

When the Going Gets Tough... Take A Risk:

*(Cuando las cosas se
ponen difíciles...
Arriésgate!)*

A Thematic Unit focusing on
Anne Frank: The Diary of a Young Girl

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ECI 430/435

Young/Lee/Simmons

Fall 2012

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Part I: Introduction

“I think we should follow a simple rule: if we can take the worst, take the risk.”

– Dr. Joyce Brothers

“When The Going Gets Tough... Take A Risk!”

Introduction:

I will be teaching this unit in an 8th grade Language Arts class at Ligon GT Magnet Middle School. Ligon Middle’s Bell Schedule is 7:35am-2:20pm, and they operate on period scheduling. On a regular school day there are 7 periods and all periods, with the exception of 4th, 5th, and 6th period, last 50 minutes. The three exception periods last longer due to the fact that lunches are tied to those class periods. In the 8th grade at Ligon Middle there are three 8th grade Language Arts teachers, and I am student teaching in Ms. Mills Language Arts Class. I am going to be responsible for 5 of Ms. Mills 6 teaching blocks; one of her periods is an elective course. Within the Professional Learning Community the Social Studies and Language Arts teachers try to work together to integrate their units and materials to work together. At the time of my unit we are going to be a little ahead of the Social Studies topics, such as WWII, that are touched on in my unit, so I plan to incorporate a little bit of that into my lessons. *Risking It All* is a unit that is going to explore elements of risk taking, and important figures who took risks, all while focusing on Anne Frank, and the young adult novel, *The Diary of Anne Frank*. We are going to use print and non-print while integrating the use of technology. Students will be expected to analyze arguments, poetry, short stories, and excerpts from the novel. Two of my five periods are high performing students. In the first block of high performing students there are 17 male students, and 15 female students, totaling 32 total students. Two students in this period have IEP plans; one student has ADHD and another has Autism. The students’ academic strengths are a mixture of strong (S) and moderate (M). In her second period of high performing students there are 15 males and 14 females, totaling 29 students. There are

no IEP plans in this period, and their academic strengths range from very strong (VS), strong (S), and moderate (M). In these two period there is bit of diversity, but majority of the students are Caucasian. Ms. Mills last three periods are average students, although I have the usage of that term. Her third period consists of 12 males and 14 females, totaling 26 students. 11 of the 26 students have to be pulled out to take tests in separate settings, and one of those students is the only ESL student in the class. Ms. Mill's fourth period consists of 16 male students and 9 female students, totaling 25 students. Two of those students are ESL and four students, including those two, have to be pulled out to take tests in separate settings. Her last period, which is the fifth block she teaches, is her smallest period. It consists of 9 male students, and 13 female students, totaling 22 students. There are no ESL students in this period. There are 7 students in this period who have to be removed during tests or quizzes to take it in a separate setting. The three periods mentioned are majority African American and Latino students. There is a specialist who comes in to assist certain students in third period. I am trying to incorporate moderations in my lesson planning for all students to teach to their ability levels, and especially for my ESL students. I have done little things, such as making titles in English and in Spanish, I am also going to incorporate translations in my worksheets.

Organizing Principle:

For the purpose of this unit, the overarching theme will be risk taking. Risk taking is something that is seen and done everyday of our lives, whether it is a small risk or a big risk. Many of the students in my classes have talked to me about risks that they've taken or that their family has taken and how it is currently affecting them. I feel that this unit is going to intrigue and capture the student's interests just for the simple fact that it is relatable. I chose this theme not only because it is mandated my the common core standards, but also because it is a theme that

not only relates to Language Arts, but can be integrated to all of the subject areas that students are taking in and outside of school.

Primary Subject Matter Focus:

Our theme of risk taking will be implemented with the use of our analysis of the young adult novel, *The Diary of Anne Frank*. This is the primary subject matter and focus of this unit, so the students will be expected to read the entire novel by the end of the unit. The Diary of Anne Frank is deemed as one of the “classic” pieces of young adult literature, and is a crucial piece of YAL because it was written by a young adult during the time period in which she writes about. In the **North Carolina’s Common Core Standard for Unit 4**, one of the subcategories are Reading Informational Text, and in that it specifically states: analyze how a text makes connections among and distinctions between individuals, ideas or events (RI8.3), and also determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (RI8.6). In addition, the Common Core standards for this particular unit also addresses the importance of analyzing how a particular line of dialogue or various incident in a story or drama reveal aspects of a character or **provoke a decision**. For the purpose of this unit, I believe that using *The Diary of Anne Frank* will be the best novel to use to not only cover the standards, but the whole novel is the epitome of the unit’s theme. The Diary Anne Frank is a first hand account of a young girl who had no choice but to take a risk, and she had the biggest thing at stake, her life and the life of her family.

Organizing Questions:

1. How can taking risks affect your life?
2. Who in our nations history are known for taking risks?
3. Are risks necessary to provoke change?

4. Can you have risk without sacrifice?

Goals:

1. Realize that they take risks everyday, whether big or small
2. Gain an appreciation for risk takers in the past, who risked it all, even their lives
3. Learn how to argue a view point
4. Learn how taking risks affect the society around them
5. Relate the past to the present by comparing present risk takers to ones from the past

Skill Focus: (from CMAP)

1. How do you effectively analyze two conflicting arguments?
2. How does word choice affect tone, meaning and mood?
3. How does text structure affect meaning?
4. How can point of view affect argument?

General Unit Objectives:

SWBAT: (Students will be able to:)

COGNITIVE

1. Understand the concept of perspective

- 1.1 Recognize subjectivity of perspective
- 1.2 Identify elements that shape perspective
- 1.3 Recognize own perspective
- 1.4 Recognize perspectives of others

2. Develop critical thinking skills when reading

- 2.1 Predict what will happen in a text

- 2.2 Explore feelings of a character
- 2.3 Contrast characters perspectives

3. Comprehends a short story

- 3.3 describe the main theme of a story
- 3.4 explain the significance of certain events in the story
- 3.5 Identify similarities and differences between characters
- 3.6 States possible motivations for the actions of the characters
- 3.7 Describe what might happen next if the story were to be continued
- 3.8 Explain why the characters of the story acted as they did

4. Recognize different types of risk takers in history

- 4.1 Identify successful people who are known for taking risks
- 4.2 Characterize elements of risk
- 4.3 Understand the relation between risks and sacrifices
- 4.4 Know that perception of what a risk is depends on the person, or the associated value(s)
- 4.5 Know that risks exist on many levels

5. Identify how different text structures impact the development of ideas and meaning

- 5.1 Demonstrate basic plot understanding
- 5.2 Compare the actions pertaining to risk, from one text to another
- 5.3 Recognize various literary elements
- 5.4 Hypothesizes about possible changes in plot
- 5.5 Use the text to come up with inferences
- 5.6 Respond to a variety of texts

6. Use literary models to inform their own writing

- 6.1 Imitates style of writing piece
- 6.2 Identifies various literary and poetic elements

AFFECTIVE

7. Value his/her own perspective

- 7.1 Write from own perspective
- 7.2 Share perspective with others

8. Participate in classroom activities

- 8.1 Compose in-class writing
- 8.2 Compose out of class writing
- 8.3 Participate in class discussion
- 8.4 Listen attentively to others

9. Value his/her own questions

- 9.1 Formulate and ask questions in class
- 9.2 Write questions for class discussion

PERFORMANCE

10. Compose original writing

- 10.1 Write in journal
- 10.2 Write a letter
- 10.3 Write a perspective piece
- 10.4 Write a poem
- 10.5 Produce an argumentative piece of writing

11. Involve in class activities and individual assignments

- 11.1 Participate orally
- 11.2 Contribute written work
- 11.3 Utilize artistic abilities
- 11.4 Engage in group discussion weekly

12. Present material orally

- 12.1 Retell their own version of a particular story through writing, dramatization, or drawing
- 12.2 Answer questions pertaining to the text aloud

Common Core State Standards for MG ELA:

College and Career Readiness Anchor Standard for Writing:

- *Text Types & Purposes 3*: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

College and Career Readiness Anchor Standard for Knowledge of Language:

- *Conventions of Standard English 1*: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

UNIT 4: CC STANDARDS FOR UNIT

- ➔ Below I have added all of the Common Core Standards that CMAP deems relates specifically to Unit 4.

READING LITERATURE: CCSS

- **RL8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RL8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- **RL8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

READING INFORMATIONAL TEXT:

- **RI8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RI8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **RI8.6** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

WRITING:

- **W8.1** Write arguments to support claims with clear reasons and relevant evidence

- W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - W.8.1d Establish and maintain a formal style.
 - W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.
- ➔ W8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - ➔ A) Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
 - ➔ B) Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

STANDARDS INCORPORATING (WRITING):

- ➔ W8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
- ➔ W8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific

expectations for writing types are defined in standards 1–3 above.)

