

Coming of Age in *The Perks of being a Wallflower* by Stephen Chbosky

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## Unit Rationale

### **Why should this be included in the curriculum? What does it have to do with my child?**

*"There is in every child at every stage a new miracle of vigorous unfolding."*

*- Erik Erikson*

Human development is an ongoing process that begins with our conception and continues until we take our last breath. While we remain more stagnant during certain times of our lives, there are others that are filled with rapid change. One of these periods is adolescence, in which teenagers develop psychosocially, cognitively, and morally. They must undergo these dramatic changes that set a frame for the rest of their lives.

From a psychosocial perspective, Erik Erikson outlined different stages of life as various situations of conflict. The conflict for adolescence is identity versus role confusion. He believed this was the time period when humans must figure out who we are and have a solid sense of self. We navigate through different social relationships and may try out different roles. To be successful in this stage of development, however, we must find our personal identity (5).

This quest for a firm identity along with the cognitive and moral maturation adolescents undergo all play an integral part in how young teenagers figure out who they are going to be and what their beliefs are. They are maturing in their logical thinking, their identity, and their moral beliefs. These factors are all present or developing during experiences students will have as they “come of age.” It may be their coming of age experience that really solidifies their moral development, or that helps them nail down exactly who they are.

Just as adolescents are experiencing these changes, they are also present in *The Perks of Being a Wallflower*. Charlie's growth as a person is so evident from beginning to end as he matures intellectually in his English class, socially and personally through his new-found friends

and life experiences, and morally as he navigates through these sticky situations and makes mistakes. He perfectly demonstrates how growing up is messy and difficult but that it's possible to make it to the other side. Having him as an example and reference for adolescents figuring out their own lives is beneficial in helping them identify their own development and harness it. By reading all the scenarios he goes through and his thought processes behind them, teenagers can have another source to consider what they find important and what they will focus their time and energy on. Through the acknowledgment of the new skills and thoughts adolescents possess, they can think more rationally about what role they will play within society and what their values are. And reading can only help with this.

**These things don't really happen. My child shouldn't be exposed to these unrealistic events!**

*“Even as kids reach adolescence, they need more than ever for us to watch over them.*

*Adolescence is not about letting go. It's about hanging on during a very bumpy ride.”*

*- Ron Taffel*

It is very understandable to want to protect and shelter the people we love. But pretending as if a problem doesn't exist does more harm than good. By ignoring the issues brought up in this novel and not discussing them with adolescents, adults are sending a message that they cannot talk about these issues. Our silence will breed more silence and that can be a perilous event given the prevalence of these social issues. I have collected some quick statistics to give support to the reason why we need to discuss these real-life events with teenagers. It's already going on around them; it's up to us to support them or leave them to fend for themselves.

- 12% of females and 4.5% of males ages 12 to 17 have experienced a major depressive episode in 2012. <sup>4</sup>

- Suicide is the third leading cause of death for people between the ages of 10 and 24. <sup>8</sup>
- 16% of students reported seriously considering committing suicide, 13% reported creating a plan, and 8% reported attempting suicide in 2012. <sup>8</sup>
- 30% of teenagers have either been bullied or been a bully. <sup>10</sup>
- 29% of sexual assault and rape victims are between the ages of 12 and 17. <sup>11</sup>
- Girls between the ages of 16 and 19 are 4 times more likely than the general population to be victims of rape, attempted rape, or sexual assault. <sup>11</sup>
- 12% of females and 5% of males in grades 9-12 reported being sexually abused. <sup>11</sup>
- 93% of juvenile sexual assault victims know their attacker. <sup>11</sup>
- Victims of sexual assault are 3 times more likely to suffer from depression and 4 times more likely to contemplate suicide. <sup>11</sup>
- 9.4% of high school students report being hit, slapped, or physically hurt on purpose by their significant other in 2011. <sup>7</sup>
- 11% of all alcohol consumed in the U.S. is drunk by people between the ages of 12 and 20. <sup>1</sup>
- 39% of high school students reported drinking some amount of alcohol during the past 30 days, 22% reported binge drinking, 8% reported driving after drinking alcohol, and 24% reported riding with a driver who had been drinking alcohol in 2011. <sup>1</sup>
- 9% of females and 10% of males between the ages of 12 and 17 reported using illicit drug use in the past month. <sup>2</sup>
- A little over half of high school students will have sex before graduation. <sup>9</sup>
- 1 in 3 women get pregnant before age 20 and 1 in 3 of those pregnant teenagers seek an abortion. <sup>9</sup>
- 5-6% of American students are lesbian, gay, bisexual, or transgendered. <sup>6</sup>

- 84% of the LGBT students reported being verbally harassed due to their sexual orientation. <sup>6</sup>
- Nearly 33% of LGBT students drop out of high school to escape the violence, harassment, and isolation they face there – a dropout rate nearly three times the national average. <sup>6</sup>

These statistics are overwhelming and show the dire need we have to reach out to adolescents. It is through open dialogue and honesty that we can educate teenagers on the severity of these problems as well as provide a support system for those already struggling with any of the above issues.

**Why should my child read something modern when it's the classics that have stood the test of time? Why not read Dickens or Shakespeare instead?**

*“The books that help you most are those which make you think the most.”*

*- Theodore Parker*

Canonical literature will always hold an important place in our classrooms but it is also important to acknowledge the benefits of students reading Young Adult Literature. In our current world of technology and visual entertainment, any opportunity to interest teenagers in reading should be taken advantage of. The truth is that adolescents enjoy reading about what they understand. Historical literature and Shakespeare have their own educational merits, but YAL grabs young readers in ways Dickens cannot. The Young Adult Library Services Association describes this literature beautifully, outlining its value in:

its capacity to offer readers an opportunity to see themselves reflected in its pages.

Young adulthood is, intrinsically, a period of tension. On the one hand young adults have an all-consuming need to belong. But on the other, they are also inherently solipsistic, regarding themselves as being unique, which – for them —

is not cause for celebration but, rather, for despair. For to be unique is to be unlike one's peers, to be "other," in fact. And to be "other" is to not belong but, instead, to be outcast. Thus, to see oneself in the pages of a young adult book is to receive the reassurance that one is not alone after all, not other, not alien but, instead, a viable part of a larger community of beings who share a common humanity (3).

Charlie's story and experiences are ones that teenagers today can relate to. They can see themselves in him and his friends. It offers a new voice they may not have been exposed to before that allows them to talk about what really goes on in their lives. It's not just a boring book about old, dead people, but a modern tale of what it's like to be an adolescent in high school. As YALSA describes, it is unifying for the students and allows them to bond in unexpected ways.

Young Adult Literature helps the students not only in how they see themselves but how they see each other. A bully reading about what it's like to be bullied may cause a pause for reflection. The writing is so raw and honest, it's impossible for students to not become aware of how they treat each other. By offering these characters different from the reader, the novel "invites its readership to embrace the humanity it shares with those who – if not for the encounter in reading – might forever remain strangers or – worse — irredeemably 'other'" (3). High school is filled with cliques and any traits that may differentiate a student are exploited. Adolescence is an emotional and exploratory time period and reading a novel such as *The Perks of Being a Wallflower* helps connect the students that are disconnected by social rules.

Ultimately, YAL offers adolescents a new venue to explore who they are as people and as a community. It teaches them empathy for others' situations as well as comfort for their own challenges. There is nothing more reassuring in a time of hardship than knowing one is not alone. And there is nothing more eye opening than reading a raw account of how people are affected by

each others' actions. These mini-lessons prepare teenagers for adulthood and “the real world” as they continue to navigate through their personal experiences, moral values, and interpersonal relationships.

**What value does this book have? Where does it belong in the literary world?**

*“A coming-of-age tale in the tradition of *The Catcher in the Rye* and *A Separate Peace*... [Chbosky's] poignant reflections on life, love and friendship are often inspirational and always beautifully written.”*

*- USA Today*

Not only does *The Perks of Being a Wallflower* interest students and encourage them to read, but it also provides great learning opportunities through its stylistic writing and connections to other noteworthy pieces of literature.

The main character, Charlie, is an avid reader and mentions numerous important scholastic novels he is reading throughout the novel. Such novels include *The Great Gatsby* by F. Scott Fitzgerald, *To Kill a Mockingbird* by Harper Lee, *The Catcher in the Rye* by J.D. Salinger, *The Fountainhead* by Ayn Rand, *A Separate Peace* by John Knowles, and other noteworthy pieces of literature by authors such as Henry David Thoreau, Jack Kerouac, and Shakespeare. These novels help him through his journey of maturation and he draws many inferences from them. Providing students with a protagonist who enjoys reading, especially “academic” literature, creates a positive influence from someone they can see themselves in. It is not a teacher or parent demanding that they read but just another teenager trying to make his way through life. While the novel is written by an adult, the character of Charlie is so well developed and realistic that students can appreciate Charlie as an ally rather than a ploy.

