

"Nothing Gold Can Stay:"  
*Dealing with Trauma and Innocence Lost*

11<sup>th</sup> grade

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## Table of Contents

<b>RATIONALE</b>	<b>4</b>
<b>ASSIGNMENTS, GOALS, AND OBJECTIVES</b>	<b>7</b>
<b>GRADE DISTRIBUTION FOR THE UNIT</b>	<b>10</b>
<b>TEXT AND SUPPLY LIST</b>	<b>12</b>
<b>OKLAHOMA ACADEMIC STANDARDS</b>	<b>14</b>
<b>CALENDAR OVERVIEW</b>	<b>17</b>
<b>DAILY LESSONS</b>	<b>19</b>
WEEK 1	19
WEEK 2	37
WEEK 3	49
WEEK 4	60
WEEK 5	69
<b>APPENDIX A</b>	<b>73</b>
<b>APPENDIX B</b>	<b>75</b>
<b>APPENDIX C</b>	<b>76</b>
<b>APPENDIX D</b>	<b>77</b>
<b>APPENDIX E</b>	<b>81</b>
<b>APPENDIX F</b>	<b>82</b>
<b>APPENDIX G</b>	<b>83</b>
<b>BIBLIOGRAPHY</b>	<b>84</b>



## Rationale

**When people don't express themselves, they die one piece at a time."**

-Laurie Halse Anderson, *Speak*

Adolescence is a tough time; it's a moment in life that's filled with more adjustments, uncertainty, growth, and self-discovery than one could imagine. This is a timeless concept; however, the times have still managed to change significantly. We now live in a time of social media and texting, which adds to the constant scrutiny typically felt by teens. People feel the need to keep up appearances or maintain an illusion in a social setting, which ultimately only adds more pressure to their already stressful and confusing lives. So where do they turn? If their friends fail and social media ends up making them feel worse or even inauthentic, where do teens communicate their thoughts? Who do they have to relate to?

It is not realistic to assume that every student having a hard time will reach out to someone, and while that is a shame, it is merely fact. That is why I decided to create the assignment of keeping a Coming-of-Age (COA) folder. This folder will compile numerous reflection assignments throughout the unit, and allow students to maintain a concise source of helpful materials. In a sense, it is an adaptation of a free-writing journal, which will allow them to hold onto quotes and personal thoughts. Of course, if any student writes something they want me to read right away, they are welcome to turn it in separately. Subsequently, if any student contributes something that indicates they are contemplating harming themselves or someone else, I am obligated to report it. With that being said, having an outlet is not going to create these thoughts; if they are going through a hard time, this will merely give them a means to discuss it in a supportive and understanding forum. Not only will they be able to practice writing and communication skills, they will be able to receive advice and even some solace amidst the chaos that is adolescent life.

Canonical texts are important, especially ones that fall under the genre of coming-of-age. With that being said, I felt it was necessary to incorporate more current texts. If I had to attempt to make sense of life and my own identity by solely using the words of the older canonical texts, I don't feel that I would have an accurate portrayal of the world I live in. While some themes are timeless, it is important to also adapt and continue on with the times. While Stephen Chbosky's *the Perks of Being a Wallflower* takes place in the 1980s, it is still more current than a lot of canonical coming-of-age works. Coupling Chbosky's novel with quotes and supplemental texts produced within the last 10-12 years, such as John Green's *Looking for Alaska*, students will be exposed to more relatable texts in which they can react to and possibly identify with.

It is so easy for adolescents to feel alone, and that is a problem. That is why coming-of-age literature is so important—it shows adolescents that they are not

alone, and the things they are feeling and experiencing, while new to them, are not isolated or unique all of the time. There is support, there are people who get it, and there are pieces of text that can articulate their thoughts when words seem to fail them. That is why this unit is important to me as an educator. My students need to know that they are *not* alone and that there is a place for them within this world, and that's what this unit hopes to accomplish.



## Assignments, Goals, and Objectives

### **Minor Assignments**

*“Letters to a Friend”*

#### **Goals and Objectives:**

- Provide a literary outlet for students.
- Get students to write more but in a way that does not feel like a chore to them.
- Assign projects and prompts that allow for student choice
- Provide a safe space for students to articulate their thoughts without fear of ridicule or judgment
- Incorporate assignments that utilize the concept of making text-to-text, text-to-self, and text-to-world connections

Instructions: You will pick a section of a letter written by Charlie to his unknown recipient. Except in this case, you are that recipient. Use this to reply to him and what he’s going through. At the end, explain how you think that may or may not have changed him and the outcome of certain situations in his life. Minimum of 150 words per response, and minimum of 50 words for how it may have changed the outcome. List the page numbers and remember to *cite*. You are required to have at least 3 “Letters to a Friend” by the end of the unit. More are always welcomed, and can be completed for extra credit points.

*Quote reflection prompts/free-writes*

#### **Goals and Objectives:**

- Students need modern connections, rather than older canonical works.
- Students need relevant media to make connections to, and access to information that they may not know about.
- Assign projects and prompts that allow for student choice
- Provide a safe space for students to articulate their thoughts without fear of ridicule or judgment
- Incorporate assignments that utilize the concept of making text-to-text, text-to-self, and text-to-world connections

Instructions: You will respond to a variety of videos, quotes, and prompts over the course of the unit. Some will have loose guidelines; others will be stream-of-consciousness freewrites. Each assignment will be explained on the day of its completion.

### **Major Assignments**

#### Coming-of-Age (COA) Folder

Instructions: Keeping a record of our thoughts, troubles, triumphs, and trivialities serve a purpose. What you think and feel *matters*. During this section, we will be keeping a Coming-of-Age folder that will hold activities from this section (“Letters to a Friend,” freewrites, prompts, handouts, vocabulary). Please hold onto everything in it as it will be collected at the end (and will be assessed as a completion grade for our final project). Don’t worry about language when you write these thoughts.

“Censorship is the child of fear and the father of ignorance.”  
— Laurie Halse Anderson, *Speak*

#### Final Multimedia Project

Create a multimedia representation illustrating a character, quote, or scene from anything we have read/watched during this unit. This can be a poster, a small illustration, a video, a song, a painting, a 3-D artifact, or anything else multimodal within reason. If there are any questions as to whether or not what is being proposed is appropriate or not, feel free to ask the instructor for approval. Have fun with this and get creative, just make sure you can justify all choices made.



## Grade Distribution for the Unit

COA Folder	Points Possible
3 "Letters to a Friend" 5pts/ea (e/c letters=2.5pts/ea)	15pts
Freewrites/Prompts	50pts
All handouts included	15pts
Literary Analysis	20pts
	TOTAL: 100pts

Final Project	Points
Creativity	0-10pts
Relevance	0-10pts
Reflection	0-10pts
Neatness	0-10pts
Presentation	0-10pts
TOTAL	0-50pts

Rubric explanations:

Creativity-Is this original work? Was time put into completing it or was it rushed?

Relevance-Was the selected subject relevant to our lesson?

Reflection-Is the explanation/justification for this assignment valid and thought out?

Neatness-Was this assignment completed with care and intention, or is it messy, disorganized, or illegible?

Presentation-Was the project presented, and was it effectively explained?



## Text and Supply List

### Core Text:

Stephen Chbosky-*The Perks of Being a Wallflower* (mental illness, death, assaults)

### Supplemental materials:

Excerpts from Laurie Halse Anderson- *Speak* (assault, trauma effects, innocence lost)

Excerpts from John Green's *the Fault in Our Stars* and/or *Looking For Alaska* (death)

Excerpts from J.D. Salinger- *The Catcher in the Rye* (death, mental illness, innocence lost)

Excerpts from *The Outsiders* by S.E. Hinton

Handouts of "Nothing Gold Can Stay" by Robert Frost

Vocabulary list handouts

DVD of "the Perks of Being a Wallflower"

Computer with access to YouTube

List of writing prompts and quotes

My Mad Fat Diary (Season 2, Episode 7) – Therapy Scene

<https://www.youtube.com/watch?v=6M4phmT089s>

Patrick Roche – "21" Spoken word

<https://www.youtube.com/watch?v=6LnMhy8kDiQ>

Lyrics to "You're Not Alone" by Saosin and "the Middle" by Jimmy Eat World.



