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ELAN 7408

9<sup>th</sup> Grade Conceptual Unit

Main Text: Stargirl by Jerry Spinelli

Unit focus: Finding theme and connecting with texts.

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## Rationale

The 9<sup>th</sup> grade is an important time of transition for students academically, as well as personally. One of the primary responsibilities of the 9<sup>th</sup> grade curriculum is to introduce incoming students to certain skills that they will need in order to achieve optimal success in their high school careers. Building upon concepts learned in students' previous grade levels, the 9<sup>th</sup> grade curriculum serves to facilitate an effective transition into high school academics, preparing students for subsequent coursework and giving them the skills needed to obtain success beyond a diploma.

One of the primary objectives for the English Language Arts curriculum in the 9<sup>th</sup> grade is to introduce students to more critical ways of reading texts. Building upon comprehension skills learned in previous grades, the 9<sup>th</sup> grade curriculum asks that students begin to read more comprehensively, utilizing methods of analysis that will help them to find meaning in texts beyond basic levels of understanding. These reading methods will not only prepare students for the types of coursework that they will be asked to complete in subsequent grade levels, but will also provide students with valuable critical thinking skills to be used later in life.

For this unit, students will read the novel *Stargirl*, by Jerry Spinelli. *Stargirl* is a novel about a young girl who has been home-schooled her entire life and is suddenly thrust into the world of the public high school. Though sheltered from certain social practices, Stargirl (not her given name) is very outgoing and caring, sometimes to a social fault. She pays attention to the people in her

community, anonymously sends gifts to those in need, celebrates the accomplishments of those around her, and generally acts in a manner which we all might encourage, but might sparingly live. Stargirl enters her local high school as an oddity, generally ignored at first, but observed by her peers nonetheless for her social quirks. Through several key events, including a romance with a more typical high school boy, Stargirl goes from social oddity, to celebrated eccentric, to pariah. And when she eventually tries to tone down her personality in order to fit in with the rest of the students in her high school, she finds the boundaries of high school society hard to break in to. After several attempts to find her niche, Stargirl leaves the high school behind, and over time achieves legendary status for her odd, but endearing behavior.

Thematically, *Stargirl* deals with several topics: identity formation, conformity vs. individualism, peer pressure, and social stratification are just a few. During this unit I do not ask that students take a given position on any of these topics, nor do I hope to gain their endorsement of any perspective dealing with these topics. What I do ask them to do is to simply observe these topics in everyday life and report their findings. Students will be asked to identify issues raised in the text, such as those listed above, extract those issues from the text, and relate them to real world observations. This practice relates most to 9<sup>th</sup> grade Georgia Performance Standards ELA9RL3 and ELA9RL2, which state respectively, “The student deepens understanding of literary works by relating them to contemporary context or historical background,” and “The student identifies, analyzes, and applies knowledge of theme in literary works from various genres and provides evidence from the works to support understanding.”

Overall, what I hope the students will gain from this unit, regarding reading, is an understanding of how to read a text and contextualize its content in a broader framework, including in the context of what they observe in their own lives. This practice will be useful for students going forward in high school, where they will be asked in subsequent classes to analyze texts using many different contexts, including historical, social, literary period, etc.... It will also allow students to develop a practice that can be useful when considering difficult issues, as they can use their critical thinking skills to evaluate a text and how it relates to their everyday lives.

I have chosen *Stargirl* as the central text because it is a novel which deals with complicated issues, but is relatively easy to read and comprehend. This novel is a relatively new text and is usually categorized as “young adult;” however it has been praised critically [citation needed] and is among those young adult novels which bear a certain sophistication uncommon to its genre. I think that using a novel with these types of contradictions, being advanced while maintaining simplicity, is ideal for a 9<sup>th</sup> grade curriculum, which, as I have stated above, seeks to facilitate a smooth transition from middle school to high school academics. Though it deals with its topics seriously, the tone of *Stargirl* is light and its content is tame. I, therefore, do not foresee any problems with the text itself; however, if a rational and explainable problem does arise, I will be open to alternative recommendations. Because the text is a novel and therefore of significant length, however, understand that circumstances must be pressing since I will still have to account for the rest of the class.

Another reason I have chosen *Stargirl* as the central text is that I believe the relevance of its content to many students lives will make the process of contextualizing its themes more manageable. *Stargirl* is set in a contemporary high school and deals with issues that are pertinent to most modern high school students' lives. The social world of a high school may seem trivial to many, but I believe being able to critically observe social constructs and tendencies at a young age will help prepare students for how to deal with social situations later in life. Also, transitions to more advanced types of reading can be difficult, and therefore I think it is beneficial to offer students a text that is close to their own experiences.

