: Attendance, housekeeping

15 minutes: “Caught Ya!” grammar mini-lesson (See Appendix H). The sentences, phrases, and paragraphs used for the lesson will come from the three texts currently being read by the students. After working individually on correcting the prompt, we will then go over it as a class.

25 minutes: Reading Time – this is the only day in class that they will be given reading time. They should have started reading the previous night and can refer to their “Reading Timeline” (See Appendix C) in order to see where they should be reading to.

8 minutes: Students may break up into their Literature Circle groups and discuss what they’ve read so far and assist one another with the discussion questions that correspond with any new knowledge they have gained.

Day Five (Friday)

2 minutes: Attendance; housekeeping

10 minutes: Break up into Literature Circles. Hand out “Time Quest” (See Appendix I) and explain the rules to the scavenger hunt. This is also the time in which students should ask any questions regarding the game. Pass out brown paper bags.

30 minutes: Students should be participating in “Time Quest”. If they need help, the teacher will

be available for questioning.

8 minutes: Students gather back together and share everything that they found. They should turn in their “Time Quest” sheet. For homework, students should record the significance of the artifacts that were gathered on the scavenger hunt in relation to time/time travel. They will also take home the “Back to the Future” video permission slip (See Appendix J) to be signed and brought back to class by Tuesday of the upcoming week.

Week Two: Blast from the Past

Day Six (Monday)

2 minutes: Attendance; housekeeping

10 minutes: Discuss theme week. This week is entitled “Blast from the Past” (See Appendix K). Lead students in a whole class discussion on how or why the past matters.

35 minutes: Using the computer lab, students will create a family tree on Ancestry.com (See Appendix L). The teacher will be walking around the computer lab to supervise the work of students and making one’s self available for questions.

3 minutes: The class will go back to class and write down one thing that they discovered about their family that they didn’t already know. This should be written on a slip of paper and handed in to the teacher on their way out of class.

Day Seven (Tuesday)

2 minutes: Attendance; housekeeping; last call for movie permission slips

10 minutes: “Spell to Excel” mini-lesson (See Appendix M). Review this week’s spelling words and remind students to be studying for the quiz on Friday.

8 minutes: Students will break into their Literature Circles and discuss with each other their discussion questions.

10 minutes: Students will then get with the other Literature Circle that is reading the same book as they are (3 big groups of 8 instead of 6 groups of 4). In these larger circles, they should brainstorm how they want to share their discussion questions about their novel to the class.

15 minutes: Each large Literature Circle will have 5 minutes each to share their responses to the class. This is to ensure that the entire class is gaining knowledge on all of the books that are being read by students, not just the one they are reading themselves.

5 minutes: All students should be back in their seats and this is the time to ask any questions that

they may have had about any of the novels that were discussed and presented. They should also write down one thing that they have found interesting about their novel so far on a slip of paper and turn it in on their way out.

Day Eight (Wednesday)

2 minutes: Attendance; housekeeping

48 minutes: Watch “Back to the Future”. Inform students that they will be given a discussion question handout the following day so they need to make sure they are paying attention. The questions will be turned in for a grade.

Day Nine (Thursday)

2 minutes: Attendance; housekeeping; pass out “Back to the Future” Discussion Questions (See Appendix N)

48 minutes: Finish “Back to the Future”. Students should finish the discussion questions for homework

Day Ten (Friday)

2 minutes: Attendance; housekeeping; turn in “Back to the Future” DQ’s

15 minutes: Go over the movie discussion questions and allow students to draw connections between one another’s answers, as well as to the unit’s theme.

13 minutes: Ask students if they know what a time capsule is and have them share their knowledge with the class. If further explanation is needed, the teacher may provide that at this time. Then explain to the class that they will be creating a piece of writing, drawing, painting, recording, etc. to put into the time capsule (See Appendix O). Tell them that we will be burying the time capsule at the end of the unit and it will be re-opened 4 years later when they graduate from high school.

18 minutes: Students will work on whatever it is they want to include in the time capsule. If it is a recording, they may use the computers in the back of the room. Paper, crayons, markers, etc. will be provided for those who need it.

2 minutes: Students should clean their work space and either turn-in their completed time capsule treasure or complete it for homework over the weekend.

Week Three: Live for Today

Day Eleven (Monday)

2 minutes: Attendance; housekeeping

8 minutes: Explain that this week's theme is "Live for Today". Dive into a class discussion on why the things we do in our daily life is important. Have them talk about how the things they do now could lead to multiple outcomes in the future. Class lead discussion question examples (Appendix P).

5 minutes: Give instructions on "Only Time will Tell" Project (See Appendix Q). Allow them to ask any questions they may have once the explanation has been given.