In addition to showing support for reading, it can also strengthen students' interest in writing. The unique epistolary style Chbosky adopts is a wonderful example of multi-genre writing that adolescents can also employ. It offers a welcomed break from the standard third-person narration or distant language of an analytical paper. It may open the door for students to incorporate writing into their daily lives through personal journals or letters to friends. More than this, it gives them a beautiful example of how their voice can be expressed and received by an audience. Each person's story is unique and worth telling and reading a novel such as this one may give him or her the courage to branch out. Finally, it is important to note the national recognition Chbosky has received for *The Perks of Being a Wallflower*. His novel was included in the list of ALA Best books for Young Adults award and the ALA Quick Picks for Reluctant young Adult Readers award for the year 2000 as well as the ALA Popular Paperbacks for Young Adults award in 2002. It is a critically acclaimed novel that promotes literacy and reading and that ultimately, teenagers love.

## References

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11. "Who are the Victims?" *RAINN*. Rape, Abuse & Incest National Network, 2009. Web. 29 Sept. 2013. <<http://www.rainn.org/get-information/statistics/sexual-assault-victims>>.

Dear Parents,

I know this novel raises many issues that you, as a parent, may be wary of. However, these are situations that do arise in adolescents' lives and it's important for the kids to know they can be discussed rather than hidden. I will be creating a safe and appropriate environment for dialogue that is open and honest. I highly encourage you to also have a discussion with your child and address these issues on your own terms. We never want anything bad to happen to children or young adults but in the event that something does, it's best for them to know they have adults who will advocate for them. To help alleviate some of your concerns and promote your own family discussion, I have attached the following reading and resource guide. It will provide the breakdown of which issues occur when throughout the novel as well as helpful websites for each event.

I hope this helps and please do not hesitate to contact me with additional questions.

Sincerely,

Ms. Stephans

## Depression

Book references:

\*Page numbers are based on Gallery Books edition of the novel.

Date	Pages
8/25/91	2-6
12/25/91	75-88
12/26/91	89-92
12/30/91	92-94
1/1/92	94-96
1/4/92	98-100
4/18/92	132-137
4/26/92	137-139
4/29/92	142-145
5/2/92	145-149
5/8/92	149-155
5/11/92	155-161
5/17/92	161-164
6/9/92	172-174
6/10/92	174-175
6/22/92	197-206
8/23/92	208-213

Guide for teenagers:

[http://kidshealth.org/teen/your\\_mind/families/talk\\_depression.html](http://kidshealth.org/teen/your_mind/families/talk_depression.html)

Guide for parents:

[http://www.helpguide.org/mental/depression\\_teen.htm](http://www.helpguide.org/mental/depression_teen.htm)

Treatment Information:

<http://www.nlm.nih.gov/medlineplus/ency/patientinstructions/000646.htm>

## Suicide

Book references:

Date	Pages
8/25/91	2-6
1/4/92	98-100

Guide for teenagers:

[http://kidshealth.org/teen/expert/depression/stop\\_suicide.html](http://kidshealth.org/teen/expert/depression/stop_suicide.html)

Guide for parents:

[http://www.nasponline.org/resources/crisis\\_safety/suicideprevention.aspx](http://www.nasponline.org/resources/crisis_safety/suicideprevention.aspx)

<http://getrightsideup.org/maintenance/campaign-message/your-support-can-help-your-teen-get-back-on-solid-ground/my-teen-might-be-suicidal-do-i-do>

Things to avoid:

<http://www.speakingofsuicide.com/2013/05/29/parents-and-teens/>

## **Bullying**

Book references:

Date	Pages
9/7/91	6-8
9/16/91	9-12
4/29/92	142-145
5/8/92	149-155

Guide for teenagers:

<http://us.reachout.com/facts/factsheet/what-to-do-if-you-are-being-bullied>

Guide for parents:

for those being bullied:

[http://www.education.com/magazine/article/When\\_Your\\_Teen\\_Bullied/](http://www.education.com/magazine/article/When_Your_Teen_Bullied/)

for those bullying others:

<http://tlc.howstuffworks.com/family/teen-is-bully.htm>

Warning signs:

for those being bullied:

<http://info.character.org/blog/bid/128143/19-Signs-Your-Child-Is-Being-Bullied-and-What-to-Do-about-It>

for those bullying others:

<http://www.examiner.com/article/six-signs-your-teen-may-be-the-bully>

## **Sexual abuse**

Book references:

Date	Pages
10/28/91	28-39
12/26/91	89-92
6/2/92	167-170
6/22/92	197-206
8/23/92	208-213

Guide for teenagers:

<http://msigler4.hubpages.com/hub/How-to-Talk-to-Your-Parents-about-Sexual-Assault>

<http://www.tellinitlikeitis.net/2009/03/should-you-tell-you-were-sexually-abused-what-happens-when-you-tell.html>

Guide for parents:

for intrafamilial abuse:

[http://nctsn.org/nctsn\\_assets/pdfs/caring/intrafamilialabuse.pdf](http://nctsn.org/nctsn_assets/pdfs/caring/intrafamilialabuse.pdf)

for general abuse:

<http://www.psychologytoday.com/blog/teen-angst/201111/has-your-teen-been-sexually-assaulted>

<http://www.tellinitlikeitis.net/2008/05/why-don%E2%80%99t-kids-tell-talking-to-your-children-about-sexual-abuse.html>

Warning signs:

<http://www.nsopw.gov/en/Education/RecognizingSexualAbuse?AspxAutoDetectCookieSupport=1#teen>

## **Relationship Violence**

Book references:

Date	Pages
9/16/91	9-12
10/14/91	21-26
10/15/91	27-28

Guide for teenagers:

[http://kidshealth.org/teen/your\\_mind/relationships/abuse.html](http://kidshealth.org/teen/your_mind/relationships/abuse.html)

Guide for parents:

[http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen\\_dating\\_violence.html](http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html)

<http://www.teensagainstabuse.org/index.php?q=helping>

Warning signs:

<http://www.thehotline.org/2013/02/how-to-recognize/>

## **Alcohol Use**

Book references:

Date	Pages
10/28/91	28-39
11/7/91	42-46
12/21/91	65-73
12/26/91	89-92
6/5/92	170-172

Guide for teenagers:

<http://www.alcoholscreening.org/Learn-More.aspx?topicID=8&articleID=25>

Guide for parents:

<http://psychcentral.com/lib/teens-and-drugs-what-a-parent-can-do-to-help/000166>

<http://www.pamf.org/parenting-teens/drugs-alcohol/alcohol/alcohol.html>

## **Drug Use**

Book references:

Date	Pages
10/28/91	28-39
11/7/91	42-46
12/26/91	89-92
1/1/92	94-96
1/4/92	98-100
1/14/92	100-103
4/26/92	137-139
5/2/92	145-149
5/11/92	155-161
5/17/92	161-164

Guide for teenagers:

[http://kidshealth.org/teen/drug\\_alcohol/drugs/know\\_about\\_drugs.html](http://kidshealth.org/teen/drug_alcohol/drugs/know_about_drugs.html)

Guide for parents:

[http://www.drugfree.org/wp-content/uploads/2010/09/Intervention\\_Guide.pdf](http://www.drugfree.org/wp-content/uploads/2010/09/Intervention_Guide.pdf)

<http://psychcentral.com/lib/teens-and-drugs-what-a-parent-can-do-to-help/000166>

## **Homosexuality**

Book references:

Date	Pages
10/28/91	28-39
11/7/91	28-39
5/2/92	145-149
5/8/92	149-155
5/11/92	155-161
6/22/92	197-206

Guide for teenagers: <http://familydoctor.org/familydoctor/en/teens/puberty-sexuality/homosexuality-facts-for-teens.html>

Guide for parents: <http://www.psychologytoday.com/blog/gay-and-lesbian-well-being/201104/what-do-when-your-child-says-im-gay>

## **Pre-Marital Sex and Masturbation**

Book references:

Date	Pages
9/16/91	9-12
10/6/91	18-21

10/14/91	21-26
10/15/91	27-28
10/28/91	28-39
1/1/92	94-96

Guide for teenagers: <http://www.plannedparenthood.org/info-for-teens/sex-masturbation/am-ready-sex-33826.htm>  
<http://www.plannedparenthood.org/info-for-teens/sex-masturbation/myths-facts-about-masturbation-33824.htm>

Guide for parents: <http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Adolescent-Sexuality-Talk-the-Talk-Before-They-Walk-the-Walk.aspx>

## **Pregnancy and Abortion**

Book references:

Date	Pages
2/15/92	113-117
2/23/92	117-122

Guide for teenagers:

<http://www.plannedparenthood.org/info-for-teens/pregnancy/im-pregnant-now-what-33830.asp>

Guide for parents:

<http://www.healthychildren.org/English/ages-stages/teen/dating-sex/pages/Teenage-Pregnancy.aspx>

Goals, Assignments, & Rubrics

**MINOR ASSIGNMENTS**

● REFLECTIVE JOURNALS

Goals:

1. Track personal reflections throughout novel.
2. Respond to questions and engage in literary discussions concerning events and dialogue that occur throughout the novel.
3. Develop own questions and connections concerning characters and their actions/growth.

