The *Mavericks’ Education Journal*, which is made possible through support from Graduate PASS, provides opportunities for the presentation of divergent opinions, teaching practices, and research by educators and future educators. The views expressed herein are those of their authors and do not represent the official position of the editors, faculty advisor, advisory board, or the faculty and administration of Mercy College. For further information, or to join the advisory board, contact: Dr. Eric Martone, faculty advisor, emartone@mercy.edu, 914-674-7618. The *Mavericks’ Education Journal* welcomes submissions from Mercy College students, faculty, alumni, and education professionals and reserves the right to edit them for publication. Articles may be submitted to: maverickseducationjournal@gmail.com
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“Making Connections,” Dr. Carol Gladstone
Welcome to the second issue of the *Mavericks’ Education Journal: An Innovative Guide to Teaching*!

Our first section brings something new to the journal: creative writing. In this section, students share some poetry they wrote as part of an attempt to rewrite Langston Hughes’s “I, too, Sing America” from their personal perspective.

In the second section, we continue to present interesting instructional lessons and units. The social studies and language arts units in this issue take a fresh look at history, literature, media, and community resources to bring learning experiences to life for students of varying grade levels and academic abilities.

Reviews of media useful for teaching (such as films, books, and curriculum guides), as well as local museums, compose the concluding section of this issue. In a special “teachers’ corner,” Dr. Carol Gladstone discusses the incorporation of digital storytelling in her course on Applied English Grammar and presents links to her students’ engaging work.

We hope that you will enjoy and continue to support the *Mavericks’ Education Journal*. We could not have made this journal without the hard work of all the students whose submissions are contained in these pages. Consequently, we would like to thank them for making this issue possible. We would also like to thank those faculty members who contributed submissions and/or nominated student work: Dr. Carol Gladstone, Dr. Andrew Peiser, and Dr. Mel Wermuth.
Part One: Creative Writing
Multicultural Poetry

Introduction by Dr. Mel Wermuth
For a class activity in EDUC 500, the topic of which was multicultural education, students were asked to rewrite Langston Hughes’ poem “I, too, Sing America” (1925) from their personal perspective. The activity was based on the report of an activity by Nancy Gallavan (Multicultural Teaching, Spring 2002, pp.8-12, 23) in which 25 pre-service teachers wrote poems reflecting their own identity. Hughes’ poem was duplicated and distributed to the class and students were asked to reflect on what the poem said to them. The students were then asked to write poems based on Hughes’ poem about themselves and why they, too, are Americans. At the following class session, the poems were read aloud by the authors, which created powerful classroom energy.

1. “I, too, Sing America” by Joanna DeFillipo
   I, too, sing America.
   I am an only child.
   I spend my day in school to be able to have a future.
   At night I work and I study to achieve higher.

   Tomorrow I will be in school.
   I will walk into the class,
   Put notes in a notebook
   And we will spend the day learning new things.

   Besides,
   Others will see how hard I work
   And will not be ashamed.
   I, too, am finally a college graduate.

2. “Who I am…” by Natalie Abreu
   Who I am…
   I am a busy bee, but I find time to help others in need.
   I am a mother figure to my students.
   I live simply
   Give more
   And expect less.

   I love tuna fish sandwiches, pretzels, and twizzlers.
   I love listening to music and prefer to be in my own company.
   I am very reserved, but once you know me my comical personality comes through.
   I have to buy things in even numbers to satisfy my OCD.
   I am a strong woman, a survivor.
   Natalie is my name.

3. “I, too, Contribute to America” by Kevin Cervera
   I, too, contribute to America.
   I am the Hispanic brother.
   I buy clothes in your store.
   I am looked upon, with suspicion.
But I laugh,  
Ignore the looks,  
And keep shopping.

Tomorrow,  
I’ll be the manager at the store.  
When you come to the register, with your purchase,  
I’ll greet you with a smile.  
You will notice my demeanor,  
Walk out the store,  
With your head down in shame.

I, too, contribute to America.

4. “I Am Woman” by Natalie Ayala
   Who am I?  
   I am their nurturer.  
   They pull at the water  
   That flows from the river that never runs dry.

   Who am I?  
   I am their provider.  
   They eat from the fruit  
   That falls from the tree of life.