## Oklahoma Academic Standards

Insert finalized chart

<b>11.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
<b>11.1.R.2</b> Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
<b>11.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
<b>11.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
<b>11.1.W.2</b> Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.
<b>11.2.R.2</b> Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.
<b>11.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
<b>11.2.W.5</b> Students will use resources to find correct spellings of words ( <i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i> )
<b>11.3.R.3</b> Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"><li>● theme</li></ul>

<ul style="list-style-type: none"> <li>● archetypes</li> </ul>
<p><b>11.3.R.4</b> Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> <li>● imagery</li> <li>● tone</li> <li>● symbolism</li> <li>● irony</li> </ul>
<p><b>11.3.R.5</b> Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.</p>
<p><b>11.3.R.6</b> Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.</p>
<p><b>11.3.R.7</b> Students will make connections (<i>e.g., thematic links, literary analysis, authors' style</i>) between and across multiple texts and provide textual evidence to support their inferences</p>
<p><b>11. 4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>
<p><b>11. 4.R.5</b> Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (<i>print and/or electronic</i>) as needed.</p>
<p><b>11.4.W.1</b> Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.</p>
<p><b>11.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>
<p><b>11.5.R</b> Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.</p>



## Calendar Overview

Week 1	Week 2	Week 3	Week 4	Week 5
M: Pre-Assessment, Intro video, intro quickwrite.	M: Discussion of past reading, grammar mini review, Lyric analysis activity, Charlie letter prompt	M: Innocence lost discussion/handout. Reflect on <i>To Kill a Mockingbird</i> and <i>the Catcher in the Rye</i> excerpts	M: , project follow up	M: Show the movie “the Perks of Being a Wallflower,” turn in COA folders.
T: Vocabulary, Quickwrite, discuss past texts re: similar themes	T: Patrick Roche – “21” Spoken word video viewing and bellringer writing assignment, TED Talk: “Nadine Burke Harris: How childhood trauma affects health across a lifetime”	T: <i>Looking for Alaska &amp; The Fault in Our Stars</i> excerpts. Creative writing prompt for COA notebook	T: MMFD Video. Freewrite for COA notebook	T: Show the remainder of the movie “the Perks of Being a Wallflower”
W: Creative write, activity of similar themes, introduce COA notebook	W: creative writing prompt for COA notebook	W: Class-discussion and catch-up day.	W: Project presentations	W:
Th: Start reading <i>the Perks of Being a Wallflower</i>	Th: <i>the Perks of Being a Wallflower</i>	Th: Propose project, give students time to brainstorm and begin if need be.	Th: Project presentations	Th:
F: Continue <i>the Perks of Being a Wallflower</i> , finish reading assignment at home.	F: class reading of <i>the Perks of Being a Wallflower</i>	F: Propose project, give students time to brainstorm and begin if need be.	F: Project Presentations	F:



## Daily Lessons

### Week 1

Monday

#### Daily Lesson Information

Lesson title	Introduction to mental illness, trauma, and the coming-of-age novel
Lesson Purpose/Rationale	Since a majority of the texts will be dealing with some form of mental illness or trauma, I want students to take a pre-assessment outlining what they know or feel about both of those subjects. In addition to this, the introduction video and activity will set the tone for the entire unit and either corroborate or negate what students said about both mental illness and trauma. This will also help us dive into talking about sensitive issues.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will complete a pre-assessment answering questions and listing their thoughts regarding mental illnesses and trauma. Students will then watch a short YouTube video titled "Mental Health: In Our Own Words." After which, they will complete a quickwrite about how their thoughts may have changed or not. Following this, we will discuss and share as a class.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<a href="https://www.youtube.com/watch?v=_y97VF5UJcc">https://www.youtube.com/watch?v=_y97VF5UJcc</a>

#### Daily Lesson Plan Summary

Prior knowledge needed for success	Some basic knowledge of mental illness, some exposure to coming-of-age novels, how to quickwrite.
How will you address students who do not have this prior knowledge?	The video can address those who may be unsure about mental illnesses, or I can answer some questions they may have. The next lesson will incorporate vocabulary that outlines numerous mental illnesses, which will help for clarification.
Materials for instruction (include rationale for why the materials are	Pre-assessment questions, computer/projector or SmartBoard, paper, pencil, YouTube

appropriate)	
Accommodations and modifications	All IEPs will be respected and followed. For students uncomfortable with sharing with the class, I can discuss with them one-on-one.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will share responses to the pre-assessment questions and engage in discussion.	Pre-assessment worksheet	Pre-assessment worksheet will be turned in.
<b>11.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and	Students will share responses to the video, as well as what they stated in their quickwrite. They will work collaboratively and engage in class discussion.	Pre-assessment worksheet, YouTube video, quickwrite question (pen/paper to respond).	Informal, and assessment will be collected for data purposes mostly.

whole class settings.			
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**Today's Essential Question(s) and/or Anticipatory Set**

<p>What essential question(s) guide(s) this lesson plan and/or unit?          What anticipatory set are you presenting to engage the students?</p>	<p>What do students already know and feel about mental health/illness and trauma?</p>
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
1	Address the class, stating we are starting a new unit which deals with trauma and mental illnesses.	Listen respectfully.	
3	Explain that they are handing out a pre-assessment to gauge what they already know about these topics. Hand out the pre-assessments.	Listen and pass back copies of the pre-assessment sheet.	
6 minutes	Instruct students to answer the questions on the sheet, wait while students respond.	Listen, answer the questions.	
5	Regain control of the class. Ask if any students would like to share their answers, have students turn in	Contribute, listen, and share their thoughts. Turn in their assessments at the end.	

	their assessments.		
7	Show the YouTube video.	Watch attentively.	
10-12	Put up the quickwrite topic and ask students to complete it.	Complete the quickwrite.	
10-12	Regain control of the class and ask for any contributions.	Listen, contribute, be respectful.	
5	Ask students to turn in their quickwrites on their way out.	Turn in their quickwrites on their way out.	

Tuesday

**Daily Lesson Information**

Lesson title	Mental Illness and Trauma: vocabulary and text connections.
Lesson Purpose/Rationale	Since we will be dealing with a variety of texts that address the topics of mental illness, trauma, and innocence lost, students will be exposed to terminology they may or may not be familiar with. This lesson will provide students with vocabulary that we will likely encounter within our discussions and readings, and will also leave room for them to add terms and definitions as the lessons progress if necessary. In addition, this lesson will incorporate writing and start them on the path to creating a “Coming-of-Age (COA)” folder. This folder will compile their writing assignments and the like that deal with the subject of coming-of-age, and will serve as both a portfolio of work as well as a support resource for their own lives. Adolescence is hard and many students may be dealing with issues similar to those discussed, so this folder will serve as a resource and safe space/outlet for them.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will receive a vocabulary handout featuring terms pertaining to trauma, mental health/illness, innocence lost, and other topics we may encounter throughout the unit. As a class, we will go over the terms and definitions and work on clarifying understandings of those terms. After, students will complete a writing prompt over Robert Frost’s “Nothing Gold Can Stay.” This will eventually serve as the first assignment in their Coming-of-Age folder which will be explained in more detail during the next class period.
Lesson length	50 minutes

Grade level and course	11 <sup>th</sup> grade
Source of lesson plan and how I modified it	“Nothing Gold Can Stay” by Robert Frost, I turned it into a writing activity. <a href="https://quizlet.com/7441476/mental-health-vocabulary-flash-cards/">https://quizlet.com/7441476/mental-health-vocabulary-flash-cards/</a> <a href="http://dictionary.com">http://dictionary.com</a> <a href="http://www.apa.org/topics/trauma/">http://www.apa.org/topics/trauma/</a> . I compiled terms I felt would be most relevant to our discussions.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Some understanding of terminology pertaining to mental illness, trauma, and innocence. Exposure to poetry. Possibly having read <i>the Outsiders</i> prior to this unit.
How will you address students who do not have this prior knowledge?	The vocabulary list should explain the terms, and if they need clarification, I can go over it again when reading definitions with the class. I can also help students with the readings or read out loud for them.
Materials for instruction (include rationale for why the materials are appropriate)	List what is needed for this lesson so that as you leave your home in the morning, you can quickly glance at this portion of your lesson plan and be sure that you have not forgotten to put anything essential for your lesson [that CD, poem, etc] in your book bag.
Accommodations and modifications	All IEPs will be followed. If students are more visual, they will see the poems and terms. If they are more auditory learners, the poems and terms will be read out loud. Clarifications can be made, as well.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11. 4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning	Students will discuss pertinent vocabulary and add to the list as necessary.	Vocabulary discussion, vocabulary list handout, pens	

of grade-level text.			
<b>11.3.R.7</b> Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences	Students will analyze "Nothing Gold Can Stay" and tie it into the coming-of-age theme.	Handout of "Nothing Gold Can Stay," pen for annotations	
<b>11. 4.R.5</b> Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (print and/or electronic) as needed.	If students need more clarification on vocabulary words, they will use these resources to do so.		

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s)	How much vocabulary pertaining to the subject matters of trauma, lost innocence, and mental illness are students
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guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	familiar with? How do students interpret a poem dealing with these topics?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
1 minute	Greet the class	Listen/greet the teacher if desired.	
3 minutes	Explain that they are receiving a handout with vocabulary terms we may encounter during the unit. Pass out the vocabulary handouts.	Listen, receive handouts.	
18 minutes	Read the vocabulary and definitions with the class, clarify any questions students may have pertaining to the words.	Read the vocabulary and definitions with the teacher, ask any questions they may have pertaining to the words.	
5	Hand out a copy of "Nothing Gold Can Stay" and ask students to read through it and jot down what comes to mind/what meanings they take from it.	Receive their copies, listen to instructions.	
10	Tell students to complete the assignment.	Write down their thoughts on the poem.	
7	Ask for some	Contribute, listen,	-What are some

	contributions from the students. Have a discussion of the poem.	discuss.	thoughts you had? -Does this poem remind you of anything? -Have you read this poem before? -What do you think this has to do with innocence?
2	Let students know to hold onto this copy and it will be addressed again tomorrow.	Listen, put away their papers.	
3	Answer any remaining questions. Dismiss class.	Ask any brief questions they may have.	