20 minutes: Work on the project. All the supplies (construction paper, markers, crayons, etc.) will be provided. Teacher will be walking around the room available for questions.

15 minutes: Now the class will create a whole class clock. This will be done on the board using a hula-hoop as the clock. It will be a 60 minute clock. Students will come to the board and fill in each 5 minute section with the things we do in class every day. This will lead into a discussion on what the significance of our time in class is.

Day Twelve (Tuesday)

2 minutes: Attendance; housekeeping

8 minutes: Each student should write down a song title that somehow (no matter how abstractly as long as they can defend it) relates to the novel they're reading in their literature circle and put it into the corresponding literature circle hat that will be passed around the room (3 hats...each with a different book label). Then, we will send the hats back around the room for them to draw a song out of. They should pull a song out of the hat that is their assigned book for the unit. If they pull their own song, they should choose a different one.

10 minutes: The teacher will play a clip of each of the songs. Students should be taking brief notes on each of the songs that is being played to represent their novel. If a song is inappropriate, there will be a list of songs to replace the inappropriate ones (See Appendix R).

15 minutes: On a piece of paper (that will be turned in), students should write down how whatever song they have pulled from the hat relates to their novel. It should be at least a half a page with examples from the novel to support their reasoning.

12 minutes: Students should break into their large literature circle groups (3 groups of 8) and discuss the songs they each had and the response they gave with the song. They should be looking to see if anyone had the same song as them, what parts of the book people focused on, if the reasoning was supported, etc.

3 minutes: Students should straighten their desks up and turn in their song analysis papers.

Day Thirteen (Wednesday)

2 minutes: Attendance; housekeeping

12 minutes: “Caught Ya!” grammar mini-lesson (See Appendix H). Like the first grammar mini-lesson, the phrases, sentences, and paragraphs used in the lesson will come from student work and the novels they are reading.

8 minutes: Students will break into their Literature Circles and discuss with each other their discussion questions.

10 minutes: Students will then get with the other Literature Circle that is reading the same book as they are (3 big groups of 8 instead of 6 groups of 4). In these larger circles, they should brainstorm how they want to share their discussion questions about their novel to the class.

15 minutes: Each large Literature Circle will have 5 minutes each to share their responses to the class. This is to ensure that the entire class is gaining knowledge on all of the books that are being read by students, not just the one they are reading themselves.

3 minutes: All students should be back in their seats and this is the time to ask any questions that they may have had about any of the novels that were discussed and presented. They should also write down one thing that they have enjoyed about the unit so far on a slip of paper and turn it in on their way out.

Day Fourteen (Thursday)

2 minutes: Attendance; housekeeping

15 minutes: Introduce the project that will be turned in at the end of the unit. Pass out an instruction sheet (See Appendix S), as well as the rubric for the project (See Appendix T). Go over the instruction sheet and allow students to ask any questions that they have about the instructions or the rubric.

15 minutes: Begin a brainstorm check list of things that they’d like to include in their project. The teacher should walk around and ask to see their lists for an informal participation assessment.

15 minutes: Prepare for the guest speaker (Margaret Peterson Haddix) the following day. Students should write a list of at least 5 questions they would like to ask her. Instruct students that they should stay away from yes/no questions.

3 minutes: Students should finish their question list for homework. It will be checked at the beginning of class the next day.

Day Fifteen (Friday)

2 minutes: Attendance; housekeeping; check guest speaker questions

3 minutes: Arrange the tables in a semi-circle and then the teacher will introduce Mrs. Margaret Peterson Haddix.

30 minutes: Haddix will speak about her work as a novelist, as well as how she got to where she is today.

15 minutes: Q&A session for the students. This is when students will be able to ask the questions they prepared for Haddix.

Week Four: Discover Tomorrow

Day Sixteen (Monday)

2 minutes: Attendance; housekeeping

13 minutes: Write thank you cards to Margaret Peterson Haddix. Students should include something specific that they learned from her speech or the Q&A session.

15 minutes: Explain that the theme for the week is “Discover Tomorrow”. The teacher will begin the discussion with prepared questions (See Appendix U). The week is about the future, goals we set, and how we obtain them. Students will chime in once discussion begins.

18 minutes: The remainder of class time will be spent as reading time. If they are ahead of their reading schedule, they may take this time to work on the next set of discussion questions or to write a response in their reading journal.

2 minutes: Instruct students to finish their Thank You cards for homework and tell them what a great job they all are doing with their reading!

Day Seventeen (Tuesday)

2 minutes: Attendance; housekeeping

15 minutes: “Spell to Excel” mini-lesson (See Appendix V).