   Who am I?  
   I am their encourager.  
   They seek the words  
   That restore hope and confidence.

   Who am I?  
   I am their teacher.  
   They sit at feet  
   That has walked before them.

   Who am I?  
   I am a Mother, a Wife, a Sister or Daughter.  
   A WOMAN!  
   I Am Woman!

5. “Who Am I?” by Alexandria Bolds
   A daughter,  
   A sister, a Godmother,  
   A lover.
Who am I?

A teacher, a provider,
An educator, a friend, a writer.
Is that who I am?

An American, a democrat,
A Spiritual being, a child of God,
A woman, a Black woman at that.
Oh, that’s what I am…

But am I truly American where there are places where my family and I are still unaccepted?
Should I be proud to be a woman, whereas I still get frowned upon and judged and stereotyped
and picked apart and can’t make the career choices I choose to make and can’t be or feel a part of
the group all because of what’s between my legs…
Oh…I’m Black, could it be that…
Once again: Who am I?

6. “What Becomes of Me” by Francheska Vargas
Graduated in 2010,
Harry S Truman High School.
Undecided, went on to Mercy College.
They were strangers,
But I went on,
No one to talk to,
And felt nervous.

Time passed.
I took courses upon courses
Until something clicked:
Teacher.

Infants, toddlers, children
Oh my god.
Passionate,
For littl’uns and rugrats
Is perfect—

Early childhood education it is.

7. “A Teacher’s Cry (The Perspective of a Substitute Teacher)” by Kryschemia Nteful
The plight of a teacher day-to-day,
Happiness and frustration, which one outweighs?
Noisy rooms mixed with students yearning to learn.
How do I get through, which way to turn?

I teach, or at least I think I do.
Who is the judge of learning?
Me or you?

No Child Left Behind.
What does that mean?
Is it social promotion? Or an unsatisfactory rating for me?
Test prep is the norm, mastery comes last.
What is my job as a Teacher?
I just can’t grasp.

I do it for the love,
One day maybe a change.
To be effective and fulfilled
Will level the unbalanced plane.

8. “Cherry Blossom Butternut Cream Pie” by Kim Zanzano
I am the sun that doesn’t shine,
The red rose that doesn’t bloom,
Always sitting quietly way back in the room.

Who am I! I ask myself…
I may not have that answer
But I know who I am not.

I am not the person who put others down.
I am not the person who skips out on tips.
I am not the person who walks around hands on hips.

I’m comfortable in all that I do
And some try to figure me out.
I sit back and relax as they
Look from one side of their newspaper
As if they were cheating.

Is that Cherry Blossom Butternut Cream Pie that she’s eating?
Part Two: Units and Lesson Plans
Monsters in Literature: Who and What Are They?  
Cesar Alvarez

This unit is designed for a 12th grade English literature course and aligned with Common Core English Standards. Its aim is to teach students to delve deeper into literary works of horror and discern what the creatures in those pieces represent. The lessons will also help students make connections between the elements that constitute the horror genre and our fascination with it. The unit and field trip to Madame Tussaud’s will be connected to the curriculum through the student’s writing of a research report at the end of the unit. Students will also be taught literary devices through the analysis of literature in its different forms: film, prose, and song. The trip to Madame Tussaud’s adds a level of realism to the topic and this site not only serves the purposes of the unit, but could be used in conjunction with another teacher in order to help the students with another subject (i.e. world/American history). Some works examined in this unit include:

- Bram Stoker’s *Dracula*  
- Jack Williamson’s *Darker Than You Think*  
- David Moody’s *Autumn*  
- *Bram Stoker’s Dracula* (1992)  
- *Dawn of the Dead* (1978)