Assignment:

You will keep journals that track your reactions to the novel and the situations that occur. You will be provided prompts as well as be given opportunities for free-writes. Journals should focus on the interactions between the characters, their experiences, and Charlie's inner dialogue. These are your journals and may take the form you wish: you may choose to write in letter-form in response to Charlie or from an outsider's point of view. While the journals should be coherent, grammar and mechanics will not be graded. This assignment is to get you thinking about ideas for discussion and the theme of Coming of Age as we progress through the novel. Journals will be collected every Friday and should be 300 words minimum, although you may exceed that length.

Please note, given the sensitive nature of the topics presented in the book, I am required by law to report any hint of abuse or intention to harm oneself or another.

Rubric:

	5 points	10 points
Length	Journals are under the 300 word minimum requirement.	Journals meet length requirement of 300 words minimum per journal.
Completion	Journals are incomplete or missing.	All journals are complete and turned in on time.
Coherence	Writing is haphazard and lack coherence.	Journals are easily read and understood.
Effort	Journals indicate minimal effort and thought given.	Journals show signs of clear thought and effort given.

Not turning in any journals will result in zero points.

Total points: \_\_\_/100

● SCENE REWRITE

Goals:

1. Be able to interpret a scene from various points of view.
2. Understand the depth and nuances of each character to create a realistic narrative.
3. Draw connections between characters and understand the relationships between each other.

Assignment:

The book is presented from the view point of Charlie, although many other characters surround him. Choose a pivotal scene that stands out to you, and rewrite it from the perspective of another character present. Although the actions should remain the same, you may bring up new details and descriptions that Charlie may have excluded. These additions can include the character's opinion of Charlie and how he or she reacts in social situations. Your narration should demonstrate an understanding of the character you are choosing as his or her own person as well as his or her relationship with Charlie. The assignment should be a minimum of one page typed, although you may exceed this length. This paper should be a fun way to explore the events of the books and how people perceive each other and grow from events. Although your writing should be clear and coherent, grammar and mechanics will not be a factor in your grade. Focus instead on the ideas and narration aspect of writing.

Rubric:

	0-3 points	4-6 points	7-8 points	9-10 points
Length	Paper is incomplete.	Paper is less than one page length requirement.	Paper is less than one page length requirement.	Paper meets one page length requirement.
Coherence	The paper lacks a clear voice or switches sporadically. The narration does not flow and leaves the reader confused.	A voice is established and maintained through some of the narration. Some of the ideas flow coherently.	A voice is established and maintained through most of the narration. Most of the ideas flow coherently.	A clear voice is established and maintained through the narration. The ideas flow in a natural and coherent manner.
Understanding	Paper shows a lack of understanding of the character and describes the event in a way that does not fit with the character portrayed in the novel.	Paper shows some understanding of the character and describes the event in a way that sometimes matches said character.	Paper shows understanding of the character and describes the event in a way that mostly matches said character.	Paper exhibits a deep understanding of the character and describes the event in a way that matches said character.

Creativity	Paper lacks creative details and simply retells the event as it happened. Leaves the reader unengaged.	Paper displays some creative details that show a basic understanding of the new perspective.	Paper displays creative details that show an understanding of the new perspective.	Paper displays creative details that show a deep understanding of the new perspective and engages the reader.
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Total points: \_\_\_/100

● PERSONAL NARRATIVE

Goals:

1. Connect themes of Coming of Age/Personal Growth to students' own lives.
2. Identify factors that lead to or inhibit growth.
3. Create a personal narrative that effectively describes such growth.

Assignment:

Charlie and his friends go through many experiences that change them somehow. Reflect back on pivotal moments in your life and choose one in which you grew from an experience. You may want to answer these points, although you are not limited to them: How were you before the event? Who was involved? What happened? How did you react? How did you grow? Was your growth difficult or easy? Would it have been possible to not grow from the experience? You may explore topics of conflict, achievement, gains or losses, etc. as long as a distinct change occurs from the event. Changes may be physical, emotional, moral, psychological, etc. Although your narration should be clear and coherent, grammar and mechanics will not be graded. Your paper should be a minimum of one page, though you are not limited to this length. This assignment does require personal reflection as you examine your own life and coming of age journey.

Please note that I am required by law to report any hint of abuse or intention to harm oneself or another.

Rubric:

	0-3 points	4-6 points	7-8 points	9-10 points
Length	Paper is incomplete.	Paper is less than one page requirement.	Paper is less than one page requirement.	Paper meets one page requirement.
Coherence	A voice is never established or is lost throughout the narration. The flow is nonsensical and	A voice is established and present through some of the narration. The flow	A voice is established and present through most of the narration. The flow	A clear voice is established and the narration flows in a natural and coherent manner

	leaves the reader confused.	is natural and coherent sometimes.	is mostly natural and coherent.	through the whole paper.
Evidence of Growth	Paper lacks understanding of personal growth and the chosen event does not show signs of any growth.	Paper shows some understanding of personal growth and is sometimes evidenced through the chosen event.	Paper shows understanding of personal growth and is mostly evidenced through the chosen event.	Paper exhibits strong understanding of personal growth and is evidenced through the chosen event.
Effort	Paper is written haphazardly and little effort is shown. The topic is insignificant and few details are provided.	Paper sometimes shows signs of thought and effort. The topic has some significance and details are present.	Paper shows signs of thought and effort. The topic has significance and details are present.	Paper shows signs of deep thought and effort. The topic is one of great significance and the details are strong and engaging.

Total points: \_\_\_/100

## **MAJOR ASSIGNMENTS**

### ● “MIXED TAPE” COMPILATION

Goals:

1. Draw connections between various forms of literacy and art.
2. Effectively argue the relevance of outside art to the themes discussed in class through analysis of similarities and differences.
3. Identify how common literary themes are present in many aspects of everyday life.

Assignment:

Charlie mentions many popular songs and novels through his letters and uses them as a way to connect to others and himself during his journey. We have discussed in class how these art forms and others relate to growth and conflict as well as explored them in some of our journals. It's now your turn to further explore this idea by finding ten forms of art that somehow express the theme of growth or Coming of Age. These art forms may include songs, poems, photographs, etc. There are no limitations as long as you are able to explain the relationship in a paragraph accompanying each piece of art. Each analysis should be at least 300 words, though you may exceed this. You may examine how your chosen art forms are similar and different from our novel as well as discuss the advantages or disadvantages for the particular medium. This assignment should be fun so get creative with it and pretend you are making a mixed tape for a friend.

Rubric:

	1	2	3	4	5
Length	Fewer than ten art forms provided and paragraphs are fewer than 300 words each.	Fewer than ten art forms provided or paragraphs are fewer than 300 words each.	Ten art forms provided but some paragraphs are fewer than 300 words.	Ten art forms provided as well as 300-word paragraph for each.	Ten art forms provided as well as 300-word paragraph for each.
Mechanics	Paragraphs are flooded with grammar errors that distract and confuse the reader.	Paragraphs have frequent grammar errors that are distracting but the message is still clear.	Paragraphs have mild grammar errors.	Paragraphs have mild grammar errors.	Paragraphs have minimal grammar errors that do not hinder reader's comprehension.
Art Choices	Choices are random and do not fit with given theme.	Choices appear random but have some weak connections to the given theme.	Choices are mostly relevant with mild connections to given theme.	Choices are relevant and have mild connections to given theme.	Choices are relevant, fit the given theme, and have strong connections.
Accompanying Paragraphs	The relationship between art form and theme are not explained or developed at all.	The relationship between art form and theme are minimally explained but lack depth of understanding.	The relationship between art form and theme are explained loosely explained with minimal depth of understanding.	The relationship between art form and theme are explained and some depth of understanding is shown.	Clearly establishes relationship between art form and theme and shows great depth in understanding.