Additionally, for those who may raise a concern about an oversimplification of the curriculum, while I have already advocated for this text as a worthy novel of literary merit, I also plan to use other, more canonical short stories as supplementary material throughout the unit. The list of these short stories is indefinite and will be assigned based on the direction of topics in which I perceive the class is moving. But they will undoubtedly be of some canonical status as I hope to use them as material to be compared/contrasted with the main text, and therefore will likely utilize texts from other historical periods and social settings. Two of the possible short stories to be used are Kurt Vonnegut's "Harrison Bergeron" and F. Scott Fitzgerald's "Bernice Bobs her Hair."

Students will be assessed using four primary methods during this unit. The first will be an observation journal to be kept throughout the unit and checked routinely each week. Students will be asked to write briefly on a given or self-generated topic about their general observations in everyday life. These are

not required to be personal and can be general in nature. Students are asked not to comment on specific persons by name. The journal will be kept alongside our reading of *Stargirl* and students will be asked to consider issues that are raised in the text to inform their journal entries. The primary purpose of this journal will be to provide students with a useful reservoir of ideas with which to contextualize the text that they are reading. This essentially slows down the process of reader response so that students have an opportunity to think about their reactions to the text and how they can contextualize it. Then, when they are asked to produce a coherent response to the issues generated by the text, they will have a log of useful ideas from which to pull from.

The second method of assessment will be a short, two to four page response using what they have written in their observation journals to comment on issues raised by *Stargirl*. This paper is likely be less formal than other papers students will be assigned in their subsequent high school Language Arts classes, but its composition will require a similar process. Students will need to synthesize information found in the text with their own written observations. They will be asked to take a perspective on issues raised and use evidence, both from the novel itself and their written observations, to offer a coherent perspective on the novel. This type of essay is consistent with the Georgia Performance Standards for 9<sup>th</sup> grade English Language Arts in Writing, which states “The student writes coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument.”

The third method of assessment will be a graphic representation of *Stargirl*'s main character along with another major character from the novel, chosen by the

student. The students will be asked to visually or auditorily represent these two characters and how they perceive their relationship within the text. This project will give students another format in which to contextualize and analyze the main text. It is important in an English Language Arts class to offer students an opportunity to articulate themselves in ways other than writing. Firstly, differentiation is a useful concept that advocates for the allowance of multiple forms of expression to facilitate learning. While every student must show proficiency in writing, allowing those who thrive in other forms of expression only broadens the opportunities for learning. Secondly, the Georgia Department of Education, among others, has recognized the importance of these types of unwritten forms of learning and expression, and has therefore built them into their Performance Standards, requiring that we teach and assess students in areas of listening, speaking, and viewing. The above assessment is consistent with 9<sup>th</sup> grade English Language Arts, Georgia Performance Standard ELA9LSV2, which states “...The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.”

The fourth method of assessment will be a continuous evaluation of in-class discussion that will be held several times a week on given topics raised in the primary text, or, in some rare cases, those raised in student observation journals. Students will be divided into groups of various sizes and asked to cooperatively interpret, synthesize, and analyze information in the text, using the perspectives that each student brings to the group. These discussions will further facilitate the formation of ideas which will can be used in the final response paper (assessment #2), as the encounter of several different, potentially competing, perspectives will hopefully help

to complicate and then clarify those issues for each student. Additionally, the interaction in a group setting is helpful for social productivity and will prepare students for cooperative work in their academic careers, their future work careers, and their social lives. This type of activity is also supported by Georgia Performance Standards, particularly ELA9LSV1, which states “The student participates in student-to-teacher, student-to-student, and group verbal interactions.”



## Goals and Rubrics

### Goal 1: Observation Portfolio and Reflection Paper

Part A: In order to help students make valuable connections between life and text, each student will keep an observation portfolio while we read the primary text.

Assignment: For the next 4 weeks we will be reading and discussing the novel, *Stargirl*, by Jerry Spinelli. During this time you will be required to keep an Observation Portfolio on topics raised in the book. Each entry should be no less than 250 words. While you are greatly encouraged to practice good grammar and style, these entries are informal writings and, therefore, grammar and style will not be graded as long as what you have written is coherent and on topic.

