

The Power of Choice:

*How Do Our Decisions Affect Our Lives and
The Lives of Others?*

5-week unit plan

*For use in the
middle grades*

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Unit Rationale

Sixth grade students are entering a new world full of challenges and difficult choices: adolescence. As students make the transition from elementary to middle school, lots of changes are thrown their way: rotating class periods, new friends, an increasing homework load, a bigger campus, pressures to fit in or dress a certain way, increased exposure (even if indirectly) to drugs, alcohol, and sex, and not to mention the confusing yet exciting experiences of puberty and all that it entails. With this whirlwind of changes comes the growing responsibility for students to make choices—choices that will not only relate to their “survival” during this bewildering time, but also to the kind of life they will make for themselves. Whether this is choosing to apply themselves in school or choosing to refuse a cigarette, these students can discover, through literature, media, and other texts, that every decision matters. This unit will allow these pre-teenage students to develop an awareness of the choices they are faced with daily and in the future within the context of their growing responsibilities and new freedoms as emerging adults.

Since facing choices and making decisions is something that is at the core of the human experience, the topic of this unit is evident in much literature, media, and other texts. Reading novels, watching news stories and film clips, and exploring song lyrics about the challenges and power of choices will allow these sixth grade students to explore this theme more deeply. By interacting with all of these “texts,” students will see how universal the topic of making choices is and will be able to relate it to their own lives more easily.

In this unit, we will be reading the novel *Touching Spirit Bear* by Ben Mikaelson. This is a story about Cole, a boy who bullies and physically harms others and is faced with the consequence of jail. However, he is given a choice to spend a year in isolation on an island in Alaska according to the Circle Justice program. Cole goes, thinking it is an easy way out of jail, but ends up learning about himself, his past mistakes, and how he can make things better. This is an excellent text for this unit and these students because it shows them how bad choices can lead to bad consequences. It also shows how one can turn their life around by making positive choices for the good of ourselves and for personal healing. This text will be read in and outside of class.

We will also be doing Literature Circles in this unit, using three different texts: *Multiple Choice*, *The Giver*, and *Small Steps*. Students will have the opportunity to read a text in groups of four and set their own reading schedule. This allows students some independence, a sense of camaraderie with their peers, and a small, focused book study. These Literature Circles are student-led; teacher will offer guidance only when needed. Students will be held accountable for their work through response questions on the class website wiki (described in more detail later), group activities, a mini-project, and other small assignments.

This unit is catered to honors students who are capable of and desiring a challenging learning atmosphere. These students will be expected to do lots of reading, especially outside of

class and on their own terms in Literature Circles. Also, these honors students are expected to assert their own academic and planning skills so as to manage the somewhat larger workload and freedom of activities/projects. This unit is designed for a class of 24 students.

In the unit, students will be writing and collaborating on a class wiki. This will act as the class website and will be entitled, "Making Smart Choices- For life!" This website could potentially be viewed by the entire school, parents and community. This allows students to write towards a "real" audience. Artifacts/text on wikis can always be updated, improved upon, edited, and added to; this will encourage students to revisit work and make it the best it can be. Also, constant interaction with ideas and concepts will help student retention and motivation. The wiki will be used as a way to monitor and assess students during the unit. It is also a great way for students to check out what other groups are reading and get them interested in their novels.

This unit will expose students to many forms of choices and decisions, and will hopefully encourage them to think about how these real challenges will affect their lives and futures. The unit will prepare students for their life in middle school, high school, college and beyond.

Unit Goals

Students will...

- Read and appreciate young adult novels
- Read and appreciate other texts, including poetry, songs, film, and art
- Learn about the many choices they face in life
- Contemplate and understand how choices and decisions affect their lives
- Consider how their decisions affect other people
- Evaluate the way choices and decision-making are represented in literature and media
- Use technology to enhance their learning
- Write to engage themselves in learning
- Interact with and respond to peers through speaking and writing
- Use critical thinking skills
- Make connections to/between the texts, themselves, and the world
- Apply what they know and have learned into a culminating project

Unit Objectives

Students will be able to...

- Read, interact with, and discuss a wide range of texts about choices
- Write reflective journal responses
- Demonstrate knowledge of new vocabulary during class work and assessment
- Complete quizzes and tests with 80% or more accuracy.
- Participate in whole group and small group discussions
- Create a character map
- Create a Venn diagram comparison
- Create a cause and effect chart
- Complete daily activities in a timely and thorough manner
- Complete work at home
- Watch videos, listen to songs, read articles, and respond appropriately in writing and speech
- Participate in literature circles
- Participate in the online class wiki “Wiki-Lit”
- Work as a team to stay on task and complete Lit Circle reading assignments
- Work with a group to create a Glogster or Animoto
- Work with a group to present a skit
- Work as a group to lead the class in an activity
- Create an original culminating project that represents what has been learned from the unit

Texts/Resources Used in this Unit

Novels

Touching Spirit Bear by Ben Mikaelson

Small Steps by Louis Sachar

The Giver by Lois Lowry

Multiple Choice by Janet Tashjian

Poems

“The Road Not Taken” by Robert Frost

“The Choice” by Robert Service

Songs

“The Cat’s in the Cradle” by Harry Chapin

Videos/TV/Film Clips

Tuck Everlasting (Disney)

The Lion King (Disney)

Who Wants to Be a Millionaire (ABC)

Freaky Friday (Disney)

What Would You Do (ABC)

Homeless to Harvard (YouTube)

Grade Distribution

ACTIVITY/ASSIGNMENT	POINTS POSSIBLE
Parent/Guardian Letter	5 points
Daily Participation (5 points/day x 25 days)	125 points
In-Class Work/Activities	130 points
Character Maps	10 points
Word Wall Creation #1	10 points
Writing Assignment #1- Sentence Variety	10 points
Venn Diagram	10 points
Writing Assignment #2- Sensory Details	10 points
Word Wall Creation #2	10 points
Cause/Effect Chart	10 points
Grammar Activity #1	10 points
Personal Spirit Animal	10 points
Comic Strip	10 points
Word Wall Creation #3	10 points
Letter to Character	10 points
Grammar Activity #2	10 points
Journal	50 points
“Reading Checks” (Quizzes)	30 points
Reading Check #1	15 points
Reading Check #2	15 points
Wiki Participation (Twice/week, 15 points each)	150 points
“Quest” #1	50 points
“Quest” #2	50 points
Culminating Project	100 points
Extra Credit- Song about Choice	5 points
TOTAL	700 points

Common Core Standards

Grade 6 Reading Standards for Literature

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 6 Reading Standards for Informational Texts

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings including analogies or allusions to other texts.

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Grade 6 Writing Standards

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;
- 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

Range of Writing

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 6 Speaking and Listening

- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas

4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Grade 6 Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 - b. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.*
- b. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., personification) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Materials

Journals (Composition Books)	Pens/Paper	Loose leaf paper
Computer	Projector/Doc Cam	Internet Connection
Whiteboard	Dry erase markers	Chart Paper
Markers	Tape	Dictionaries/Thesauruses
Resources A.1-E.1 (Found in Appendices)	<i>Touching Spirit Bear</i>	<i>Multiple Choice</i>
<i>The Giver</i>	<i>Small Steps</i>	White construction paper
Old magazines	Markers	Crayons
Glue	Scissors	String

Daily Lessons

WEEK 1

Day 1 (Monday)

Time: 50 min	Procedure:	Resources (Found in Appendices)
5 min	<p>Hook/Bell work: Play “Would You Rather?” Have one “Would You Rather” game card (or single question typed/written on an index card) placed on each student’s desk. Have the following instructions written on the board:</p> <p><i>On your desk, you will find a question that asks “Would you rather...?” The question may seem silly or difficult, but take a moment to think about what you would choose. Then, take out your new composition notebook [gathered by students the previous week] and write what you would choose and WHY. Feel free to talk with your neighbor for ideas or sharing.</i></p> <p>As students enter the classroom, refer them to the directions on the board and give oral directions as well. Take attendance as students work.</p>	<p>A.1 Examples of “Would You Rather Questions”</p>
3-5 min	<p>Allow students to share their responses with the class. As they are sharing, ask <i>why</i> they chose their answers.</p> <p><i>What kind of reasons made you choose that? Why do you prefer that choice over the other?</i></p>	
5-6 min	<p>Introduction to Unit, Overview: Tell students that this fun activity relates to the unit we will be starting. Say, <i>“Just as we thought about what decision to make for these ridiculous or silly choices, we will have to make other choices that are big and small throughout our life.”</i></p> <p>Inform them that the new unit is about choices. Pass out Unit Overview handout and parent letter and continue to explain the unit. Read over the two handout with the class, answering any questions. Ensure students that this is only an overview and that more details and instructions will be given as each assignment comes up. Lastly, stress the importance of showing their parents/guardians these papers and having them sign them. The parent letters are due (signed) tomorrow. Late papers lose a point each day they are overdue.</p>	<p>A.2 Unit Overview Handout</p> <p>A.3 Parent Letter</p>
9-10 min	<p>Freewrite Journal: Have students take out their journals again and instruct them to get a writing utensil ready. Place attachment A.4 on overhead/doc cam and reveal each section one at a time. For instance, start with only showing part a. first.</p>	<p>A.4 Freewrite Introduction to Choices</p>