Total points: \_\_/150

● WRITER'S PORTFOLIO

Goals:

1. Reflect on personal growth as a writer.
2. Be able to identify and analyze such growth based on rough drafts and personal experience.
3. Compile an effective portfolio that demonstrates such growth in a persuasive and analytical manner.

**Assignment:**

After having spent the semester reading, discussing, and writing about literature, you should have grown and matured in your skills. Your job now is to create a portfolio that exhibits this growth through samples of rough drafts, final papers, and your own personal synthesis paper. You will choose three assignments you have completed throughout the semester and provide two copies of them during different stages. They may be two separate rough drafts or a rough draft and a final draft. The choice is yours as long as growth is clearly shown. You will then write a three page paper outlining the ways in which you have grown as a writer, referencing specific examples from your exhibits. Your grade will not be based on the quality of the drafts but rather the maturation of your writing over time and your synthesis paper. This is your opportunity to reflect on your own learning and tie it altogether. Have fun with it and be proud!

**Rubric:**

	1	2	3	4	5
Components	Portfolio is missing exhibits and synthesis paper does not meet three-page requirement.	Portfolio has a few drafts and synthesis paper does not meet three-page requirement.	Portfolio is halfway complete but may be missing multiple drafts or synthesis paper is not full three pages.	Portfolio is mostly complete but may be missing one draft or synthesis paper is not full three pages.	Portfolio includes two drafts of each of the three exhibits and the three-page synthesis paper.
Exhibits	There is no growth shown between drafts and no signs of any revision.	There is small growth shown between drafts and very minimal amounts of revision.	Some growth is shown between drafts with small amounts of revision.	Growth is shown between drafts with basic revision took place.	Growth is clearly shown between each draft in the exhibits and it is clear heavy revision took place in between.
Synthesis Paper:					
Mechanics	Paper is flooded with grammar errors that distract and confuse the reader.	Paper has frequent grammar errors that are distracting but the message is still clear.	Paper has mild grammar errors.	Paper has mild grammar errors.	Paper has minimal grammar errors that do not hinder reader's comprehension.
Thesis	No thesis is present and paper has no	A thesis is minimally developed and	A thesis is somewhat established but	A thesis is established and present through	A strong thesis is clearly established and

	unifying argument.	gets lots throughout the paper.	disappears at times throughout the paper.	out most of the paper.	maintained throughout the paper.
Support	Paper includes no support from exhibits and lacks development.	Paper provides one to two examples from exhibits that minimally support the argument.	Paper provides few examples from exhibits that support the argument.	Paper provides examples from exhibits that mostly support the argument.	Paper connects specific examples from exhibits to support and strengthen argument effectively.

Total points: \_\_\_/150

Note: All in-class activities not listed here will be included in a participation grade.

## Daily Lesson Plans

### Week 1, Day 1 (Monday)

*2 minutes:* Attendance

*8-10 minutes:* Pass out unit syllabus and explain that we will be exploring the Coming of Age theme in this unit. Introduce the journal assignment and go over the expectations and goals. Explain that is what we will be starting with today and that what we will be doing in class will introduce them to their first homework assignment.

*10-15 minutes:* Project the following images on the screen and pass out a hard copy of the following questions. Have them work individually.







Pick one of the projected images and write about it making sure to respond to the following questions:

- Describe what is happening in the picture. What is the setting? What does the physical surrounding add to the photo? Can you identify any symbolism? How many people are in the photo? If there is more than one, what seems to be the relationship between them?
- What mood(s) does the photo evoke? Use specific details from the photo that emphasizes the feeling.
- Do you think other people can relate to the subject(s) in the photo? Can you identify with what they may be experiencing?
- How do you think art can help express a person's feelings? Why might this be cathartic?

*10-15 minutes:* Have the students get in groups of four. Let them know they can choose their own groups but that you will change them if they abuse the privilege. Have them discuss what they wrote about and take note of what they agree and disagree on. Have them discuss if art is supposed to have one right answer or if each person can interpret it differently. Walk among groups and make sure they're staying on task.

*10-15 minutes:* Have the students participate in a class discussion, allowing each group to share what they decided on and why. Focus in on what they found out about Coming of Age and how that can be expressed in art.

*5 minutes:* Pass out a hard copy of the following assignment for homework. In addition, inform them that they should complete reading Part One of the novel by Thursday. Dismiss class.

Now that we've explored how to identify themes within photography and explore the meaning together, it's your turn to venture out on your own! Find a photo that you believe fits with the Coming of Age theme and write about it in your journal. Make sure to address the following questions:

- What made you choose this particular photo? How does it make you think of the Coming of Age theme? Use specific details about the subject and setting in the photo.
- What changes do you think the subject is experiencing and why?
- Can you identify with the subject in the photo? Why or why not?

## **Week 1, Day 2 (Tuesday)**

*2 minutes:* Attendance

*10-15 minutes:* Read the following prompts to the class and ask them which one they would like to hear more about. Have them cast their vote on a slip of paper and pass them in. Turn the attention back on the students and how they have their own stories to tell.

1. It was my senior year of high school and I had never gotten in any serious trouble during my time there. That is, until the day we had a substitute teacher in my A.P. Psychology class. A small group of students concocted a plan to trick the teacher that quickly got the whole class involved. I wanted no part in it but I didn't want to be the person to ruin it all. Thirty minutes later, the class was silent as the vice principal is yelling at us and threatening us all with Saturday school...
2. It was January of my senior year of high school and I could tell a significant change in one of my best friends. She had recently lost a lot of weight and her whole body was in constant pain. She had assumed it had to do with her weight-training class... until she went to the doctor and received a different diagnosis...
3. During my freshman year of college, I regularly used a Tervis Tumbler that had been given to me as a graduation gift. It had the UGA symbol on it as well as my name. One day, I left it by the sinks in the communal bathroom for less than a minute as I walked away. When I returned, it was gone. I was almost positive I knew who took it and quickly confronted her. It began a year-long conflict I would never have predicted. Her hand-written note to me at the end of the year was not what I expected...
4. All throughout my college career, I was heavily involved with Relay for Life and was passionate about fighting cancer. Then one day, my father reveals to me that he has been a heavy smoker my entire life and had hidden it from us. He hadn't wanted to be a negative influence on my siblings and me as we grew up...

5. My senior year of college was very stressful as I was trying to figure out my future. I had applied to grad schools and looked into nanny opportunities abroad as a backup plan. I was a walking ball of stress as I waited to hear back from the schools. Then one day, my roommate texted me while I was at work telling me I had a surprise under my pillow. When I got home, I excitedly went to see what it was, as I had my suspicions. It was my acceptance letter to my dream school...

*10-15 minutes:* Distribute direction sheet for the Personal Narrative assignment and explain that we will be writing about experiences of personal growth. Have the students volunteer a couple possibilities and then work individually compiling a list of possible events to write about. Also emphasize that they should keep copies of all drafts they complete for a future project.

*20 minutes:* Have students pair up and share at least two of their ideas with each other. Distribute the following question guide and have them use it to give each other advice about what kind of details to include in their narrative (see handout).

*5 minutes:* Instruct the class to compose a rough draft for homework. We will be reviewing and peer editing them tomorrow. Dismiss class.

# Questions for Story Ideas

## **Setting**

Where does the story take place? How is the place important to the story? What needs to be explained? What is going on?

## **Characters**

Who are the characters? Which are important to the action of the story? What do we need to know about them?

## **Initiating Action**

What initiates or begins the action? What causes a character to do something?

## **Attempts**

What attempts does the main character make? To do what? Why?

## **Results**

What are the results of the character's attempts? Does the result initiate a new action?

## **Responses**

How does the character respond to or feel about the initiating action, the attempts, and the results?

## **Dialogue**

What do the characters say to one another?

## **Week 1, Day 3 (Wednesday)**

*2 minutes:* Attendance

*15 minutes:* After having tallied the votes on which prompt they wanted to hear more about, share a rough draft of the winning story. As a class, review the writing and pick out areas that could be improved. Missing details, clarity, etc.

*35 minutes:* Distribute the following self and peer review guide and have the students get back in the pairs from the previous day and go over the rough drafts they have prepared. (see handouts)

*2 minutes:* Remind class that they should have their reading completed by tomorrow and that the finished drafts of their narratives are due on Friday. Dismiss class.

# Self-Review Guide

I know what you're saying to yourself... "Here's my personal narrative...I've written it; I've assessed it; I've made corrections. Now how can I be sure it's an absolutely fantastic piece of writing?"