- W8.5 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, focusing on how well purpose and audience have been addressed.
- W8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SPEAKING AND LISTENING:

- SL8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

- SL8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Possible Unit Materials & Supplementary Text:

Literature/Short Stories/Poetry

- The Diary of Anne Frank**
- *Night*- novel by Elie Wiesel
- *Flash cards*
- *Risks*, by Janet Rand & *Risk Taking is Free*, by Christina Henry**

Technology Related Materials:

Projector**

Prezi**

- http://prezi.com/ikptyfcwgsqp/unit-4-risk-taking/?utm_source=prezi-view&utm_medium=ending-bar&utm_content=Title-link&utm_campaign=ending-bar-tryout

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Portable Laptop

Ipads**

ELMO**

Power Point Presentation**

Aesthetic Materials

Markers

Poster Board

Journals **

Index cards

Possible Activities/Instructional Strategies:

- Story annotations
- Class debates
- Class discussions**
- Daily journaling **
- Silent reading**
- Read alouds**
- Internet research**
- Small group work
- Guided notes**
- In-class research time**
- Discussion Seminar**
- KWL charts**
- Literature circles
- Current events
- Internet research**
- Story writing**

Unit Map/ Narrative Overview:

Day 1: This is going to be the kickoff of my unit so I am setting the stage for all of my expectations, for example: students will do their first journaling assignment of the year. They will be journaling each day about quotes that relate to the unit theme, or questions that relate to what we are learning that day.

- After the journaling activity I will allow students to share out if they would like

Next, I am going to jump right into my Prezi presentation about Risk. After the presentation the students are going to create Wanted Posters in groups of four, and on the individual that I select for them. They will share out with the class. Afterwards we are going to debrief by talking about the unit focus, which is Anne Frank. I am going to give the students an exit pass to fill out.

Day 2: Today the students are going to warm up by doing a journal activity. After the journal activity I am going to hand out a KWL chart to see what the students already know and want to know about the Holocaust. Then, I am going to show a PowerPoint on the holocaust. After my PowerPoint the students are going to work in pairs to come analyze primary sources from the holocaust: photos and documents of writing. There will be questions to answer. We are going to wrap up the lesson by filling out the (L) of the KWL and I am going to hand out the reading guide.

Day 3: Journaling will be the warm-up. After the warm up I am going to introduce poetry to the students and we are going to analyze two pieces of poetry. We are going to talk about the literary elements, and also the POV. The students are going to use their journal entry to come up with their own piece of poetry. We will wrap up by sharing out with the class.

Day 4: The class will warm-up with a journal activity. Afterwards, we are going to do an activity to ignite prior knowledge on arguments. The students are going to get into groups of 4 and will be arguing about the driving age, and whether or not it should be lowered or stay the same. After the activity I am going to show a power point on arguments and how to write an argument effectively. We will wrap up by talking about tomorrows class discussion on the text and the students should come prepared with their novels.

Day 5: Today we will not have a journal activity. Instead, we are going to talk about the rules of a class discussion and then jump right into the discussion. Also, I am going to draw names from the quote box and see who got the quote correct, and a prize will be awarded. After the discussion, which will only take up half the period, I am going to introduce the **Culminating Unit Project**, which is called "Hall of Fame." For this activity students are going to have

to choose from a list of risk takers that I come up with and then do some extensive research on the individual, and come up with some way to present the information for the in class "Hall of Fame." They can use poster boards, but have the okay to go outside of the norm and do a video, or something other than a poster board. They will have to consult with me and let me know whom they are choosing. We will wrap up today by going over next weeks reading guide.

Day 6: Today we will start with a journal activity. After the activity I am going to teach a lesson on Freedom. The title of this lesson is going to be What Is Freedom? This lesson will explore what freedom meant years ago, say in the 20s and what freedom means today. For the activity we will be looking at texts that deal with similar topics; in this case freedom. I will pull excerpts from slave narratives as well as the novel from Night by Elie Wiesel, who was a victim of the Holocaust. Students are going to compare and contrast the two texts. The exit slip for today will be students turning in to me their project topics.

Day 7: Today the students will respond to a journal topic. Afterwards we are going to talk about POV and perspective and how they affect our writing. Last week we learned about argumentative writing so today we are going to practice that. I am going to give a prompt and the students are going to have time to write about it in class. They are going to pick whichever stance they want and then trade with someone who picked a different stance. We are going to wrap up and debrief with a discussion. The exit pass for today will be turning in their argument papers because I am going to count that as a participation grade as well.

Day 8: Today the students are going to begin with a warm up journal activity. After the journal activity we are going to work again with POV and how POV affects your writing. I am going to hand back the papers from yesterday and tell the

students to switch their stances. Whatever they argued against they are going to argue for. They will then switch papers with a different classmate and discuss. We will bring it back to a class and discuss together. We will wrap up by having some silent reading time to give the students a chance to read their novels in class. There will be no exit slip today.

Day 9: Today we will begin class with journaling; the students are going to respond to a quote on the board. Today's lesson will be about sources and how to find sources on topics. This is going to be me showing the students some credible sites and how to use those sites to find information that you are looking for. This is going to assist them on their unit project. I plan to have a class set of Ipads checked out for today and the students are going to use them to look up at least two credible sources that they can use for their unit project. They will also have to cite the source correctly, and I will also show the class how to do MLA format. The exit pass for today will be each student handing in a notecard of the sources they found, and cited in MLA format. I will give them back the next day. I will also remind students that today is the last day to drop their quotes in the box from the Reading Guide because I will be doing the drawing tomorrow!

Day 10: Today is our Discussion Seminar day. We will not have a warm up, but I will start the class by drawing the name out of the quote box and having the winner explain the significance of the quote they got correct. Afterwards, we will dive right into the class discussion on the novel. After the discussion I am going to do a writing activity with the class. The prompt will be something about the novel and the students are going to have to respond to it in 2-3 paragraphs. Class will end by me going over next week's reading guide. I will be taking up the writing at the end of class. Next week's discussion will be on a Thursday because project presentations are going to be on Friday!

Day 11: Today the students will come in and get started on their journaling. Today we are going to talk about how risk provokes change, and if risk is necessary to provoke change. I am going to do a presentation on minority risk takers (women, Latinos, African Americans, etc...) and we are going to look at what they did and how what they did affected society today. For today's activity the students are going to illustrate change through a story. The students are going to write short stories today about what would have happened if... and these are going to be them inferring what life would or might be like if those risk takers didn't do what they did. We are going to share out with the class. Class will end with a debrief and wrap up on the topic. There will be no exit pass today.

Day 12: Today the students will come in and warm up by writing in their journals. There will be a quote on the board and they will respond to the quote. We will share out in class. Afterwards, today's lesson is going to be on understanding how context affects character and character perspectives. I am going to have examples of different short texts and the class is going to be in literary circles to work together to debunk different texts. They are going to see that depending on the situation, that will in turn affect the character and also their point of view. We will wrap up by going around to the different groups and sharing. I am going to tell the students to bring anything they want to work on for their project tomorrow because we are having a workshop day to get ready for Friday's Hall of Fame premier.

Day 13: Today there is going to be a journal activity as a warm up. Afterwards the students are going to take out what they need to work and begun work shopping. Some students may need to go to the library, and they will be allowed to do so as long as they have a hall pass. The focus of today is to get the students ready for Friday and I will also be

providing feedback. The students also will have time to work on their project reflection pieces. The quotes for the quote box will be due by the end of class today so I will wrap up by reminding students of this.

Day 14: Today is our second Discussion Seminar day! We will not have a warm up, but I will start the class by drawing the name out of the quote box and having the winner explain the significance of the quote they got correct. Afterwards, we will dive right into the class discussion on the novel. After the discussion I am going to do a writing activity with the class. The prompt will be something about the novel and the students are going to have to respond to it in 2-3 paragraphs. Class will end by me going over next week's reading guide. I will be taking up the writing at the end of class. Next week's discussion will be on Friday per usual. I will end class by handing out the project evaluation rubrics and the students will need to bring those to class tomorrow with their projects.

Day 15: Today is the Hall of Fame presentation. We will not have a warm-up because I want to maximize all of the time and make sure we get in all of the presentations, or at least as many as possible. Students can come up or I will chose who goes next if I notice that it isn't working out quick enough. While watching the presentations the students are required to write down at least two things they learned about the person their classmates presented. This is a way to make sure the students are staying on task and paying attention while their classmates present. I will be taking these up at the end of class. We will wrap up by handing out the final reading guide for next week. The exit pass will be the evaluation sheets and also the "what I learned" sheets.

Part II: Daily Lesson Plans

DAY-1 KICK OFF: When the going gets tough, Take a Risk! (Cuando las cosas se ponen difíciles... Arriesgate!)

Context: This is the initial lesson that is going to introduce my students to this unit and pull them in. It's developed for an 8th grade ELA class focusing on the theme of risk taking. In this lesson I will engage the students and get them thinking about the word risk, and going deeper to figure out what it means to them. They will learn about risk takers from the past, and it will build up to the introduction of the unit's central focus: Anne Frank, and the young adult novel *The Diary of Anne Frank*.

Specific Learning Objectives

SWBAT:

[Cog]

2. Develop critical thinking skills when reading

2.2 Explore feelings of a character

4.1 Identify successful people who are known for their risks

4.2 Characterize elements of risk

[Aff]

8. Participate in classroom activities

8.3 Participate in class discussion

8.4 Listen attentively to others

[Perf]

12. Present material orally

12.1 Retell his or her own version of a particular story or text through writing, dramatization, or drawing

[ELA CCSS] Grade 8:

- ➔ W8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
- ➔ W8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Materials/ Technology Resources Needed:

- Prezi presentation
- Poster board (5)
- Group copies of autobiographies
- Markers
- Manila folders (5)
- 5 index cards with 5 corresponding sheets for risk activity

Time: 50 minutes

Procedures/Instructional Strategies

1. **Bridge** [5-10 minutes]

- The class is going to start with student journaling. The students are going to walk into the classroom and there is going to be low music playing. I am going to explain to the students today that when we journal every morning the atmosphere is going to be set up in this way. The music is to calm the students down and allow them to focus on their writing.
- I am going to have the following quote up on the board: *"If you don't take risks, you'll have a wasted soul"*- Drew Barrymore. Students are going to have directions on the board to come into class and respond to the quote by answering the following question: 1) what does the quote mean to you? Please respond to the quote by writing what you think the Barrymore meant by the quote.