	<p>Instruct students to take 3 minutes to freewrite on the questions of part a. Remind students that in freewriting, they should not worry about mistakes in grammar or spelling and they should try to write the entire time. Move on to part b. and c. in the same way.</p> <p><i>a. How often do we make choices throughout the day? What types of smaller everyday choices do you make on a daily basis?</i></p> <p><i>b. What are some bigger choices you've had to make? How did you approach them? How did you make your decision? Did you have outside help? Make a pro/cons list? Etc.?</i></p> <p><i>c. Think of a time when you made the wrong choice. Why do you think you chose it? How did you feel afterwards? To what kind of consequences did your decision lead?</i></p>	
10-12 min	<p>Show short film/TV clips having to do with choices:</p> <p>TV Game Show clip: <i>Who Wants to Be a Millionaire</i>: http://www.youtube.com/watch?v=dMriTkE3igY&feature=related Duration: 1:27</p> <p>Film clip: <i>Tuck Everlasting</i>: http://www.youtube.com/watch?v=1RFHzTNRqug Duration: Play up to 1:00</p> <p>Film clip: <i>Freaky Friday</i>: http://www.youtube.com/watch?v=ex6b-_oTGWg&feature=related Duration: Play from 4:26-6:18 and 7:33-8:02 (Total Duration: about 2:30)</p> <p>Film clip: <i>The Lion King</i>: http://www.youtube.com/watch?v=dZfGTL2PY3E&feature=related Duration: 1:03</p> <p>Total duration of video clips: ~ 6 minutes</p> <p>Discuss as class after each clip: <i>What's the dilemma? What options or choices does the person/character have? What choice does the character make? What choice do you think the character should have made? Have you ever had a similar experience?</i></p>	

	**Note: Be sure to keep “comments” on YouTube videos hidden during the video clip, as some may be inappropriate. This can be done by “muting” the video of the doc cam until the YouTube video is on full screen mode (hence, only the video itself will be visible).	
10-12 min	Exit Sheet: Survey Give survey and collect at the end of class. Inform students that there are no right or wrong answers; it is just their opinions.	A.5 Pre-Unit Survey
	HW (Homework): Read Unit Overview with parents/guardians and get parent letter signed.	

Day 2 (Tuesday)

Time: 50 min	Procedure:	Resources (Found in Appendices)
5 min	<p>Bell Work: Journal: Play the song “Cat’s in the Cradle” by Harry Chapin as students enter the room. Project the lyrics on the doc cam. Give oral directions and have this written on board or doc cam:</p> <p><i>Listen to the song “Cat’s in the Cradle” by Harry Chapin and write about how you think it relates to choices. Explain what the song means and aspects of it that stood out to you. How does the song (words and music) make you feel? Why?</i></p> <p>Take attendance. Collect parent letters.</p>	A.6 Lyrics for “Cat’s in the Cradle”
5 min	Discuss journals: Have students share what they wrote. Discuss as a class.	
3 min	Students get into groups: Tell students that they will get into groups. Instruct them to bring a writing utensil with them. Have students count off one to six and then get with their group based on number.	
25 min	<p>What Would You Do?</p> <p>Play this video up until 4:13 and then 5:13-end: http://www.youtube.com/watch?v=mld2eiuVpzk</p> <p>Pause video occasionally to discuss. Students work on answering questions as a group</p> <p>http://www.youtube.com/watch?v=TzatCoucWts Play this video until 5:04.</p> <p>Pause occasionally to check for understanding and discuss. Allow students to work together on handout. Walk around and</p>	A.7 Day 2 Videos Group Work

	monitor/offer guidance. Collect papers.	
2 min	Rearrange desks back to original formation. Collect group papers.	
10 min	Explain Wiki: Go to the Class Wiki on the computer and project it on the screen. Guide students through the process of logging on, accepting the invitation, and writing responses. Answer questions. Explain home work (detailed below).	
	HW: Students log onto Wiki and respond to “Wiki Check-In” discussion thread. In this thread, students will respond with “I’m here” and will write one thing they would like to learn during this unit and one thing they are nervous/uncertain about or have a question about. Must be at least 50 words.	

Day 3 (Wednesday)

Time: 50 min	Procedure:	Resources (Found in Appendices)
5 min	<p>Bell work: Journal: Have dictionaries and thesauruses placed under students’ desks (to be used later in class). Have a class set of the novel <i>Touching Spirit Bear</i> ready on students’ desks. The journal prompt on the board will read,</p> <p><i>On your desk you will find a copy of the novel Touching Spirit Bear. Look at the front cover illustration (please do not begin reading anything just yet). Make some predictions for what you think this novel will be about, and write your predictions in your journal for 5 minutes. Try to write as much as you can and work the entire 5 minutes.</i></p> <p>As students enter classroom, inform them to look at the assignment on the board and begin working.</p> <p>Take attendance as students work. Once bell has rung, repeat the bell work directions orally (for audio learners) and ask students to keep working. Inform them when they have 1 minute left.</p>	
3-5 min	Tell students to stop writing. Call on students to share their predictions with the class.	
5 min	Inform students that we will now be working on a KWL chart . Reference the chart paper already taped to the wall, and explain what a KWL chart is. Tell the students we will add to this chart each day as we read the novel and learn more about its characters, plot, and vocabulary words. Ask students, “So far, what do we already KNOW?”	A.8 KWL Example

	<p>Responses may be, “It is about a boy and a bear,” or “The setting is the woods.”</p> <p>Write as class responses under the “KNOW” column on the KWL. Do the same for the “WANT TO KNOW” column. Encourage students to keep their own KWL chart in their journals (leave a few pages for later additions).</p>	
20 min	<p>Guided read-aloud: Ask students to open up their books as you pass out Vocabulary Word List handout. Inform students that we will be reading Chapter 1 together right now. Encourage them to interact with the text by writing notes and highlighting as we read. Inform them to circle words they do not know or are unsure of. Tell them also to circle the vocabulary words (from the list) when they see them in the text. Remind students that marking up their books is part of their participation grade (guide and model this now). Tell them also that as they read, today and at home, they should write the vocab words in their journal, make a guess at what the definition is by using context clues, and then look up and write the dictionary definition underneath that. Demonstrate this as you do guided reading today. Begin reading Chapter 1 aloud while students follow along. Pause occasionally to discuss elements of text, check for understanding, and model vocab word writing, etc. in journal. Guide students in figuring out the meaning of words within context and then looking up words using dictionary and thesaurus located under their seats. Keep a list of the words students are struggling with (to be used later in a Word Wall activity).</p>	A.9 Vocabulary Word List
15 min	<p>Character maps: Pass out character map template and explain to students that they will be using these maps throughout the novel to take notes of different characters in the novel. Today, they will work on filling in information on the main character, Cole. Provide crayons, markers, magazines, scissors, and glue so that students may create a visual representation of Cole. Have students work for 15 minutes, and walk around to offer help/observe as students work.</p>	A.10 Character Map Template
5 min	As a class, add to KWL chart and clean up. Also, ask how students did with the Wiki and if there were any problems.	
	HW: Read Ch. 2-3, mark text and add vocab words to journal along with guesses and definitions, add to character map for Cole	

Day 4 (Thursday)

Time:	Procedure:	Resources
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50 min		(Found in Appendices)
5 min	<p>Bell work: Journal: Have journal prompt on board:</p> <p><i>How do you deal with anger? What do you do when you get angry? Explain.</i></p> <p>Take attendance as students work and check journals and character maps.</p>	
3-5 min	<p>Have volunteers share their journal entries if they desire. Briefly discuss positive versus negative ways to deal with anger.</p>	
10 min	<p>Reading Check #1 quiz: Have students clear their desks and pass out Reading Check #1 quiz. Students work silently as teacher walks around room. Collect papers after 10 minutes.</p>	A.11 Reading Check #1
3 min	<p>KWL: Ask students what should be added to KWL chart, and write those suggestions on the chart. Discuss what has been learned and what we want to find out.</p>	
	<p>Discuss quiz questions (if no one was absent for the quiz) and the chapters that were read for homework. Ask what students think of the book so far. What do they like/dislike? Ask what kind of markings they made in their text. Walk around room to check that they are marking the text. Are there any questions so far? Discuss the flashbacks used in the text.</p>	
20-25 min	<p>Writing Activity/Assignment #1 – Sentence Variety: Ask students to look at page 30, second paragraph in their books. Ask them,</p> <p><i>What do you notice about the length of the sentences in this paragraph?</i></p> <p>After getting responses of, “Some are short and some are long,” etc., ask,</p> <p><i>This is called sentence variety. Writers use it by making some sentence longer or more complex and others short and simple. How do you think this affects the feel of the text? How does it affect you, the reader? Why do you think the author chose to write this scene this way?</i></p> <p>Listen to students responses. Discuss as a class the stylistic choice of this passage.</p> <p>Next, ask students to open up their journals and think about their favorite scene from a movie or TV show. Say,</p> <p><i>Imagine this scene in your head. Now, try to write what</i></p>	

	<p><i>happens in this scene using sentence variety. Try to mimic the style of the author from page 30. For example, I will now write a scene from a pirates movie...</i></p> <p>Model an example on the overhead/doc cam and have students help you compose it. For instance:</p> <p>“The pirates stood cursing, pointing their fingers at the others in the ship opposite them. Voices rose. The wind howled. Someone yelled, “Fire!” The canons exploded. Bits of the ship blew off and danced in the air. Silence.”</p> <p>Then have students work on their own. Walk around to observe and offer help. After about 15 minutes, have students share their writing with a partner near them.</p>	
2-5 min	<p>Have students return to seat and pack up. Direct their attention to the projector screen and show them their Wiki assignment for tonight. The Critical Thinking Questions are:</p> <p>Ch. 3 page 33- Garvey says, “Forgiving isn’t forgetting”. Think of the phrase “forgive and forget.” What do you think? Do you agree or disagree with Garvey’s statement? Explain.</p> <p>Ch. 6 page 49- How is Cole a “symptom of a broken community,” and how do his actions affect the whole and not just him? Do you agree with this statement?</p> <p>Remind them to write a 100-word (at least) response to these questions. Instruct them to also respond to two of their peers’ responses.</p>	A.12 Wiki Critical Thinking Questions #1
	<p>HW: Finish Writing Assignment #1 if needed, read Ch. 4-6, mark text/vocab/add to character map Cole, Respond to Critical Thinking Questions on WIKI and comment on two peers’ responses</p>	