5 minutes: Assign laptops to each student from the mobile laptop cart. Ask students to keep the laptops closed until instructed otherwise.

10 minutes: The teacher will guide students through the website and teach them how to use the web tool. The teacher will also hand out an instruction sheet (See Appendix W) so

that they can take it home and have a resource to turn to.

15 minutes: Students will be given this time to work on the website and just explore all of the tools that it has to offer. If they choose, they could even put some of their brainstorm ideas from the previous week onto their timeline.

4 minutes: Return laptops to their assigned spot on the mobile cart.

Day Eighteen (Wednesday)

2 minutes: Attendance; housekeeping

5 minutes: Read the poem aloud to the class in a theatrical manner.

5 minutes: Have students break-up into their small literature circle groups (6 groups of 4). Hand each group a copy of the poem “The Future, Unknown” by Brie Carter (See Appendix X) upside down and tell them not to turn it over yet. The students will also be given a set of highlighters.

20 minutes: The teacher will read the poem aloud to the class and then instruct them to turn it over once the reading has been completed. The teacher will now explain to the students that they are to take the next few minutes to read the poem over again. They will be instructed to use the highlight code, which is on their copy of the poem, and highlight accordingly. If they finish highlighting before time is up, they should discuss amongst their group why they highlighted the way they did.

15 minutes: Each group will come to the front of the room and present for just a couple of minutes their highlighted poem and explain why they highlighted their poem the way they did.

3 minutes: Class will be brought to a close with the teacher pointing out any similarities and/or differences in what the students presented to the class. If there are any final questions, this would be the time for students to ask.

Day Nineteen (Thursday)

2 minutes: Attendance; housekeeping

8 minutes: Give students the instructions for the day’s in-class assignment. Students should reflect on the previous day’s poem that we discussed in class. The teacher will project it onto the board in case they have forgotten what the poem said. The instructions for the day are for students to write their own poem that is about traveling in time in a literal or in an abstract way. It can be about traveling back in time, a poem about their daily routine, or a poem about their future.

30 minutes: Students will be working on their poems during this time. The teacher should be made available for questions, comments, or concerns.

8 minutes: The teacher will ask students for volunteers to share their poem, or to share the gist of their poem if they are not comfortable reading it aloud to the class.. If nobody volunteers, students names will be pulled from the volunteer cap.

2 minutes: The teacher will collect their poems. If a student was not able to finish they should take it home and complete it for homework. Remind students to dress up as what they want to be when they grow up for class the next day. If they don't want to wear it to school, they should plan on just bringing it to change for class.

Day Twenty (Friday)

2 minutes: Attendance; housekeeping

5 minutes: Read a letter aloud to the class (See Appendix Y) and ask them to write down who they think the recipient of the letter was. After a few guesses, reveal that the recipient was you, the teacher. Explain that this was a letter you wrote to yourself when you were a freshman in college and then re-opened and read when you were graduating from college. Tell the students that this is what they will be doing today. They are to write a letter to themselves about anything they want. Maybe they could talk about how they feel right now, what kinds of things they are interested in, etc.

18 minutes: During this time, students will be writing their letters. When they finish writing it, they should bring the letter to you where you will seal it in an envelope. Once everyone has turned them in, tell them that you will return these letters at the end of the year so that they can see how much they have changed in such a short amount of time.

23 minutes: Each student will now come to the front of the room and tell the class what it is they want to be when they grow up and share how their outfit reflects that. They should also talk about what preparation is necessary to achieve that career (schooling, training, practice, etc.)

2 minutes: Remind students that their Reading Journals and Timelines will be due the following week. They should be finishing their books this weekend and gather any final timeline information they may need. Remind them that they will be given two in-class workdays to complete their projects.

Week Five:

Day Twenty-one (Monday)

2 minutes: Attendance; housekeeping

12 minutes: “Caught Ya!” grammar mini-lesson (See Appendix H). Like the first grammar mini lesson, the phrases, sentences, and paragraphs used in the lesson will come from student work and the novels they are reading.

8 minutes: Students will break into their Literature Circles and discuss with each other their discussion questions.

10 minutes: Students will then get with the other Literature Circle that is reading the same book as they are (3 big groups of 8 instead of 6 groups of 4). In these larger circles, they should brainstorm how they want to share their discussion questions about their novel to the class.

15 minutes: Each large Literature Circle will have 5 minutes each to share their responses to the class. This is to ensure that the entire class is gaining knowledge on all of the books that are being read by students, not just the one they are reading themselves.

3 minutes: All students should be back in their seats and this is the time to ask any questions that they may have had about any of the novels that were discussed and presented. They should also write down their favorite lesson from the unit on a slip of paper and turn it in on their way out.