**Overview**

**Performance objectives:** Students will be able to:

1) Analyze works of literature in the horror genre.
2) Analyze and interpret what the creatures of the horror genre stand for.
3) Analyze and connect elements of horror with our (the public’s) fascination with the genre.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performance objectives</th>
<th>Intelligences</th>
<th>Learning Modalities</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research report</td>
<td>Students will be able to: Write a research report in which they combine different media to support their topic.</td>
<td>Linguistic, Visual, Music, Interpersonal</td>
<td>Visual, Auditory, Kinesthetic</td>
<td>Research report essay</td>
</tr>
<tr>
<td>Fieldtrip</td>
<td>Students will be able to: Make a connection between themes in what they have been reading in class and their experiences on the trip.</td>
<td>Visual, Interpersonal, Intrapersonal</td>
<td>Visual, Auditory, Kinesthetic</td>
<td>Paragraph on experience</td>
</tr>
<tr>
<td>Research report presentations</td>
<td>Students will be able to: Work in pairs to create a power point presentation that expresses their views on their topic</td>
<td>Interpersonal, Visual, Linguistic</td>
<td>Visual, Auditory</td>
<td>Power Point presentation</td>
</tr>
<tr>
<td>Critical Lens essays</td>
<td>Students will be able to: Write an essay in which they use two pieces of literature or media to explain a given quote.</td>
<td>Linguistic</td>
<td>Visual, Auditory</td>
<td>Critical Lens Essay</td>
</tr>
<tr>
<td>Music presentation</td>
<td>Students will be able to: See the literary value in music and present how they were able to connect it to current themes in class.</td>
<td>Musical, Linguistic, Intrapersonal</td>
<td>Visual, Auditory</td>
<td>Power Point Presentation using music</td>
</tr>
</tbody>
</table>

**Acceptable Evidence**

Assessments and Rubrics:

**Critical Lens Essay**
(Option 1) “The oldest and strongest emotion of mankind is fear, and the oldest and strongest kind of fear is fear of the unknown.” --H.P. Lovecraft

Your assignment is to take the book you read and use it to interpret the quote above. What does H.P Lovecraft mean that our strongest emotion is fear? How does this relate to what we have read and seen?

(Option 2) “We’ve all got both light and dark inside us. What matters is the part we choose to act on. That's who we really are.” --J.K. Rowling

Your assignment is to take the book you read and use it to interpret the quote above. What does J.K Rowling mean? How does this relate to what we have read and seen?

Your Task: Write a critical essay in which you discuss two works of literature you have read from the particular perspective of the statement that is provided for you in the Critical Lens. In your essay, provide a valid interpretation of the statement, agree or disagree with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the two works. You may use scrap paper to plan your response.

Guidelines: Be sure to...

1) Provide a valid interpretation of the critical lens that clearly establishes the criteria for analysis.
2) Indicate whether you agree or disagree with the statement as you have interpreted it.
3) Choose two works you have read that you believe best support your opinion.
4) Use the criteria suggested by the critical lens to analyze the works you have chosen.
5) Avoid plot summary. Instead, use specific references to appropriate literary elements (for example: theme, characterization, setting, point of view) to develop your analysis.
6) Organize your ideas in a unified and coherent manner.
7) Specify the titles and authors of the literature you choose.
8) Follow the conventions of standard written English.

New York State Comprehensive English Regents Rubric: Critical Lens Essay
<table>
<thead>
<tr>
<th>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- provide an interpretation of the “critical lens” that is faithful to the complexity of the statement and clearly establishes the criteria for analysis</td>
</tr>
<tr>
<td>- use the criteria to make insightful analysis of the chosen texts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts</td>
</tr>
<tr>
<td>- develop ideas briefly, using some evidence from the texts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization: the extent to which the response exhibits direction, shape, and coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>- maintain the focus established by the “critical lens”</td>
</tr>
<tr>
<td>- exhibit a logical sequence of ideas through use of appropriate devices and transitions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and style</th>
</tr>
</thead>
<tbody>
<tr>
<td>- are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose</td>
</tr>
<tr>
<td>- vary structure and length of sentences to control rhythm and pacing</td>
</tr>
</tbody>
</table>

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We have spent the past few weeks reading literature, watching films and TV shows, and even listening to songs about the various creatures that scare us. As we have noticed, all the creatures have an origin and they represent some aspect or fear of society. Keep this in mind while you write this research paper on zombies.

This assignment will be done in pairs. Below is a list of possible topics. You may choose one or create your own topic. If you choose to create your own, you must discuss it with me first.

You will research your topic using two to four different sources. You may use films, TV shows, magazine articles, newspapers, books, or online articles. Analyze the books, films, TV shows, etc. that you select and use them to properly explain your topic (i.e. if talking about the non-fictional origin of zombies, use a non-fiction book that talks about how the stories got started).