## Follow the steps below to be sure...

### 1. Check the introduction...

#### **-Does it grab the reader's attention?**

Choose a color and put stars next to interesting or surprising statements.

Choose a different color and circle details that show where and when the experience happened.

### 2. Check the chronological order of the events...

#### **-Do the events happen in the correct order within your narrative?**

Choose a different color and place numbers by each event in the narrative. If you have a narrative in which order of events is important, make sure that your events are in numerical order.

### 3. Get detail oriented...

#### **-Do the details make people, places, and events seem real?**

Choose a highlighter and highlight any sensory details and dialogue.

In the margin next to any highlighted text, indicate which senses the sensory details appeal to.

### 4. Check for your thoughts and feelings...

#### **-Are your thoughts and feelings included? Remember, this is one thing that IS "all about you."**

Choose a different color and put a check mark next to statements of your feelings and thoughts.

### 5. Check the conclusion...

#### **-Does the conclusion leave the reader with a clear picture of why this experience was important or meaningful to you?**

Choose a different color and underline your statement of why the experience was meaningful to you.

# Peer-Review Guide

Name of Essay Author: \_\_\_\_\_

Name of Peer Editor: \_\_\_\_\_

Help your partner improve his or her essay by answering the following questions. If you cannot answer the question using only the words they have written, write, "I don't know" in the blank. Remember to keep your comments positive and word criticism carefully.

(In other words don't say, "I don't like this piece of writing." Instead, talk about things you like and then give constructive criticism... "I would like to know more about...")

1. What is your favorite thing about your partner's narrative? (1-2 Sentences)
2. What is the main idea of the personal narrative? (1-2 Sentences)
3. Are the events told in what seems to be the proper order? (Yes or No...If you say they are not in the proper order, please say which events you think might need to be switched)
4. Does the writer give you enough information to understand the people he or she is referring to? Is there anyone you would like to know more about? If so, who?
5. Does the writer include sensory details that help you to feel the experience along with him or her? What are those details? (1-2 Sentences)
6. What dialogue does the author use? (1-2 Sentences)
7. Why was this experience important to the writer? What do they say that lets you know this is the case? (1-2 Sentences)

## **Week 1, Day 4 (Thursday)**

*2 minutes:* Attendance

*10-15 minutes:* Have the students complete a journal entry independently. They may respond to the following prompt:

- What are your initial reactions to the novel so far? Do you like it? Dislike it?
- Can you identify with Charlie? Why or why not? Do you think the events portrayed are realistic?

*20 minutes:* Have students get in groups of four for discussion on the reading for today. Assign one scene to each group (more than one group may receive the same scene if necessary) and have them discuss the events from another character's perspective. Have them type up their discussion points, as they will be made into a collective class handout.

- Topic 1: Discuss the introduction of Charlie. What are your first impressions? What techniques does Chbosky use to reveal his character? Are his thoughts and actions consistent? Inconsistent? Provide support.
- Topic 2: Discuss Charlie's relationship with his family. What are your first impressions? What kind of dynamic does his family seem to have? How do they handle conflict? Provide support.
- Topic 3: Discuss Charlie's relationship with school and friends. What are your first impressions? How does he interact with his peers and teachers? Which social situations are most revealing? Provide support.

*15-20 minutes:* Have as many groups share what they discussed as possible. Allow other students to ask questions and discuss further as a class.

*2 minutes:* Inform class that we will continue discussing tomorrow and remind them that their personal narratives and journals are due. Dismiss class.

## **Week 1, Day 5 (Friday)**

*5 minutes:* Attendance, collect personal narratives.

*10-15 minutes:* Have the students complete a journal entry independently. They may respond to the following prompt:

- Pick one of the issues Charlie has had to deal with so far and write back to him, offering your advice.

*30 minutes:* Have the remaining groups share their discussion from the previous day. Once all groups have shared, allow students to lead their own discussion as they formulate their own questions and discuss what they find most important. If they struggle with discussion points, frame the conversation around the initial conflicts being introduced in Charlie's life and how he

can possibly grow from them. Have them identify what so far has the potential to either lead to or prohibit growth.

*5 minutes:* Collect journals. Dismiss class.

## **Week 2, Day 1 (Monday)**

*2 minutes:* Attendance

*10-15 minutes:* Have the students complete a journal entry independently. They may respond to the following prompt:

- After making Patrick a mixed tape, Charlie describes how he “just thought to [him]self that in the palm of [his] hand, there was this one tape that had all of these memories and feelings and great joy and sadness. Right there in the palm of [his] hand. And [he] thought about how many people have loved those songs. And how many people got through a lot of bad times because of those songs. And how many people enjoyed good times with those songs. And how much those songs really mean” (Chbosky 62).
- Keeping this quote in mind, what do you think the role of music is in Charlie’s life?
- What does music mean to you? Do you have similar sentiments as Charlie? Why or why not?
- How do you think music helps people express their thoughts or beliefs? Can any other messages be sent through music?

*15 minutes:* Distribute lyrics for “Dust Bowl Dance” by Mumford and Sons and “The Boxer” by Simon and Garfunkel (see handouts). Have students read the lyrics and then play the songs aloud for them. Have students share their initial reactions to the songs.

*20-25 minutes:* Have students get in groups of four to analyze the songs, specifically how they may relate to the theme of Coming of Age. Distribute handout (see below) with guiding questions and tell them to take notes as we will discuss as a class tomorrow.

*2 minutes:* Inform class they should read pages 64-88 by Wednesday. Dismiss class.

**"Dust Bowl Dance"  
by Mumford and Sons**

The young man stands on the edge of his porch  
The days were short and the father was gone  
There was no one in the town and no one in the field  
This dusty barren land had given all it could yield

I've been kicked off my land at the age of sixteen  
And I have no idea where else my heart could have been  
I placed all my trust at the foot of this hill  
And now I am sure my heart can never be still

So collect your courage and collect your horse  
And pray you never feel this same kind of remorse

Seal my heart and break my pride  
I've nowhere to stand and now nowhere to hide  
Align my heart, my body, my mind  
To face what I've done and do my time

Well you are my accuser, now look in my face  
Your oppression reeks of your greed and disgrace  
So one man has and another has not  
How can you love what it is you have got

When you took it all from the weak hands of the poor?  
Liars and thieves you know not what is in store  
There will come a time I will look in your eye  
You will pray to the God that you've always denied

Then I'll go out back and I'll get my gun  
I'll say, "You haven't met me, I am the only son"

[x2]

Seal my heart and break my pride  
I've nowhere to stand and now nowhere to hide  
Align my heart, my body, my mind  
To face what I've done and do my time

Well, yes sir, yes sir, yes, it was me  
I know what I've done, 'cause I know what I've seen  
I went out back and I got my gun  
I said, "You haven't met me, I am the only son"

**"The Boxer"**  
**by Simon and Garfunkel**

I am just a poor boy.  
Though my story's seldom told,  
I have squandered my resistance  
For a pocketful of mumbles,  
Such are promises  
All lies and jest  
Still, a man hears what he wants to hear  
And disregards the rest.

When I left my home  
And my family,  
I was no more than a boy  
In the company of strangers  
In the quiet of the railway station,  
Running scared,  
Laying low,  
Seeking out the poorer quarters  
Where the ragged people go,  
Looking for the places  
Only they would know.

Lie-la-lie...

Asking only workman's wages  
I come looking for a job,  
But I get no offers,  
Just a come-on from the whores  
On Seventh Avenue  
I do declare,  
There were times when I was so  
lonesome  
I took some comfort there.

Lie-la-lie...

Then I'm laying out my winter clothes  
And wishing I was gone,  
Going home  
Where the New York City winters  
Aren't bleeding me,  
Leading me,  
Going home.

In the clearing stands a boxer,  
And a fighter by his trade  
And he carries the reminders  
Of ev'ry glove that laid him down  
And cut him till he cried out  
In his anger and his shame,  
"I am leaving, I am leaving."  
But the fighter still remains

Lie-la-lie...

# Guiding Questions for Song Analysis

1. Who is the speaker(s)?
2. Who are the characters in the song?
3. What is the subject or situation in the song?
4. What are the events in the song? When and where do the events take place?
5. What changes or development do the characters experience? Are they positive or negative?
6. What is the central idea the songwriter is trying to communicate?
7. What is the attitude or tone the songwriter is trying to communicate?
8. What is the main theme of the song?
9. What lines contribute to the development of the theme?
10. How does the central idea, tone, or theme apply to your world? To Charlie's world?