Day Twenty-two (Tuesday)

2 minutes: Attendance; housekeeping

3 minutes: Students will be assigned a laptop from the mobile laptop cart to work on their projects.

37 minutes: Students should be working diligently on their timeline. The teacher will be available for any questions that students might have.

8 minutes: Students should return their laptops to the assigned slots on the mobile cart. The teacher will pass a sign-up sheet (See Appendix Z) around the room for students to sign-up for their presentation day.

Day Twenty-three (Wednesday)

2 minutes: Attendance; housekeeping

3 minutes: Students will be assigned a laptop from the mobile laptop cart to work on their projects.

40 minutes: Students should be working diligently on their timeline. If they finish before the end of the period, they may read a book. The teacher will be available for questions.

5 minutes: Students should return their laptops to the assigned slot on the mobile cart. Remind students that presentations begin the following day in class. They should also be reminded of their reading journals being due the following day in class.

Day Twenty-four (Thursday)

2 minutes: Attendance; housekeeping; collect reading journals

45 minutes: Presentations!! Students will present in the order they signed up for in-class on Tuesday. This order will also be posted on the board.

3 minutes: Students should write down one thing they learned today from the presentations.

Day Twenty-five (Friday)

2 minutes Attendance; housekeeping

45 minutes: Presentations!! The remaining group of students who need to present will do so.

3 minutes: Students should fill out a quick questionnaire (See Appendix AA) about the unit and turn it in on their way out of the room.

Appendix

Appendix A

Time Periods

Below are the time period strips that will be cut apart, folded and placed inside the “topic box”, or for this unit “The Time Machine”. Each topic is in the box three times.

<i>Yesterday</i>	<i>Yesterday</i>	<i>Yesterday</i>
The year you were born	The year you were born	The year you were born
<i>Tomorrow</i>	<i>Tomorrow</i>	<i>Tomorrow</i>
20 years from now	20 years from now	20 years from now
<i>40 years from now</i>	<i>40 years from now</i>	<i>40 years from now</i>
The 1920's	The 1920's	The 1920's
The 1800's	The 1800's	The 1800's
<i>60 years from now</i>	<i>60 years from now</i>	<i>60 years from now</i>

Appendix B

Literature Circles

For every reading assignment, you will meet the following day with your literature circles. For each meeting time you will be given a different role to fulfill. Each member must have done each job **at least twice**. You are to keep track of what goes on in each meeting, as well as what your role is (and the work you have done to fulfill it) in your reading journals. The roles are:

Discussion Director

Your job is to come up with at least three questions based on your reading for your group to discuss. This could be based on a theme, literary element, or plot development.

Passage Master

Your job is to find a quote or passage from your reading that you think is important. You will read this quote or passage to your group and then you will all discuss your feelings on that particular item.

Connector

Your job is to relate your reading to a current situation in the news, your community, or your school. You must be prepared to educate your group members on the situation if they are not familiar with it.

Illustrator

Your job is to draw either a symbol or the action that takes place in your reading. You will present this illustration to your group and you will then discuss how it relates to your reading.

Appendix C

Reading Timeline

For this timeline, a week is Monday to Monday. This means the weekend is included in your reading time.

If you're reading *Running Out of Time*:

Week One: Chapters 1-6

Week Two: Chapters 7-12

Week Three: Chapters 13-18

Week Four: Chapters 19-24

If you're reading *Turnabout*:

Week One: Part One

Week Two: Part Two

Week Three: Part Three (pgs. 139-181)

Week Four: Part Three (pgs. 182-223)

If you're reading *Found*:

Week One: Prologue-Chapter 7

Week Two: Chapters 8-16

Week Three: Chapters 17-25

Week Four: Chapters 26-33

Appendix D

Reading Journal

I am so excited to introduce this novel to you. I hope you enjoy it as much as I do. However, you will not just be reading the novel. You will also be required to keep a reading journal. This journal will be checked every Monday and then collected on the last Thursday of the unit (the first day of project presentations). Your journal is also where you should be recording your literature circle group role information. Below, I have provided a layout that you should follow when writing your journal.

In the character column, you should write the name of the character that was in the chapter you read. If there was more than one character discussed, you should put the second, third, and so on in their own columns below. Make sure that you indicate which chapter you are commenting on. In the description/comments column, you should write at least two sentences about the character and what they did in that chapter. Feel free to be as descriptive as possible.

Character	Ch.	Description/Comments

If you have any questions at all, feel free to ask me.
Happy reading!