Your pair has two options for this assignment: Option 1) Write a 5 page paper using standard APA formatting; Option B: Create a Power Point presentation (about 7 minutes long, 8 slides) that is accompanied by a two page paper.

Some possible sub-topics or areas you may want to concentrate on: Origin of zombies (nonfictional-zombeism, fictional); Preparation for the zombie apocalypse (effect on politics, survival, manuals); Zombie literature (manuals, novels, nonfiction); Zombies in the media (original zombies- what they stood for, Romero’s zombies-what they stand for, modern zombies- what they stand for).

Rubrics for Alternative Assessment

<table>
<thead>
<tr>
<th>Quality:</th>
<th>4 (exceeds standard)</th>
<th>3 (meets standard)</th>
<th>2- (needs revision for credit)</th>
<th>F (below standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Documentation:</strong> Did student present a thesis and develop it appropriately with</td>
<td>• presents very clear thesis • uses exact</td>
<td>• presents clear thesis • uses some</td>
<td>• presents thesis • uses few quotations,</td>
<td>• presents unclear thesis</td>
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Alternative Assessment: Unit research report

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<td>• presents clear thesis • uses some</td>
<td>• presents thesis • uses few quotations,</td>
<td>• presents unclear thesis</td>
</tr>
<tr>
<td>recognized sources of information using correct APA form through paper with names, pages, dates?</td>
<td>quotations, accurately paraphrases, uses correct APA form for sources through paper with names, pages, dates</td>
<td>quotations, accurately paraphrases, uses correct APA form for sources through paper with names, pages, dates</td>
<td>inaccurately paraphrases, uses correct APA form for some sources through paper with names, pages, dates</td>
<td>uses no quotations, inaccurately paraphrases, plagiarizes, uses inaccurate APA form or APA form for few sources through paper with names, pages, dates</td>
</tr>
<tr>
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<td>---</td>
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</tbody>
</table>

**Content: Did student support research question with a thoughtful, connected review of literature?**

Did student present a clear complete method of data collection and use well-designed instruments matching research question?

<table>
<thead>
<tr>
<th>• supports research question with thoughtful, connected review of literature</th>
<th>• supports research question with clear method of data collection and uses well-designed instruments matching research question</th>
<th>• supports research question with some review of literature</th>
<th>• does not support research question or uses little or no sources in review of literature</th>
</tr>
</thead>
</table>

**Organization: Did student present a complete introductory narrative, a well thought-out question with complete elaboration, a thoughtful literature review with excellent connection to research project, a clear complete method of data collection, and use well-designed instruments matching research question?**

<table>
<thead>
<tr>
<th>• presents a complete introductory narrative, a well thought-out question with complete elaboration, a thoughtful literature review with excellent connection to research project, a clear complete method of data collection, and well-designed instruments matching research question</th>
<th>• presents a clear introductory narrative, a good question with some elaboration, a good literature review with relevant connection to research project, a clear method of data collection, and well-designed instruments matching research question</th>
<th>• presents an introductory narrative, a good question, a literature review with some connection to research project, a method of data collection, and some instruments matching research question</th>
<th>• presents an introductory narrative, an unclear or irrelevant question, a literature review with little or no connection to research project, an inadequate or poor method of data collection, and few or no instruments matching research question</th>
</tr>
</thead>
</table>

**Language: Did student for**

<table>
<thead>
<tr>
<th>• uses language</th>
<th>• relies on basic</th>
<th>• uses imprecise</th>
<th>• shows</th>
</tr>
</thead>
</table>
| formal paper using exact, appropriate vocabulary, proper sentence structure, and a variety of sentences? | appropriate for formal paper fluently  
- varies structure and length of sentences | vocabulary and/or slang  
- shows some attempt to vary sentence structure or length | language and/or slang  
- minimal awareness of levels of language  
- writes incoherent or inappropriate sentences  
- uses few or no variety of sentences |
|---|---|---|---|
| Conventions: Did student use correct spelling, punctuation, capitals, grammar, usage? | uses conventions consistently | usually uses conventions  
- makes occasional errors that do not interfere with reader’s comprehension | sometimes does not use conventions  
- occasional errors interfere with reader’s comprehension |
| | | | often does not use conventions  
- writing may be unintelligible or not written as English |