Wednesday

### Daily Lesson Information

Lesson title	The COA (Coming-of-Age) Folder
Lesson Purpose/Rationale	Adolescence is tough and students often need an outlet for their thoughts, even though they may not be comfortable enough asking for that kind of help. But the truth is, many students will need help, and the teacher may not always know what or whom to ask. Since a lot of the topics touched upon during this unit may directly affect students, I decided to create the COA folder to give students a place to compile their assignments pertaining to these topics. The folder will have handouts, resources, and writing prompts they will complete pertaining to relevant quotes and the literature we are discussing. This will not only help students on a social and personal level, it will also get them engaged with other forms of literature and make the reading experience of the core text more interactive. This will give them more extensive writing practice in a less-formal setting, which will keep their creative juices flowing.
Lesson description (include concepts and skills and where	This lesson will explain the coming-of-age (COA) folder, as well as include another writing assignment to include in the folder. The explanation is as follows: "Keeping a

this lesson fits within the curriculum)	record of our thoughts, troubles, triumphs, and trivialities serve a purpose. What you think and feel <i>matters</i> . During this section, we will be keeping a Coming-of-Age (COA) folder that will hold activities from this section. Please hold onto everything in it as it will be collected at the end (and will be useful for our final project). Don't worry about language when you write these thoughts. While this is being formally collected for a completion grade, you will not be graded on your personal thoughts. 'Censorship is the child of fear and the father of ignorance.' — <b>Laurie Halse Anderson, <i>Speak</i></b> "
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	

### Daily Lesson Plan Summary

Prior knowledge needed for success	How to keep a folder organized, writing freely.
How will you address students who do not have this prior knowledge?	I will address any issues as they may arise.
Materials for instruction (include rationale for why the materials are appropriate)	Folders, instruction handout, projector, pen, paper.
Accommodations and modifications	All IEPs will be followed. If students have issues with certain topics or prompts, they will be allowed to write something else. If students need to type up their responses instead of hand write, that will be allowed as well.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.5.W.3</b> Students will	Students will respond to quotes and prompts	Independent writing in response	

<p>demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.</p>	<p>and include them within their COA folders. Students will convey their meanings and feelings as best as they can.</p>	<p>to a provided quote.</p>	
<p><b>11.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) , vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way.</p>	<p>Students will respond to quotes and prompts and include them within their COA folders. Students will independently free-write regarding certain quotes and prompts.</p>		

**Today's Essential Question(s) and/or Anticipatory Set**

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>How do students react to certain literary quotes pertaining to coming-of-age themes?</p>
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
15 minutes	Hand out the folders for the COA portfolio (instructions will be inside of it), read the instructions and explain the assignment.	Receive the folders, listen attentively.	
5	Tell students to place yesterday's assignment inside the folder and then get out a piece of paper.	Place yesterday's assignment inside the folder and then get out a piece of paper.	
20	Put the prompts up on the board/screen, instruct students to write about it on their papers.	Respond to the prompts.	
5	Ask if anyone would like to share anything pertaining to the prompt.	Contribute or decide not to.	
5	Reiterate the purpose of the COA folders.	Listen.	

Thursday

### Daily Lesson Information

Lesson title	Beginning the Core Text.
Lesson Purpose/Rationale	By now there should be enough background information to get students ready to read <i>the Perks of Being a Wallflower</i> .
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	We will read the text together as a class, starting with the teacher and then taking volunteers if desired. At the end of each class, we will have a debrief moment and discuss the On Your Own (OYO) reading for students.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<i>The Perks of Being a Wallflower</i> by Stephen Chbosky.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Reading skills, knowledge of mental illness vocabulary, knowledge of texts with similar subject matter.
How will you address students who do not have this prior knowledge?	IEPs will be addressed, students should have a vocabulary list from days prior. Success can be achieved without much prior knowledge other than holding onto the vocabulary sheet they received.
Materials for instruction (include rationale for why the materials are appropriate)	<i>The Perks of Being a Wallflower</i> by Stephen Chbosky.
Accommodations and modifications	IEPs will be followed. Auditory learners can listen and/or follow along, visual learners can tune out the reading aloud if need be.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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<p><b>11.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p>	<p>Students will engage in group commentary and discussion of the text. Students will listen to whoever is reading the text, and will speak clearly when it is their turn to contribute.</p>	<p>Whole-class reading, <i>the Perks of Being a Wallflower</i></p>	<p>Informal, visual and auditory</p>
<p><b>11.1.R.2</b> Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.</p>	<p>Students will engage in group commentary and discussion of the text. Students will listen to whoever is reading the text, and will speak clearly when it is their turn to contribute.</p>	<p>Whole-class reading, <i>the Perks of Being a Wallflower</i></p>	<p>informal</p>
<p><b>11.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building</p>	<p>Students will engage in group commentary and discussion of the text. Students will listen to whoever is reading the text, and will speak clearly when it is their turn to contribute.</p>	<p>Whole-class reading, <i>the Perks of Being a Wallflower</i></p>	<p>informal</p>

on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.			
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**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What method of reading will students prefer for this text? How will they react to the first section?
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	Instruct the students to put their desks into the format for a literary circle	Move their desks accordingly	(This will only be required of first and last hours. First hour to move desks into a circle, last hour to move them back)
2 minutes	Tell students to get their copies of <i>the Perks of Being a Wallflower</i> out	Retrieve their books.	
3 minutes	Explain that they will start reading, then take a volunteer for other readings.	Listen attentively.	
10 minutes	Begin reading	Listen	
2 minutes	Stop reading and	Volunteer.	

	ask for a reading volunteer		
5 minutes	Allow the volunteer to read	Listen/read.	
1 minute	Stop reading and ask for a reading volunteer	volunteer	
5 minutes	Allow the volunteer to read	Listen/read along.	
3 minutes	Stop on page 28. Tell students to read through page 41 on their own at home.	Take note of their reading assignment.	
13 minutes	Discuss what was read.	Discuss what was read.	Possible questions: what are your thoughts on what we have read so far? What do you think of the text format? Does this remind you of anything you have read in the past? What feelings, if any, has this reading brought up? Can you relate to Charlie at all?

Friday

### Daily Lesson Information

Lesson title	Continuing the Core Text.
Lesson Purpose/Rationale	Group reading of <i>the Perks of Being a Wallflower</i> will help get students thinking critically before being instructed to read it on their own. This will utilize an “I do, we do, you do” model of instruction.
Lesson description (include concepts and skills and where this lesson fits within	We will read the text together as a class, starting with the teacher and then taking volunteers if desired. At the end of each class, we will have a debrief moment and discuss the On Your Own (OYO) reading for students.

the curriculum)	
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<i>The Perks of Being a Wallflower</i> by Stephen Chbosky.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Reading skills, knowledge of mental illness vocabulary, knowledge of texts with similar subject matter.
How will you address students who do not have this prior knowledge?	IEPs will be addressed, students should have a vocabulary list from days prior. Success can be achieved without much prior knowledge other than holding onto the vocabulary sheet they received.
Materials for instruction (include rationale for why the materials are appropriate)	<i>The Perks of Being a Wallflower</i> by Stephen Chbosky.
Accommodations and modifications	IEPs will be followed. Auditory learners can listen and/or follow along, visual learners can tune out the reading aloud if need be.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will engage in group commentary and discussion of the text. Students will listen to whoever is reading the text, and will speak clearly when it is their turn to contribute.	Whole-class reading, <i>the Perks of Being a Wallflower</i>	Informal, visual and auditory
<b>11.1.R.2</b>	Students will engage in	Whole-class	informal

<p>Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.</p>	<p>group commentary and discussion of the text. Students will listen to whoever is reading the text, and will speak clearly when it is their turn to contribute.</p>	<p>reading, <i>the Perks of Being a Wallflower</i></p>	
<p><b>11.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>Students will engage in group commentary and discussion of the text. Students will listen to whoever is reading the text, and will speak clearly when it is their turn to contribute.</p>	<p>Whole-class reading, <i>the Perks of Being a Wallflower</i></p>	<p>informal</p>

**Today's Essential Question(s) and/or Anticipatory Set**

<p>What essential</p>	<p>How will students receive the text, and what will they think</p>
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question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	about the poem on pages 70-73? Since this text deals with darker subject matter, this will be a good time to gauge how many buffer activities we may need to raise the mood a bit at times.
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	Instruct the students to put their desks into the format for a literary circle	Move their desks accordingly	(This will only be required of first and last hours. First hour to move desks into a circle, last hour to move them back)
2 minutes	Tell students to get their copies of <i>the Perks of Being a Wallflower</i> out	Retrieve their books.	
1 minutes	Explain that reading will take the format as last class.	Listen attentively.	
10 minutes	Begin reading	Listen	
2 minutes	Stop reading and ask for a reading volunteer	Volunteer.	
5 minutes	Allow the volunteer to read	Listen/read.	This may require less volunteers depending on reading speed and when we arrive on page 73.
1 minute	Stop reading and ask for a reading volunteer	volunteer	
5 minutes	Allow the	Listen/read along.	

	volunteer to read		
3 minutes	Stop on page 73. Tell students to read through page 103 on their own at home over the weekend.	Take note of their reading assignment.	
13 minutes	Discuss what was read.	Discuss what was read.	Possible questions: what are your thoughts on what we have read so far? What do you think of the poem on page 70-73? This should take up a lot of time to discuss. What feelings, if any, has this reading brought up?
	Dismiss class.		