Their journals are located in a special location in the classroom, so the students know exactly where that location is. There should be minimal talking during this time, and there will be time for discussion afterwards.

2. **Steps**

[10-15 minutes] Discussion and Prezi Presentation

[http://prezi.com/ikptyfcwgsqp/unit-4-risk-taking/?utm_source=prezi-view&utm_medium=ending-bar&utm_content=Title-link&utm_campaign=ending-bar-tryout]

- 1) First, I am going to read the quote aloud to the class, and ask for some volunteers to share with the group what they wrote about the quote.

- a) I will also have students respond to what their classmates said, and whether they agree or disagree, why/why not.
 - b) I will also ask someone to share what they think “risk” means
 - c) That will lead into my Prezi presentation.
 - d) Right before my presentation I plan to use student examples to lead into the topic of *risks*. I am going to make 5 scenario cards and have 5 students come up and pick a scenario. Each scenario will come with two choices: **choice A & choice B**. Depending, on which choice they choose, will depend on the consequence. The students can take classroom suggestions for which choice they choose, so even if a student isn’t picked as a contestant, they will still get a chance to participate in the activity!
- 2) Prezi Presentation (<http://prezi.com/ikptyfcwgsqp/unit-4-risk-taking/>)
 - Entitled: ***Risking It All***
- a) The presentation will include my interpretation of the word risk and also my interpretation of the quote
 - b) The presentation will also cover today’s lesson objectives and the following guiding questions:
 - How can taking risks affect your life?
 - Who in our nation’s history are known for taking risks?
 - Are risks necessary to provoke change?
 - Can you have risk without sacrifice
 → I am also going to ask students how they felt about the previous activity, and what did they learn.
 - c) Next, I will ask students a few of the guiding questions
 - d) Then I will briefly go over a few well known risk takers and then show the slide that has the directions for today’s activity:
- 3) Activity Instructions: **“WANTED: For Taking a Risk”**
- For this activity students are going to explore famous and well known risk takers.
 - They will be put into groups of 4 which I will assign for them based on which students I feel will compliment one another’s learning and work well together. The groups will have to designate a leader, an encourager, a recorder, and a prober:
Role Names Defined:
 - **Leader:** Responsible for keeping the group on task, and focused.. Also to keep time
 - **Encourager:** Encourages conversation and inclusion of all opinions, and guides the discussion.
 - **Prober:** Ensures that the assumptions are correct and that there is sufficient

- evidence for the solution. (double checks information from source)
- **Recorder:** Writes, and or draws down the group's solution that will be submitted for the group grade and/ or presentation
 - ➔ Each group will be given a packet, which has an autobiography of a famous person in history that took a risk. They are going to take on the role of "Risk Catchers"
 - ➔ Their task is going to be assigning each other the roles and reading about their specific person from the supplementary text, and then creating "**Wanted Posters**" for their individual
 - ➔ The packet will also include a list of information that is required to be put on their posters
 - *I will hand out a direction sheet with specific directions on what is expected and required for this assignment. The sheet is attached below in the **Supplementary Text Section***

The students are going to have 15-20 minutes to complete this group work and then we are going to share with the class.

3. **Debrief/ Closure:** 5-7 minutes

After presentations, we will come back together as a class and then debrief.

- ➔ I will tell the students that this whole unit we will be focusing on risk taking, and it is going to be a unit long investigation and we will be using the Diary of Anne Frank as the primary content.
- ➔ There will be an exit pass today: the students are to take out a sheet of paper, it can be a half sheet, and they are to write 1 thing they learned today. These are to be handed to me before they are dismissed for the day.

Accommodations/ Differentiation: none needed for this specific plan

Method of Evaluation:

1. Student journal responses
2. Student participation in class discussion
3. Student participation in group work

Kick-Off Lesson:
“When The Going Gets Tough Take a Risk”

Supplemental Materials Include:

- ➔ Direction Sheet for Wanted Poster Activity
- ➔ 5 Biographical Sheets of Risk Takers
- ➔ Link for Prezi Presentation, entitled: Risking It All

http://prezi.com/ikptyfcwgsqp/unit-4-risk-taking/?utm_source=prezi-view&utm_medium=ending-bar&utm_content=Title-link&utm_campaign=ending-bar-tryout

RISK TAKER BIOGRAPHIES:

For the handouts there are printable versions of these autobiographies on the websites above each photo, but for the purposes of this plan, I just attached screen shots of the first pages of the documents for evidence. The links attached to each photo are where I found the documents, and will print out full versions for the activity, and also where you can go to see the full document.

GROUP #1 Todd Beamer

<http://www.unitedheroes.com/Todd-Beamer.html>



Todd M. Beamer

32 years old
Cranbury, New Jersey

Todd Beamer, who resided in Cranbury, New Jersey, was an account manager for the Oracle Corporation. He died at age 32 in the September 11, 2001 attacks on board United Airlines Flight 93. He is survived by his wife, Lisa Beamer, two sons, David and Drew, and a daughter, Morgan Kay, who was born on January 9, 2002 . nearly four months after her father's death.

Todd and other passengers had been in communication with people via in-plane and cell phones and learned that the World Trade Center had been attacked using hijacked airplanes. Beamer tried to place a credit card call through a phone located on the back of a plane seat but was routed to a customer-service representative instead, who passed him on to supervisor Lisa Jefferson. Beamer reported that one passenger was killed and, later, that a flight attendant had told him the pilot and co-pilot had been forced from the cockpit and may have been wounded. He was also on the phone when the plane made its turn in a southeasterly direction, a move that had him briefly panicking. Later, he told the operator that some of the plane's passengers were planning "jump on" the hijackers. According to Jefferson, Beamer's last audible words were "Are you guys ready? Let's roll." This term would later become the war cry for those fighting Al Qaeda in Afghanistan.

Though it was a widely-held belief that the passengers crashed the airliner in an attempt to save the lives of others on the ground, the 9/11 Commission's findings (based on the "black box" cockpit recording) were that the passengers on Flight 93 did not cause the plane to crash intentionally. They burst into the cockpit and fought with the terrorists over the controls for the plane.

A post office in Cranbury, New Jersey, was named after him. There is also a high school (Todd Beamer High School) in Federal Way, WA, named after Beamer. Wheaton College also has a building named after him (the Todd M. Beamer Student Center). Beamer attended Los Gatos High School, Wheaton Academy, DePaul University, California State University, Fresno and Wheaton College.

For the Pittsburgh Post-Gazette's [biography of Todd Beamer, click here.](#)



[Home](#) > [About Me](#) > [Biography](#)

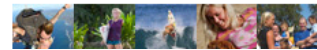
Biography

Bethany Hamilton has become a source of inspiration to millions through her story of faith, determination, and hope. Born into a family of surfers on February 8, 1990, on the island of Kauai, Hawaii, Bethany began surfing at a young age. At the age of eight, Bethany entered her first surf competition, the Rell Sun Menehune event on Oahu, where she won both the short and long board divisions. This sparked a love for surf competition within her spirit.

At the age of thirteen, on October 31, 2003, Bethany was attacked by a 14-foot tiger shark while surfing off Kauai's North Shore. The attack left Bethany with a severed left arm. After losing over 60% of her blood, and making it through several surgeries without infection, Bethany was on her way to recovery with an unbelievably positive attitude. Lifeguards and doctors believe her strong water sense and faith in God helped get her through the traumatic ordeal.

Miraculously, just one month after the attack, Bethany returned to the water to continue pursuing her goal to become a professional surfer. In

[About Me](#)
[Biography](#)
[Bethany's Blog](#)
[Awards @ Appearances](#)
[Career Highlights](#)
[Timeline](#)
[My Faith](#)
[FAQs](#)
[Links](#)



Group 3: Steve Jobs

Steve Jobs. (2012). *The Biography Channel website*. Retrieved 07:17, Dec 03, 2012, from <http://www.biography.com/people/steve-jobs-9354805>.