## **Week 2, Day 2 (Tuesday)**

*2 minutes:* Attendance

*10-15 minutes:* Have the students complete a journal entry independently. They may respond to the following prompt:

- Pick one of the issues Charlie or another character has had to deal with so far and write back to him/her, offering your advice.

*20 minutes:* Have groups share what they discussed yesterday. Allow it to lead into discussion about what they may have agreed or disagreed on, how music can be analyzed in this way, and how they can find similar themes in songs they listen to.

*10 minutes:* Distribute direction sheet for the “Mixed Tape” assignment and explain that they will be collecting various songs and other forms of art to portray the Coming of Age theme. Also emphasize that they should keep copies of all drafts they complete for a future project.

*Remaining time:* Have students work individually or in pairs and begin brainstorming about possible songs they will use. Remind class they should have their reading completed by tomorrow. Dismiss class.

## **Week 2, Day 3 (Wednesday)**

*2 minutes:* Attendance

*10-15 minutes:* Have the students complete a journal entry independently. They may use this journal as a freewrite.

*15-20 minutes:* Have students get in groups of four for discussion on the reading for today. Assign one of the following discussion topics to each group (more than one group may receive the same topic). Have them type up their discussion points, as they will be made into a collective class handout.

- Topic 1: What is the role of abuse in the novel so far? How has Charlie identified it in his family members and/or friends? Does it alter his perceptions of these people because of it? Do you think there’s any foreshadowing taking place?
- Topic 2: What are Charlie’s current relationships with his friends? How has he showed changes from the Charlie we met in the beginning of the novel?
- Topic 3: What do the gifts Charlie gives his friends reveal about their characters? How is this similar to his usage of music?

*20-25 minutes:* Have groups share what they discussed with the class. Allow students to flesh out their ideas and relate them to the unit theme.

*2 minutes:* Inform class they should read pages 88-122 by Monday.

## **Week 2, Day 4 (Thursday)**

*2 minutes:* Attendance

*10 minutes:* Discuss the poem on pages 70-72 as a class. Distribute a hardcopy of the poem as well so they may write on it (see handout). Have students share their initial reactions: what they think it means, how it's relevant in the novel, etc.

*15-20 minutes:* Have students work in pairs with questions for analyzing the poem (see handout). Be sure to circulate the classroom, checking in on the groups and their comprehension. Allow students to share important questions that are relevant to the entire class. Also emphasize how poems are an option for their mixed tape project.

*20-25 minutes:* Allow students to work on their projects independently. Be available for any questions or consultations needed.

*2 minutes:* Dismiss class.

## A person, A paper, A promise by Dr Earl Reum

Once on a yellow piece of paper with green lines  
he wrote a poem  
And he called it "Chops"  
because that was the name of his dog  
And that's what it was all about  
And his teacher gave him an A  
and a gold star  
And his mother hung it on the kitchen door  
and read it to his aunts  
That was the year Father Tracy  
took all the kids to the zoo  
And he let them sing on the bus  
And his little sister was born  
with tiny toenails and no hair  
And his mother and father kissed a lot  
And the girl around the corner sent him a  
Valentine signed with a row of X's  
and he had to ask his father what the X's meant  
And his father always tucked him in bed at night  
And was always there to do it  
Once on a piece of white paper with blue lines  
he wrote a poem  
And he called it "Autumn"  
because that was the name of the season  
And that's what it was all about  
And his teacher gave him an A  
and asked him to write more clearly  
And his mother never hung it on the kitchen door  
because of its new paint  
And the kids told him  
that Father Tracy smoked cigars  
And left butts on the pews  
And sometimes they would burn holes  
That was the year his sister got glasses  
with thick lenses and black frames  
And the girl around the corner laughed  
when he asked her to go see Santa Claus  
And the kids told him why  
his mother and father kissed a lot  
And his father never tucked him in bed at night  
And his father got mad  
when he cried for him to do it.  
Once on a paper torn from his notebook  
he wrote a poem  
And he called it "Innocence: A Question"  
because that was the question about his girl  
And that's what it was all about  
And his professor gave him an A  
and a strange steady look  
And his mother never hung it on the kitchen door

because he never showed her  
That was the year that Father Tracy died  
And he forgot how the end  
of the Apostle's Creed went  
And he caught his sister  
making out on the back porch  
And his mother and father never kissed  
or even talked  
And the girl around the corner  
wore too much makeup  
That made him cough when he kissed her  
but he kissed her anyway  
because that was the thing to do  
And at three a.m. he tucked himself into bed  
his father snoring soundly  
That's why on the back of a brown paper bag  
he tried another poem  
And he called it "Absolutely Nothing"  
Because that's what it was really all about  
And he gave himself an A  
and a slash on each damned wrist  
And he hung it on the bathroom door  
because this time he didn't think  
he could reach the kitchen.

## Questions for Analyzing Poetry

Can you paraphrase the poem?

Who is the speaker (persona) in the poem? How would you describe this persona?

What is the speaker's tone? Which words reveal this tone? Is the poem ironic?

What heavily connotative words are used? What words have unusual or special meanings? Are any words or phrases repeated? If so, why? Which words do you need to look up?

What images does the poet use? How do the images relate to one another? Do these images form a unified pattern (a motif) throughout the poem?

Are there any symbols? What do they mean? Are they universal symbols or do they arise from the context of this poem?

What is the theme (the central idea) of this poem? Can you state it in a single sentence?

How important is the role of sound effects, such as rhyme and rhythm? How do they affect tone and meaning?

Why do you think Charlie chose this poem?

How does it relate to the themes in the novel?

*The Elements of Writing About Literature and Film* by Elizabeth Mc Mahan, Robert Funk and Susan Day.

Longman Publishing, 1998

Retrieved from: <http://www.uta.edu/faculty/kulesz/Poetry%20Analysis.htm>

## **Week 2, Day 5 (Friday)**

*2 minutes:* Attendance

*25 minutes:* Have students work in pairs for peer conferencing on their “mixed tape” assignment. Distribute handout with guiding questions (see below). Circulate among groups.

*20 minutes:* Allow students to work on their projects individually, incorporating the feedback from their peers. Be available for questions.

*5 minutes:* Remind class to finish reading by Monday. Collect journals. Dismiss class.

# Peer-Review Guide

Name of Project Author: \_\_\_\_\_

Name of Peer Editor: \_\_\_\_\_

Art piece #1:

1. Is the chosen art piece original and clearly relevant to the theme of growth or Coming of Age?
2. Does the author clearly explain the connections between the art piece and the theme? If not, what is unclear?
3. Which parts stand out? Are there any exceptional sentences or connections?
4. Any other comments, questions, or concerns?

Art piece #2:

1. Is the chosen art piece original and clearly relevant to the theme of growth or Coming of Age?
2. Does the author clearly explain the connections between the art piece and the theme? If not, what is unclear?
3. Which parts stand out? Are there any exceptional sentences or connections?
4. Any other comments, questions, or concerns?

Art piece #3:

1. Is the chosen art piece original and clearly relevant to the theme of growth or Coming of Age?
2. Does the author clearly explain the connections between the art piece and the theme? If not, what is unclear?
3. Which parts stand out? Are there any exceptional sentences or connections?
4. Any other comments, questions, or concerns?

Art piece #4:

1. Is the chosen art piece original and clearly relevant to the theme of growth or Coming of Age?
2. Does the author clearly explain the connections between the art piece and the theme? If not, what is unclear?
3. Which parts stand out? Are there any exceptional sentences or connections?
4. Any other comments, questions, or concerns?

Art piece #5:

1. Is the chosen art piece original and clearly relevant to the theme of growth or Coming of Age?
2. Does the author clearly explain the connections between the art piece and the theme? If not, what is unclear?
3. Which parts stand out? Are there any exceptional sentences or connections?
4. Any other comments, questions, or concerns?

Art piece #6:

1. Is the chosen art piece original and clearly relevant to the theme of growth or Coming of Age?
2. Does the author clearly explain the connections between the art piece and the theme? If not, what is unclear?
3. Which parts stand out? Are there any exceptional sentences or connections?
4. Any other comments, questions, or concerns?

### **Week 3, Day 1 (Monday)**

*2 minutes:* Attendance

*10-15 minutes:* Have the students complete a journal entry independently. They may respond to the following prompt:

- Is there a character you most identify with? Why or why not?
- What makes him/her stand out to you?
- What are some of his/her positive characteristics? Does he/she have any flaws?

*15-20 minutes:* Have students get in groups of four for discussion on the reading for today. Assign one of the following discussion topics to each group (more than one group may receive the same topic). Instruct the students to discuss the relationships between the given subjects and how it impacts Charlie. For discussion beyond that, have the students formulate some of their own questions and generate their own thoughts without extensive prompts. Instruct them to type up their questions and discussion points as they will be made into a collective class handout.