**Assessment of Oral Presenter**

Name of evaluator________________________________Person evaluated _______________________________

Verbal Effectiveness: *Idea development, use of language, and the organization of ideas are effectively used to achieve a purpose.*

<table>
<thead>
<tr>
<th>Quality: Degree to which ideas are presented</th>
<th>Exceeds Expectations (2)</th>
<th>Meets Expectations (1)</th>
<th>Needs Improvement (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ideas are presented</td>
<td>ideas clearly organized, developed, and supported to achieve a clear purpose</td>
<td>main idea evident, but organizational structure needs strengthening; ideas may not always flow smoothly</td>
<td>ideas may be unfocused or undeveloped; main purpose unclear</td>
</tr>
<tr>
<td>introduction is effective</td>
<td>gets audience’s attention</td>
<td>may not be well-developed</td>
<td>undeveloped or irrelevant</td>
</tr>
<tr>
<td>presentation is organized</td>
<td>main points clear and organized effectively</td>
<td>main points not always clear</td>
<td>main points difficult to identify</td>
</tr>
<tr>
<td>support is sufficient</td>
<td>original, logical, relevant with facts, examples</td>
<td>may lack originality or adequate development</td>
<td>inaccurate, generalized, or inappropriate material</td>
</tr>
<tr>
<td>transitions used effectively</td>
<td>smooth transitions from one idea to next</td>
<td>may be awkward</td>
<td>lacking</td>
</tr>
<tr>
<td>conclusion is effective</td>
<td>satisfying conclusion</td>
<td>may need additional development</td>
<td>abrupt or limited</td>
</tr>
<tr>
<td>language is appropriate for formal presentation</td>
<td>vivid, precise language</td>
<td>appropriate, but word choices not particularly vivid or precise</td>
<td>limited, peppered with slang or jargon, too complex, or too dull</td>
</tr>
<tr>
<td>material is not read to class</td>
<td>Oral, not written, presentation</td>
<td>some reading of notes within presentation</td>
<td>read most or all of time</td>
</tr>
</tbody>
</table>

**List of potential sources:**

**Non-fiction:**

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<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Editor</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>The Zombie Movie Encyclopedia</td>
<td>Dendle, Peter</td>
<td>2000</td>
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<tr>
<td>Book of the Dead: The Complete History of Zombie Cinema</td>
<td>Russell, Jamie</td>
<td>2005</td>
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<tr>
<td>The Undead and Philosophy: Chicken Soup for the Soulless</td>
<td>Greene, Richard and K. Silem Mohammad</td>
<td>2006</td>
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<td>Introducing Zombies (Famous Movie Monsters)</td>
<td>Forget, Thomas</td>
<td>2006</td>
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<td>Gospel of the Living Dead: George Romero's Visions of Hell on Earth</td>
<td>Paffenroth, Kim</td>
<td>2006</td>
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<td>Eaten Alive!: Italian Cannibal and Zombie Movies</td>
<td>Slater, Jay</td>
<td>2006</td>
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<td>Zompoc: How to Survive a Zombie Apocalypse</td>
<td>Michael G. Thomas and Nick S. Thomas</td>
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<td>Zompoc: Weapons and Tactics for the Zombie Apocalypse</td>
<td>Michael G. Thomas and Nick S. Thomas</td>
<td>2010</td>
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<td>Theories of International Politics and Zombies</td>
<td>Drezner, Daniel</td>
<td>2010</td>
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<td>The Serpent and the Rainbow</td>
<td>Davis, Wade</td>
<td>1985</td>
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<td>Passage of Darkness: The Ethnobiology of the Haitian Zombie</td>
<td>Davis , Wade</td>
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**Fiction:**

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<th>Title</th>
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<tr>
<td>Cell</td>
<td>King Stephen</td>
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<tr>
<td>Autumn</td>
<td>Moody, David</td>
<td>2001</td>
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<td>Generation Dead</td>
<td>Waters, Daniel</td>
<td>2008</td>
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<td>History is Dead: A Zombie Anthology</td>
<td>Paffenroth, Kim (Editor)</td>
<td>1988</td>
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<td>Resident Evil: The Umbrella Conspiracy</td>
<td>Perry, S.D.</td>
<td>1998</td>
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<td>Herbert West: Re-Animator</td>
<td>Lovecraft, H.P.</td>
<td>1921</td>
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**Films:**