Steve Jobs. biography

[profile](#) [video](#) [photos](#) [news](#)



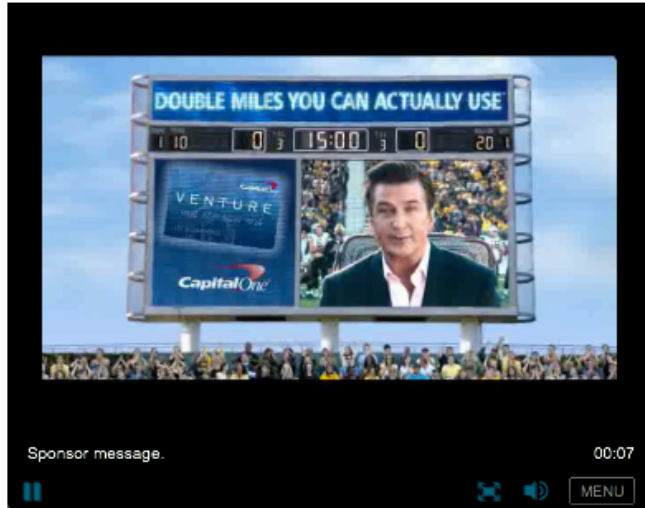
QUICK FACTS

NAME: [Steve Jobs](#)
OCCUPATION: Entrepreneur
BIRTH DATE: [February 24, 1955](#)
DEATH DATE: [October 05, 2011](#)
EDUCATION: Reed College, Homestead High School
[more about Steve](#) ▾

BEST KNOWN FOR

Steve Jobs co-founded Apple Computers with Stephen Wozniak. Under his guidance, the company pioneered a series of revolutionary technologies,

Home • People • Steve Jobs



Steve Jobs - Mini Biography

[watch more videos](#) (10)

Synopsis

[Print](#)

[Cite This](#)

Steve Jobs was born on February 24, 1955, to two University of Wisconsin graduate students who gave him up for adoption. Smart but directionless, Jobs experimented with different pursuits before starting Apple Computers with [Steve Wozniak](#) in 1976. Apple's revolutionary products, which include the iPod, iPhone and iPad, are now seen as dictating the evolution of modern technology.


Clara Barton. biography profile news



[Home](#) • [People](#) • [Clara Barton](#)

Synopsis

 [Print](#)

 [Cite This](#)

Clara Barton was born December 25, 1821, in Oxford, Massachusetts. She became a teacher, worked in the U.S. Patent Office, and was an independent nurse during the Civil War. While visiting Europe, she worked with a relief organization known as the International Red Cross, and lobbied for an American branch when she returned home. It was founded in 1881, and Barton served as its first president.

QUICK FACTS

NAME: Clara Barton

OCCUPATION: [Educator](#), [Nurse](#)

BIRTH DATE: [December 25, 1821](#)

DEATH DATE: [April 12, 1912](#)

PLACE OF BIRTH: [Oxford](#), [Massachusetts](#)

[more about Clara](#) ▾

BEST KNOWN FOR

Clara Barton was an educator, nurse, and founder of the American Red Cross.

QUIZ

Profile

CONTENTS

[Synopsis](#)
[Profile](#)

Educator, nurse, and founder of the American Red Cross. Born on December 25, 1821, in Oxford, Massachusetts. Clara Clarton spent

much of her life in the service of others and created an organization that still helps people in need today—the American Red Cross. A shy child, she first found her calling when she tended to her brother David after an accident. Barton found another outlet for her desire to be helpful as a teenager. She became a teacher and later opened a free public school in New Jersey. She moved to Washington, D.C., to work in the U.S. Patent Office as a clerk in the mid-1850s.

During the Civil War, Clara Barton sought to help the soldiers in any way she could. At the beginning, she collected and distributed

Harriet Tubman. biography profile video



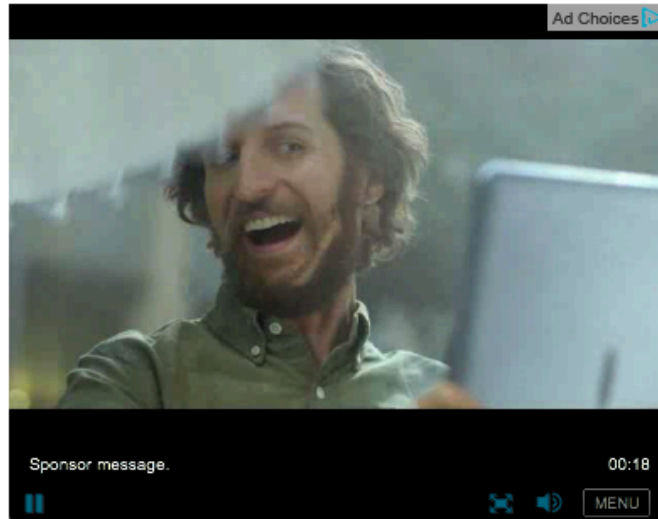
QUICK FACTS

NAME: [Harriet Tubman](#)
OCCUPATION: [Civil Rights Activist](#)
BIRTH DATE: c. 1820
DEATH DATE: [March 10, 1913](#)
PLACE OF BIRTH: [Dorchester County, Maryland](#)
[more about Harriet](#) ▾

BEST KNOWN FOR

Harriet Tubman was a former slave who escaped to freedom to become the leading "conductor" of the Underground Railroad.

[Home](#) • [People](#) • [Harriet Tubman](#)



Harriet Tubman - Mini Bio

[watch more videos](#) (1)

Synopsis

 [Print](#)

 [Cite This](#)

Born into slavery in Dorchester, Maryland at around 1820, Harriet Tubman successfully ran away in 1849 yet returned to slave country numerous times to rescue both family members and non-relatives from the plantation system. She became the most famous of the Underground Railroad's "conductors," taking part in abolitionist gatherings and working with Union forces during the

Wanted Posters Activity:

Hello students, attached in this folder is the biography of an individual who is wanted all over the country, and even in areas of the world, for large amounts of extreme risk taking! They are notorious and have to be caught! Your job is to do some research on this person by thoroughly reading their autobiography, and then helping us catch them by designing a *unique* and *informative* **Wanted Poster**. Be Creative! We have got to get the word out about these individuals, and we need your help. Aside from creativity I do have a few requirements that I need to see on your poster:



- **Suspect's Name**
- **The Act:** What risk did they take? How did they do it? When did they do it?
- **Consequences:** Based on their risk taking, list at least 3 things that have happened because of it, for example (equal rights? Women's suffrage?) The "consequences are going to vary depending on your person
- **What would life be like** if the individual didn't take the risk? (list at least 3 things here as well)
- **Also feel free to add anything else you think would be helpful in getting the word out about these individuals!**

You will have 10-15 minutes to create these posters, so you have to stay on task and work together to get the posters completed!

Good luck! I know you can do this! Also, attached on the back of this sheet are the group roles; please assign the roles accordingly.

[Will be attached to the back of the previous document.]

Role Names Defined:

- **Leader:** Responsible for keeping the group on task, and focused.. also to keep time
- **Encourager:** Encourages conversation and inclusion of all opinions, and guides the discussion.
- **Prober:** Ensures that the assumptions are correct and that there is sufficient evidence for the solution. (double checks information from source)
- **Recorder:** Writes, and or draws down the group's solution that will be submitted for the group grade and/ or presentation

Leader: _____

Encourager: _____

Prober: _____

Recorder: _____

- Fill in the Individual's name in the blank and then briefly write how they carried out their role, and on a scale from 1 -5, 1 being weak, 5 being strong, rate their participation.
- Also, evaluate yourself as well on the same system. 1-5 and also say what your role was and what you did to carry out your specific role.

DAY 2: “They took a risk, so lets remember and not forget...”

Context: This is the second day of my unit, and the purpose of today is to introduce the students to the unit’s primary focus, which is Anne Frank and the novel, *The Diary of Anne Frank*. I am going to use a power point that focuses on the Holocaust. I am going to give the students a brief overview of what the Holocaust was, and what it meant for Jews. They will also learn about Adolf Hitler and I am going to give them some information on Nazis. I will end the presentation with Anne Frank and a short bio of her history. The students will then look at different texts from Holocaust survivors to compare and contrast.

Specific Learning Objectives

SWBAT:

[Cog]

- 2. *Develop critical thinking skills when reading*
 - 2.2 Explore feelings of a character
 - 2.3 contrast and compare character perspectives

[Aff]

- 8. *Participate in classroom activities*
 - 8.1 participate in class writing

[Perf]

- 10. *Compose original writing*
 - 10.1 write in journal

[ELA CCSS] Grade 8:

- RL8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RI8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- W8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Materials/ Technology Resources Needed:

- PowerPoint Presentation

- ➔ Copies of documents
- ➔ Guided notes
- ➔ Anne Frank Reading Guide
- ➔ KWL Chart

Time: 50 minutes

Procedure/ Instructional Strategies

Bridge/ Morning Warm-up: 7-10 minutes

1. The students will come into the room, quietly, and I will have some type of soft classical music playing that symbolizes writing-time-quiet-time, so the students will know that they need to get their writing journals from the assigned section in the classroom and begun writing about the prompt on the board.
 - a) Today's prompt is going to be a quote: *"Go for it, while you can. I know you have it in you. And I can't promise you'll get everything you want but I can promise nothing will change if you don't try."* – J.M Darhowe
 - ➔ The students are to write the quotation down in their journals and reflect on it by writing what they think the quotation means and how it relates to our unit's theme
 - ➔ Next I will allow about 2-3 minutes of student response and allow them to share what they wrote

Steps:

2. (5-7 minutes) Next, to introduce my PowerPoint and lesson I am going to have one of my students pass out a KWL chart and then I am going to allow one student to come up to the board and we are going to have a class discussion on what we know, what we want to know, and at the end what we learned, about WWII/Holocaust.. The student who came up to the board is going to be the recorder and is going to write down student response.
3. (1-2 minutes) Next I am going to have a student hand out the guided notes for the PowerPoint. Since this is the first time the students are receiving this, I am briefly going to explain what they are and inform the students that they should be following along with the power point and filling in the blanks accordingly. I will also let them know that we will stop from time to time to make sure that everyone has the same information in their blanks
4. (10-12 minutes) I am going to then pull up the PowerPoint presentation and go over the historical context to provide a brief overview of the Holocaust. I will also go over Anne Frank and her family. After the presentation we are going to briefly go over the guided notes to be sure all of the blanks are filled

in correctly before we move onto the activity.