Each entry should focus on an observation you have made in your daily life that relates to an issue or theme raised in the text. We will discuss what these issues are during class. While your entries should draw from daily experiences, you are NOT required to write about “personal” experiences, and you are prohibited from mentioning any person by name. For example, if the topic we are discussing is peer pressure, you are not required to write about a time when you or a friend of yours personally experienced peer pressure. Instead, you may write about your general observations on how peer pressure can affect people.

The purpose of these entries is to get you thinking about the issues and themes that the text brings up in a real-life context. After we finish reading *Stargirl*, you will be asked to write a short paper in which you use your observations to respond to the novel. So, of course, it is very important that you complete this assignment regularly.

Part B: Toward the end of the unit, students will compose a 2-4 page reflection paper involving content from their observation portfolios and the primary text.

Assignment: Using your Observation Portfolio and material from our in-class discussions, respond to the way the novel, *Stargirl*, deals with [topic to be determined later]\*. Does it present an accurate depiction? How different is the way it presents \_ from how you have observed it in everyday life? What are your opinions on how its portrayal of \_ affects the characters in the novel? How is this similar/different from how you think \_ affects real people in our society?

Your paper should be 2-4 pages long, typed, double-spaced, in a default font. Your paper must include references to the novel, *Stargirl*, but it should not deal solely with the text. Most of all, I want your opinions on the issues and themes raised in the novel.

\*One of my goals for this unit is to teach students how to identify theme. I would, therefore, like to defer the decision of what issue to focus on in this

paper, so that I can focus on an issue that the student's have decided, mostly through in-class discussion, is important to the reading of the text.

CATEGORY	A Excellent	B Good	C Satisfactory	F Poor
Observation Portfolio	Students present the number of entries required each week on time, each of appropriate length and topic.	Students present most of the entries required each week (no more than one missing per week), each of appropriate length and topic	Students present some of the entries required each week.	Students present none of the entries required.
Reflection Paper (Content)	The reflection paper includes references to both the primary text and reflections from the observation portfolio, and connects the information in a logical manner.	The reflection paper includes references to both the primary text and reflections from the observation journal, and connects the information in a loose manner.	The reflection paper includes references to both the primary text and reflections from the observation journal, but no clear connection is given between the two sources.	The reflection paper does not include a reference to one or either of the sources.
Reflection Paper (Coherence)	The reflection paper shows evidence of a clear and coherent stance taken by the student on one or more of the themes/issues raised in the text, and explained in a logical manner.	The reflection paper shows evidence of a stance taken by the student on one or more of the themes/issues raised in the text, but is explained in a loose or vague manner.	The reflection paper indicates that the student has considered the themes/issues raised in the text, but lacks a coherent set of opinions on the subject.	The reflection paper indicates that the student has not considered the themes/issues raised in the text at any considerable length.

Reflection Paper (Conventions)	The reflection paper contains a minimum number of grammatical and stylistic flaws, and is structured in a logical manner.	The reflection paper contains a fair number of grammatical and stylistic flaws, and is structured in a logical manner.	The reflection paper contains a significant number of grammatical and stylistic flaws, and is structured in a loose manner.	The reflection paper contains an alarming number of grammatical and stylistic flaws, and is structured in a loose manner.
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## Goal 2: Graphic Representation Project

After reading the primary text, students will compose a graphic representation of the main character. They must also include at least one other character from the same text, or a complementary one, and be able to demonstrate how they relate to one another. The graphic form can vary widely. Students may, for example, choose to make a poster, a cartoon, a video, etc.... Students must make a brief presentation to the class wherein they explain why they have depicted the characters as they have. Students may work in groups of no more than 3 for this project. Students should be able to demonstrate that they have a grasp of the relationships in the text and how social norms/expectations affect those relationships. Students will not be graded on artistic ability, but rather on an effort to depict the text in a meaningful manner.

CATEGORY	A Excellent	B Good	C Satisfactory	F Poor
Content	The student creates an ambitious graphic representation of the primary text that depicts the main character and at least one additional character and how they relate to one another.	The student creates an adequate graphic representation of the primary text that depicts the main character and at least one additional character and how they relate to one another.	The student creates a sloppy graphic representation of the primary text that depicts the main character and at least one additional character and how they relate to one another.	The student fails to create a graphic representation including the main character and at least one additional character and how they relate to one another.
Presentation	The student(s) is able to clearly explain his or her graphic representation, how/why they have depicted the characters as they have and their perceived relationship to one another.	The student(s) is able to adequately explain his or her graphic representation, how/why they have depicted the characters as they have and their perceived relationship to one another.	The student(s) is able to somewhat explain his or her graphic representation, how/why they have depicted the characters as they have and their perceived relationship to one another.	The student(s) is unable to explain his or her graphic representation, how/why they have depicted the characters as they have and their perceived relationship to one another.
Participation (if in a group)	The student demonstrates that he or she has had a significant role in the process.			The student demonstrates that he or she has had an insignificant role in the process.