Appendix E

Running Out of Time Discussion Questions

1. What kind of person is Jessie? What about her makes her mom put so much faith and confidence in her?
2. Describe Clifton. What is it like to live there? Is there anything that would make you suspect that something odd is happening?
3. How does Jessie react when her mother tells her the truth about Clifton?
4. How do you feel about Jessie's parents keeping the truth from their family?
5. What is it like for Jessie to be around modern day school kids taking a tour of the historical preserve? What observations does she make about their clothing and behavior?
6. Frank Lyle (Isaac Neeley) justifies sacrificing the lives of some Clifton residents by saying that the Clifton project, in the long run, will save lives by strengthening the human gene pool. Do you agree with the idea of sacrificing a few in order to save many? What problems can this lead to?
7. Do you think Jessie's parents deserved to get their children back?
8. Predict how Jessie will survive in the modern world. What challenges await her and her siblings?
9. Pretend Jessie is joining your class for her first day of school in the modern world. How do you think her day would go?
10. How would you explain the last 175 years to someone from the early 1800s?
11. What do you think are the biggest changes between the early 1800s and now?
12. What would you do if you discovered that YOU'RE actually living in a historic preserve, and it's really 175 years in the future outside?

Appendix F

Turnabout Discussion Questions

1. Why do you think Melly keeps Memory Books? What did Anny Beth mean by, ".if you'd lived a life like mine, you'd understand-some years you're happier to forget."?
2. Why does the agency want Melly and Anny Beth to come back?
3. Compare Melly's first life with her second. What has changed? How has the availability of personal information changed the world?
4. Why does the agency forbid the project participants from seeing their families?
5. Why does Mrs. Swanson disobey the agency? What happens?
6. What does Amelia (Melly) mean by, "He was the one (Dr. Reed) who'd played God and begun her unaging"?
7. Why is Melly afraid of the e-mail from A.J. Hazelwood?
8. Melly and Anny Beth cut themselves off from the agency. Why do they do this? Where do they plan to go?
9. Why does Mr. Johnson want to stop aging at seventy-five? What happens to Mr. Johnson?
10. Why did Amelia want to return to Kentucky when she was forty-five? What stops her?
11. Melly and Anny Beth escape the agency and drive to Kentucky. Whose house do they see? Who lives in the house?
12. Who does Melly decide would be their best surrogate parent? Why?
13. How is A.J.'s story unusual? Explain.
14. What does Melly discover about the agency when they return?
15. What happened to the other participants in the project?
16. Melly suggests that PT-1 should be offered to everyone. (As long as they understand the risks.) Do you think that's a good idea?
17. Does the story have an uplifting ending? Why or why not?

Appendix G

Found Discussion Questions

1. Describe the opening scene. Why do you think Haddix decided to start her story here? As you read, make predictions about what you think will happen next.
2. If you received those letters, what would you do? To whom would you show them? Would you, like Jonah, keep them from your parents? Why or why not?
3. What does Chip learn about himself? Do you think a kid has the right to know whether or not they are adopted? Why or why not? Defend your answer. Do you think you would want to know about your birth parents or would you be content as Jonah seems to be?
4. Katherine tells Jonah, “...*If you’re going through some adolescent ‘Who am I?’ phase, it’s not because you’re adopted. Everyone goes through that. I don’t know who I am either.*” (p. 54) Do you feel like this? Do you wonder how others will define you? Do you care?
5. How do Chip and Jonah rule out the letters being a simple prank?
6. Jonah and his parents feel threatened by their meeting with James Reardon at the FBI. How would your parents react? How would you? Would you keep looking for answers even though deportation could happen?
7. What odd events happen at the FBI? Would you have believed Katherine about the disappearing man? Would you have had enough guts to open the file and snap a picture like Katherine did? What do they discover?
8. Create a list of questions you would want to ask the witnesses or survivors if you were Jonah or Chip. Katherine says, “...but when you’re not talking, sometimes you notice things more.” (p. 113) What does Katherine notice about Mr. Reardon? Now you try it. What do you notice that you might’ve missed?
9. What do the kids learn from Angela DuPre at the library? Do you agree with her theory about the babies? How hard would it be for you to believe her?
10. When the kids are sorted at the adoption conference what does Katherine decide to do? Would you have made the same decision? Who are the other kids? How do you think Jonah and Katherine’s parents will react?
11. Explain what happens inside the cave. Is this what you expected from your predictions or were you surprised? Can you figure out who is actually good and who is evil? Why is it so confusing to Jonah and the others? Is it always easy to tell in real life or not?
12. Explain the problems of paradox, ripple and age reversal. Which one would scare you the most? How difficult do you think these issues would be for a novelist in writing the book?

13. Who are the babies? Why were they left on the plane? Whose side do you actually believe? Why? How would you feel if you were Jonah and Chip? Do you think Katherine wishes she stayed behind?