Activity:

5. (10-15 minutes) Next, I am going to explain today's activity to the students. The students are going to work with a partner to explore historical documents from Holocaust survivors.
 - a) Half of the class is going to have a primary document from a Holocaust survivor to analyze and answer questions. The other half of the class is going to have a photo of a woman about to be sent into the gas chamber. Both of which are primary sources.
 - b) After both groups are done answering their questions we are going to report out. I am going to randomly pick students from each pair to answer the questions from both documents. It will be interesting to see what different groups say.
 - c) Together as a class we are going to compare and contrast the two documents. I will be taking this up at the end of class and it will be graded for participation.
 - The students will be able to choose their own partners, but if I see that it is a problem I will pick partners.
 - Some groups will have an accounts from survivors, and then some groups will have photographs to analyze
 - According to which primary source they have, they will have questions to answer. The photo-source has different questions then the person-account source.
 - I am going to take up the group's questions sheets but I plan to go around to each group and have them share out to the class.

Wrap up/Closure:

1. (5 minutes) By this time all of the students should have a copy of the novel, *Diary of Anne Frank*, so I am going to hand out this weeks *Reading Guide* to the students. The reading guide will be handed out to the students every Friday. It will have the required pages along with discussion questions that the students need to be prepared to answer during our weekly *Discussion Seminars*. For homework they are to complete the reflection piece at the bottom of their guided notes and also start reading their novel because the first Discussion Seminar will be this Friday. Tomorrow we will discuss more about Anne and her family more in depth and go over the Reading Guide again and I will answer any questions the students have.
 - ➔ I will check the students guided notes worksheet for completion. This will count towards participation and a homework grade as well.
2. The students are to write down at least two things they learned today on the L section of their KWL chart and that will be the days exit pass.

Accommodations/Differentiation: none needed for this specific plan

Methods of Evaluation:

1. Students journal responses
2. Students participation in class discussion
3. Students participation in paired group work
4. Student completion of guided notes and reflection piece
5. Exit pass (KWL chart)

Lesson 2:

“They took a risk, so lets remember and not forget...”

Supplemental Materials Include:

- ➔ Guided Notes Handout
- ➔ Holocaust PowerPoint
- ➔ Holocaust Survivor primary texts
- ➔ *Diary of Anne Frank* Reading Guide
- ➔ *KWL chart*

The Holocaust

"Only after we reexamine the history of the Holocaust can we transform the future".
Alan Rosenberg

The Holocaust

- The State sponsored, systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims - 6 million were murdered.
- From the Greek word meaning "a sacrifice by burning."

Why was the Holocaust Unique?

- Never before had a government, one that had prided itself on its own citizens' high level of education and culture, sought to define a religious group as a race that must be exterminated throughout an entire continent, not just within a single country.
- Never before had a government harnessed the immense power of technology for such destructive ends, culminating in the horror of Auschwitz - a death camp that, at its peak, "processed" 30,000 Jews a day.

Hitler's Rise To Power

- Birth of the Nazi Party
- The Weimer Republic
- Beer Hall Putsch (November 8-9, 1923)
- Nazis Become a Legitimate Party
- Hitler Appointed Chancellor (January 30, 1933)
- Reichstag Fire (February 27, 1933)
- Emergency Decree (February 28, 1933)
- Enabling Act (March 23, 1933)
- Night of the Long Knives (June 30, 1934)
- Hitler Becomes Führer (August 2, 1934)

Who Was Hitler?

- Born in Austria.
- Reared Catholic.
- Aspired to be an artist.
Rejected by Vienna Academy of Arts on two occasions.
Never attended college.
- Exposed to anti-Semitic influences while in Vienna.
- Moved to Germany to avoid Austrian draft.
Fought for Germany in World War I.

Hitler's Rise To Power

- Birth of the Nazi Party
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What The Nazi's Believed:

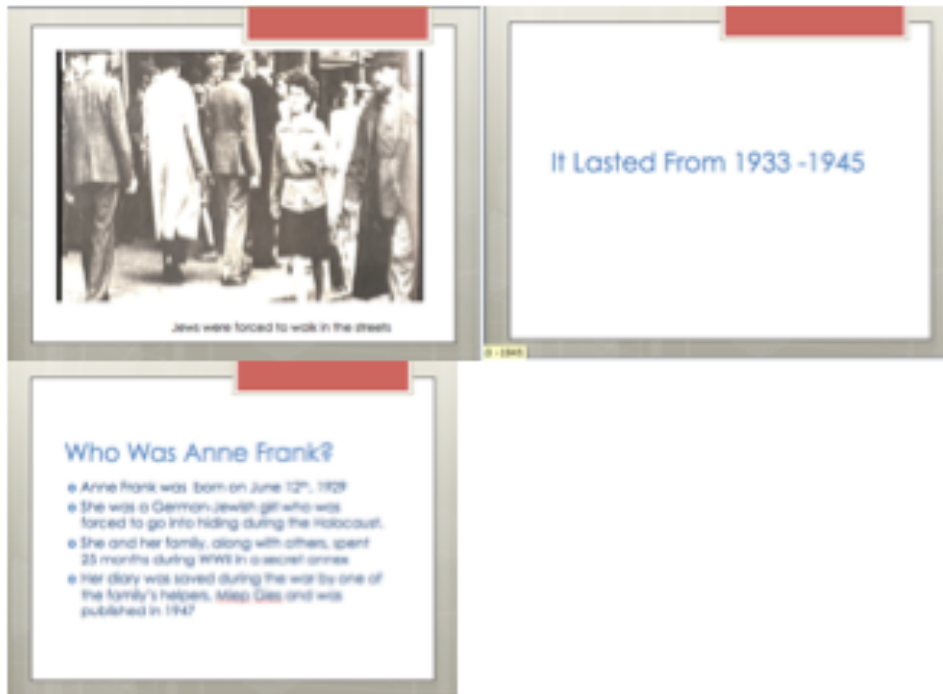
- The Nazis valued authority and order.
- The Nazis valued emotion more than reason.
- The Nazis valued the community rather than the individual.
- The Nazis had a strong belief in the traditional family.
- The Nazis were strong nationalists.
- The Nazis saw politics as a religion.
- The Nazis valued the concept of a select race.

Laws Restricting Personal Rights, Civil Rights, and Education

Sign on a phone booth in Munich prohibiting Jews from using the public telephone.

Jews were only permitted to purchase products between 2:00-4:00. This was one step in the overall Nazi scheme of eliminating Jews from economic, social and cultural life.

Don't Rights, Don't Rights.



- *The layout of this power point was created solely by me. I did, however, get information for my slides from the following Power Point from CMAP created about the Holocaust and I picked out the information I needed and reworded as necessary.*
- *There was also a guided notes sheet to go along with the original powerpoint, but I revised the whole worksheet and created my own guided note questions. Though, the reflection piece at the end is a reflection question from the original guided notes sheet.*

[http://msela.pbworks.com/w/file/58079539/Holocaust Power Point Note Taking Guide-1.docx](http://msela.pbworks.com/w/file/58079539/Holocaust%20Power%20Point%20Note%20Taking%20Guide-1.docx)

➔ (The full PowerPoint link is on the class Wiki and also was emailed to Dr. Young and Clarice)

Name : _____

Holocaust Notes

1. The Holocaust happened in Europe from _____ to _____.
2. It is derived from the Greek word meaning a _____ by _____
3. A death camp at it's peak processed _____ Jews a day.
4. "It is true that not all victims were Jews, but all Jews were victims" is a quote said by _____

Who was Hitler?

5. Hitler was born in _____
 - Reared _____
 - Aspired to be an _____
 - Did he attend college? _____
 - Moved to Germany to avoid what?
 - Hitler was appointed Chancellor on _____ 30, 1933
6. The Nazi's valued _____ and _____
 - The Nazis valued _____ more than reason.
 - The Nazis valued community more than the _____
 - The Nazis had a strong belief in the traditional _____
 - The Nazis were strong _____
7. What were two goals of the Anti- Jewish Policies?
 - _____ &
 - _____

Who Was Anne Frank?

8. Anne Frank was born on _____, 1929

9. She was a _____-Jewish girl.

10. How many months did she and her family spend in the secret annex?

11. When was her diary published?

Reflect

As we learn about the Holocaust, it is normal to be angered and saddened by such a travesty taking place. Yet, if we let our anger and resentment get the best of us, or if we are so overcome by sadness that we are frozen in place, hatred exhibited by people like Hitler wins. What can we do, as individual citizens, to honor the victims of the Holocaust?

Full document can be found on this website below:

<http://www.holocaustsurvivors.org/data.show.php?di=record&da=texts&ke=7>

Texts



Documents From the Auschwitz Chronicle

About this Text: Introduction

Solomon Radasky's memory of his selection for Auschwitz comports with German documents published in one volume in 1989 as the "Auschwitz Chronicle". The Chronicle is a compilation of documents from various sources arranged in the order of day by day.