## Week 2

Monday

### Daily Lesson Information

Lesson title	Thoughts and Letters to a Friend
Lesson Purpose/Rationale	Continual practice with reading, writing, and grammar are integral to students' learning. Students will have read on their own over the weekend, so having a recap discussion when class resumes on Monday is crucial to both student success and assessing whether or not they have done the readings. Finally, having students respond to the character of Charlie engages them more with the text and provides a differing perspective while reading the book.
Lesson description (include concepts and skills and where this lesson fits within the	The class will start with a grammar bellringer from EducationWorld.com focusing on editing grammatical errors in a paragraph about Japan's "Coming of Age Day." This will help students keep grammar fresh in their minds while also helping them utilize it properly within their writings. Also, the subject matter is fitting. After this, we will have a class

curriculum)	discussion over the weekend readings. This will allow the teacher to see how students are working on their own, and how they are receiving the text. After this, we will look at the lyrics to the song “You’re Not Alone” by Saosin and listen to the song. Finally, students will complete their first “Letters to a Friend” prompt, where they are to respond to one of Charlie’s letters as if it had made it to them.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<a href="http://www.educationworld.com/a_lesson/edit/edit0108.shtml">http://www.educationworld.com/a_lesson/edit/edit0108.shtml</a> , <i>the Perks of Being a Wallflower</i> by Stephen Chbosky, “You’re Not Alone” by Saosin.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Basic grammatical knowledge, subject matter in past readings of <i>the Perks of Being a Wallflower</i> .
How will you address students who do not have this prior knowledge?	Most will, but if not, they will see what they need to work on and ask for help with in the future.
Materials for instruction (include rationale for why the materials are appropriate)	Computer/projector to pull up the bellringer from <a href="http://www.educationworld.com/a_lesson/edit/edit0108.shtml">http://www.educationworld.com/a_lesson/edit/edit0108.shtml</a> , <i>the Perks of Being a Wallflower</i> , sheets with the lyrics to “You’re Not Alone” by Saosin, mp3 player or means to play the song, handouts with the “Letters to a Friend” prompt instructions.
Accommodations and modifications	All IEPs will be followed. Students not wishing to listen to the song can step out. Typing the prompts later will be allowed, too.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.3.R.6</b> Students will comparatively analyze the structures of texts ( <i>e.g., compare/contrast, problem/solution, cause/effect,</i>	Students will analyze how song lyrics can	Students will analyze how Saosin’s	Semi-formal, collecting the analyses in the COA folder.

claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	apply to a text.	“You’re Not Alone” may apply to Charlie in <i>the Perks of Being a Wallflower</i>	
<b>11.5.W.3</b> Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Students will compose responses to passages of their choosing in <i>the Perks of Being a Wallflower</i> in order to connect with and dissect the text.	Paper, pen, <i>the Perks of Being a Wallflower</i> , prompt instructions to write responses.	Semi-formal, collecting the responses in the COA folder.

**Today’s Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p><b>You’re Not Alone</b></p> <p>Instructions: You will pick a section of a letter written by Charlie to his unknown recipient. Except in this case, you are that recipient. Use this to reply to him and what he’s going through. At the end, explain how you think that may or may not have changed him and the outcome of certain situations in his life. Minimum of 150 words per response, and minimum of 50 words for how it may have changed the outcome. List the page numbers and remember to <i>cite</i>.</p>
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**Today’s Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Put the grammar bellringer up on the screen and have students	Write the errors they see on a piece of paper, share their answers.	

	write the errors they see on a piece of paper. Students will then share their answers.		
2	Hand out lyrics to "You're Not Alone" and explain we will be listening to the song and seeing how it compares to the text.	Look at the lyrics, analyze	
5	Play the song.	Look at the lyrics, analyze	
10	Discuss with the class.	Discuss, listen.	Questions: What connections did you make between this song and <i>the Perks of Being a Wallflower</i> ? How did you interpret this song? Do you see why this song was chosen?
5	Hand out the prompt instructions, go over them with the class.	Listen, ask questions.	
1	Tell students they can begin the prompts now and inform them to put the finished products into their COA folders.	Begin.	
20	Let the students work on their prompts	Work on their prompts	
2	Get the class ready for	Put their work away and get ready to leave.	

	dismissal.		
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Tuesday

### Daily Lesson Information

Lesson title	Teaching Trauma
Lesson Purpose/Rationale	Our core texts, as well as supplemental texts, deal with the subjects of trauma and mental illness. These activities and videos will introduce them to the subject and do so in an informative and multimodal way. This will help them understand trauma more and the effects it may have on the characters we will visit in our texts. It will also inform them in both creative/anecdotal and scientific ways, giving them a more balanced perspective.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	We will start class with Patrick Roche's "21" spoken word video viewing and bellringer writing assignment (free-write about what they watched). This will then be followed by a viewing of the TED Talk: "Nadine Burke Harris: How childhood trauma affects health across a lifetime." Finally, students will be given the remainder of the class for silent reading of the core text and catching up on any past assignments in their COA folders.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	Patrick Roche-"21," Nadine Burke Harris: How childhood trauma affects health across a lifetime" TED Talk, <i>the Perks of Being a Wallflower</i> by Stephen Chbosky

### Daily Lesson Plan Summary

Prior knowledge needed for success	Knowledge of the COA folder assignment, facts from OYO readings.
How will you address students who do not have this prior knowledge?	Inform them of the assignment again, have them read on their own at the end of class to catch up.
Materials for instruction (include rationale for why the materials are appropriate)	YouTube, COA folders, pen, paper, <i>the Perks of Being a Wallflower</i> by Stephen Chbosky
Accommodations and modifications	All IEPs will be followed. Different learning styles will be addressed.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.1.R.2</b> Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Students will listen to spoken word poetry and reflect. They will also listen and a TED Talk and ask questions if they have them.	YouTube video of spoken word performance, a free-write after (pen, paper), and a TED Talk.	Semi-formal, free-write to be collected in COA folder.
<b>11.3.R.7</b> Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences	Students will make connections between <i>the Perks of Being a Wallflower</i> and the spoken word piece/TED Talk (if desired)	YouTube video of spoken word performance, a free-write after (pen, paper), and a TED Talk, <i>the Perks of Being a Wallflower</i>	Semi-formal, free-write to be collected in COA folder.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s)	How does Patrick Roche's poem coincide with the character of Charlie from <i>the Perks of Being a Wallflower</i> ? What have
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guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	you learned about trauma thus far?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Play "21" by Patrick Roche	Watch/listen.	
7	Tell students they will be free-writing until the timer goes off, and instruct them to write whatever feelings came to mind while listening to the poem.	Free-write.	
1	Tell students to place their free-writes into their COA folders.	place their free-writes into their COA folders.	
16	Play the TED Talk.	Watch/listen attentively.	
23	Tell students the rest of the class is for SSR of <i>the Perks of Being a Wallflower</i> and catching up on COA assignments.	Read silently or catch up on COA assignments.	

Wednesday-Friday

### Daily Lesson Information

Lesson title	Creative Writing Prompts
Lesson Purpose/Rationale	This lesson will get students thinking critically about the text and applying it to their own lives. This will also encourage more consistent creative writing practice.

Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will answer 1 prompt question a day which will go into their COA folders after. Following this, they will read <i>The Perks of Being a Wallflower</i> by Stephen Chbosky on their own.
Lesson length	50 minutes/day or 150 minutes total.
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<i>The Perks of Being a Wallflower</i> by Stephen Chbosky

### Daily Lesson Plan Summary

Prior knowledge needed for success	Plot points of <i>the Perks of Being a Wallflower</i>
How will you address students who do not have this prior knowledge?	Most students should be equipped with the tools needed for success, but any adjustments will be made on individual cases due to extenuating circumstances.
Materials for instruction (include rationale for why the materials are appropriate)	Prompts on a computer or flash drive to pull up on the screen for students, a copy of <i>the Perks of Being a Wallflower</i> .
Accommodations and modifications	All IEPs will be followed. Any students having difficulties will be helped to the best of my abilities.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.8.W</b> Students will write independently over extended periods of time (e.g., <i>time for research, reflection, and revision</i> ) and	Students will respond to prompts that pertain to subject matter within <i>the Perks of Being a Wallflower</i> , as well as adolescent life in general.	Prompt responses. Pen, paper. Letters to Charlie assignment.	Formal (at the end when the COA folders are collected)

<p>for shorter timeframes (e.g., a single sitting or a day or two) , vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way.</p>			
<p><b>11.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p>Students will read independently at their own pace to finish <i>the Perks of Being a Wallflower</i>.</p>	<p>SSR: <i>the Perks of Being a Wallflower</i>.</p>	<p>Informal, visual</p>

**Today's Essential Question(s) and/or Anticipatory Set**

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Wednesday: Think back to a time where you felt you didn't fit in. What did you do to get through it? Did anyone help you? Write for 10 minutes.</p> <p>Thursday: Charlie states, "and in that moment, I swear we were infinite." What do you think he meant by that? Was there ever a moment in life where you "felt infinite"? Write for 10 minutes.</p> <p>Friday: What are some of your biggest worries about the future? What are some of your concerns about growing up? Write for 10 minutes.</p>
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**Today's Minute by Minute (Tick Tock)**  
**Wednesday**

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Greet students and inform them they will be answering a short prompt question. Post that question on the screen.	Get out paper to answer the prompt.	Think back to a time where you felt you didn't fit in. What did you do to get through it? Did anyone help you?
10	Allow the students to answer the prompt.	Write silently and answer the prompt question.	
5	Ask if anyone would like to share what they wrote.	Contribute, listen respectfully.	
1 minute	Tell students to put their prompts in their COA folders.	Put their prompts in their COA folders.	
1 minute	Tell students to continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie. They need to have at least 3 when their folders are turned in.	Continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie.	
30	Allow students to continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie.	Continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie.	