### Goal 3: Discussion Activities

While we work through the primary text, students will regularly get into groups to hold discussions on what they have read. Topics and prompts, always generated by the teacher, will vary daily, but there will always be a product due by the end of class, whether it is a verbal demonstration to the class of what they have discussed or a filled out worksheet. Group sizes will vary daily as well. Mostly, groups will consist of around 3-4 members. But they also may occasionally be put into groups as small as 2 or as large as half the class, depending on the activity for the day. These activities should give students an opportunity to demonstrate a basic level of comprehension of the text, an ability to synthesize information from the text to form arguments or more general observations, and an ability to work with other people to make meaning from the text.

The grade for this goal will be mostly pass or fail, depending primarily on participation and the ability to produce a product when assigned.

Products such as worksheets will be graded separately based on comprehension or whatever the individual assignment might call for.

## Daily Plans

*50 minute periods*

### **Day 1**

**2 minutes:** Attendance, housekeeping.

**5 minutes:** Review reading and writing strategies (relating to the text, contextualizing content, etc...).

**10 minutes:** Go over terms and concepts pertinent to the unit: theme, context, perspective, etc....

**5 minutes:** Go over expectations for the unit.

**10 minutes:** Show short video demonstrating harmless social oddity, and discuss.

**8 minutes:** Introduce the novel and have students read an excerpt from *Stargirl* describing the main character's appearance and mannerisms.

**10 minutes:** As a class, ask students for their initial impressions of the character. Ask, "How might this person fit in with the students at this school?" Ask for reasons why this person might stand out or even be ostracized in school. Ask why social limitations exist.

**Homework:** Think about the excerpt we read and the concepts we discussed.

### **Day 2**

**2 minutes:** Attendance, housekeeping.

**5 minutes:** Remind students of the issues raised in the discussion from the day before. Go over discussion procedure.

**10 minutes:** Have students write 1/2-1 page about harmless, socially odd behaviors. Give them the example of standing in an elevator or on an escalator facing backward. How might you react to such behavior? Why? The prompt will read,

We sometimes observe social behavior that seems out of place or odd, but often we do not consider why such behaviors are socially unacceptable. Think of a few things that you have observed (or that you can imagine) that are seen as socially awkward or unacceptable, but are actually harmless or even reasonable. Can you think of any that could actually be helpful?

**15 minutes:** Students get into groups of 3-4 to discuss what they have written. They are asked to share the oddities they have written about and to try to explain their oddness in a social context.

**8 minutes:** As a class, ask groups to share their examples and their thoughts on why some otherwise benign behaviors may often be seen as odd or even dangerous.

**5 minutes:** Remind students of the reading and writing strategies they have gone over previously. Hand out the Observation Portfolio assignment sheet, explain it to them, and tell them that they can use what they have written for the day as their first entry.

**Homework:** Not mandatory (possible extra credit or second journal entry). Students may choose to perform a harmless, socially odd behavior (such as getting in an elevator and remain standing backward) outside of class. If they



choose to do so, they can present their findings to the class the next day, and they can write about it for their second journal entry.

### **Day 3**

**2 minutes:** Attendance, housekeeping.

**5-10 minutes:** Ask students who participated in the voluntary homework assignment to share their experiences and findings. If no one participated, or no one volunteers to share, then give a brief reminder of our conversations from the previous day and move on.

**5 minutes:** Distribute anticipation guide prompts and explain the procedure (the prompt will be based on group discussions from the previous days).

**28 minutes:** Have students read the first 21 pages of *Stargirl* (it is acceptable for them to not complete all 21 in the allotted time, but this should be their aim).

**5 minutes:** Discuss as a class the results of the anticipation guide.

**5 minutes:** Students begin to write about how their response to the anticipation guide has changed or been reaffirmed after the reading.