The story Mr. Radasky tells is that a soldier comes to Majdanek camp to select 3 groups of 750 people. He was in the 2nd group. The soldier arrives just in time to save Mr. Radasky's life. A rope has been hung around his neck and he is about to be hung by the Lagerfuehrer of Majdanek as a punishment.

The soldier argues with the Lagerfuehrer to stop the hanging. Mr. Radasky cannot be hung because he has already been selected to be sent to Auschwitz. So Mr. Radasky is saved. He is transported to Auschwitz and put to work in the Buna camp laying railroad tracks.

The "Auschwitz Chronicle" is a day by day compilation of records which survived the attempt to destroy incriminating evidence in the summer of 1944 and in January 1945. The entries from June 24, 1943 through July 8, 1943 tell the story of Sell and Kitt who go to Majdanek concentration camp (also called Lublin) to select slave laborers needed at the Buna plant at Auschwitz for extremely hard labor. Sell and Kitt select 2000 prisoners but reject the rest because of their poor physical condition.

SS Lieutenant Colonel Maurer (who as head of WVHA Office D-II was the person in charge of the deployment and the productivity of prisoner labor and who was tried and executed in Krakow in 1951) disputes Sell and Kitt's evaluation of the prisoners' condition. Maurer personally goes to Majdanek camp and finds 3000 more prisoners suitable for hard labor. Majdanek is running short of space and Auschwitz needs the labor. A medical examination is conducted to determine why Sell and Kitt rejected them in the first place.

The record for July 8, 1943 concerns the transfer of a group of 750 prisoners that include Mr. Radasky as his camp number (No. 128232) falls among that group. These were prisoners originally rejected by Sell and Kitt and personally selected and ordered transferred by Lieutenant Colonel Maurer.

A word about the slave labor system as practiced in Nazi Germany. Slave laborers worked in the armaments industry, in building the camps themselves and doing heavy work like road building or quarrying stone. In the most extreme conditions, and at the Buna camp in Auschwitz these conditions prevailed, slave laborers were worked to death at short intervals. The demand for slave labor was insatiable and it was conducted as a kind of torture despite the fact that if the prisoners had been treated more humanely they could have done more work. Under a death threat from brutal guards starved and poorly clad prisoners were worked long hours out in the open in unsafe conditions. The argument between Sell and Kitt and Maurer takes on an ironic quality given these circumstances.

Excerpts from the "Auschwitz Chronicle" follow. The complete entry is given for each relevant day:

June 24, 1943

This is the actual full document that will be handed out to the students.

<http://www.holocaustsurvivors.org/data.show.php?di=record&da=photos&ke=9>

5

A Woman Sent to be Gassed at Auschwitz



From **"The Auschwitz Album"**, the only photographic documentation of the entire extermination process at **Auschwitz**. An SS has just sent the woman with the infant to join those being sent to the crematoria; her hair is covered in the tradition of the Orthodox Jewish wife. A man is standing between the columns missing his pants and one shoe; this was a common occurrence in the overcrowded boxcars. On the left stand inmates in striped camp clothing. The main gate to Birkenau camp under which the trains pass is at the rear left of the photograph.

The following screen shots are analysis worksheets that I plan to use with my students, and they came from <http://www.archives.gov/education/lessons/>. We used this site in ECI 435 for an assignment on analyzing historical documents. I plan to fill in a few of the blanks for the students as a scaffold, and to give them an idea of some of the answers I'm looking for. The first worksheet is for analyzing written documents and the second worksheet is for analyzing photographs.

Reset Form

Written Document Analysis Worksheet

Print Form

1.	TYPE OF DOCUMENT (Check one): <input type="radio"/> Newspaper <input type="radio"/> Letter <input type="radio"/> Patent <input type="radio"/> Memorandum <input type="radio"/> Map <input type="radio"/> Telegram <input type="radio"/> Press Release <input type="radio"/> Report <input type="radio"/> Advertisement <input type="radio"/> Congressional Record <input type="radio"/> Census Report <input type="radio"/> Other
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other
3.	DATE(S) OF DOCUMENT:
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT: POSITION (TITLE):
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) Limit response for each question to 3 lines of text A. List three things the author said that you think are important: B. Why do you think this document was written? C. What evidence in the document helps you know why it was written? Quote from the document. D. List two things the document tells you about life in the United States at the time it was written. E. Write a question to the author that is left unanswered by the document:

Reset Form

Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408

Print Form

Reset Form

Photo Analysis Worksheet

Print Form

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Limit response for each question to 5 lines of text

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Reset Form

Designed and developed by the
Education Staff. National Archives and Records Administration.

Print Form

Diary of Anne Frank Reading Guide: Week One

- This reading guide is expected to be a *guide* for your reading and interpreting the novel. The discussion questions are also going to help you on our weekly discussion seminars every Friday.
- If you complete all of your reading guides on time you may use them on the final test at the end. If your reading guide isn't completed on time, then you will not be allowed to use that particular guide for the test... so word of advice... complete the guide! Sometimes I will give you time in class to talk with classmates and fill it out together, but do not solely rely on those times because the final test will NOT be a group test 😊
- Make sure you are staying on target with the weekly readings because it will be hard to catch up if you fall behind!
- These reading guides will also count towards your homework grade each week, and will be taken up by me every Friday.
- Also, feel free to add your own topics of discussion on your guide, or questions you want to know, or discussed during our weekend Discussion Seminars.

At the end of every Reading Guide there will be an important quote that I have pulled from the reading from that week. There will be an ***Anne's Quotes*** box at the front of the classroom where you can drop in the following: The page number that the quote came from, the context (meaning what does it mean, or what was Anne talking about, i.e the importance of the quote) ... before Discussion Seminar I am going to randomly pick a name from the box and whoever's name I chose first, with the correct answer, will get a prize. The quotes are due by the end of the day Thursday if you want to be considered for the drawing on Friday.

If you have been reading, then the quotes won't be hard 😊

Since this is a shorter time frame, for this week you are expected to have the following entries read and prepared to discuss by Friday:

June 12, 1942- June 24, 1942 pp. 1-12

July 1, 1942-July 10, 1942 pp. 12-24

Discussion Questions:

1. What role does the diary play in Anne's life?
 - What was the reasoning behind her keeping the diary "in the first place?"
2. How does Margaret feel about her sister?
 - Why does she feel the way she does?
 - What are some of the differences between Anne and her sister?

Quote of the week:

"I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support."

This idea for a KWL chart came from our work in ECI 430 with Dr. Young. However, the actual chart came from the following website:

http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/l/lessonplans_graphicorg_pdfs_kwl.pdf



KWL Chart

What do I know?	What do I want to find out?	What did I learn?

<http://teacher.scholastic.com>

DAY 3- "Risky Poetry"

Context: This lesson will reflect the theme of the Unit, which is risk taking. I want to give my students a holistic view of the theme using a variety of different genres, and also incorporating different types of writing. Up to now the students have been journaling daily, so today I am going to give them a chance to experiment with writing poetry. We will also be looking at author's tone, and the usage of various literary and poetic devices.

Specific Learning Objectives:

SWBAT:

[Cog]

5. *Respond to a variety of texts*

5.3 recognize various literary elements

5.4 use text to come up with inferences

6. *Use literary models to inform their own writing*

6.1 imitate style of writing piece

6.2 identify various literary elements and poetic elements

[Aff]

8. *Participate in classroom activities*

8.1 compose in-class writing

[Perf.]

10. *Compose original writing*

10.4 write a poem

12. *Present material orally*

12.1 retell their own version of a particular story through writing

Common Core Standards:

- **RI8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the

- impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RI8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
 - **W8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
 - **RI8.6** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Materials:

- Projector
- ELMO
- Student journals
- Poetry paper
- Whiteboard

Time: 50 minutes

Instructional Procedures:

1. Bridge/Bell Ringer [5-10 minutes]

I am going to have the following question on the overhead for the students to respond to when they come in: “*Write 1-2 paragraphs about a time you took a risk. What was the risk you took? How did it make you feel? If you had the chance would you do it again? Why, or Why not.*”

- a) As the students come into the room, I will have some type of soft classical music playing that symbolizes writing-time-quiet-time, so the students will know that they need to get their writing journals from the assigned section in the classroom and begun writing about the prompt on the board.
- b) After they are finished with their writing I will tell the students to keep it out because we are going to be using it for today’s activity.

2. Lesson [15 minutes]

- a) Next, I am going to hand out copies of the poem, “*Risk Taking is Free,*” and also put it up on the overhead projector (ELMO), and call on a student to read the poem aloud to the class
- b) I am going to go over the term: POV and have discuss the different types of points of view on the white board.

- c) Next, I am going to give the students 2 minutes to discuss with a partner the POV of the poem and any literary elements they see being used in the poem, and also what verse is the poem written in
- What is the poem saying?
 - What literary elements do you see used?
- d) Next, as a class we are going to discuss. I am also going to probe the students for the tone of the poem as well. The theme of the poem seems to be self-explanatory, since it is in the title, but I am going to ask the students to recall it anyways.
- e) The students should already be familiar with the term *tone* because they learned about it in the previous unit, but I will take time to refresh their memory if I see that they are struggling with this part.
- f) Next, I am going to put another poem on the board, entitled “*Risks*” and I am going to call on a different student to read this poem aloud to the class
- g) After reading the poem I want the students to analyze this poem by answering the same questions:
- What is the theme of the poem
 - What literary elements are in the poem?
- ➔ We are then going to discuss this together as a class
- ➔ Then, as a group we are going to compare and contrast the two poems [For example:]
- Are the speakers the same?
 - Is the tone the same?
 - How did the poems make you feel?
 - What form are the poems written in? Free verse? Rhymed?
- h) After analyzing the two poems I am going to have the students take out their bell ringer free writes
- i) I am going to show students an example of my free write, and then show them the poem I created from it

3. **Activity** [25 minutes]

- a) I am going to have the students use their free writes to come up with their own piece of poetry about risk. I am going to tell them that the title of this lesson is Risky Poetry.
- ➔ They are going to use the words they used in their paragraphs to come up with a poem, and they can add or take away words if necessary.