<table>
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<th>Title</th>
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<tr>
<td>28 Days Later</td>
<td>Danny Boyle</td>
<td>2002</td>
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<tr>
<td>Night of the Living Dead</td>
<td>George A. Romero</td>
<td>1968</td>
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<td>Pet Sematary</td>
<td>Mary Lambert</td>
<td>1989</td>
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<td>Resident Evil</td>
<td>Paul W.S. Anderson</td>
<td>2002</td>
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<td>Evil Dead</td>
<td>Sam Raimi</td>
<td>1981</td>
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<td>Fido</td>
<td>Andrew Currie</td>
<td>2006</td>
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<td>Shaun of the Dead</td>
<td>Edgar Wright</td>
<td>2004</td>
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<tr>
<td>Dawn of the Dead</td>
<td>George Romero</td>
<td>1978</td>
</tr>
<tr>
<td>Let Sleeping Corpses Lie</td>
<td>Jorge Grau</td>
<td>1974</td>
</tr>
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</table>
Lesson Plan: Research Papers--Not as Scary as You Think

Aim objectives: What do I need to do to write a great research paper?

Materials: Handouts (these will have the steps needed to write a research paper), Smart Board, internet access, computer, website: [http://www.teachervision.fen.com/research-papers/writing/2123.html](http://www.teachervision.fen.com/research-papers/writing/2123.html)

Common Core English Standards: Reading (1, 2, 3, 5, 6, 7, 9, 10, 11); Writing (1, 2, 4, 5, 7, 8, 9, 10, 11)

Performance Objectives: Students will be able to:

1) pick and establish a topic for their paper
2) look for sources
3) take notes
4) organize their ideas
5) write a first draft
6) use footnotes and endnotes
7) write a bibliography
8) proofread their work

Do Now/anticipatory set: Students will answer a question written on the board (“List five things you must do to write a term research report”).

Motivation: Students will learn the proper method for writing research papers, which will improve their papers and thus their grades.

Development:

1) Students will complete the “Do Now” activity.
2) The class will briefly discuss their responses to the “Do Now” activity.
3) A student helper (during the discussion) will begin giving out the handouts.
4) Use the Smart Board to show the students a presentation on how to write a proper research report.
5) Go through the 9 handouts.
6) Ask the students if they have any further questions on the material.
7) Class will be dismissed after each student hands in his/her “ticket” out of class.

Final Summary/closure: Students will come up with the topics for their research papers and hand them in before they leave.
**Homework/independent practice:** Based on the topic they have chosen for their research papers, students will find at least 3 sources to use for their papers. They will create a bibliography for the sources using proper APA formatting.

**Extra Credit:** For extra credit (using APA formatting), students can annotate their bibliographies.

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**Lesson Plan: We Can’t Leave out Frankenstein! Frankenstein in Contemporary Music!**

**Aim objectives:** How does Frankenstein live on in modern music?

**Materials:** iPod with songs: “Boulevard of Broken Dreams” by Green Day, “Dust in the Wind” by Kansas; speakers to play the music through; handouts with Venn diagrams; handouts with the lyrics to the songs; handout with a synopsis of *Frankenstein*

**Common Core English Standards:** Reading (1, 2, 3, 4, 7, 9, 11); Writing (1, 4); Speaking and Listening (1, 2)

**Performance Objectives:** Students will be able to make clear connections between classic/canonical literature and modern media:

1) in themes
2) in use of symbolism
3) in use of tone
4) identifying different literary devices as they are used in contemporary music
5) comparing and contrasting different themes and symbols through the use of Venn diagrams

**Do Now/anticipatory set:** As students walk into class, the two songs will be playing on loop and they will have the lyrics on their desks. The board will say: Take out a sheet a paper. On this sheet, make a table. On one side, write Green Day’s “Boulevard of Broken Dreams,” and on the other, write Kansas’ “Dust in the Wind.” I want you to write down everything that pops into your head as you listen to these two songs. Think in literary terms!! For example: themes, symbolism, tone.

This will get them thinking about the songs and prepare them for the lesson.

**Motivation:** Students will get to listen to music in class and talk about it. Comparing the songs to literature will also show them that there is a lot to miss in the music they love if they do not know what they reference.