- Topic 1: Charlie, Bill, and books
- Topic 2: Charlie and drugs
- Topic 3: Charlie, Sam, and Mary Elizabeth
- Topic 4: Charlie and his sister

*20-25 minutes:* Have groups share what they discussed with the class. Allow students to flesh out their ideas and relate them to the unit theme. Will have time to finish tomorrow if not all groups get to go.

*2 minutes:* Instruct class to read pages 122-149 by Thursday. Dismiss class.

### **Week 3, Day 2 (Tuesday)**

*2 minutes:* Attendance

*10-15 minutes:* Have the students complete a journal entry independently. They may respond to the following prompt:

- Read the following poem and free write about it. You may discuss your feelings to it, what you interpret it to mean, how it may or may not relate to Charlie, etc.

*In Progress* by Christina Georgina Rossetti

Ten years ago it seemed impossible  
That she should ever grow so calm as this,  
With self-remembrance in her warmest kiss  
And dim dried eyes like an exhausted well.  
Slow-speaking when she had some fact to tell,  
Silent with long-unbroken silences,

Centered in self yet not unpleased to please,  
Gravely monotonous like a passing bell.  
Mindful of drudging daily common things,  
Patient at pastime, patient at her work,  
Wearied perhaps but strenuous certainly.  
Sometimes I fancy we may one day see  
Her head shoot forth seven stars from where they lurk  
And her eyes lightnings and her shoulders wings.

*10 minutes:* Ask students to share their journals aloud. No one is required to go but students are encouraged.

*Time needed:* Allow any groups to finish presenting if they did not do so yesterday.

*Time remaining:* Have students work independently on their “mixed tape” project. Be available for consultation.

*2 minutes:* Dismiss class.

### **Week 3, Day 3 (Wednesday)**

*2 minutes:* Attendance

*25 minutes:* Have students work independently on their “mixed tape” project. Be available for consultation.

*25 minutes:* Have students work in pairs with questions for analyzing the poem (see handout from Week 2, Day 4). Be sure to circulate the classroom, checking in on the groups and their comprehension.

*2 minutes:* Remind class they should have their reading completed by tomorrow. Dismiss class.

### **Week 3, Day 4 (Thursday)**

*2 minutes:* Attendance

*10-15 minutes:* Have the students complete a journal entry independently. They may respond to the following prompt:

- What are your reactions to Charlie’s current conflict with his friends?
- Is a sympathetic character in this situation or did he bring it upon himself?
- How do you predict the conflict may be resolved?

*10 minutes:* Allow any final questions concerning project that is due tomorrow.

*25 minutes:* Introduce class activity of putting Charlie on trial and distribute direction sheet (see below). Have students to compile their arguments. Inform them they will enact the trial tomorrow.

*2 minutes:* Instruct students to read pages 149-175 by Monday. Dismiss class.

# **Guilty or Innocent!**

## **Putting a literary character on trial**

Based on today's assigned reading, Charlie is in a serious conflict with his friends. You have read the events that took place and the words that were spoken. It is now your job to take your assigned role and conduct a trial that ultimately proves either that Charlie is responsible for his actions or that it was a severe misunderstanding. Take your responsibilities seriously as this young man's fate lies in your hands!

While the roles within the prosecution and defense have their own responsibilities, all members of each team should work together to compile a coherent argument. Be a team!

For the members of the jury who do not have much prep work, familiarize yourself with both arguments ahead of time and contribute thoughts to each group. Remember to remain unbiased, however!

I will preside over the trial in the role of the Judge.

## **Roles of the Members of a Trial**

### **Prosecution and Defense**

- Creates a list of main arguments
- Names a list of witnesses

### **Prosecution Lawyers**

- Address the jury
- Present the arguments
- Question witnesses in order to convince the jury of the defendant's guilt

### **Prosecution Witnesses**

- Respond to questions posed by the lawyers for the prosecution
- Respond to questions posed by the lawyers for the defense

### **Defense Lawyers**

- Address the jury
- Present the arguments
- Question witnesses in order to convince the jury of the defendant's innocence

### **Defense Witnesses**

- Respond to questions posed by the lawyers for the prosecution
- Respond to questions posed by the lawyers for the defense

### **Jury**

- Serves as the audience for all arguments presented in the trial
- Evaluates the arguments presented by the prosecution and the defense in order to determine the guilt or innocence of the defendant
- Judges the effectiveness and merit of the arguments and evidence presented by the prosecution and defense teams
- Votes on the outcome for the trial according to the established criteria only

### **Witnesses**

- Have specific knowledge of what happened
- Do tell the jury what they think or feel
- Do not present gossip

### **Week 3, Day 5 (Friday)**

*5 minutes:* Attendance. Turn in “mixed tape” projects.

*5 minutes:* Allow trial groups to review their notes from yesterday in order to put on the trial.

*20-25 minutes:* Have students enact trial. Make sure it remains organized with the prosecution and defense switching between asking questions and presenting.

*10-15 minutes:* Have a class discussion/evaluation of the activity. Ask them what they liked and didn’t like, what they learned, etc. Also allow for any final thoughts on Charlie’s situation and the necessary conflict resolution.

*5 minutes:* Remind students they should have their reading completed by Monday. Collect journals. Dismiss class.

### **Week 4, Day 1 (Monday)**

*2 minutes:* Attendance

*10-15 minutes:* Have the students complete a journal entry independently. They may respond to the following prompt:

- Pick a character and describe him/her as if you were introducing him/her to a friend. What are his/her characteristics?
- What is his/her general temperament? How does he/she get along with other people?
- Does he/she have any strong views or opinions on anything?
- Has anything significant happened to him/her recently or in the past? How does that event affect him/her?

*10-15 minutes:* Have students get in groups of four and discuss their journals. They may address the following questions and any others they may wish to discuss:

- Who did you pick and why?
- Do you agree with each other’s ideas? Why or why not?
- What textual support is there for your descriptions?

*20-30 minutes:* Have students stay in the same groups. Have them pick any scene from the book and discuss it as a group. They should then fill out the character perspective chart (see below) from Charlie’s point of view and from another character that is present in the scene.

*2 minutes:* Instruct class to finish the novel by Friday (pages 175-213). Dismiss class.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Character Perspective Chart

Character #1	Character #2
Setting: Where and when does the story take place?	Setting: Where and when does the story take place?
Problem: What is this character's problem?	Problem: What is this character's problem?
Goal: What is this character's goal? What does the character want?	Goal: What is this character's goal? What does the character want?
Attempt: What does this character do to solve the problem or attain the goal?	Attempt: What does this character do to solve the problem or attain the goal?
Outcome: What happened as a result of the attempt?	Outcome: What happened as a result of the attempt?
Reaction: How does the character feel about the outcome?	Reaction: How does the character feel about the outcome?
Theme: What point did the author want to make?	Theme: What point did the author want to make?

## **Week 4, Day 2 (Tuesday)**

*2 minutes:* Attendance

*15-20 minutes:* Have students share what they discussed yesterday. They may give an overview of the scene they selected as well as the character perspective sheet they filled out.

*10-15 minutes:* \*Project the following words on the board and have students write down brief descriptions of what the words mean to them: *tolerance, community, friend, family, prejudice*. Ask students to share what they wrote and let it lead into a discussion on how everyone has different perspectives on life and events that take place. Direct the discussion toward the book and how everything we read is from Charlie's perspective, and other characters can view the same event differently than him.

*Remaining time:* Introduce Scene Rewrite assignment and distribute direction sheet/rubric. Allow students to ask questions and brainstorm possible ideas (can be done in partners). Assignment will be due on Monday. Also emphasize that they should keep copies of all drafts they complete for a future project.

*2 minutes:* Instruct students to select a scene they wish to write about and the character they wish to focus on for homework. They do not have to write anything yet but should have a clear idea of what they want to. Dismiss class.

## **Week 4, Day 3 (Wednesday)**

*2 minutes:* Attendance

*25 minutes:* Have students compose a rough draft of their Scene Rewrite Assignment.

*25 minutes:* Students may continue writing or pair up for peer conferencing. Distribute peer-review guide for those who wish to conference (see below).

*2 minutes:* Dismiss class.

## **Week 4, Day 4 (Thursday)**

*2 minutes:* Attendance

*25 minutes:* Have students continue to work on their Scene Rewrite Assignment.

*25 minutes:* Students may continue writing or pair up for peer conferencing. Distribute peer-review guide for those who wish to conference (see below).