- ➔ The poem has to have at least 5 lines and they have to use at least 2 literary devices.
- ➔ I am going to be walking around the room and helping students

4. Debrief

- a) I am going to ask if any students want to share their poetry with the class
 - ➔ Depending on how far the students got they may not be ready to share, so I am going to have the ones who didn't finish it for homework and bring it in tomorrow. There will be additional time at the end of class to share their poetry.
 - ➔ I want the completed poem by the end of class tomorrow along with their free write. They will need to explicitly say somewhere on their what literary devices they used.

- b) I am going to remind the students that they need to be keeping up with their reading. All students should have a **reading guide**, which has the chapters that correspond with the day we will discuss it in class.

Lesson 3:

“Risky Poetry “

Supplementary Materials Include:

→ 2 Published Poems: *Risks* and *Risk Taking is Free*

→ Copy of my Free write and Poem

Risks

by Janet Rand (or Leo Buscalia)

*To laugh is to risk appearing the fool.
To weep is to risk being called sentimental.
To reach out to another is to risk involvement.
To expose feelings is to risk exposing your true self.
To place your ideas, your dreams
before the crowd is to risk being called naive.
To love is to risk not being loved in return.
To live is to risk dying.
To hope is to risk despair, and to try is to risk failure.*

*But risks must be taken
because the greatest hazard in life is to risk nothing.
The person who risks nothing, does nothing,
has nothing, and becomes nothing.
He may avoid suffering and sorrow,
but he simply cannot learn and feel
and change and grow and love and live.
Chained by his certitudes,
he is a slave, he's forfeited his freedom.
Only the person who risks is truly free.*

Risk taking is free

By Christina Henry

To laugh is to risk appearing the fool
To weep is to appear sentimental
To reach out for another is to risk involvement
To expose feelings is to risk exposing yourself
To place your ideas, your dreams before the crowd is to risk their loss
To love is to risk not being loved in return
To hope is to risk despair
To try is to risk failure.
But the greater hazard in life is to risk nothing, They may avoid suffering and sorrow, but they simply cannot learn, feel, change, grow or love
chained by certitudes, they are slaves who have forfeited freedom.
Only a person who risks is Free.

MY EXAMPLE OF THE MORING FREE-WRITE

Write 1-2 paragraphs about a time you took a risk. What was the risk you took? How did it make you feel? If you had the chance would you do it again? Why, or Why not.

During my freshman year of college there was a huge snowstorm that took place that winter. Many of the surrounding schools were closed, but NC State was not. My professor sent out an email that said we would all be expected to attend class that day since the university was still open. Although I had called my parents and told them what was going on, and they told me to skip class, I didn't want to accrue any absences, so I decided to take a chance and drive to campus. The roads were horrific! That was also my first time driving in adverse weather and I was extremely nervous.

Long story short, I made it to campus just to find out that class was cancelled. Fortunately, I also made it safely back home as well. I risked a few things that day. The most important risk I took was with my safety. I took a chance as an inexperienced driver on those messy roads. If I had the chance to do it all over again, though, I would not. No class is more important than your life.

MY POEM

To go, or not to go, that is the question...

Treacherous weather, horrific traffic... to go or not to go?
Surrounding schools cancelled, my parents said stay... to go or not to go?
I could get a bad grade, and loose participation points... to go or not to go?
All my friends are skipping class... to go or not to go?
I have minimal experience driving in snowstorms... to go or not to go?

To go, or not to go, that was the question..
To take a risk, or not to take a risk?
What would you do?

I decided to go. I took a risk.
The risk was my life.

➔ *Repetition* was used in this poem along with *rhetorical questions*. Those were the two literary devices I used.

DAY 4: "So... lets argue!"

Context: This is the fourth day of my unit, and the purpose of today is to introduce my students to arguments. This is important for them to grasp and understand because throughout this unit they are going to be writing argument pieces. The Common Core puts a particular emphasis on students' ability to write sound arguments on various topics and issues. Being able to right a sound and coherent argument is crucial for students in being prepared for college and a career in the future. It is also a great tool to have, for general knowledge and skill. I am going to switch up my lesson today and give the students a break from the presentations at the start of class. Today, the activity is going to come before the lesson, and I am going to use the activity to fuel the lesson. Doing it this way, I hope to engage all of my students and get them pumped about arguments!

Specific Learning Objectives:

SWBAT:

[Cog]

7. Understand arguments

- 7.1 pick a side and argue respectfully and appropriately
- 7.2 see how arguments are developed

[Aff]

8. Value his/her own perspective

- 8.2 share perspective with others

[Per]

12. Involve in class activities and individual assignments

- 12.1 participate orally

[ELA CCSS] Grade 8:

- ➔ W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s)

from alternate or opposing claims, and organize the reasons and evidence logically.

- W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

Materials/ Technology Resources Needed:

- Documents with opposing arguments
- Journals
- ELMO
- Prezi presentation

Time: 50 minutes

Procedure/ Instructional Strategies

Bridge/ Morning Warm-up: 7-10 minutes

1. Just like the previous day, the students are going to come into the room and grab their journals from the designated area in the classroom. There is going to be soft music playing in the background, which is our indicator that it is journaling time. There is going to be the following quote on the board:

“Wise men never argue with fools, because people at a distance can't tell who's who” – anonymous

- a) The students are going to write the quote down in their journals and then reflect on what the quote means to them, and why do they think it is important
 - Next I will allow about 2 minutes of student response

Activity: 20 minutes (total time for explanation of activity and the debating process)

2. After the journal activity I am going to tell the students that today's lesson is going to be about arguments, and how to argue affectively. I am then going to jump straight into the activity by posing the following topic for debate:

Do you think the driving age should be raised, or stay the same? Why or why not?

a) Next I am going to Segway into explaining today's activity. I am going to tell the students that today we are going to be holding a class debate. The debate will focus on whether or not the driving age should be raised or lowered.

THE RULES FOR DISCUSSION are attached to the supplementary materials section, but here is an overview of what will be going on:

- They will be in groups of four for this activity, and I will assign the groups for this activity. 2 members will be for keeping the age the same and 2 will be arguing to raise the age limit.
- Each group will get two sets of documents to pull facts from to use in their argument and they will have 10 minutes to read through their information and write down a few points to use to back up their argument. This will be taken up at the end of class, so students are expected to have at least 3 points, per group member.
- After the research is over the groups will start by letting one pair go first to defend their stance. That pair will start off by restating their stance and then go into the discussion about why they feel the way they do. They will be timed and have 2 minutes to get their argument out

b) Once both positions have been presented in all groups we will come back together as a class and report out on the original question. I am going to ask students how they felt about the activity by asking them questions such as:

- What did you learn about arguing from this debate?
- Did anybody change their stance based on the evidence they heard?

Wrap up/ Debrief: *15 minutes*

1. Hopefully now the students will have a grasp on arguments so it is going to be the bridge that leads into my mini-lesson on Effective Arguments.
 - a) I am going to show a PowerPoint presentation about the key points of an effective argument
 - b) The slides of the PowerPoint are attached in the Supplementary Materials section. For this presentation I am going to hand out a sheet afterwards that covers the main points of an argument and we are going to fill in the blanks together. I am going to randomly call on various students, just to

keep them on their toes and make sure they were paying attention to my presentation.

Closure: *5 minutes*

1. I am going to end the class by reminding students that tomorrow we are going to have our first Discussion Seminar, so they need to come to class prepared with their reading guides because I am going to be taking them up.
2. Also, students should be sure to bring their Anne Frank novels with them for tomorrow as well
 - Today's exit pass will be dropping off their debate notes to me and to make sure that for each pair there is one sheet but with both names on it.

Accommodations/Differentiation: none needed for this specific plan

Methods of Evaluation:

1. Students journal responses
2. Student participation in class debate
3. Student completion of discussion notes

Lesson 4:

“So... lets argue!”

Supplemental Materials Include:

- ➔ Power Point presentation
- ➔ Guided notes
- ➔ Directions for debate
- ➔ Debate documents (2)



Report makes a case for raising driving age

Updated 9/9/2008 12:45 PM | Comment | Recommend

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Enlarge

By Bob Child, AP

Richard Meehan, 16, sits in his car at his home in Shelton, Conn. The number of restrictions that have been placed on new drivers make driving for teens more difficult than it used to be.

By Rita Rubin, USA TODAY

Sixteen-year-old drivers are the most likely to crash, so raising the age at which teens could get their license would save many lives, a report from the Insurance Institute for Highway Safety says.

Currently, the age at which teens can drive unsupervised ranges from 14 1/4 in South Dakota to 17 in New Jersey. Most states allow teens to drive unsupervised somewhere between 16 and 16 1/2, a standard set at the beginning of the 20th century, when society was more agrarian, the report notes.