14. Who do you think Jonah is in history? Do you like to read series books? Why?

15. How does the novel end? Was it satisfying? What do you think will happen next in the series? What questions does Haddix leave in your mind for the next book?

Appendix H

Caught Ya! Grammar Mini-Lessons

For the first day of set aside grammar instruction, the below passages should be placed on the board for students to correct in their notebooks. After students have been given time to correct the sentences, the class will go over the sentences as a class.

Incorrect:

- “do you ever wonder whats gonna happen” he asked. “i mean, I really really want to make the basketball team. And then theres college, and being a grown-up...It’s all pretty scary don’t you think”
- when miles clifton announced in the 1980s that he was looking for about 25 familys willing to live like their great great grandparents there was a lot of speculation about who would be interested
- A piece of student work (it will be kept anonymous)

Correct:

- “Do you ever wonder what’s going to happen?” he asked. “I mean, I really, really want to make the basketball team. And then there’s college, and being a grown-up...It’s all pretty scary don’t you think?”
- When Miles Clifton announced in the 1980’s that he was looking for about twenty-five families willing to live like their great-great-grandparents, there was a lot of speculation about who would be interested.
- Student work

For the second day of set aside grammar instruction, the below sentences should be placed on the board for students to correct in their notebooks. Like before, we will go over the corrections as a class once they have been made in their notebooks.

Incorrect:

- a.j.’s eyebrows went higher at Anny Beths use of the word professional Her expression clearly said “You’re a teenager. how can you be a professional at anything”
- jonah felt dizzy trying to figure out all the connections through time. Future, past...the words didnt have the same meanings hed always counted on
- A piece of student writing that needs correcting (it will be kept anonymous)

Correct:

- A.J.'s eyebrows went higher at Anny Beth's use of the word professional. Her expression clearly said, "You're a teenager. How can you be a professional at anything?"
- Jonah felt dizzy trying to figure out all the connections through time. Future, past...the words didn't have the same meanings he'd always counted on.
- Corrected student work

Any other grammar instruction will be taught in conjunction with in-class writing assignments.

Appendix I

Time Quest

1. *Find a pair of time traveling Toms*
2. *Go to the drawing station and draw a picture of the future*
3. *Find a leaf that doesn't quite fit*
4. *Create a time machine on the pavement using chalk*
5. *Write a saying that could allow you to say it and then travel*
6. *Using what's available in the changing station, dress like a career and then come explain it to me*
7. *Go to the computer and create a new invention in Microsoft Paint*
8. *On the outdoor court, shoot the number of baskets that corresponds with your age*
9. *Pick a song and change the words of the chorus to have something to do with time*
10. *Come back to class and wait for further instruction!*

Appendix J

Dear Parent/Guardian,

Next week in class, we will be watching the film *Back to the Future*. We are watching this movie because of its time traveling concept. I would like to convey to the students, that while it's impossible to actually travel in time, the past can play a role in the present and then even on into the future. There will be an assignment that follows the movie. The assignment will be a series of discussion questions that require the students to further analyze the ideas that are presented in the film. I am sending this home to be signed because there is a curse word that is used twice in the movie. By sending this home in advance, this allows time for you to preview the movie if you so choose. If you have a problem with your student watching this movie, an alternate assignment will be given. If you have any questions or concerns, please feel free to contact me.

Regards,
Nicole Smith

I have read the above statement and agree to let my child watch the movie, *Back to the Future*.

Parent's Signature

Date

Appendix K

Blast from the Past Discussion Starter Questions

- 1. What are some of the first words that come to mind when you think about the word “past”.**
- 2. Does our past always have to shape our future?**
- 3. We know it doesn’t always have to, but in what ways *does* our past shape our future?**
- 4. What activities do you participate in because of your past?**
- 5. Why is it important to remember our past?**

Appendix L

Branching Out

Students will create a family tree on www.ancestry.com. When they get to the computer lab, have them use the login information listed below.

Username: warnkeperiod1

Password: branchingout

They should click on “Start a new tree”

There are spaces for the students to type in their parent’s names. If they do not know their mother’s maiden name, they may make the tree using their mother’s married name.

The students will be able to ask questions while creating their virtual family tree.

Appendix M

Spell to Excel Spelling Mini-Lesson

A vast majority of the spelling that will be taught throughout this unit will occur in conjunction with other writing assignments, however there will be two days set aside for specific spelling words/topics. Below, the first day of set aside spelling instructions is listed. The second day of instruction is in Appendix V.