Day 5 (Friday)

Time: 50 min	Procedure:	Resources (Found in Appendices)
5 min	<p>Bell work: Journal: Students will respond to the saying below (display on the doc cam), noting what it means to them and how it relates to the novel <i>Touching Spirit Bear</i>.</p> <p><i>The hardest thing to learn in life is which bridge to cross and which to burn. ~David Russell</i></p>	

	Give oral directions as students enter. Take attendance. Walk around and observe, also checking student's journals, text markings, and character maps (this will be a daily occurrence and students should be used to having these materials ready at the start of class for assessment).	
3 min	Call on students share journal responses with the class. Discuss journal quote.	
5-10 min	KWL: Add to KWL chart as a class. Ask students if they have questions about the novel so far or any words they need help with that are not on the vocab list. Check understanding by allowing students to guide you (the teacher) through a quick summary of the story so far. Write/draw events on the white board as students summarize. Encourage students to do the same in their journals.	
10 min	Small group discussion/acting: Have students get into groups of 3-4 (groups of their choosing). Instruct students to find a short scene from the novel (from what they've read thus far) and practice a short 1 minute skit of that scene. Tell the students that they must use their own words for the skit (cannot copy dialogue word for word from the book) and they can be creative. All students must participate in some way. Give them about 5 minutes to practice and 5 minutes to perform for their peers.	
15-20 min	<p>Word Wall Creation #1: Have several volunteers pass out construction paper and get out markers, crayons, old magazines, scissors, and glue. As materials are being passed out, place the Word Wall List #1 on the doc cam. Once everyone is settled, explain that we will be creating a Word Wall to decorate our classroom with. Explain what a Word Wall is and sketch a model of one on the doc cam. Students will be making one Word Wall creation based on ONE word on the list. Students will be assigned a word based on their number on the roll (which they will already know) so that each person does a different word. On the board or doc cam, write the requirements for their creations:</p> <ol style="list-style-type: none"> 1. Must contain the vocab word 2. Must include a visual representation of the word 3. Must include the definition 4. Must include a sentence that uses the vocab word <p>Students may work with peers/groups or individually, as long as they can keep the noise to a minimum. After students are done, have them post their creation to the space on the wall designated for the Word Wall.</p>	<p>A.13 Word Wall List #1</p> <p>A.14 Word Wall Creation Requirements</p>
2-5 min	Exit slip: After students clean up their area, remind them of	

	<p>their homework. Have them take out a scratch piece of paper and answer the following questions:</p> <ol style="list-style-type: none">1. What has been your favorite thing we've done this week?2. What has been your least favorite thing?3. Do you have any questions so far? <p>Collect exit slips as students leave the room and hand them a blank character map (for Garvey).</p>	
	HW: Read Ch. 7-9, mark text, etc., and begin character map for Garvey	A.10 Character Map Template

WEEK 2**Day 6 (Monday)**

Time:	Procedure:	Resources (Found in Appendices)
50 min		
5 min	<p>Bell work: Meet in library/media center/computer lab. Have students find a seat, log in to a computer, and open an internet browser. Have media specialist go over rules of using computers with students.</p> <p>Take attendance and check journals/character maps as students get set up.</p>	
5 min	<p>Discuss: As a class, discuss novel thus far. Ask students how they are doing with the novel and if they like it/dislike it. Have them explain. Have students orally summarize what has happened in story so far. Discuss key events/quotations/etc.</p>	
30 min	<p>Venn Diagram: Comparing Locations in the novel: Pass out Venn diagram worksheets and explain that students may work with a partner to complete this activity. Orally explain the instructions:</p> <p><i>For the rest of the class period, you will be working to fill out this Venn Diagram. In one circle, you will describe all you can about Southeast Alaska, where Cole's banishment takes place. In the other circle, you will describe Minneapolis, his hometown. Where the circles intersect, you will compare the two places (explain how they are similar). You are encouraged to use the resources here in the media center, especially the internet. Try starting with Google maps, city websites, and weather.com. Look up pictures of these places to compare and contrast what the environments look like. Don't forget to write down the websites you've used at the bottom of the page.</i></p> <p>Walk around and offer help as students work.</p>	B.1 Venn Diagram Worksheet
5 min	Have some groups share their diagrams with the class.	
5 min	Closure: Collect students' Venn Diagrams, pack up materials, and remind students of the homework.	
	HW: Read Ch. 10-12, update character maps	

Day 7 (Tuesday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		
5 min	Bell work: Journal: On the board or overhead:	

	<p><i>What were your thoughts on the descriptions of Cole's misfortune in the chapters from last night's reading? Were you grossed out? Could you picture what was happening? Explain.</i></p> <p>Take attendance and check homework as students work.</p>	
5-10 min	Discuss and KWL: Discuss journal and last night's reading. As a class, add to KWL chart.	
10-12 min	<p>Writing Activity #2: Sensory Details - Have a volunteer read aloud a few paragraphs from page 85 and 86. After the student reads, ask the class what they noticed about this passage. Discuss these questions with students:</p> <p>"How does the author help us visualize the scene?" "Locate some descriptive words in this scene." "How does the author appeal to the five senses?"</p> <p>Explain to the students that sensory details and imagery appeals to the five senses (sight, sound, taste, touch and smell) and help the reader visualize or imagine themselves in the scene.</p> <p>Have students find their writing activity #1 in their journals. Then, ask students to take about 8 minutes to revise their writing (rewrite on another page), adding in sensory details. Tell students they must use details that appeal to each of the five senses. Have a few volunteers share their writing.</p>	
15-20 min	Read aloud Ch. 13 to the students. Remind them to follow along and mark text. Pause occasionally to discuss interesting spots or vocab words.	
2-5 min	Announcements and closure: Quest next Tuesday- explain format. Tell students to start studying vocab. Hand out blank character map.	
	HW: Read Ch. 14-16, begin character map for Edwin, answer Wiki Critical Thinking Question #2: What do you think the Spirit Bear represents? In other words, why did the author choose to use the bear as an essential part of the story? How does the Spirit Bear enhance the story and affect Cole?	

Day 8 (Wednesday)

Time: 50 min	Procedure:	Resources (Found in Appendices)
5 min	KWL: Student-led- Have a volunteer lead the class in coming up with what to add to the KWL chart. That volunteer will	

	<p>write the additions on the chart.</p> <p>As this is happening, have students place their character maps on their desks, and quickly check from the side/back of the room to see that everyone has begun them/worked on them.</p>	
10 min	<p>Reading Check #2 quiz: Ask students to clear desks except for a writing utensil. Pass out the quiz. Students silently complete. Collect after 10 minutes.</p>	B.2 Reading Check #2
10-12 min	<p>Discuss how Cole’s Mom’s choices (page 121) have affected her life and the life of her son.</p> <p>“How does Cole’s accident change her outlook on things? How does their relationship grow/develop?”</p> <p>Discuss the quiz as well. Ask students to bring up other aspects of t the text that they liked, disliked, were confused by, etc. Ask students general questions about the plot to check for understanding. For instance,</p> <p>“What does Cole need to do to avoid become crippled for the rest of his life?” “What happens at the Circle Justice meeting?” “How is Peter doing at this point?”</p>	
20 min	<p>Cause and Effect Chart: Allow students to get into groups of 3-4. Pass out Cause and Effect Chart handout to each student. Instruct them to think about all the decisions Cole has made thus far and how those decisions have led him to where he “is” currently in the story. Explain the notion of “cause and effect.” Say,</p> <p>“For instance, <i>because</i> I got good grades in high school, I received a scholarship to college (that’s the effect). Another example: Because Johnny spent all his money on a new bike, he had no money for ice cream with his friends.”</p> <p>Have students go back through the novel and find as many instance as they of Cole make a decision that has an effect. These effects can be positive or negative. Students to work as a group to share ideas, but every student must do his or her own work. Walk around the room to monitor and offer help. Hand out extra copies for students who need them.</p>	B.3 Cause and Effect Chart
3-5 min	<p>Closure: Have each group pick one person’s cause and effect chain they wrote and share with the class. Students return to desks and pack up. Remind students of the homework.</p>	
	<p>HW: Read Ch. 17-19, continue adding to character maps and cause/effect chart</p>	

Day 9 (Thursday)