**Homework:** Students finish their response to the anticipation guide and finish reading, at least up to page 29.

### **Day 4**

**2 minutes:** Attendance, housekeeping.

*If there was significant, and balanced, disagreement about the results of the anticipation guides from the previous day, then:*

**20 minutes:** Hold a class debate between two large groups.

**5 minutes:** After the debate explain and discuss the process of argument and textual evidence.

**18 minutes:** As a class, unpack and discuss the following passage from page 26:

She gave us something to talk about. She was entertaining.

At the same time, we held back. Because she was different. *Different*. We had no one to compare her to, no one to measure her against. She was unknown territory. Unsafe. We were afraid to get too close.

**5 minutes:** Students can begin to read further.

*If there was not significant, or balanced, disagreement about the results of the anticipation guides from the previous day, then:*

**23 minutes:** In small groups, unpack and discuss the following passage from page 26:

She gave us something to talk about. She was entertaining.

At the same time, we held back. Because she was different. *Different*. We had no one to compare her to, no one to measure her against. She was unknown territory. Unsafe. We were afraid to get too close.

**10-15 minutes:** As a class, students share what they have talked about in their small groups and we discuss how their impressions of the main character is changing as they read further.

**10-15 minutes:** Students can begin to read further.

**Homework:** Students finish reading, at least up to page 54.

## **Day 5**

**2 minutes:** Attendance, housekeeping.

**18 minutes:** Classroom discussion on the reading assigned, focusing on popularity, conformity and point of view.

**20 minutes:** Individual writing assignment. The prompt will read,

Stargirl has steadily been gaining popularity throughout the novel, but now things seem to be changing for her yet again. What do you think will happen on the Hot Seat in the coming chapter and why?

**10 minutes:** Remind students of key writing concepts (i.e. textual evidence and commentary). Students can read for the remainder of the day.

**Homework:** Read to page 75.

## **Day 6**

**2 minutes:** Attendance, housekeeping.

**18 minutes:** Classroom discussion on their responses to the Hot Seat and its consistency with their anticipatory writing the day prior.

**25 minutes:** Individual writing assignment. The prompt will read,

Stargirl has had quite a shaky ride in popularity so far in the novel. What factors do you think have contributed to her recent fall in popularity?  
Could this happen at your school?

**5 minutes:** Remind students of key writing concepts (i.e. textual evidence and commentary).

**Homework:** None

## **Day 7**

**2 minutes:** Attendance, housekeeping.

**20 minutes:** Small group (3-4) discussions about the previous two days' writings. Ask students to discuss how their opinions are changing concerning the main character and the rest of the school. Ask them to discuss how these issues relate to their school and what they might act toward Stargirl if they were a member of Mica High School. Remind them that they will each be required to share what they have discussed at the end of the period.

**28 minutes:** Classroom discussion. Each group shares the results of their discussion.

**Homework:** Read to page 99

## **Day 8**

**2 minutes:** Attendance, housekeeping.

**8 minutes:** Classroom discussion on the previous day's reading, focusing on "enchanted places," as found in the book. Stress questions concerning why Stargirl must retreat to such a place and why she decides to bring Leo along.

**15 minutes:** Allow students to get into small groups (3-4) to discuss further the questions introduced in the large class discussion. Ask them to think further how the text relates to them personally. Do they have any such places that they go? They will not be required to share this.

**15 minutes:** Conduct a Chalk Talk by writing the word "Safety" on the board and having students write words on the board that they think are related by connecting them visually. Students are to come up at will and write words that they relate to the word "Safety" and to the words that others write in connection to it. Explain/demonstrate the procedure to students briefly beforehand.

**10 minutes:** Discuss the results of the Chalk Talk and the implications of what is written on the board for how we view Stargirl in light of her “enchanted place.”

**Homework:** Read to page 128.

## **Day 9**

**2 minutes:** Attendance, housekeeping.

**8 minutes:** Brief, preparatory group work. Students get into groups of 2-3, staying as much as possible in the vicinity of the desk at which they are initially seated. Students should discuss their impressions of the previous day’s readings to prepare for large group discussion.

**15 minutes:** Group discussion on the previous day’s reading, specifically focused on the “shunning” in the novel and how Leo has, and perhaps will, respond to it.

**25 minutes:** Students are given the following prompt:

On page 126 Leo says,

If someone spoke to me, especially if I had not spoken first, I wanted to cry. I had never realized how much I needed the attention of others to confirm my own presence.

Is his last statement true? Do you feel the same way Leo does? What about Stargirl?