**Development:**

1) Students will do the “Do Now” activity.
2) Ask which students have seen the movie or read the book *Frankenstein* and put each one in a different group.
3) The class will come together to see what points they agree upon.
4) Hand out a synopsis of the story.
5) The groups will work together to try to make connections between Mary Shelley’s *Frankenstein* and the presented songs.
6) As a class, students will fill in a Venn diagram on the board with themes and symbols that are shared between *Frankenstein* and the two songs.
7) The class will be given their homework handout and active listening sheets.
8) The class will be asked to fill out peer review sheets.

**Final Summary/closure:** The students will fill out peer review sheets, which they will hand in as they walk out of class.

**Homework/independent practice:** Students will be asked to think about the books we have read so far in this unit. They are to choose a song they believe relates to that book. They are to use a Venn diagram in order to illustrate the similarities. They are to bring in a copy of the lyrics for the class. They can also email the mp3 or link to the teacher so that he or she can listen to it.

**Extra Credit:** Students can find an additional song, movie, or music video to connect to the book. They will once again use a Venn Diagram to illustrate the similarities. They might also find another movie or music video such as Michael Jackson's “Thriller” at [http://www.youtube.com/watch?v=sOnqikJTMaA](http://www.youtube.com/watch?v=sOnqikJTMaA)

**Lesson Plan: A Veritable Monster Mash (Pre-trip/Speaker Lesson)**

**Aim Objectives:** What is the significance of the role of monsters (i.e. werewolves, vampires, zombies, etc.) in horror literature in relation to our fears?

**Materials:** Smart Board, Power Point (containing images and information on some creatures not already mentioned in the preceding weeks), Netflix, YouTube, Handouts (short stories on some creatures and a sheet on Marie Tussaud)

**Common Core English Standards:** Reading (7); Speaking and Listening (1, 2, 5, 6)

**Performance objectives:** Students will be able to:

1) Analyze and talk about the actions taken by the monsters as well as their personalities.
2) Identify and analyze readers’ different responses to the monsters.
3) Compare and contrast the different creatures from the horror genre.
4) Collaborate with one another to create a presentation.
5) Present information on different creatures from the horror genre through links to texts and videos.

**Do Now/anticipatory set:** Students will write on a sheet of paper the name of the creature they looked at over the weekend. Have one child at the computer set up as the technician to facilitate the swapping in and out of flash drives in order to show the students’ links from their homework the night before.

**Motivation:** This lesson is almost entirely in the students’ hands. Giving them a sense of control and responsibility will increase their work ethic. Also, allowing them to find material for the lesson and then using it
will increase their interest in the lesson plan. A student will distribute a graphic organizer, which the class will complete as students present the links and information they have gathered.

**Development:**

1) Students will complete the “Do Now” activity.
2) The class will briefly discuss the creatures examined so far and some that were left out.
3) The student technician will begin to set up the presentations.
4) The first student group will set up their presentation.
5) A general graphic organizer will be distributed to the class to fill out during the presentations.
6) The rest of the students will present their findings.

**Directions:** Please complete the following graphic organizer as the speaker gives the presentation.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Film with creature</th>
<th>Characteristics of creature</th>
<th>[Non-]appeal to an audience</th>
<th>[Non-]appeal to you</th>
</tr>
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7) The class will attempt to connect all the creatures to each other.
8) The class will be reminded of the trip that will occur the following day in which we will visit Madame Tussaud’s Scream New York.
9) The students will be given handouts on Marie Tussaud and on the making of the wax statues to read at home.

**Final Summary/closure:** Students will write two or three sentences in response to the following questions: What do you think is a common theme across all these creatures we have discussed? Which of the creatures you saw today is your favorite? Give two reasons why.

**Extra credit:** From the presentations given today, which film would you like to see in its entirety? Give two reasons why.

**Homework/independent practice:** Students will research pictures of the creatures that they have been discussing over the past three weeks. Each student will bring to the field trip a picture of an early rendition of the creature and a more modern look of the creature. Each student will also bring in at least three questions on the creature whose pictures he or she has brought.