## Today's Minute by Minute (Tick Tock)

Thursday

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Greet students and inform them they will be answering a short prompt question. Post that question on the screen.	Get out paper to answer the prompt.	Charlie states, "and in that moment, I swear we were infinite." What do you think he meant by that? Was there ever a moment in life where you "felt infinite"?
10	Allow the students to answer the prompt.	Write silently and answer the prompt question.	
5	Ask if anyone would like to share what they wrote.	Contribute, listen respectfully.	
1 minute	Tell students to put their prompts in their COA folders.	Put their prompts in their COA folders.	
1 minute	Tell students to continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie. They need to have at least 3 when their folders are turned in.	Continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie.	
30	Allow students to continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie.	continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie.	

**Today's Minute by Minute (Tick Tock)**  
**Friday**

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Greet students and inform them they will be answering a short prompt question. Post that question on the screen.	Get out paper to answer the prompt.	What are some of your biggest worries about the future? What are some of your concerns about growing up?
10	Allow the students to answer the prompt.	Write silently and answer the prompt question.	
5	Ask if anyone would like to share what they wrote.	Contribute, listen respectfully.	
1 minute	Tell students to put their prompts in their COA folders.	Put their prompts in their COA folders.	
1 minute	Tell students to continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie. They need to have at least 3 when their folders are turned in.	Continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie.	
30	Allow students to continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie.	Continue reading <i>the Perks of Being a Wallflower</i> , and if they finish early they can complete another letter to Charlie.	

### Week 3

Monday

#### Daily Lesson Information

Lesson title	Innocence Lost
Lesson Purpose/Rationale	Now that students have likely finished the core text of <i>the Perks of Being a Wallflower</i> , they can tie it into previously read works such as <i>the Catcher in the Rye</i> and <i>To Kill a Mockingbird</i> . This will enable them to touch upon the recurring theme of lost innocence.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will read a brief selection from reference.com about innocence lost in literature. After that, they will read quotes from <i>the Catcher in the Rye</i> and <i>To Kill a Mockingbird</i> and connect them to <i>the Perks of Being a Wallflower</i> . They will explain the connections made in a brief writing prompt.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<i>The Catcher in the Rye</i> by J.D. Salinger, <i>To Kill a Mockingbird</i> by Harper Lee, <i>the Perks of Being a Wallflower</i> by Stephen Chbosky, reference.com.

#### Daily Lesson Plan Summary

Prior knowledge needed for success	Familiarity with other coming-of-age texts that deal with the subject of lost innocence, such as (but not limited to) <i>the Catcher in the Rye</i> and <i>To Kill a Mockingbird</i> and <i>a Separate Peace</i> .
How will you address students who do not have this prior knowledge?	Students should be able to understand the quotes even without knowledge of the other texts, and be able to connect them to <i>the Perks of Being a Wallflower</i> . I will answer any other questions to the best of my ability.
Materials for instruction (include rationale for why the materials are appropriate)	<i>the Catcher in the Rye</i> and <i>To Kill a Mockingbird</i> quotes on paper, reference.com segment on innocence on paper, and <i>the Perks of Being a Wallflower</i> .
Accommodations and modifications	All IEPs will be followed. Any students having difficulties will be helped to the best of my abilities.

#### Daily Lesson Plan Details

Oklahoma Academic Standard	Learning	Lesson	Assessments
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- number and text	Objective – in terms of what students will do	Activities and Materials	(Formal, Informal)
<b>11.3.R.6</b> Students will comparatively analyze the structures of texts ( <i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i> ) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	Students will make connections between quotes from other coming-of-age works and <i>the Perks of Being a Wallflower</i> .	Quotes list, <i>the Perks of Being a Wallflower</i> , paper, pen. Students will write brief connection prompts.	Semi-formal, will be graded with entire COA folder.

**Today’s Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What connections can you make between other coming-of-age works (quotes, or full works) and <i>the Perks of Being a Wallflower</i> ? This is a level of literary analysis.
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**Today’s Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
2 minutes	Greet class and hand out papers with “innocence lost” question/answer on it.	Receive the handouts.	
1	Ask for a volunteer to read the question	Volunteer	
3	Select a volunteer, listen while the student reads	Listen while the student reads	
1	Ask for a volunteer to read the answer	Volunteer	
5	Select a volunteer, listen while the	Listen attentively.	Informal listening assessment

	student reads		
5	Discuss what was just explained. Clarify. Take any questions.	Listen, ask questions.	Informal comprehension assessment.  “What did you take away from this?” “How would you define innocence lost in your own words?”
2	Hand out list of quotes. Explain that students will be writing reflection prompts.	Listen attentively.	
25-30	Give students time to write their reflection/analysis prompts.	Write prompts.	

Tuesday

### Daily Lesson Information

### Daily Lesson Information

Lesson title	Innocence Lost
Lesson Purpose/Rationale	Now that students have likely finished the core text of <i>the Perks of Being a Wallflower</i> , they can tie it into previously read works such as <i>the Catcher in the Rye</i> and <i>To Kill a Mockingbird</i> . This will enable them to touch upon the recurring theme of lost innocence.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will read coming-of-age quotes from texts (including <i>Looking for Alaska</i> by John Green). They will explain the connections made between the quotes and <i>the Perks of Being a Wallflower</i> in a brief literary analysis writing prompt.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	Goodreads coming-of-age quotes, <i>the Perks of Being a Wallflower</i> by Stephen Chbosky, <i>Looking for Alaska</i> by John Green

### Daily Lesson Plan Summary

Prior knowledge needed for success	Familiarity with other coming-of-age texts that deal with the subject of lost innocence, such as (but not limited to) <i>the Catcher in the Rye</i> and <i>To Kill a Mockingbird</i> and <i>a Separate Peace</i> .
How will you address students who do not have this prior knowledge?	Students should be able to understand the quotes even without knowledge of the other texts, and be able to connect them to <i>the Perks of Being a Wallflower</i> . I will answer any other questions to the best of my ability.
Materials for instruction (include rationale for why the materials are appropriate)	<i>Looking for Alaska</i> quotes on paper, coming-of-age quotes on paper, and <i>the Perks of Being a Wallflower</i> .
Accommodations and modifications	All IEPs will be followed. Any students having difficulties will be helped to the best of my abilities.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.3.R.6</b> Students will comparatively analyze the structures of texts (e.g., <i>compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i> ) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	Students will make connections between quotes from other coming-of-age works and <i>the Perks of Being a Wallflower</i> .	Quotes list, <i>the Perks of Being a Wallflower</i> , paper, pen. Students will write brief connection prompts.	Semi-formal, will be graded with entire COA folder.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to	What connections can you make between other coming-of-age works (quotes, or full works) and <i>the Perks of Being a Wallflower</i> ?
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engage the students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	Greet the class, hand out quote papers	Listen and read instructions on the handouts.	
3	Explain that they are to compete two quote prompts incorporating literary analysis.	Listen.	
40	Give students time to complete the assignment	Write.	
2	Bring the class together and instruct them to place this into their COA folders.	Place this into their COA folders.	