**Homework:** Read to page 151.

## **Day 10**

**2 minutes:** Attendance, housekeeping.

**18 minutes:** Classroom discussion split into two parts. The first part (more than half) should be concerned with the reveal of Stargirl's marble happiness meter, Leo's request that she become "normal," and why she is reacting the way that she is. The second part should focus on group dynamics. Give the students the following quotation from Leo in the novel: "The point is, in a group everybody acts pretty much the same, that's kind of how the group holds itself together" (137). Talk about the importance of group homogeneity.

**20 minutes:** Small group (2-3) work. Groups will be teacher selected this time, and students will be placed with other students that they have yet to work with, or those who they do not work with often. Have students, in their new groups, answer the following question, producing one, 1/2-1 page piece of writing to turn in: what are your opinions on how Leo is treating Stargirl.

**10 minutes:** Classroom discussion. Focus on the experience of working in new groups with new people. How did the new dynamics affect the way they wrote for their assignment?

**Homework:** Finish the novel.

## **Day 11**

**2 minutes:** Attendance, housekeeping.

**8 minutes:** Hand out and go over the Reflection Paper assignment sheet and prompt. Briefly review the writing process and important terms introduced thus far.

**10 minutes:** Discuss as a class the final reading, focus on asking question about lessons learned from Stargirl, both by Leo and the school at large.

**30 minutes:** The rest of the period is an opportunity for those who may still be a bit behind in the reading to finish up. Those who are finished should begin to prewrite.

**Homework:** Everyone should be finished reading by tomorrow. Everyone is expected to begin writing the following day.

## **Day 12**

**2 minutes:** Attendance, housekeeping.

**5 minutes:** Mini-lesson on the writing process. Focus on textual evidence and commentary.

**43 minutes:** Students should either be prewriting or working on a draft. Either way they need to get something written down.

Conduct individual conferences, concentrating today on those students who have shown the most promise throughout the first 2 weeks. Make notes for each student on areas of pride and areas in need of improvement.

**Homework:** None.

## **Day 13**

**2 minutes:** Attendance, housekeeping.

**5 minutes:** Mini-lesson on the writing process. Focus on textual evidence and commentary.

**43 minutes:** Students should be working on a draft for their paper.

Conduct individual conferences, concentrating today on those students not attended to yesterday. Make notes for each student on areas of pride and areas in need of improvement.

**Homework:** None.

#### **Day 14**

**2 minutes:** Attendance, housekeeping.

**5 minutes:** Mini-lesson on the writing process. Focus on textual evidence and commentary.

**43 minutes:** Students should be working on their final product. Continue individual conferences on a requested basis, and first for those (if any) not yet attended to. This is an opportunity for students concerned with their progress to get advice on areas in need of improvement.

**Homework:** Final paper due tomorrow.

#### **Day 15:**

**3 minutes:** Attendance, housekeeping, take up papers.

**22 minutes:** Class discussion on themes in the novel and student reactions to key issues. Bring up issues noticed during individual conferences.

**10 minutes:** Introduce Graphic Representation Project and expectations for the final product.

**15 minutes:** Students can use the remainder of class to form their groups (3-4) and brainstorm ideas for the final project.

**Homework:** None.



## **Day 16**

**3 minutes:** Attendance, housekeeping, give back graded papers.

**27 minutes:** Class discussion on the state of their writing and ideas brought up in their papers. Transition into discussion about the importance of social connections, boundaries and structures in the novel and give some examples of ways students have used those ideas already in their writing. Review project requirements and expectations.

**5 minutes:** Collect final decisions on the names of students in groups. Students can form their own groups, everyone must be in a group, and no student can switch groups without extenuating circumstances.

**15 minutes:** Students can use the remainder of class to further brainstorm or begin working on their projects.

**Homework:** None.

## **Day 17**

**2 minutes:** Attendance, housekeeping.

**2 minutes:** Display schedule for groups to present their projects.

**46 minutes:** Students work on their final projects. Group conferences on progress.

**Homework:** None.

## **Day 18**

**2 minutes:** Attendance, housekeeping.

**48 minutes:** Students work on their final projects. Group conferences on progress.

**Homework:** Get ready to present.

### **Day 19**

**2 minutes:** Housekeeping.

**48 minutes:** Group Presentations

**Homework:** Get ready to present.

### **Day 20**

**2 minutes:** Housekeeping.

**48 minutes:** Group Presentations

**Homework:** None.