*2 minutes:* Dismiss class.

\* Adapted from CReduction.org. Retrieved from:

[http://www.creducation.org/resources/perception\\_checking/classroom\\_activities\\_on\\_perspective\\_taking.htm](http://www.creducation.org/resources/perception_checking/classroom_activities_on_perspective_taking.htm)



## **Week 4, Day 5 (Friday)**

*2 minutes:* Attendance

*10-15 minutes:* Have the students complete a journal entry independently. They may respond to the following prompt:

- What are your reactions to having finished the novel? Do you like or dislike the ending? Why or why not? You may discuss any thoughts you have on the novel as a whole or the ending specifically.

*15-20 minutes:* Have students get in groups of four for discussion on the reading for today. Assign one scene to each group (more than one group may receive the same scene if necessary) and have them discuss the events from another character's perspective. Have them type up their discussion points, as they will be made into a collective class handout.

- Scene 1: Prom from Patrick's perspective
- Scene 2: Graduation night from Sam's perspective
- Scene 3: Charlie and Sam's night together from Sam's perspective
- Scene 4: Discovering Charlie/the epilogue from his parents' perspective

*10-15 minutes:* Have groups share what they created. There will be time on Monday for any groups who do not get to present today.

*5-10 minutes:* Allow any final questions about the Scene Rewrite Assignment. Remind them it is due on Monday. Collect journals. Dismiss class.

## **Week 5, Day 1 (Monday)**

*5 minutes:* Attendance. Collect Scene Rewrite assignments.

*15 minutes:* Have any remaining groups share their work from Friday.

*10-15 minutes:* Have the students complete a journal entry independently. They may respond to the following prompt:

- Describe one way in which Charlie changed/came of age from the beginning of the novel to the end.
- Is this growth evident to other characters? How so?

*15-20 minutes:* Have students volunteer to share what they wrote about. Allow it to lead into a discussion about how they've witnessed Charlie's growth through various conflicts. They may also discuss how coming of age is relevant in their lives and their own experiences.

*2 minutes:* Dismiss class.

## **Week 5, Day 2 (Tuesday)**

*2 minutes:* Attendance

*5 minutes:* Have students get in groups of four and introduce \*Mandala activity. (Pull up the website on the projector: <http://mandalaproject.org/>) Instruct students to create one that symbolizes Charlie's growth and how they understand it.

*25 minutes:* Allow groups to work on mandala.

*20 minutes:* Allow groups to present their creations to the class.

## **Week 5, Day 3 (Wednesday)**

*2 minutes:* Attendance

*25 minutes:* Have students create a second mandala symbolizing their own personal growth from this unit. It may focus on their writing experiences, their experiences working with classmates, and/or their experiences of reading the novel.

*20-25 minutes:* Have students volunteer to share their mandalas. Allow it to lead into a discussion of the growth of the whole class and what the students have learned from this unit. Introduce the Writer's Portfolio assignment and explain that they will be able to formally demonstrate the ways they've personally grown.

*2 minutes:* Dismiss class.

## **Week 5, Day 4 (Thursday)**

*2 minutes:* Attendance

*25 minutes:* Have students look at two versions of one of their writing assignments. Have them complete the self-evaluation handout (see below).

*25 minutes:* Have students repeat the handout on two versions of a second writing assignment.

*2 minutes:* Dismiss class.

## **Week 5, Day 5 (Friday)**

*2 minutes:* Attendance

*20 minutes:* Have students repeat the handout on two versions of a third writing assignment.

\* Adapted from *Teaching English by Design* (pg. 39), by P. Smagorinsky, 2008, Portsmouth, NH: Heinemann. Copyright 2008 by Peter Smagorinsky.

*25 minutes:* Have students pair up for peer conferences. Partners may review each other's different drafts and completed self-evaluation handouts. They may add in their own comments on the sheet of what they agree with/other suggestions they have.

*5 minutes:* Collect journals. Dismiss class.

# Self-Evaluation of Growth

- What are the strengths of this work? Weaknesses?
- What would you work on more if you had additional time?
- How has your writing changed since the beginning of this unit?
- What do you know about writing that you did not know at the beginning of the year (or semester, etc.)?
- Looking at an earlier piece of similar work, how does this new piece of work compare? How is it better or worse? Where can you see progress or improvement?
- How did you get "stuck" working on this task? How did you get "unstuck"?
- One skill I could not perform very well but now I can is ....
- From reviewing this piece I learned ....

### **Week 6, Day 1 (Monday)**

*2 minutes:* Attendance

*50 minutes:* The students may spend the whole class period writing their synthesis paper for the portfolio. Be available for questions/consultations.

*2 minutes:* Dismiss class.

### **Week 6, Day 2 (Tuesday)**

*2 minutes:* Attendance

*35 minutes:* Students may partner up for peer conferences. They may use the peer conference guide (see below).

*15 minutes:* Students may work individually on portfolio/synthesis paper.

*2 minutes:* Dismiss class.

### **Week 6, Day 3 (Wednesday)**

*2 minutes:* Attendance

*35 minutes:* Students may partner up for peer conferences. They may use the peer conference guide (see below).

*15 minutes:* Students may work individually on portfolio/synthesis paper.

*2 minutes:* Remind class that papers are due tomorrow. Dismiss class.

# Peer-editing: Analytical Essay

Name of Essay Author: \_\_\_\_\_

Name of Peer Editor: \_\_\_\_\_

1. What is your overall reaction to this essay? Even if you haven't seen/read/or visited this "text," is the author's interpretation compelling? Why or why not?

2. After you are done reading the author's draft, do you get a clear sense of what the author wants to say about the subject? What is the author trying to say? Do you think the author has provided a reason on why this subject is important?

3. Intro: Does the author's introduction hook you? How does it entice you to read further? Can you suggest alternative ways of "hooking" the reader, if his or her introduction needs improvement?

4. Thesis: Does the author demonstrate 1) What theme or point is the author making? 2) Why the author feels strongly about this topic? Do you get a sense that the author cares for their topic?

5. Outline: Does the author tell the readers what to expect in the essay? How might you outline the essay for them?

6. Organization: Do you have recommendations for the author, in terms of the overall structure of this essay?

7. Does the author provide evidence in the form of quotes or examples from the text?

8. Does the author do a sufficient job of interpreting these quotes? Do these quotes serve as good evidence for the author's argument?

9. Does the conclusion effectively wrap-up the main ideas of this piece? What additional thoughts might be useful?

10. What are the two main things that this author should focus on?

## **Week 6, Day 4 (Thursday)**

*5 minutes:* Attendance. Collect Portfolios.

*35 minutes:* Allow students to read stories of their choice from:

<http://dailyfig.fimgent.com/2013/09/19/finalists-in-the-coming-of-age-short-story-contest/>

They may read alone or read and discuss with group members.

*10-15 minutes:* Have a follow up discussion about the whole unit and how they feel about their portfolios and work during the past six weeks. Pass out unit reflection survey (handout below).

*2 minutes:* Dismiss class.

## Unit Reflection Survey

Please answer each question that follows on a separate sheet of paper. Your comments will strongly influence my efforts to revise this unit for future use, so I'd appreciate your complete honesty in responding. You do not need to identify yourself, though you are welcome to if you wish.

1. We read *The Perks of Being a Wallflower* by Stephen Chbosky during this unit. Please write your honest opinion of the work. Did you like it? Did you hate it? Why? Why not? Is there anything that I could have done differently that would have helped you to better enjoy your study of this work? Do you recommend I use this text with future students? Why or why not?
2. What did you learn from completing the Reflection Journals? Do you think that continuing journals would be a good idea for units that we do later this year? Why or why not?
3. What did you learn from participating in group work activities? Did you feel that these were a good way of engaging with each other and with the literature? Please explain. Do you think that I should continue to use group work activities of this sort? Why or why not?
4. What did you learn from peer conferencing? Did you feel that you were adequately taught how to engage with this type of editing? Please explain. Do you think that peer conferencing would be a good idea for units that we do later this year? Why or why not?
5. What did you learn from writing the personal narrative and the scene rewrite? Which assignment was your favorite? Why? Do you feel that your writing has improved from participating in these types of activities? Would you recommend I include these narrative assignments in this unit again next year? Why or why not?
6. What did you learn from completing your "Mixed Tape" assignment? Would you recommend I include this assignment in this unit again next year? Why or why not?
7. What did you learn from completing your Writer's Portfolio? Did you like observing your own growth as a writer? Would you recommend I include this assignment in this unit again next year? Why or why not?
8. What would you recommend that I do the same if I taught this unit again to other students?
9. What would you recommend that I do differently?