Wednesday

### Daily Lesson Information

Lesson title	Class discussion and catch-up day
Lesson Purpose/Rationale	At this point I want to establish where the class is in terms of reading progress and progress with their COA folders. I want to have a discussion as a class to clear the air, get any feedback, and discuss the content we have been learning. Also, for students that may have fallen behind, this is the perfect opportunity for them to catch up.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	I will ask questions to get a sense of where the class is in terms of progress and understanding. I will then allow them to ask questions, discuss the texts, and catch up with any and all reading and work up until this point.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson	

plan and how I modified it	
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Having read the past texts and assignments.
How will you address students who do not have this prior knowledge?	Students will have today to use as a catch-up day to get up-to-date on the readings and assignments.
Materials for instruction (include rationale for why the materials are appropriate)	COA folders, texts, handouts.
Accommodations and modifications	All IEPs will be followed. Any students having difficulties will be helped to the best of my abilities.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will discuss any material or questions they may have up until this point and will do so in a respectful manner.	Discussion, question-and-answer session. Any texts, work, or handouts needed on an individual basis.	Informal, checking progress.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or	Where are students in terms of progress? How have they received the texts? Do students have any pressing questions or areas of confusion they need addressed? This will let students lead the discussion and take control of their
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unit? What anticipatory set are you presenting to engage the students?	own levels of progress.
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
25	Begin a discussion finding out where students are in terms of progress as well as comprehension of the texts	Listen, ask any questions they may have.	Is there anything troubling you? Anything you would like to ask? How are you liking this unit so far? Do you feel you have enough time to complete assignments? Where are your hang-ups?
25	Walk around, answering any questions students may still have but did not want to ask in front of the class.	Catch up on any work.	

Thursday

### Daily Lesson Information

Lesson title	Project proposal
Lesson Purpose/Rationale	By now students will have established a level of mastery of the material. Now they will take that and create a final project to submit alongside their COA folders. This will mix levels of instruction and media, allowing for student choice in how they want to create their project.
Lesson description (include concepts and skills and where	Students will receive the instructions to their final project. They will be given time to brainstorm and present their project idea to the teacher by the end of class.

this lesson fits within the curriculum)	
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	

### Daily Lesson Plan Summary

Prior knowledge needed for success	Knowledge of the texts read and presented in class.
How will you address students who do not have this prior knowledge?	By this point, all should be sufficiently versed in this information. If there are extenuating circumstances, I will work with them on an individual basis to find a way to successfully complete the project.
Materials for instruction (include rationale for why the materials are appropriate)	Project instructions, any texts students want to use.
Accommodations and modifications	All IEPs will be followed. Any students having difficulties will be helped to the best of my abilities.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.7.W.1</b> Students will design and develop multimodal content for a variety of purposes.	Students will create a multimodal artifact for their final project and presentation.	Texts, handouts, their mind, instructions.	Formal. Rubric will be used.
<b>11.7.W.2</b> Students will construct	Students will create a multimodal artifact for their final project and	Texts, handouts, their mind, instructions.	Formal. Rubric will be used.

<p>engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>	<p>presentation which they will present the last week of the unit.</p>		
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**Today's Essential Question(s) and/or Anticipatory Set**

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>What scene, character, quote, or text stood out to students the most? Why? Take that choice and turn it into a multimodal artifact of your choosing. Have fun with it, but make sure you can explain why you chose it and why it holds significance.</p>
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will...	Additional information...
10 minutes	Hand out the assignment instructions, explain them, answer any questions.	Listen, ask questions.	
40 minutes	Give students time to pick what they want to do for their project, and help find the supporting evidence within	Decide on their project, write it down and hand it in to the teacher.	

	their texts. Tell them to bring supplies with to class if they would like to work on it on Friday.		
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Friday

### Daily Lesson Information

Lesson title	Project Approval, Music Incorporation
Lesson Purpose/Rationale	The bellringer will incorporate music into the lesson yet again, giving students another piece of media to relate to and make connections to other texts with. Also, this will give students time to work on their final projects.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will listen to the song "The Middle" by Jimmy Eat World and analyze the lyrics. They will tie the lyrics to coming-of-age texts. After, they will be given time to work on their final projects.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	"The Middle" by Jimmy Eat World, any and all past texts.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Knowledge of coming-of-age novels, and texts.
How will you address students who do not have this prior knowledge?	Help students brainstorm as to what constitutes coming-of-age texts.
Materials for instruction (include rationale for why the materials are appropriate)	Lyrics to "The Middle" by Jimmy Eat World, printed out. YouTube video of the song, any art supplies.
Accommodations and modifications	All IEPs will be followed. Any students having difficulties will be helped to the best of my abilities.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<p><b>11.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>Students will explicate song lyrics and tie them into coming-of-age texts encountered throughout the unit and past units.</p>	<p>“The Middle” by Jimmy Eat World (lyrics, song), knowledge of COA texts, pen.</p>	<p>Informal.</p>
<p><b>11.7.W.2</b> Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence</p>	<p>Students will work on their final projects.</p>	<p>Any art supplies they may need.</p>	<p>Informal until presentation.</p>

for diverse audiences.			
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**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How does Jimmy Eat World's "The Middle" apply to the subject of coming-of-age? What connections can you make with other texts we have studied?
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Greet class, hand out lyrics to "The Middle"		
5	Play "the Middle"	Listen/read along	
8	Ask students to write on the lyrics sheet, analyzing and connecting it with other texts.	Analyze, explicate, and connect.	
30	Let students work on their final projects.	Work on their final projects.	
4	Have students clean up, ask if there are any pressing questions before the weekend	Clean up.	Does anyone have any questions regarding their project?

**Week 4**  
Monday

## Daily Lesson Information

Lesson title	Project Day
Lesson Purpose/Rationale	For students that may be unable to work on their projects at home over the weekend, this will give them a solid class period to work on it.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Class period to answer questions, catch up, replay any videos they may need replayed, and time to work on their projects.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	Any past texts.

## Daily Lesson Plan Summary

Prior knowledge needed for success	Knowledge of the texts read and presented in class.
How will you address students who do not have this prior knowledge?	By this point, all should be sufficiently versed in this information. If there are extenuating circumstances, I will work with them on an individual basis to find a way to successfully complete the project.
Materials for instruction (include rationale for why the materials are appropriate)	Project instructions, any texts students want to use.
Accommodations and modifications	All IEPs will be followed. Any students having difficulties will be helped to the best of my abilities.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.7.W.1</b> Students will design and develop	Students will create a multimodal artifact for their final project and presentation.	Texts, handouts, their mind, instructions.	Formal. Rubric will be used.

multimodal content for a variety of purposes.			
<b>11.7.W.2</b> Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will create a multimodal artifact for their final project and presentation which they will present the last week of the unit.	Texts, handouts, their mind, instructions.	Formal. Rubric will be used.

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What scene, character, quote, or text stood out to students the most? Why? Take that choice and turn it into a multimodal artifact of your choosing. Have fun with it, but make sure you can explain why you chose it and why it holds significance.
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**Today's Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
2	Inform students that today they will be working on their projects, and if	Listen, ask questions if needed.	

	they need any videos replayed, that can be arranged during this class period.		
45	Let students work, answer questions, replay videos.	Work, ask for replays.	
3	Have students clean up.	Clean up and get ready to leave.	

Tuesday

### Daily Lesson Information

Lesson title	Be Kind to Your Inner Child
Lesson Purpose/Rationale	As we are winding down this lesson, I felt it would be good to add another video from a TV show to illustrate some of the struggles adolescents go through.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch a scene from the TV series "My Mad Fat Diary," and complete a freewrite about their thoughts on it. After that, they will be given time to finish up anything on their projects.
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<a href="https://www.youtube.com/watch?v=6M4phmT089s">https://www.youtube.com/watch?v=6M4phmT089s</a>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Knowledge of adolescence, coming-of-age texts.
How will you address students who do not have this prior knowledge?	There should not be any issues, but if there are, I will work with students one-on-one.
Materials for instruction (include rationale for why the materials are appropriate)	YouTube, paper/COA folder, project supplies.
Accommodations	All IEPs will be followed.

and modifications	
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**Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.3.R.6</b> Students will comparatively analyze the structures of texts (e.g., <i>compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i> ) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	Students will compare the video to other coming-of-age texts.	Videos, past knowledge, pen, paper.	Informal.

**Today’s Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What are your thoughts and feelings watching this clip? How does this tie into what we have read so far? What thoughts and connections can you make?
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**Today’s Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
15	Play the video clip, tell students to watch and freewrite	Watch/listen, then freewrite.	
5	Ask if any students want to share.	Volunteer.	
30	Give the class	Work efficiently.	

	last minute time to finish up projects.		
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[Wednesday-Friday]

### Daily Lesson Information

Lesson title	Presentation Week
Lesson Purpose/Rationale	This is to give students a chance to present their final projects within the classroom. It is designed to make sure each student has at least 7 minutes to present and describe their multimodal project concept and outcome, and for the teacher to be able to assess them.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will present their final projects in front of the class/teacher. This will contribute to the points they receive for the project itself.
Lesson length	3 class periods, 150 minutes total.
Grade level and course	11 <sup>th</sup> grade English.
Source of lesson plan and how I modified it	<i>The Perks of Being a Wallflower</i> by Stephen Chbosky, <i>Looking for Alaska</i> by John Green, <i>the Fault in Our Stars</i> by John Green, <i>the Outsiders</i> by S.E. Hinton, <i>the Catcher in the Rye</i> by J.D. Salinger, any lessons we used in class, any other supplemental articles and class discussions.