For this first spelling lesson, students will be broken up into their literature circle groups and given a list of words. They will be asked to identify what these words all have in common. They should pick out that they are all in past tense. This is significant because this lesson will be taught during “Blast from the Past” week. After having identified the commonality, they should try to create a crossword puzzle on paper using the words. Bonus points will be awarded for clever clues/definitions.

Below is the list of past tense words for this lesson:

1. Captured
2. Remembered
3. Forgotten
4. Justified
5. Affected
6. Allotted
7. Reconciled
8. Scheduled
9. Benefitted
10. Disappeared

Appendix N

"Back to the Future" Discussion Questions

1. What is the significance of clocks in this film? (i.e. – beginning of the movie, alarms, the clock tower, stop watches, etc.)
2. What deeper meaning could be argued for Doc's "unsuccessful" inventions?
3. What was the time machine in the movie? If you could invent a time machine, what would you use as the "machine" and why?
4. What year did Marty travel to? If you could travel in time, what time period would you travel to and why?
5. If you traveled in time, would you change anything? What might happen if you did change something? Use examples from the movie.
6. Explain the meaning of the film's title.
7. Discuss how language/sayings changes over time. (i.e. – That's Groovy)
8. Would you want to know your future? What would the pros and cons be of knowing it?
9. Would you go with Doc at the end of the movie?
10. At the end of the movie, they travel 30 years into the future. That would mean they traveled to our time period now. Write an alternate ending where the characters travel 30 years into the future from now. (Year 2041)

Appendix O

Time Capsule Instructions

Explain to students that they will be participating in an 8th grade time capsule burial. They should do one of the following in-class projects to contribute to the time capsule.

Writing: Write a letter, poem, short story, etc. about what life is like now. What you're involved in or what's popular.

Drawing/Painting: Draw an image (it may be abstract) of life at school, the activities you participate in, etc.

Recording: On the computer, record a c.d. of what you're involved in, what's popular, or what life's like in school.

Appendix P

Live for Today

Discussion Questions

1. Why do you do the things that you do? (School involvement, sports, hobbies, etc.)
2. Are those things important for the future or they just for fun now?
3. Do you participate in these things because of your past?
4. What types of things are you doing today to prepare for your future?
5. Why does your school work matter in the present?

Appendix Q

Only Time Will Tell

Have students draw a circle on their papers. This should serve as their clock for the project. With that being said, have them write the numbers of a clock around the circle. They should then write down what they do every single waking hour of their typical day. If they have a busier day of the week than others (i.e. – sports practice or club meeting only a certain day of the week) they should pick that day. I have provided an example below.



6:00 am – Wake up, take a shower, eat breakfast

7:00 am – Travel to school, study in the library/meet with a teacher

8:00 am – Go to 1st period

9:00-11:59 am – Class

12:00 pm – Lunch

1:00-2:59 pm – Class

3:00-5:59 pm – Cheerleading practice

6:00 pm – Go home, eat dinner

7:00 pm – Homework

8:00 pm – Family time

9:00 pm – Get ready for bed, watch television

10:00 pm – Go to bed

Appendix R

List of Replacement Songs

Found

1. "This is Your Night" by Amber
2. "Livin' on a Prayer" by Bon Jovi
3. "Sweet Dreams" by Eurhythmics

Running Out of Time

1. "Don't Stop Believing" by Journey
2. "Restless" by Alison Krauss
3. "The Great Escape" by Boys like Girls

Turnabout

1. "Good Directions" by Billy Currington
2. "It's Still Rock and Roll to Me" by Billy Joel
3. "Whenever You Remember" by Carrie Underwood

Appendix S

Instructions for the Final Project

You will be creating a virtual timeline on a secure website (www.dipity.com). This timeline will include a collection of information from your past, present, and future. The project should be a reflection of who you are and what you want to be when you get older. It will be your journey through time.

Speaking of timelines, below is the timeline that we will be following in class for you to keep up with. It has important dates, so make sure you review this with your parents.

Timeline of Important Dates:

- **Thursday (Today):** Receive instruction sheet, as well as the project rubric.
- **Friday-Ongoing:** Collect information about your past (birthday, siblings, activities/sports you participated in when younger, fun facts, interesting/important dates), present (current activities/sports/hobbies, important dates/events), and future (what do you want to be, is there a reason, how will you get there)
- **Tuesday:** Return bottom of this page signed by your parents. This will also be a tutorial day on how to use the website for the project.
- **Weekend:** Collect final bits of information for your timeline. We'll be working on it in-class the next week.
- **Tuesday and Wednesday:** In-class work days.
- **Thursday and Friday:** Presentation days!!

I, _____, have reviewed the above information and dates with my parent/guardian. I know that if I have any questions, I can turn to my teacher for assistance.