Time: 50 min	Procedure:	Resources (Found in Appendices)
10-12 min	<p>Word Wall Creation #2: Have Word Wall materials set out and list posted on doc cam/overhead as students enter the room. Instruct students to find their word and begin making their Word Wall Creation.</p> <p>In the meantime, take attendance and check homework. When students are finished, have them post their creations to the Word Wall.</p>	B.3 Word Wall List #2
5 min	KWL and discuss: Add to KWL chart and ask for student reactions to text, check for understanding, etc.	
5-7 min	<p>Mediation/Focused Thought Exercise: Have students clear desks and sit comfortably in their seats. Turn off the lights. Perhaps play some gentle, meditative instrumental music (maybe with water sounds). Inform students that we will be doing a “focused thought” or meditation exercise, and though it might seem silly at first, it can also be very relaxing and a good way to experience what Cole does during his “soaks” in the novel.</p> <p>First, start by asking students to stay as quiet and relaxed as possible. Ask them to close their eyes. Then, begin with this script, reading very slowly and calmly and taking pauses between each phrase:</p> <p>“Focus on your breathing. Try to slow you breathing down, taking nice full breaths...in...and out. Imagine yourself in Alaska, sitting in the cool, clear water in the early morning. Think about what you see around you. What noises do you hear? What smells do you smell? Feel the cold water on your skin. Continue to take soothing breaths to keep yourself warm...</p> <p>Now, I’d like you to bring to mind something that brings you unhappiness in your life. Maybe this is a person, or a situation that you are in, or something that makes you stressed...whatever it is, think about that thing. Notice how your feel: angry? Sad? Scared? Feel these feelings for only a few more breaths...soon we are going to let them go...</p> <p>Now, with your next breath out, imagine yourself exhaling out all those bad feelings. Allow those feelings to float away from you like balloons. As you breath in, feel yourself being filled</p>	B.4 Meditation Exercise Script

	with positive energy. Allow yourself to view your situation in a positive way. Feel happy in this moment. Now, we will slowly bring our awareness back to this room. Feel yourself sitting in your desk, in this classroom. When you are ready, slowly open your eyes. Please stay silent until I give you further instructions.”	
8-10 min	Journal: Immediately after the meditation exercise, have students silently take out their journals and begin freewriting about their experience with the activity. Encourage them to keep writing and explain how they felt about it, if they enjoyed it, what they visualized, etc. Inform them when they have 2 minutes and then 30 seconds left.	
3 min	Discuss: Allow some students to share what they wrote about during the freewriting, or just their general thoughts towards the activity.	
10-12 min	In-class Silent Reading: Remind students of homework, and allow them to spend the rest of class silently reading.	
	HW: Read Ch. 20-23, continue adding to character maps and cause/effect charts, Wiki Critical Thinking Question #3: Respond to the following quotation and relate it to TSB and our meditation exercise. "When you're experiencing peace, it's coming from within you, you're 'doing' peace. And this is true of anything else you might be looking for. Love, happiness, contentment, well-being come from within. Nothing external needs to change for you to have what you want.....If you want to be happier - be happier. If you want to be more relaxed - relax. If you want more friends - be friendly. Sounds simple. It is," Cheri Huber	

Day 10 (Friday)

Time: 50 min	Procedure:	Resources (Found in Appendices)
10 min	Grammar Activity #1: Simple to Complex Display handout on the overhead. Ask students to copy the sentences down and then make them into complex sentences, compound sentences, or compound complex sentences (previously studied; this is a review). Take attendance and check homework. When students are finished, discuss as a class. Have students	B.5 Grammar Activity #1

	share what they wrote.	
10-12 min	KWL and Discuss: As a class, add to KWL chart. Predict how the story will end. Then, discuss the reading from last night.	
12-15 min	Personal Spirit Animal Activity: Discuss with the class how Cole relates to his problems and emotions through his animal dances. Ask the class to take out their journals and think about what animal they can relate themselves to. Ask, “If you could be an animal, what would you be? Why?” Have students journal their responses for the allotted time.	
10 min	Creative Ways of Expressing Emotions: Follow the Guide found in the appendices to lead students through a discussion of the videos, art and images.	B.6 Creative Ways of Expressing Emotions Guide
1-3 min	Closure: Closing remarks, pack up	
	HW: Read Ch. 24-28 (finish book) and finish character maps/cause and effect chart	

WEEK 3**Day 11 (Monday)**

Time:	Procedure:	Resources (Found in Appendices)
50 min		
5 min	<p>Bell work: Journal: The following prompt will be on the overhead:</p> <p><i>What did you think of the end of the book? What did you think of the book as a whole? Explain.</i></p> <p>Take attendance and check homework.</p>	
5-7 min	Discuss: Have a brief class discussion as a whole class about the end of the book.	
10-15 min	<p>Human Scale Activity: Drop a long string along the floor at the front of the room. Have students get up out of seats. Explain that we will be doing an activity where they will stand along the string based on what their views are on a question the teacher asks. Assign one side of the room as “Agree” and the other side “Disagree.” The middle of the room/string is the “Unsure” category.</p> <p>Begin asking the questions on the Human Scale Questions guide. After each question, call on students on different parts of the “scale” and ask them to explain why they chose to stand there/explain their thoughts.</p>	C.1 Human Scale Questions
5-7 min	<p>Literature Circle Survey: Have students return to their seats. Pass out surveys and ask students to complete them quickly. Inform them this is a survey that will help you place them in a Literature Circle that they will enjoy the most.</p>	C.2 Lit Circle Survey
15-18 min	<p>Quiet Study Time: Allow students to take this time to study for their quest tomorrow. Explain the format (see appendices). Advise them to focus on vocabulary first. Also, encourage them to look over their character maps, journal entries, and KWL charts. Answer questions during this time as well.</p>	
	HW: Study for Quest!	

Day 12 (Tuesday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		
3 min	Attendance/Last minute questions	
45 min	<p>Quest: Make sure Word Wall is covered or taken down. Students clear desks. Pass out Quest #1 and allow students</p>	C.3 Quest #1

	entire period to complete. Monitor students during test.	
2 min	Closure: Pack up, Remind students to answer prompt on class Wiki for homework	

Day 13 (Wednesday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		
5 min	Housekeeping/Attendance. Have Extra Credit Opportunity Handout on every student's desk. Explain the assignment.	C.4 Extra Credit Opportunity Handout
35 min	<p>Literature Circles: <i>Based on Lit Circle Survey, you have grouped students into their literature circles (four students per group, six groups, each book is read by two groups, and each group reads only one book).</i></p> <p>Now, arrange students into their Lit Circles. Pass out the texts they will be reading (<i>The Giver, Small Steps, Multiple Choice</i>) and the Introductory Lit Circle Scavenger Hunt Sheets. Each student in the group will get a different "task." Explain the tasks to students and then allow them to work on them, filling out the information on the handout.</p> <p>Walk around and offer help/monitor as needed. After 35 min, have students rearrange desks and return to seats. Collect their papers.</p>	C.5 Introductory Lit Circle Scavenger Hunt Sheets
9 min	Culminating Project: Pass out the attached handout and explain to students their choices for the culminating project. Explain due dates, different options for what they do, etc. Answer any questions. Inform students that they will be given some in-class time during the next few weeks to work, but they should also spend a lot of time outside of class working.	C.6 Culminating Project
1 min	Closure, pack up and remind students to keep themselves on track with their Lit Circle reading schedules and to begin thinking about their culminating projects.	
	HW: Read for lit circle	

Day 14 (Thursday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		
3 min	Attendance/Housekeeping	
5 min	Questions/Discuss: How are you liking the novels so far? Is your group working well together? Any problems? Pass out guiding questions to each Lit Circle. Inform them to be sure	C.7 Lit Circle Guiding Questions

	that they can answer these questions by the end of their novels. Encourage them to use the questions as discussion topics during the Lit Circle meet times. Encourage students to continue using their journal for keeping track of predictions, thoughts on the novel, character development, and vocab.	
40 min	Lit Circle Meet Time: Allow students to get into their Lit Circles and read, discuss, etc. (Student-led). Walk around and monitor, ask questions, and get a feel for where students are. Guide them if they seem to be off task or not talking much.	
2 min	Closure: Rearrange desks and pack up.	
	HW: Read for Lit Circle, Wiki Critical Thinking Question: Choose one of the questions from your Guiding Questions handout, rewrite it on the Wiki and respond to it.	

Day 15 (Friday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		
3 min	Attendance/Housekeeping/ Students get into Lit Circles	
30 min	Lit Circles/Comic Strips. Lit Circles meet and discuss. Pass out white construction paper. Have students fold long ways and then four times to create 8 frames. Inform each student to choose a chapter from their novel and create an 8-frame comic strip for that chapter. Tell the groups that each member has to do a different chapter. The comic strips should work to summarize what has been a happening in their books thus far. Walk around as students work. Asses their work towards the end (for the grade book) but do not collect.	
5 min	Allow some groups to share their comic strips. Then, have students get up and post their creations to the wall (in chronological order for each group). Students return to individual desks/rearrange desks.	
8-9 min	Poem: Project Robert Frost’s poem “The Road Not Taken” on the overhead/doc cam. Read it aloud and then discuss it with students. How does it relate to choice? What is going on in the poem? Etc.	C.8 Road Not Taken Poem
3-4 min	Exit slips: What are you thinking about doing for the final project? Do you have any questions thus far?	
	HW: Read for Lit Circles, work on project	

WEEK 4**Day 16 (Monday)**

Time:	Procedure:	Resources (Found in Appendices)
50 min		
5 min	Bell work: Journal: Play a song that was suggested from the Extra Credit assignment and display its lyrics on the overhead. Have the students journal about its meaning and its relation to choices. Take attendance.	
40 min	Lit Circles meet: Student-led; continue to monitor and act as facilitator. Emphasize reader response journaling (already discussed/practiced prior to this unit) and vocab noting. Also, be sure students are interacting with their texts by marking it.	
5 min	Exit Slip: How is your Lit Circle going so far? Too much work? Good amount? How about your project...any questions or concerns?	
	HW: Read for Lit Circles, work on project	

Day 17 (Tuesday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		
3 min	Attendance/Housekeeping. Students get into Lit Circles.	
12-15 min	Word Wall Creation #3: Have each group find 4 vocab words (of their own choosing) from their novel. Each student will make a word wall creation for one of those words. When students are finished, have them tape their creation to the Word Wall.	
15 min	Lit Circles meet/discuss. Have each member write an exit slip/paper that answers the questions: <i>What have you learned about this novel so far? How does it relate to choices? What has been your favorite part in the novel so far? Explain.</i>	
Remainder of class	Silent Reading/Project Word time: Allow students to read for the Lit Circles, work on their projects, and/or meet with teacher to ask question on project	