### Daily Lesson Plan Summary

Prior knowledge needed for success	A multimodal form of presentation, how to reformulate text, knowledge of at least one text, how to present.
How will you address students who do not have this prior knowledge?	Students having issues can come to me for help, by the time this lesson is underway most (if not all) students should have the knowledge necessary for success.
Materials for instruction (include rationale for why the materials are appropriate)	Individual student projects, copies of the grading rubric, pen/pencil.
Accommodations and modifications	All IEPs will be followed. Students will be allowed to choose their preferred text source and preferred project ideas. Students afraid to present in front of the class can meet with the teacher and present one-on-one.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<p><b>11.7.W.2</b> Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>	<p>Students will create a multimodal artifact or presentation that demonstrates comprehension of the material, as well as requires justifications for their choices. This will help them solidify argumentation/supporting details, as well as train them in public speaking and presentation. This will also engage learners and allow for them to create something in a format of their choosing, subsequently fostering creativity. Students will be able to defend their project choice.</p>	<p>Activity: present their final multimodal project. Materials: their projects, as well as rubrics for each student.</p>	<p>Formal: students will be graded on their presentation as well as the project itself according to a rubric.</p>
<p><b>11.7.W.1</b> Students will design and develop multimodal content for a variety of purposes.</p>	<p>Students will create a multimodal artifact or presentation that demonstrates comprehension of the material, as well as requires justifications for their choices. This will help them solidify argumentation/supporting details, as well as train them in public speaking and presentation. This will also engage learners and allow for them to create something in a format of their choosing, subsequently fostering</p>	<p>Activity: present their final multimodal project. Materials: their projects, as well as rubrics for each student.</p>	<p>Formal: students will be graded on their presentation as well as the project itself according to a rubric</p>

	creativity.		
<b>11.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	Students will present their multimodal artifact.	Their artifact.	Formal: students will be graded on their presentation as well as the project itself according to a rubric

**Today’s Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How did students interpret a specific scene, quote, or character from one of our core/supplemental texts during this unit? How much did students comprehend, and how will they illustrate this via a multimodal project presentation?
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**Today’s Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will....	Additional information...
10	Address the class, ask for volunteers to sign up to present. If no volunteers are willing, students will be selected at random. The teacher will write the order of presenters on the board.	Volunteer to present or be chosen to present.	If students are to be chosen at random, they will not be those who have previously indicated they need to present one-on-one. If random selection is to occur, it will be from an pre-existing cup filled with popsicle

			sticks with students' names on them.
5-7	Call the student up to present. Time the student's presentation. Grade the presentation with their rubric.	Present, listen actively and respectfully.	
5-7	Call the student up to present. Time the student's presentation. Grade the presentation with their rubric.	Present, listen actively and respectfully.	
5-7	Call the student up to present. Time the student's presentation. Grade the presentation with their rubric.	Present, listen actively and respectfully.	
5-7	Call the student up to present. Time the student's presentation. Grade the presentation with their rubric.	Present, listen actively and respectfully.	
5-7	Call the student up to present. Time the students presentation. Grade the presentation with their rubric.	Present, listen actively and respectfully.	
5-7	Call the student up to present. Time the student's presentation. Grade the presentation with their rubric.	Present, listen actively and respectfully.	
5-10	Call the class back	Listen, ask any	

	to order, give general feedback, thank students, explain that this will happen again tomorrow (unless this is Friday).	questions they may have, turn in their projects (they can leave them in the classroom if need be if they haven't presented)	
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## Week 5

Monday

### Daily Lesson Information

Lesson title	The Perks of Getting Through a Unit
Lesson Purpose/Rationale	Students will turn in their COA folders on this day, as it is the end of the unit. This will allow for the teacher to truly see student progress and mindset, as well as writing ability and how they interpreted everything they have been exposed to. After folders are turned in, they will have a celebratory viewing of the movie adaptation of <i>the Perks of Being a Wallflower</i> .
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	When students arrive to class, they will be instructed to turn in their COA folders at the front of the room at the end of class. After this, the teacher will inform them that they will receive their rubric/grades for their projects and COA folders simultaneously in a few weeks. Following that announcement, the students will begin a screening of the movie adaptation of <i>the Perks of Being a Wallflower</i> .
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English
Source of lesson plan and how I modified it	"the Perks of Being a Wallflower" (2012)

### Daily Lesson Plan Summary

Prior knowledge needed for success	Completion of the book <i>the Perks of Being a Wallflower</i> by Stephen Chbosky
How will you address students who do not have this prior knowledge?	This should not be an issue, but if so, they can still watch the film.

Materials for instruction (include rationale for why the materials are appropriate)	DVD of "the Perks of Being a Wallflower," DVD player, screen.
Accommodations and modifications	IEPs will be followed. Deaf students can have subtitles. Blind students can listen or opt out. For the sake of time, either a scene or credits will be skipped.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.7.R.1</b> Students will analyze and evaluate the various techniques used to construct arguments in written, oral, visual, digital, non-verbal, and interactive texts, to generate and answer applied questions, and to create new understandings.	Students will compare the text version of <i>the Perks of Being a Wallflower</i> to the movie version and use that to facilitate their understanding and analyses.	Watch the movie "the Perks of Being a Wallflower"	Informal; students will be assessed by whether or not they are paying attention during the screening.
<b>11.7.R.2</b> Students will analyze the impact of selected media and formats on meaning.	Students will compare the text version of <i>the Perks of Being a Wallflower</i> to the movie version and use that to facilitate their understanding and analyses.	Watch the movie "the Perks of Being a Wallflower"	Informal; students will be assessed by whether or not they are paying attention during the screening.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will students react to the movie adaptation of a text they have read and will they actively compare and contrast? Will students be more engaged than when they were simply reading?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2 minutes	Inform students to turn in their COA folders at the end of class.	Listen.	
48 minutes	Play the movie "the Perks of being a Wallflower"	Watch the movie "the Perks of being a Wallflower"	This will only be half of the movie. Find a good stopping point.

Friday

### Daily Lesson Information

Lesson title	The Perks of Getting Through a Unit
Lesson Purpose/Rationale	Students will have a celebratory viewing of the movie adaptation of <i>the Perks of Being a Wallflower</i> , which incorporates a different text format and allows students to get a visual and auditory representation of certain scenes they have read. This will add to their understanding and allow for them to make connections between the book and the movie.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will resume their screening of the movie adaptation of <i>the Perks of Being a Wallflower</i> .
Lesson length	50 minutes
Grade level and course	11 <sup>th</sup> grade English

Source of lesson plan and how I modified it	"the Perks of Being a Wallflower" (2012)
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Completion of the book <i>the Perks of Being a Wallflower</i> by Stephen Chbosky
How will you address students who do not have this prior knowledge?	This should not be an issue, but if so, they can still watch the film.
Materials for instruction (include rationale for why the materials are appropriate)	DVD of "the Perks of Being a Wallflower," DVD player, screen.
Accommodations and modifications	IEPs will be followed. Deaf students can have subtitles. Blind students can listen or opt out. For the sake of time, either a scene or credits will be skipped.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>11.7.R.1</b> Students will analyze and evaluate the various techniques used to construct arguments in written, oral, visual, digital, non-verbal, and interactive texts, to generate and answer applied	Students will compare the text version of <i>the Perks of Being a Wallflower</i> to the movie version and use that to facilitate their understanding and analyses.	Watch the movie "the Perks of Being a Wallflower"	Informal; students will be assessed by whether or not they are paying attention during the screening.

questions, and to create new understandings.			
<b>11.7.R.2</b> Students will analyze the impact of selected media and formats on meaning.	Students will compare the text version of <i>the Perks of Being a Wallflower</i> to the movie version and use that to facilitate their understanding and analyses.	Watch the movie “the Perks of Being a Wallflower”	Informal; students will be assessed by whether or not they are paying attention during the screening.

**Today’s Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How will students react to the movie adaptation of a text they have read and will they actively compare and contrast? Will students be more engaged than when they were simply reading?
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**Today’s Minute by Minute (Tick Tock)**

Time (minutes)	The teacher will...	The students will...	Additional information...
50	Resume playing the movie “the Perks of being a Wallflower”	Watch attentively.	You may need to finish the last few minutes in another class or during lunch if students wish to stay. If not, perhaps skip the credits.

**Appendix A**

Pre-Assessment

Name:

1. What do you think of when you hear “mental illness?”
2. How would you describe someone with a mental illness?
3. How would you define mental illness?
4. How would you define trauma?
5. What are some ways people deal with trauma?

Post-Video Quickwrite

([https://www.youtube.com/watch?v=\\_y97VF5UJcc](https://www.youtube.com/watch?v=_y97VF5UJcc))

On a sheet of paper, please address the following questions:

Did these testimonials change your views on mental illness? Why or why not? What are your general thoughts on the matter of mental health and mental illness?

## Appendix B

### Vocabulary List

Throughout our readings and activities, certain terminology may come up. This list is a starting point outlining said vocabulary; we may add things to this as we go along if necessary.

**Trauma** is an emotional response to a terrible event like an accident, rape or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained

relationships and even physical symptoms like headaches or nausea. While these feelings are normal, some people have difficulty moving on with their lives. Psychologists can help these individuals find constructive ways of managing their emotions.”

Adapted from the APA Help Center article, "[Recovering emotionally from disaster.](#)"

**innocence/innocent**: free from moral wrong; without sin; pure/ having or showing the simplicity or naiveté of an unworldly person; guileless; ingenuous.