Student Signature

Parent/Guardian Signature

Date

Appendix T

Journey through Time(line): Rubric

Work Days:

____/5: Student returned signed instruction sheet on-time.

____/10: Student gathered information and brought it to class on in-class work days.

____/10: Student worked diligently during in-class work days.

Timeline:

____/5: At least 5 dates from the past

____/5: At least 4 dates for the present

____/5: At least 5 dates for the future

____/10: Creative and unique layout was used for the base of the timeline

____/15: Each of the dates was given more than two sentences of explanation

Presentation:

____/5: Shows respect to other student presenters

____/5: Comes prepared for presentation

____/5: Speaks clearly and keeps a steady tone

____/10: Thoroughly explains each of their 14 dates (or more)

____/10: Answers any questions that students or the teacher asks.

Total:

____/100

Appendix U

Discover Tomorrow

Discussion Questions

1. What do you want to be when you grow up?
2. Why do you want to become that?
3. Does your past affect your ability to obtain this in your future?
4. What kind of schooling/training would you need?
5. Do you feel like you can be whatever you want? Why/Why not?

Appendix V

Spell to Excel Spelling Mini-Lesson

As stated in Appendix M, this is the second lesson in spelling instruction. For this lesson, students will be given a list of words that are also occupations. This is a fitting list of words to use because this lesson will be given during the “Discover Tomorrow” week of the unit. Below, the list of different occupations is provided. Students should write a sentence using each of the words. If they do not know the definition, they may use a dictionary. After writing a sentence for each, they should choose whichever occupation sounds the most interesting to them and write a few sentences about why they think that would be a cool career to have.

Occupation Spelling Words:

1. Entrepreneur
2. Astrologist
3. Athlete
4. Physician
5. Cardiologist
6. Horticulturist
7. Anthropologist
8. Environmentalist
9. Librarians
10. Engineers

Appendix W

www.dipity.com

Timeline Instruction Sheet

Go to: www.dipity.com

In the upper right hand corner, click: [Sign In](#)

Username: [warnkeperiod1](#)

Password: [timeline](#)

In the upper left hand corner, click: [Create a Timeline](#)

Fill in the blanks accordingly - I've provided examples below

Topic Name: [Mrs. Warnke's Journey through Time](#)

Description: [A timeline that travels through the life of Mrs. Warnke](#)

Category: [Education](#)

Time Zone: [Eastern Time](#)

Thumbnail: [Leave this blank](#)

Permissions: [PRIVATE](#) (It is very important that you select this setting)

At the bottom right hand corner, click on: [Continue to add events](#)

Now you're ready to start creating!

If you need help, feel free to ask at school or email me.

Appendix X

The Future, Unknown

Within the dread of the moment
I must doubt that Shakespeare
Sat up all night, writing his plays
Knowing they'd be timeless
One man
An epic in writing
By accident
Maybe one day
Once I have long since passed
Someone will come across
The pages I breathed life into
And maybe, out of mere curiosity
They may read my words and find symbolism
That I never meant to include
Maybe, in 300 years
I shall be an epic in the world of poetry
(If one still reads poetry by then)
And maybe I'll become famous as Shakespeare
Or Edgar Allen Poe; maybe I'll be known
For something I never meant to do

-Brie Carter

Highlighter Guide:

Yellow: Words or people you didn't know

Blue: Lines, words, or phrases that deal with time and/or time travel

Pink: Parts of the poem you thought had a deeper meaning

Green: Something that could've been left out

Appendix Y

Example Letter to Self

Hello there!

Sitting down to write this is a bit strange. I've never really done anything like this before, but I really think this will be cool for you to read one day. I'm currently a freshman in college and there are a lot of changes happening. It's cool to have some freedom away from my parents, but I really miss them a lot. It's weird not living at home anymore. I joined a couple of different campus organizations and I've made a lot of new friends. I can't wait to see if they are going to end up being life-long friends. I started taking a couple of intro classes to my major and I absolutely love it! The career I've chosen is one that will be truly rewarding in the future. My other classes are okay, but my major classes are a lot of fun. My favorite song right now is "Love Story" by Taylor Swift and I love the movie "The Blind Side". I don't really watch a lot of television because I'm busy doing homework, but when I do watch T.V. I really enjoy American Idol. Kris Allen won which I was super excited about! I guess that's all I have for right now, but hopefully this will be fun for you to read in the future.

Love,
Me

Appendix Z

Presentation Sign-up Sheet

Day 1 (Thursday)	Day 2 (Friday)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.

Appendix AA

Feedback Form

1. What was your favorite lesson or activity from this unit?
2. If you could change one of lessons, which one would it be? How would you change it to make it better?
3. If there was anything you could add to the unit, what would it be?

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