Day 18 (Wednesday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		

3 min	Attendance/Housekeeping. Explain rules/procedure for the activities below.	
47 min	<p>Rotating Stations: There will be four rotations, each lasting about 11 to 12 minutes. There are two stations, and each will be visited twice:</p> <ol style="list-style-type: none"> 1) <i>Meanwhile</i> graphic novel AND Project work time/Silent reading 2) Writing a letter to another “character” in another Lit Circle/novel in the persona of a character in your novel <p>Break the students into two groups. Have a blank sheet of notebook paper on the desks at the letter station. Half of the students will pretend they are a character from their novel and will begin writing about themselves to an imaginary pen pal. The other half of the students will either look at the <i>Meanwhile</i> novel or silently work/read. Then, the groups will switch. The new letter station students will choose any desk and begin responding to the letter, in the persona of a character in THEIR novel. Two more rotations will occur; so, there will be four written responses on the letters, and each student will complete each station.</p> <p>At the <i>Meanwhile</i> station, students will complete this exit slip using their own paper (to be turned in):</p> <p>“Meanwhile” graphic novel (with exit slip): What do you think? What do you like/dislike? Was it difficult? How does it relate to choices? Is this realistic? Could this really happen? Questions?</p> <p>Have students turn in exit slips and letters with names at end of class.</p>	

Day 19 (Thursday)

Time: 50 min	Procedure:	Resources (Found in Appendices)
10 min	Grammar Activity #2: Display sentences from student’s letters from yesterday that contain errors. Have students copy the sentences and then make corrections in their journals. After students have finished, discuss the corrections as a	D.1 Sample Sentences with Errors

	class. Discuss verb tense, commas, and capitalization.	
5 min	Transition class to media center	
Remainder of class	<p>Lit Circle Glogster or Animoto: Have students get into their Lit Circle groups and gather in front of a computer. Pass out rubrics. Explain that students will be creating a Glogster, Animoto, or other presentation on the computer/web that represents their novel. The project must summarize the novel briefly (without giving away spoilers), describe how it relates to CHOICES and other themes/topics, and follow the rubric. Explains that groups will present their mini-projects on Monday. They will have the entire period to work tomorrow as well.</p> <p>**Note: These students are already familiar with Glogster and Animoto and have used them in the past**</p>	D.2 Lit Circle Mini-Project Rubric
	<p>HW: Read for Lit Circles, Wiki Critical Thinking Question: Write and respond to a different question on the guiding questions sheet.</p>	

Day 20 (Friday)

Time: 50 min	Procedure:	Resources (Found in Appendices)
3 min	Meet in Media Center/Attendance/Housekeeping	
7 min	Explain Paper: Hand out Quest #2 Part 2 Paper instructions. Answer questions. Paper is due on Tuesday of next week.	D.3 Quest #2 Part 2 Paper Instructions
40 min	Lit Circles Mini-Project: Groups finish their mini-projects on the computer.	
	HW: Read for Lit Circles, work on culminating project	

WEEK 5**Day 21 (Monday)**

Time:	Procedure:	Resources (Found in Appendices)
50 min		
3 min	Attendance/Housekeeping	
47 min	Lit Circle Mini-Project Presentations (Part 1 of Quest #2)	
	HW: finish paper for Quest #2 Part 2	

Day 22 (Tuesday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		
5 min	Attendance/Housekeeping Turn in papers	
10 min	Lit Circle Peer Evaluation: Have students take out a piece of paper, write their name and their Lit Circle group member names on it, and give themselves and each group member a grade based on how they contributed to the Lit Circle. They should explain each member's grade in a sentence or more. Turn in teacher after 10 min.	
15 min	Poem: Display the poem "The Choice" on the overhead and pass out copies. Have students read the poem silently to themselves and then write about it in their journals. Encourage them to write what the poem is about, what they like/dislike, how it relates to choice, etc. Spend the last 5 minutes discussing what they wrote.	E.1 "The Choice" Poem
20 min	Project Work Time: Students may work on their culminating projects, ask final questions, or read silently from the classroom library. Students may use classroom computers or go to media center if they need.	
	HW: Finish culminating project; Wiki: Post a link to an online news article and describe in 100 words what you've learned from it and how it relates to choices.	

Day 23 (Wednesday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		
3 min	Attendance/Housekeeping	

25-30 min	<p>Have students take out their journals and a writing utensil. Tell the students we are going to watch some clips from the movie <i>Homeless to Harvard</i>. Give some background information on the story:</p> <ul style="list-style-type: none"> -Based on the true story of Liz Murray -Liz grew up with parents who were addicted to drugs and couldn't take care of her -Liz grew up in poverty -Liz's father was very intelligent and good at Jeopardy -Liz was very intelligent as well, and she read the Encyclopedia to learn as much as she could. She hardly was able to attend school because of her difficult home life. <p>Ask students to watch the video clips and take notes on the choices Liz is faced with and how she handles them.</p> <p>Turn out the lights and play the following clips, pausing for several minutes after each to discuss what students think.</p> <p><i>Homeless to Harvard</i> clips from YouTube:</p> <p>Part 6-Getting admitted to school http://www.youtube.com/watch?v=LdUh2MBdYs4&feature=related Play from 3:45- 8:23</p> <p>Part 7- Making an A- better http://www.youtube.com/watch?v=_0_X0301FdY 7:12-9:24</p> <p>Part 8- Scholarships http://www.youtube.com/watch?NR=1&v=M5Cx5ha2jOA 5:27-6:54</p> <p>Liz Murray talks about her life: http://www.youtube.com/watch?v=EtybvFW0ncY&feature=related 2:27</p>	
2 min	Collect journals.	
Remainder of class	Discussion of Wiki: Have students arrange their desks into one large circle. Spend the rest of class having students share what news articles they found for the Wiki assignment last night. Have a summarizing talk about what everyone has learned about choices and decisions from this unit. Encourage all students to talk and share.	

Day 24 (Thursday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		
3 min	Attendance/Housekeeping	
Remainder of class	Project presentations	
	HW: Wiki: Write about your experience of using the Wiki. Did you enjoy it? Why or why not? Any ideas of how we could have used it differently?	

Day 25 (Friday)

Time:	Procedure:	Resources (Found in Appendices)
50 min		
3 min	Attendance/Housekeeping	
Remainder of class	Project Presentations	

“Plan B” and Accommodations

For YouTube clips: If YouTube is unavailable or blocked on the school server, try checking out the films from the school library (or public library, with permission from school). Alternate videos can be used, or, if worse comes to worse, the teacher can give an oral description of the video clip and have students discuss it from there.

Be sure to get permission from school/understand school policy on using copyrighted material (videos, songs, etc.) before playing media for this unit. If permission is not received, again describe something orally, create another visual for it (PowerPoint, screenshots/still images, hand drawing) or use a different activity.

Orally dictate and write out on white board anything that, for some reason, cannot be projected through the doc cam/overhead. Take more time for certain activities if needed and adjust class work and homework load as appropriate. For students with special needs, have them sit closer to the teacher’s desk and monitor. For English Language learners, be sure to repeat oral instructions and write down instructions always. Pair lower-achieving students with higher-achieving ones. Modify activities if students need more time or need more teacher guidance.

Appendices:




A.1 Examples of “Would You Rather Questions”



<p>Would you rather...</p> <p>Find true love OR Find \$10,000,000?</p>	<p>Would you rather...</p> <p>Know when you'll die OR Choose NOT to know?</p>	<p>Would you rather...</p> <p>Make a new friend OR Get a new pet?</p>	<p>Would you rather...</p> <p>Watch movies the rest of your life OR Read books the rest of your life?</p>
<p>Would you rather...</p> <p>Travel to another country OR Travel the U.S.?</p>	<p>Would you rather...</p> <p>Stay age 5 forever OR Stay age 65 forever?</p>	<p>Would you rather...</p> <p>Know the future OR Be able to fly?</p>	<p>Would you rather...</p> <p>Go back in time OR Travel to the future?</p>
<p>Would you rather...</p> <p>Have an extra head OR Four arms?</p>	<p>Would you rather...</p> <p>Be smarter OR Be more popular?</p>	<p>Would you rather...</p> <p>Be 3 feet tall OR 8 feet tall?</p>	<p>Would you rather...</p> <p>Wake up to a fire alarm every morning OR Wake up to a blast of icy Arctic air every morning?</p>
<p>Would you rather...</p> <p>Change your past OR Keep it the same?</p>	<p>Would you rather...</p> <p>Be able to read minds OR Make yourself invisible?</p>	<p>Would you rather...</p> <p>Have to do 10 days' worth of homework OR Mow lawns for 10 hours straight?</p>	<p>Would you rather...</p> <p>Be poor and happy OR Rich and unhappy?</p>
<p>Would you rather...</p> <p>Never be able to brush your teeth OR Never be able to bathe?</p>	<p>Would you rather...</p> <p>Live in the country OR Live in the city?</p>	<p>Would you rather...</p> <p>Eat a spider OR Eat a beetle?</p>	<p>Would you rather...</p> <p>Live without a phone OR Live without the internet?</p>

A.2 Unit Overview Handout

Unit Overview

During this 5-week unit, we will be doing lots of different activities that will allow us to explore how choices affect our lives and the lives of others. We will read several novels, poems, and other texts. We will watch and analyze video clips from movies and TV. Lastly, each of you will create a final project at the end of the unit. Here is an overview of what we will be accomplishing within the next 5 weeks! Keep in mind that we will be going over each of these things in greater detail within the coming weeks.