**mental illness**-a medical disease or disorder which affects the mind and prevents a healthful life

**mental disorder**-describes many types of mental/emotional problems

**defense mechanism**- strategies to deal with stressful situations

**stressor**-stimulus that produces stress

**organic disorder**-disorder caused by an illness or injury that affects the brain

**functional disorder**-psychological causer, no brain damage involved

**anxiety disorder**-real or imagined fears prevent enjoyment of life

**General Anxiety Disorder (GAD)**-anxious, fearful, upset for no specific reason

**panic disorder**-sudden attack of terror, trembling, difficulty breathing; usually connected to a certain situation

**post-traumatic stress disorder (PTSD)**-caused by a traumatic event; severe and long-lasting aftereffects

**clinical depression**-sadness or hopelessness, long-lasting, interferes with daily life

**manic-depressive disorder**-severe mood swings for no apparent reasons

**schizophrenia**-a disorder characterized by a “split mind,” and abnormal emotional responses. Sometimes includes auditory and/or visual hallucinations.

retrieved from: <https://quizlet.com/7441476/mental-health-vocabulary-flash-cards/>  
<http://dictionary.com>  
<http://www.apa.org/topics/trauma/>

## Appendix C

**Q:**What does a "loss of innocence" mean in literature? (from Reference.com)

**A: QUICK ANSWER** In literature, "loss of innocence" means that a character has ended her childhood and become an adult. This can happen in a variety of ways, and it can be symbolized throughout the text. One such example occurs in "Alice

in Wonderland" when Alice struggles with boredom or with being an inconvenient size. Loss of innocence is also sometimes referred to as coming of age.

**FULL ANSWER** Innocence is related to guiltlessness or lack of knowledge. In literature, a character may lose his innocence by becoming aware of the world around him or by doing something that evokes guilt.

For instance, in "The Catcher in the Rye," a classic coming-of-age novel, the protagonist Holden Caulfield is in the midst of losing his innocence. He has been expelled from four schools, he sees most people as "phonies," and he is dealing with the death of his brother. However, he is not ready to consider himself an adult, and the book frequently deals with the theme of innocence. Caulfield wants to protect the innocence of children, which is symbolic of his need to protect his own childhood or innocence. At the end of the book, he resolves his emotional trouble, pledges to do well at his next school and expresses optimism. This symbolizes his acceptance of his looming adulthood and his symbolic coming of age or loss of innocence.

## Appendix D

Freewrite & Prompt Response Quotes:

**“What really knocks me out is a book that, when you're all done reading it, you wish the author that wrote it was a terrific friend of yours and you could call him up on the phone whenever you felt like it. That doesn't happen much, though.”**

— J.D. Salinger, *The Catcher in the Rye*

Prompt: How does the quote from *the Catcher in the Rye* apply to *Perks*? What other works does it apply to? What are your general thoughts about this quote.

Write at least 5-8 sentences.

**“Among other things, you'll find that you're not the first person who was ever confused and frightened and even sickened by human behavior. You're by no means alone on that score, you'll be excited and stimulated to know. Many, many men have been just as troubled morally and spiritually as you are right now. Happily, some of them kept records of their troubles. You'll learn from them—if you want to. Just as someday, if you have something to offer, someone will learn something from you. It's a beautiful reciprocal arrangement. And it isn't education. It's history. It's poetry.”**

— J.D. Salinger, *The Catcher in the Rye*

Prompt: How does the quote from *the Catcher in the Rye* apply to *Perks*? What other works does it apply to? What are your general thoughts about this quote.

Write at least 5-8 sentences.

**“When adults say, "Teenagers think they are invincible" with that sly, stupid smile on their faces, they don't know how right they are. We need never be hopeless, because we can never be irreparably broken. We think that we are invincible because we are. We cannot be born, and we cannot die. Like all energy, we can only change shapes and sizes and manifestations. They forget that when they get old. They get scared of losing and failing. But that part of us greater than the sum of our parts cannot begin and cannot end, and so it cannot fail.”**

— John Green, *Looking for Alaska*

**“Imagining the future is a kind of nostalgia. (...) You spend your whole life stuck in the labyrinth, thinking about how you'll escape it one day, and how awesome it will be, and imagining that future keeps you going, but you never do it. You just use the future to escape the present.”**

— John Green, *Looking for Alaska*

**“It always shocked me when I realized that I wasn't the only person in the world who thought and felt such strange and awful things.”**

— John Green, *Looking for Alaska*

**“At some point, you just pull off the Band-Aid, and it hurts, but then it's over and you're relieved.”**

— John Green, *Looking for Alaska*

**“You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it.”**

—Harper Lee, *To Kill a Mockingbird*

**“Atticus said to Jem one day, ‘I’d rather you shot at tin cans in the backyard, but I know you’ll go after birds. Shoot all the blue jays you want, if you can hit ‘em, but remember it’s a sin to kill a mockingbird.’ That was the only time I ever heard Atticus say it was a sin to do something, and I asked Miss Maudie about it. ‘Your father’s right,’ she said. ‘Mockingbirds don’t do one thing except make music for us to enjoy. They don’t eat up people’s gardens, don’t nest in corn cribs, they don’t do one thing but sing their hearts out for us. That’s why it’s a sin to kill a mockingbird.’”**

—Harper Lee, *To Kill a Mockingbird*

**“Life is a valuable and unique opportunity to discover who you are. But it seems as soon as you near answering that age-old question, something unexpected always happens to alter your course. And who it is you thought you were suddenly changes.**

**Then comes the frustrating realization that no matter how long life endures, no matter how many experiences are muddled through in this existence, you may never really be able to answer the question....**

**Who am I?**

**Because the answer, like the seasons, constantly, subtly, inevitably changes. And who it is you are today, is not the same person you will be tomorrow.”**

— [Richelle E. Goodrich, \*Eena, The Dawn and Rescue\*](#)

<https://www.goodreads.com/quotes/tag/coming-of-age>

## Appendix E

### You're Not Alone – Saosin

It's just like him  
To wander off in the evergreen park  
Slowly searching  
For any sign of the ones he used to love  
He says he's got nothing left to live for  
(He says he's got nothing left)  
And this time I think you'll know  
You're not alone, there is more to this  
I know  
You can make it out  
You will live to tell  
She's just like him  
Spoiled rotten confused by the life she's been fed  
And she's searching for no one (but herself)  
Her eyes turn to green  
And she seems to be happy that she is her  
And this time I think you'll know  
You're not alone, there is more to this  
I know  
You can make it out  
You will live to tell  
You're not alone, there is more to this  
I know  
You can make it out  
We're not alone  
There is more to this  
I know  
You can make it out  
You will live to tell  
(so tell me)  
You're not alone,  
There is more to this  
I know  
You can make it out  
You will live to tell (live to tell)

## Appendix F

### JIMMY EAT WORLD LYRICS

#### "The Middle"

Hey, don't write yourself off yet  
It's only in your head you feel left out or looked down on.  
Just try your best, try everything you can.  
And don't you worry what they tell themselves when you're away.

It just takes some time,  
Little girl, you're in the middle of the ride.  
Everything, everything will be just fine,  
Everything, everything will be alright, alright.

Hey, you know they're all the same.  
You know you're doing better on your own (on your own), so don't buy in.  
Live right now, yeah, just be yourself.  
It doesn't matter if it's good enough (good enough) for someone else.

It just takes some time,  
Little girl, you're in the middle of the ride.  
Everything, everything will be just fine,  
Everything, everything will be alright, alright.

It just takes some time,  
Little girl, you're in the middle of the ride.  
Everything, everything will be just fine,  
Everything, everything will be alright, alright.

Hey, don't write yourself off yet.  
It's only in your head you feel left out or looked down on.  
Just do your best (just do your best), do everything you can (do everything you  
can).  
And don't you worry what the bitter hearts are gonna say.

It just takes some time,  
Little girl, you're in the middle of the ride.  
Everything, everything will be just fine,  
Everything, everything will be alright, alright.

It just takes some time,  
Little girl, you're in the middle of the ride.  
Everything, everything will be just fine,  
Everything, everything will be alright.

Retrieved from <http://azlyrics.com>

## Appendix G

### Japan's "Coming of Age Day"

#### Uncorrected Text

Each year on the second Monday in January, people in Japan celebrate *Seijin-no-hi*. In English, that means Coming of Age Day. Special events are held on that day for young people who reached age 20 during the previous year. At age 20, young people in Japan are thought to be adults. Young men wear suits on *Seijin-no-hi*, and women wear ornate kimonos called *furisodes*. In Japan, 20-year-olds have many rites, including the right to vote.

#### Answer Key

Each year on the second Monday in January, people in Japan celebrate *Seijin-no-hi*. In English, that means Coming of Age Day. Special events are held on that day for young people who reached age 20 during the previous year. At age 20, young people in Japan are thought to be adults. Young men wear suits on *Seijin-no-hi*, and women wear ornate kimonos called *furisodes*. In Japan, 20-year-olds have many rights, including the right to vote.

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