HEALTH BLOG: More studies on accidents
TELL US: Would you raise the driving age in your state?

Some opponents of raising the driving age argue that it would simply delay deaths among young drivers, because inexperience, not immaturity, is what leads to their high rate of fatal accidents, says Adrian Lund, president of the Insurance Institute for Highway Safety, a nonprofit research group funded by U.S. automobile insurance companies. Lund acknowledges that teasing out the effect of inexperience from that of immaturity is tricky.

Still, in 2005, about 64 out of every 100,000 16-year-old drivers were involved in a fatal accident, compared with about 59 out of every 100,000 17-year-old drivers. Those numbers were in a July report to Congress by the National Highway Traffic Safety Administration.

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DRIVING AGES

The age (in years) at which U.S. teens can be licensed to drive unsupervised:

- 14 1/4: South Dakota
- 15: Idaho, Montana
- 15 1/2: Mississippi, New Mexico, South Carolina
- 16 1/2: Indiana
- 16 1/4: Maryland, Virginia
- 16 1/3: Connecticut
- 16 1/2: Delaware, D.C., Kentucky,

This document was found at:

<http://www.standard.net/topics/opinion/2011/03/03/driving-age-should-not-be-raised>

Driving age should not be raised

By **Contributed**

Thu, 03/03/2011 - 1:30pm

(UNEDITED) Do you want to get your license when you are 18 years old? Could this be the future of American teens? Is driving at 18 that much more safe? Many adults in this modern society want to change the law for their children's safety, thinking it will

help significantly. The fact of the matter is driving is based on experience and being able to make good choices. Sixteen-year-old drivers crash mostly because of inexperience. If the driving age is raised then 18 year olds will also crash because of inexperience. This means that the death rate of 18 year olds will increase, while the death of 16-year-old death rate; will increase. We are not helping the cause by raising the driving age we are just delaying the time they will die. I know others may say that when you're 18-years-old your brain is more developed. Yes that is true, yet your brain is not fully developed until your early 20's. Therefore beginning driving when you are 18 does not help any problems that the others may say it does. In fact, studies show that most adults start drinking heavily at age 18 or so. That means more drunk driving which would equal a ton more homicides/suicides. So who would be the safer driver?

Studies also show that risky behavior affects 16-17 year old males just as much as it does males in their early 20's. Should we ban all men from driving until they are 23 or so? No because they started driving when they were 16 and the ones who have lived figured out that driving is not a game; it is a serious matter.

If we raise the driving age who is going to take the kids to dates, dances, or other school events? The majority of parents have to take their kids to other activities; they don't have time to chauffeur their kids around. If 16-17 year olds don't go on dates until they are 18, they will start to date a lot when they are college. This could get in the way of the most important schooling of their lives. Also most kids start working when they about 16, so how are they supposed to get to work? I know in winter, in Utah, biking isn't a very smart option. Kids will not get as many jobs, and, this could lead to less fast food restaurants, and kids not learning how to work hard. This will affect America for the worse.

Raising the driving age is not only just a bad idea, it does absolutely nothing to help except for delay death for only a short time. It will cause more problems than it will help. The people who want to change it look at death tolls but they seem to forget to look at the practical picture that kids need to be kids go on dates, and learn

Debate Directions:

Today we will be participating in a class debate! Debating is a formal way to state your opinion.

- ➔ You will be in groups of four; one pair will defend PROMPT 1, while the other pair is going to defend PROMPT 2.
- ➔ You will be provided with the following two prompts to promote discussion:

1) PROMPT: The driving limit is too low, and should be raised!

2) PROMPT: The driving limit is perfectly fine the way it is, so leave it alone!

- ➔ Each pair will have 10 minutes to prepare for their debate and come up with their evidence to support their claims, and then they will have 2 minutes to argue their stance.

REQUIRMENTS:

- BE RESPECTFUL
- DISAGREEMENT IS EXPECTED BUT DO NOT CRITICIZE THE OTHER PERSON
- DON'T TAKE CRITICISM OF YOUR IDEA AS A PERSONAL ATTACK
- **LISTEN TO EACHOTHER EVEN IF YOU DON'T AGREE- NO INTERRUPTING!**

Screen Shots of “You Were Right, But...” Presentation. Link to PowerPoint is on class Wiki



Name _____

You Were Right, But It Didn't Matter: (guided notes)

Dissecting the "argument" and how to affectively argue a point/idea/or issue.

1. An argument is a reason or set of reasons given with the aim of _____ others that an _____ or _____ is right or wrong.

2. List the three points to argumentative writing:

- _____
- _____
- _____

3. List the three "Do's" of the intro to writing an argument:

- ...
- ...
- ...

4. List the four "Do's" for the writing:

- ...
- ...
- ...
- ...

5. List the three "Don'ts"

- ...
- ...
- ...

Part III: Evaluation Strategies

Evaluation Philosophy

Throughout my unit my primary focus was to get the students interested in the unit, all the while “sneaking” in evaluation methods. I wanted the learning to be interactive and fun, as well as the evaluation. I think it is important to not solely focus on grading, but to focus on first the student, and then tailor the evaluation for the particular group of students in your classroom.

From our Bridging English text, I learned that evaluation should not dictate, distort or replace what it measures. To me, this means that evaluation should not be scary! So many times teachers use evaluation to threaten students and that is not the way it should go. What we are teaching should be directly correlated to how we evaluate our students. Throughout my unit I tried to incorporate evaluation into every single lesson that I taught. There wasn't one day when the students were not getting evaluated, whether they realized it or not. Evaluating is when you look at the student's work and their progress over time, because learning is a process. It is not going to happen in one 50 minute setting. I believe that evaluation is an awesome tool to use in the classroom and a required tool. Of course, students are going to have to get graded throughout the semester, but my main focus is still the evaluation process, so I did not put my focus on the grading aspect. I also believe that student's performance should not be measured against other student's. No one student is the same or learns the same so their performance should not be measured the same.

Methods of Evaluation

My primary method of evaluation was a tally system. Each day every student got a tally for completing an assignment. I also tallied up the exit passes as well. Students got credit for their effort, and not necessarily for the content. If it was evident that the student participated and put in their all, then they received their

tally for the day. There will be a total of 15 tallies for the whole unit.

Evaluation Strategies

I incorporated the following evaluation strategies below throughout my unit:

Informal:

Journals

- Students are responsible for writing in these every morning during the warm up activity
- I did not take these up, but I did watch the students as they wrote in them and periodically at the end of the day I would read them and make comments to let the students know that I saw them
-

Student Participation in Class Discussion/Activities: I measured this by watching the students. I prompted students to respond in class discussion, and I took note of who did and how often they did.. I did not take note of the content, just the participation. I also used the guided notes as a way to gauge participation. The exit passes at the end of class was also an informal way to gauge participation and performance, as well as learning.

Formal:

The big formal assessment was the unit project and the Discussion Seminar every Friday. I gave students participation points for adding to the Discussion Seminar, and students did lose participation points if they didn't add, because I correlate that to not doing the reading. The unit project was assessed by their presentation at the end, which was graded as well as the reflection piece and rubric that they turned in with their project.

Part IV: Works Cited & Reflective Addendum

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Dear Reader,

Thank you for taking the time to read my unit plan. This plan originated from the theme that the Common Core mandates, yet I made it my own by revising the name. I came up with ideas from my unit from our ECI 430/435 class combined with ideas that the CMAP had, and tweaked it all and made it MY unit. One of the issues that I had with CMAP is that it was a tad bit boring and unrealistic. I wanted to make this unit come alive. I incorporated a lot of group work and peer discussion time because I feel that students learn best from and through their peers. I think some of the strengths of my unit include the daily journaling, the Discussion Seminars, the Prezi's, and also the culminating project. This is really a student centered plan. If I had more time I would probably stretch the unit out and make the novel and the Discussion Seminars last longer. This is a 3-week unit, but I would really like it to be a 5-week unit. I had so many different ideas and things I wanted to elaborate on, but with the time constraints I had to leave them out. I also had to take into account that student learning cannot be timed so I may have to take longer than one lesson to cover certain topics, and I took that into consideration as well. I think that was my biggest limitation. My CT has been very helpful with giving me suggestions and also with giving me the student profiles. When it is time to actually teach this unit next semester I am going to pay close attention to student response and student feedback. Some of my activities I think are really great, but the students may not feel that way. I want them to be open and honest with me because this is going to be a learning experience for me as well.

Out of a scale of 0-4, I would give my unit a 3.5. I really worked hard on this unit and I feel that it is a reflection of my hard work. I learned a lot this semester and I hope to have shown that through my lessons and my evaluation strategies. If I were to describe this project to future students I would tell them not to take it lightly! I learned

that planning a unit is a lot of work. It is something that takes a grave amount of time and you should always be thinking about the student. I would also advise them to get started as soon as possible, the sooner the better. That way, they can put their all into it. I think that for the future the unit should be assigned as soon as the students get their school placements, and maybe even earlier. Also, I would want to tell future students to use their CTs. They are an excellent tool because they are teaching the students that you are planning for. My CT was able to give me a lot of insight on what types of activities worked well and what didn't, depending on the period.

I feel as though this is one of the first steps of many for my upcoming student teaching placement, and I can't wait to put my unit into action!

Sincerely,

Brittany Waddell