What....	How...	When...
<p><i>Touching Spirit Bear</i></p> 	<p>This is the first novel we will read as a class for this unit. You will have your own copy of this book by Sept. 1. We will be reading some of this novel in class and doing multiple activities with it. You will also be expected to read parts of the novel on your own outside of class.</p>	<p>September 1-14</p>
<p>Online Wiki Responses</p> 	<p>You will write 100-word personal responses to critical thinking questions on our online class website, WIKI-LIT. You will also be expected to comment on two of your peer's responses.</p> <p>Our class Wiki will also contain our class schedule, homework assignment outline, and other useful tools/documents. Check it out!</p>	<p>Tuesdays and Thursdays each week</p>
<p>Literature Circles</p> 	<p>Halfway through our unit, we will be breaking up into groups to read more novels about choices. You will be reading one book with your group and will meet with them during class to discuss the book. This will be a fun way to explore a new novel! It's almost like being part of a book club! Each group will be reading one of these books: <i>The Giver</i>, <i>Small Steps</i>, <i>Multiple Choice</i>.</p>	<p>September 15-28</p>

<p>Quests</p> 	<p>You will have two Quests to complete during this unit. These are not tests, they're Quests! It is your destiny to venture upon them! Will you be brave enough to complete your Quests? Never fear: Mrs. Grysko will help you prepare for all that you need!</p> <p>Quest #1 will test your vocabulary skills and knowledge gained from the novel <i>Touching Spirit Bear</i>.</p> <p>Quest #2 will involve a group effort! Part one of this Quest will involve a group mini-project, and part two will involve a short paper about what you've learned from your Literature Circle novel.</p> <p>(and vocab?? Or make extra credit)</p>	<p>Quest #1: September 14 Quest #2: September 27, 28</p>
<p>Final Project</p> 	<p>This will be a project of your choosing. Do you want to act, write, or make a movie? The choice is yours! We will talk about this more in class in the coming weeks.</p>	<p>September 30-31 (presentations)</p>

**Breakdown of Points throughout Unit:
How You Will Be Graded**

ACTIVITY/ASSIGNMENT	POINTS POSSIBLE
Parent/Guardian Letter	5 points
Daily Participation: Working in Groups, Volunteering to Speak, Doing Class Work, Having Materials Every Day (5 points/day x 25 days)	125 points
In-Class Work/Activities	130 points
Character Maps	10 points
Word Wall Creation #1	10 points
Writing Assignment #1- Sentence Variety	10 points
Venn Diagram	10 points
Writing Assignment #2- Sensory Details	10 points
Word Wall Creation #2	10 points
Cause/Effect Chart	10 points
Grammar Activity #1	10 points
Personal Spirit Animal	10 points
Comic Strip	10 points
Word Wall Creation #3	10 points
Letter to Character	10 points
Grammar Activity #2	10 points
Journal: Collected at end of Unit (Will be checked almost every day for participation grade)	50 points
“Reading Checks” (Quizzes)	30 points
Reading Check #1	15 points
Reading Check #2	15 points
Wiki Participation (Twice/week, 15 points each)	150 points
“Quest” #1	50 points
“Quest” #2	50 points
Culminating Project	100 points
Extra Credit	5 points
TOTAL	700 points

A.3 Parent/Guardian Letter

Dear Parents and Guardians,

Thank you in advance for taking the time to read this letter and look over the attached Unit Overview with your child. I am very excited to introduce the unit we will be starting this week. It is entitled, “The Power of Choice: How Do Our Decisions Affect Our Lives and the Lives of Others?” This will be a 5-week unit that will introduce your child to some literature about choices and how they are important to our lives. We will be doing many fun activities with this unit, including collaborative group work, video and “Glogster” creations, comic strips, creative writing, and more!

I’d like to inform you of some of the topics that will be covered in this unit so that you are aware what your child is reading or viewing. Please note that all of the novels and works of literature I have chosen are noted as appropriate for this grade level (young adult, grades 6-8). I have also carefully chosen videos and other texts that contain no explicit, graphic or profane material.

On that note, please be aware that some novels or texts we will read/view/talk about in class include topics such as domestic violence, bullying, euthanasia, racial prejudice, drugs and alcohol, stealing, very mild innuendo and curse words. However, these topics are approached in a way that is appropriate for school and are very minor or indirect parts of the stories/texts. Never do the texts handle these issues in overly explicit or graphic ways. In class we will see how these issues affect characters and discuss the negative aspects of these behaviors or practices. Again, the focus of this unit is to analyze how choices affect lives- and students can certainly study this topic on a more profound level when they see how characters’ lives can be good or bad based on what they choose to be involved in. You are welcome to read/view the materials that we will be using during the unit to see if you feel comfortable with them. Please be aware that your child will be given alternate assignments and may be asked to go to a different classroom if your permission is not given for this unit or certain texts in the unit.

On a final note, I encourage you to talk with your child about what they are learning during this unit. This could be a rewarding opportunity to discover how they feel about the choices they will face in life. It can also be neat to share with them your stories of life choices you’ve had to face.

I am very excited to begin this unit with you child! We will learn a lot and explore some great literature along the way. If you have any questions, comments or concerns, do not hesitate to email me at eec08d@fsu.edu or call at 555-5555. Also, if you’d like to view this letter electronically, you can go to our Class Wiki at <http://makingsmartchoicesgr6.wikispaces.com/Home+Page> at your leisure. We’ll be using our Wiki for many different things, so feel free to check it out daily with your child to stay posted!

Thank you,

Mrs. Erin Grysko

Parent Signature: _____ Student Signature: _____

A.4 Freewrite Introduction to Choices

*a. How often do we make choices throughout the day?
What types of smaller everyday choices do you make on a daily basis?*

*b. What are some bigger choices you've had to make?
How did you approach them?
How did you make your decision?*

c. Think of a time when you made the wrong choice. Why do you think you chose it? How did you feel afterwards? To what kind of consequences did your decision lead?

A.5 Pre-Unit Survey

Name: _____ Date: _____ Class: _____

Please answer the following questions honestly and to the best of your abilities. Circle the answer you prefer. There are no right or wrong answers! Thanks! ☺

1. There are a lot of choices I have to make each day. AGREE/DISAGREE
2. I think only adults have to make big decisions. AGREE/DISAGREE
3. Sometimes I don't know what the right thing to do is. AGREE/DISAGREE
4. I've made mistakes in the past that I wish I could change. AGREE/DISAGREE
5. I learn from everything I've done, both good and bad. AGREE/DISAGREE
6. I don't think there should be rules in our society. We should be able to do what we want!
AGREE/DISAGREE
7. I hate it when my parents tell me what to do. AGREE/DISAGREE
8. I wish I was given more freedom to make my own decisions. AGREE/DISAGREE
9. I try to think through things before I act or speak. AGREE/DISAGREE
10. Sometimes I worry what other people will think of me if I make a certain decision.
AGREE/DISAGREE
11. Sometimes I do things I don't want to in order to fit in. AGREE/DISAGREE
12. I don't worry about the consequences of my actions. I'm too young to get into any serious
trouble. AGREE/DISAGREE
13. I believe that no matter what happens to you, even if things are bad, you can always choose how
to feel inside. AGREE/DISAGREE
14. I think saying you are sorry to someone is enough to earn their forgiveness or fix the problem.
AGREE/DISAGREE

A.6 Lyrics to “Cat’s in the Cradle”

My child arrived just the other day
 He came to the world in the usual way
 But there were planes to catch and bills
 to pay
 He learned to walk while I was away
 And he was talkin' 'fore I knew it, and as
 he grew
 He'd say "I'm gonna be like you dad
 You know I'm gonna be like you"

Chorus: And the cat's in the cradle and
 the silver spoon
 Little boy blue and the man on the moon
 When you comin' home dad?
 I don't know when, but we'll get together
 then son
 You know we'll have a good time then

My son turned ten just the other day
 He said, "Thanks for the ball, Dad, come
 on let's play
 Can you teach me to throw", I said "Not
 today
 I got a lot to do", he said, "That's ok"
 And he walked away but his smile never
 dimmed
 And said, "I'm gonna be like him, yeah
 You know I'm gonna be like him"

Chorus

Well, he came home from college just
 the other day
 So much like a man I just had to say
 "Son, I'm proud of you, can you sit for a
 while?"
 He shook his head and said with a smile
 "What I'd really like, Dad, is to borrow
 the car keys
 See you later, can I have them please?"

Chorus

I've long since retired, my son's moved
 away
 I called him up just the other day
 I said, "I'd like to see you if you don't
 mind"
 He said, "I'd love to, Dad, if I can find
 the time
 You see my new job's a hassle and kids
 have the flu
 But it's sure nice talking to you, Dad
 It's been sure nice talking to you"

And as I hung up the phone it occurred to
 me
 He'd grown up just like me
 My boy was just like me

Chorus

A.7 Day 2 Videos Group Work

Names: _____, _____, _____,
_____, _____

Date: _____ Class: _____

Videos: “What Would You Do?”

Gas Pump Video

What’s the dilemma?

What options or choices do the different people have?

What choices do the people make?

What choices do you think the people should have made?

If someone had no money to pay for gas, do you think it would be right for them to steal it?
Why?

Slip and Fall Video

What's the dilemma?

What options or choices do the different people have?

What choices do the people make?

What choices do you think the people should have made?

How does an incident like this affect the community, the store, and others?

A.8 KWL Example Template

<u>What We Know</u>	<u>What We Want to Know</u>	<u>What We Have Learned</u>

A.9 Vocabulary Word List

Touching Spirit Bear Vocabulary Words by Chapter:

1	4	9
Defiantly	Halting	Haphazard
Skiff	5	Stuporous
Omen	Illusion	Acrid
Banishment	Conjure	Detonated
Feigned	Grimacing	Sobering
Passing the buck	Charred	10
2	6	Doggedly
Resented	Lip service	12
Winced	7	Haggard
Grudgingly	Chuffs	16
Defiant	Roiled	Irked
3	Gorged	18
Boasted	Incessant	Breaching
Searing	8	19
Mocked	Gluttonous	Galvanized
Frigid	Brazenly	22
Scoffed	Wracked	Ingenuity
	Convulsed	

A.10 Character Map Template

Personality Traits, Strengths, and Weaknesses:

CHARACTER MAP

Name: _____

Date: _____

Class: _____

Character's Name:

How character feels:

Memorable Quotations:

Visual Representation of Character

Other Notes:

How does character change and grow?

From the novel:

How others feel about this character:

A.12 Wiki Critical Thinking Questions #1

ladybuggrl · My Wikis · My Account · Help · Sign Out ·
makingsmartchoicesGR6

★ Home Page
PAGE ▾
DISCUSSION (1)
HISTORY
NOTIFY ME

- Wiki Home
- Projects
- New Page
- Recent Changes
- Manage Wiki
-
- ▼ All Pages
 - Home Page
 - Unit Overview
 - Grade Breakdown
 - Parent Guardian Letter
 - Culminating Projects
- Navigation Options
 - edit navigation

← Back to Discussion Forum
Lock Topic
Delete Topic

TSB Critical Thinking Questions #1

ladybuggrl
Today 11:19 am

Post a 100-word response to the following questions (so, about 50 words each). Also, respond to two of your peers' posts.

Ch. 3 page 33- Garvey says, "Forgiving isn't forgetting". Think of the phrase "forgive and forget." What do you think? Do you agree or disagree with Garvey's statement? Explain.

Ch. 6 page 49- How is Cole a "symptom of a broken community," and how do his actions affect the whole and not just him? Do you agree with this statement?

[\[delete\]](#)

Subject

Reply

Monitor this topic

[Need help formatting text?](#)

This page can be seen at:

<http://makingsmartchoicesgr6.wikispaces.com/message/view/Home+Page/46817774>

A.13 Word Wall List #1

1. Defiantly
2. Skiff
3. Omen
4. Banishment
5. Feigned
6. Passing the buck
7. Resented
8. Winced
9. Grudgingly
10. Defiant
11. Boasted
12. Searing
13. Mocked
14. Frigid
15. Scoffed
16. Halting
17. Illusion
18. Conjure
19. Grimacing
20. Charred
21. Lip service
22. _____ (Word selected by students)
23. _____ (“ “)
24. _____ (“ “)

A.14 Word Wall Creation Requirements

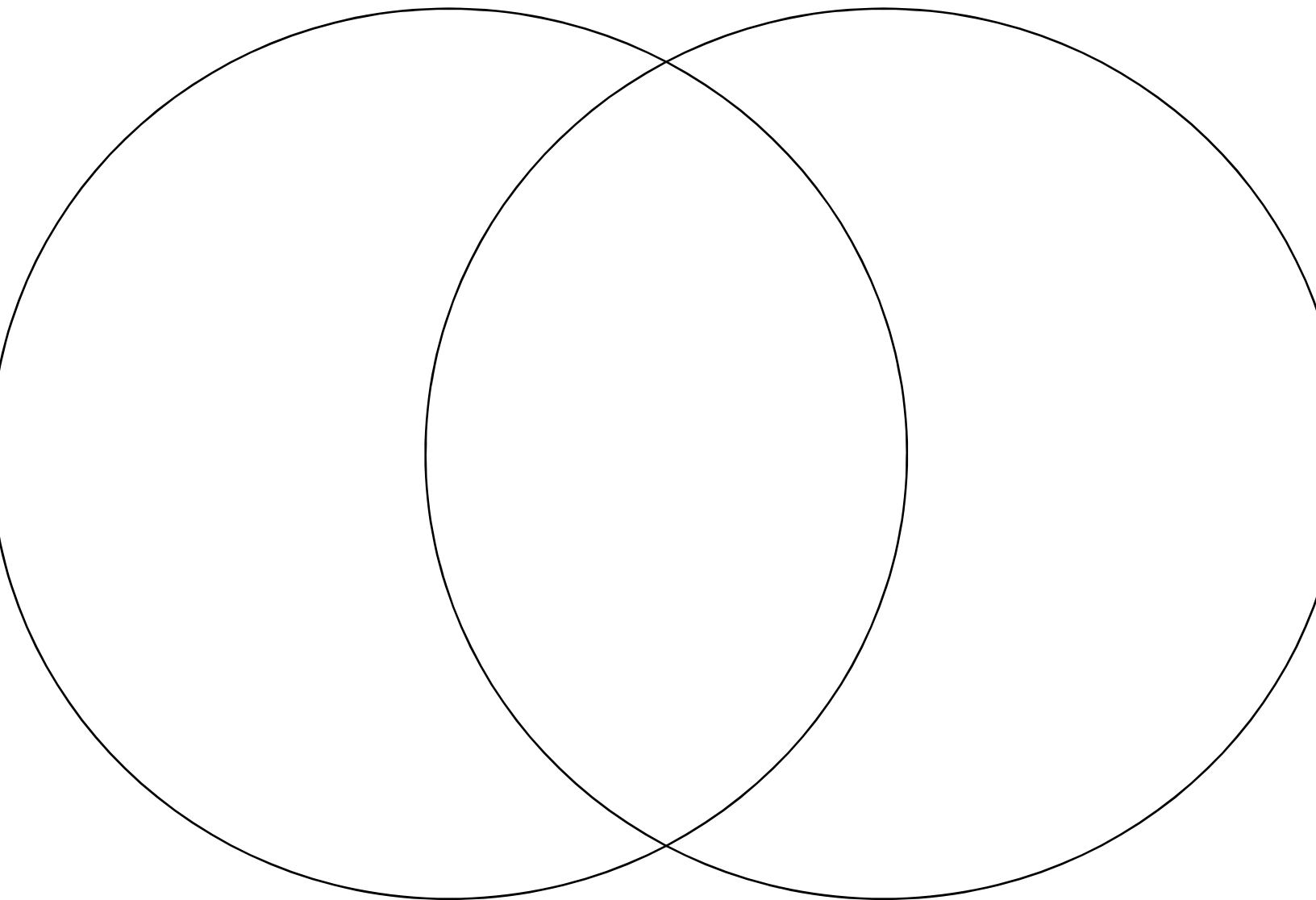
Your Word Wall Creation...

1. Must contain the vocab word
2. Must include a visual representation of the word
3. Must include the definition
4. Must include a sentence that uses the vocab word

B.1 Venn Diagram Worksheet

Names: _____

Venn Diagram



Websites used:

B.2 Reading Check #2

Name: _____ Date: _____ Class: _____

Reading Check #2

Please answer the three questions below to the best of your ability. If you have completed your assigned reading, then you should be prepared for this Reading Check. Please write in complete sentences. Good luck!










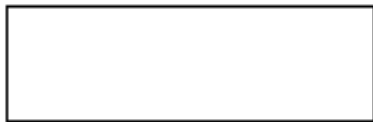
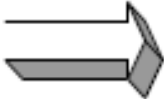
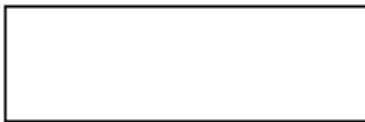






1. Garvey tells Cole that “all of life is a hot dog.” What is going on during this scene, and what does Garvey mean by that phrase?
2. Does Cole believe he has changed? Does Edwin believe he has? Explain. Describe Edwin’s thoughts on change.
3. What does Cole say when Circle Justice gathering asks him if he saw the Spirit Bear? How does he make this decision?

B.3 Cause and Effect Chart

Cause and Effect Chart

Cause

Effect

B.3 Word Wall List #2

1. Chuffs
2. Roiled
3. Gorged
4. Incessant
5. Gluttonous
6. Brazenly
7. Wracked
8. Convulsed
9. Haphazard
10. Stuporous
11. Acrid
12. Detonated
13. Sobering
14. Doggedly
15. Haggard
16. Irked
17. Breaching
18. Galvanized
19. Ingenuity
20. (Repeat) Chuffs
21. (Repeat) Roiled
22. (Repeat) Gorged
23. (Repeat) Incessant
24. (Repeat) Gluttonous

B.4 Meditation Exercise Script

Have students clear desks and sit comfortably in their seats. Turn off the lights. Perhaps play some gentle, meditative instrumental music (maybe with water sounds). Inform students that we will be doing a “focused thought” or meditation exercise, and though it might seem silly at first, it can also be very relaxing and a good way to experience what Cole does during his “soaks” in the novel.

First, start by asking students to stay as quiet and relaxed as possible. Ask them to close their eyes. Then, begin with this script, reading very slowly and calmly and taking pauses between each phrase:

“Focus on your breathing. Try to slow you breathing down, taking nice full breaths…in…and out. Imagine yourself in Alaska, sitting in the cool, clear water in the early morning. Think about what you see around you. What noises do you hear? What smells do you smell? Feel the cold water on your skin. Continue to take soothing breaths to keep yourself warm…”

Now, I’d like you to bring to mind something that brings you unhappiness in your life. Maybe this is a person, or a situation that you are in, or something that makes you stressed…whatever it is, think about that thing. Notice how your feel: angry? Sad? Scared? Feel these feelings for only a few more breaths…soon we are going to let them go…”

Now, with your next breath out, imagine yourself exhaling out all those bad feelings. Allow those feelings to float away from you like balloons. As you breath in, feel yourself being filled with positive energy. Allow yourself to view your situation in a positive way. Feel happy in this moment.

Now, we will slowly bring our awareness back to this room. Feel yourself sitting in your desk, in this classroom. When you are ready, slowly open your eyes. Please stay silent until I give you further instructions.”

B.5 Grammar Activity #1

Make the following sentences into complex, compound, or CC sentences.

1. I went to the store. I went home. I watched TV.
2. The Spirit Bear is very white like a ghost. It has long fur that glow.
3. Cole was angry. He learned how to control his anger.
4. Garvey believed in Cole. Other people did not.
5. If I lived in Alaska, I would want to see all of the creatures. I would want to see the bears and the owls. I would also like to see the birds and otters.
6. I love bonfires. They keep my warm. They are also very magical.

B.6 Creative Ways of Expressing Emotions Guide

The Dying Swan video clip from YouTube:

Play the first minute (0:00-1:00)

<http://www.youtube.com/watch?v=r3LCyTtWhDA>

Chinese New Year Dragon Dance from YouTube:

Play the whole video

<http://www.youtube.com/watch?v=4WUnWPPRslM>



With these video clips and images, discuss how the people are using dance or their bodies to express movement of certain animals. Discuss costume, facial expression, body movement, etc. Allow students to share their thoughts and opinions.





With these works of art, discuss with students how the artist is conveying an emotion through painting. Ask students what they think these paintings symbolize/mean/portray.

Listen to student ideas and likes/dislikes. Discuss color, setting, facial expression, etc.

Lastly, ask students to think about what kind of music they like. Ask them how they think certain songs convey certain emotions or meanings.

C.1 Human Scale Questions

Is it enough to say you are sorry?

Should all criminals be offered a choice of jail or Circle Justice?

Would Circle Justice help anyone who faced jail?

Do you believe that someone can change?

Think of the Cheri Huber quote. Do you believe that we control our own happiness? (Or, do our emotions depend on external things?)

Is violence always wrong?

Cole says there are no bad people, just people who are scared and do bad things. Do you think this is true?

Do you believe people are either “bad” or “good?”

C.2 Lit Circle Survey

Please rate the following options from 1 to 3, with 3 being the lowest or least desirable, and 1 being the highest or most desirable.

I would like to read a novel about...

____ **A game that starts out as fun but becomes dangerous**

____ **A futuristic world**

____ **Making money and meeting celebrities**

C.3 Quest #1

Name: _____ Date: _____ Class: _____

Vocabulary: *Write a brief definition of the word and use it in a sentence.*

1. Acrid
2. Detonated
3. Sobering
4. Doggedly
5. Haggard
6. Irked
7. Breaching
8. Galvanized
9. Ingenuity
10. Resented
11. Winced
12. Grudgingly

13. Defiant

14. Boasted

15. Searing

16. Mocked

17. Frigid

18. Scoffed

19. Halting

Matching: *Match the character to their description*

A. Peter

B. Edwin

C. Cole

D. Garvey

E. Cole's father

F. Cole's mother

1. bullied and beat up by the main character

2. witness child abuse but did not stop it

3. beats up his son

4. A Tinglit edler who helps the main character

5. Cole's mentor, calls him "Champ"

6. gets mauled by a Spirit Bear

Short essay:

1. Write about some of the ways that Cole's choices led him to Alaska. What are some of the bad decisions that he made? How did he fix them?
2. Write about how did Cole's decision to beat up Peter affect Peter, his parents, and his community?
3. What do you think the Spirit Bear represents in this book? Explain your answer.
4. What important lessons did Cole learn from his time on the island? What did he learn from soaking in the pond? From the ancestor rock? From the dances of the animals and anger?

C.4 Extra Credit Opportunity Handout

Extra credit opportunity (5 points):

Identify a song that is about choice. This can be turned in through our Wiki OR as a hard copy. Your document must include this following:

Song Title: _____ Artist: _____

Lyrics:

- 1.) What do you think is the main message of this song? Describe it in your own words.
- 2.) How do you think this song relates to CHOICE or MAKING DECISIONS? Explain.

Type this assignment on a separate document and turn in by Sept. 20th for five points extra credit! 😊

P.S. Songs must be SCHOOL APPROPRIATE!

C.5 Introductory Lit Circle Scavenger Hunt Sheets

Book Hunter

Name: _____

1. What is the title of your Lit Circle Book?
2. Who is the author?
3. How many pages is the novel?
4. Who is the publisher?
5. When was this book published?
6. How many chapters?
7. Find the Japanese Proverb at the start of the book. Write it below.

What does it mean?

8. Draw a picture of the cover of the book below.

Group Interviewer

Name: _____

Write the names of your group members below:

_____, _____, _____

1. What is your prediction for the novel? Write it below.
2. Now, interview your Lit Circle group members about their predictions. Write them below:

_____ thinks... _____

_____ think... _____

_____ thinks... _____

3. What are you looking forward to during Lit Circles? Write your answer below:

4. Now, interview your peers. What do they look forward to?

_____ says: _____

_____ says: _____

_____ says: _____

5. What are you worried/nervous about OR what questions do you have? Write below.

6. What about your peers' worries or questions? Write them below.

_____ says: _____

_____ says: _____

_____ says: _____

Task Manager

Name: _____

1. Talk with the Book Hunter to find out how many chapters the book has. Write the number here: _____
2. Look at your Unit Overview. What are the dates the we are doing the Lit Circles? _____
3. When is the last day of Lit Circles? _____
4. Be mindful of quests and class activities! What day(s) will we be doing Quest #2?

5. Talk with your Lit Circle peers to figure out how your group will accomplish the task of reading the entire book before those dates above. Keep in mind that EVERYONE must read EVERY chapter. So, how many chapters will you guys read each night?
_____. Will you assign yourselves more on the weekend? _____

Write your reading schedule below, and have everyone copy it into their agenda:

OUR READING SCHEDULE:

Have everyone sign below, stating that they will follow the assignment reading schedule for your Lit Circle: _____

Overseer and Scribe

Name: _____

Your job is to oversee what everyone in your Lit Circle is doing. Think of it as research. Below, write what each of your group members are doing for your Lit Circle:

Take notes for what is going on. What are you and your peers discussing? What questions are coming up?

What is your group doing really well?

What does your group need work on?

How do you predict your Lit Circle group will function for the next couple of weeks?

Lastly, have everyone exchange email and telephone numbers so that your group can stay in contact!

C.6 Culminating Project

Culminating Project

For this project, you will be creating something original to show what you have learned during this lesson. You may choose to work as an individual or with a group. Also, you may choose the format of your project: this can be a video, a skit, a collage, a board game...the choice is yours! Here are some ideas to help get you thinking....

- **GROUP SKIT/VIDEO ABOUT CHOICES/CONSEQUENCES**
- **COLLAGE OF WORDS AND IMAGES ABOUT CHOICES**
- **PREZI PRESENTATION ABOUT MAKING SMART CHOICES**
- **JOURNAL/PAPER/VIDEO DISCUSSING POSITIVE CHOICE MADE OVER AT LEAST 7 DAYS**
- **“LIFE” BOARD GAME**

You have a lot of freedom with this project. However, there are some requirements:

- You must present this project on the final days of the unit
- Your presentation must be at least 3 minutes long
- If you are working in a group, every group member must speak/act
- Your project should show a LARGE amount of work (in other words, you should NOT be throwing it together the night before!)
- Your project should show creativity and hard work!

Have fun!!! Feel free to ask questions as you think about what you'd like to do!!

C.7 Lit Circle Guiding Questions

Guiding Questions Handout

1. What is the setting of this story? In what time period does it take place?
2. Who are the characters? What do they look like? Act like?
3. What the relationships between character like?
4. Who is the main character? What are your feelings on this character?
5. What is the main character's good qualities? Bad qualities?
6. What is the main problem in the story? Where is the plot going?
7. How does the main character work to solve this problem?
8. What choices does the main character make throughout the text?
9. How do those choices affect the character's life? His/her family? His/her community? His/her future?
10. How does the story end? What is the moral of the story?
11. What have you learned from this novel?

C.8 “Road Not Taken” Poem

The Road Not Taken:

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I marked the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.

Robert Frost

D.1 Sample Sentences with Errors

1. I did not know what I were doing.
2. My goals are to graduate high school get a job and lose the name
Armpit.
3. My name is jonas and I come from the Future.
4. There is no choices where I live. Everyone tells us what to be
doing.
5. Me and her sometimes talk about what we'd like to do for our
careers.
6. I wish I could meet you in person Monica.

D.2 Lit Circle Mini-Project Rubric

Mini-Project

- **Must have a title**
- **Must contain at least 3 images**
- **Must contain a brief summary**
- **Must contain information about how the story relates to choice**
- **Must be appealing and creative (think colors, fonts, audio, etc)**
- **Everyone must contribute**
- **Must cite any outside sources you use**

D.3 Quest #2 Part 2 Paper Instructions

Paper for Quest #2

You will be writing a one to two-page (double-space) paper about how the text you have been reading in your literature circle relates to this unit. You must use evidence from the text to support your statements. You may also include your personal response to the text, including how you related to the characters or how the text relates to your own life. This paper is due on Tuesday of next week!

Good luck! 😊

E.1 “The Choice” Poem

The Choice:

Some inherit manly beauty,
Some come into worldly wealth;
Some have lofty sense of duty,
Others boast exultant health.
Though the pick may be confusing,
Health, wealth, charm or character,
If you had the chance of choosing
Which would you prefer?

I'm not sold on body beauty,
Though health I appreciate;
Character and sense of duty
I resign to Men of State.
I don't need a heap of money;
Oh I know I'm hard to please.
Though to you it may seem funny,
I want none of these.

No, give me Imagination,
And the gift of weaving words
Into patterns of creation,
With the lilt of singing birds;
Passion and the power to show it,
Sense of life with love expressed:
Let me be a bloody poet,--
You can keep the rest.

Robert William Service

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