**Lesson Plan: Field Trip to Madame Tussaud’s Scream New York

**Aim objectives:** “Experiencing the horror: Meeting the creatures face to face.”
The primary objective is to visit the Scream New York attraction. Here, students will see wax figures of different creatures of horror. As a chaperone, one of the school’s history teachers will accompany the class. This teacher will take the students on a tour of some of the cultural and historical people who have wax statues in the museum. This will help make the trip more meaningful for the students. The students have always seen these creatures as far off mystical things. Seeing these creatures face to face and experiencing the Scream New York event will allow the students to live their own horror tale by meeting the creatures they have been studying. On top of continuing our lesson by seeing these creatures close up, the students will be able to increase their knowledge on historical, political, and world figures by visiting the displays.

**Accommodations for students with special needs:** Madame Tussaud’s is handicap accessible and upon request can supply wheelchairs and have hosts that can help.

**Accommodations for ELL students:** The experience is primarily in viewing statues and the live Scream event; as such, no language beyond an ELLs capability should be present. Prior to coming to Madame Tussaud’s, the students will be provided with a sheet on vocabulary related to horror literature and film. This will be a recap of vocabulary they have already learned in the previous three weeks.

**Materials:** Permission slips from parents, paper for the students to write on

**Common Core English Standards:** Reading (7); Writing (7); Speaking and Listening (1, 2, 5)

**Performance objectives:** Students will be able to:

1) Upon going through the Scream attraction, name some of the creatures they saw.
2) Speak to each other about the creatures they saw and the settings they were in, and relate this to the literary and film works they have experienced.
3) Identify the reason why these attractions cause fear in some as well as their attraction to it.

**Do Now/anticipatory set:** Students will show each other their pair of modern and traditional (older) renditions of creatures from horror literature and film.

**Motivation:** The students are out on a field trip, which makes the lesson much more exciting for them. The chance to go through the Scare event will excite the students and build a deeper connection to the lessons.

**Development:** While on site and after going through the Scream area, students will discuss what they saw. They will include creatures, themes, and anything else they might think is important. Students will also attempt to recognize and name any films or pieces of literature that might have been represented inside Scream New York. Students will discuss horror themes addressed in the attraction. Once finished with the Scream New York event, students will see the wax statues of historical, political, and world figures. There will be some discussion of their significance and role in history.

**Final Summary/closure:** Students will be given a sheet with the question: Why do I personally believe some of the monsters are feared? Why do we fear: 1) Dracula, 2) Frankenstein, 3) Werewolves, 4) Mummies, 5) and
Zombies? This will be their homework assignment. The sheet will give them room to answer the question and have an area for writing on specific creatures.

**Extra Credit:** Name an additional creature and give two reasons why it is feared. You will get an additional point for each additional creature.

**Lesson Plan: Horror Wrap Up**

**Aim objectives:** How do we write letters of gratitude to show the director of Madam Tussaud’s Wax Museum how the trip allowed us to make connections to the literature in this unit?

**Materials:** Sheets of paper, Smart Board

**Common Core English Standards:** Reading (7); Speaking and Listening (1, 2, 6)

**Performance objectives:** Students will be able to:

1) Take their experiences from the field trip and apply it to the material covered in the unit.
2) Discuss with each other the themes of the units, experiences from the trip, and how it all related to each other.
3) Write a letter expressing gratitude.

**Do Now/anticipatory set:** Students will answer the following questions: What was your favorite part of the Scream attraction? Why?

**Motivation:** The opportunity to get to speak about themselves in class will help them to remember the previous day more clearly; this will in turn help them with their letters of gratitude.

**Development:**

1) Class will come in and hand in their homework assignment.
2) Students will start the “Do Now” activity.
3) The students and teacher will discuss their experiences at the attraction. What did it show them about the nature of these creatures in horror media and literature?
4) Give the students a handout with a model/outline of a well-written letter of gratitude.
5) The students will be asked to write a letter of gratitude to the manager of the establishment.
6) Collect any completed letters as the students leave the class.

**Final Summary/closure:** The class will end with students writing their letters of gratitude. Completed letters will be collected. Those who have not completed their letters will finish them at home and bring them in the next day.
(NOTE: your name goes only at the bottom)

Date (write out like June 4, 2012)

Your Return Address (no abbreviations for Street, Avenue, etc.)
Your City, NY [your two letter state abbreviation] zip

First and Last Name of the Person to whom you are writing
Address
City, ST zip

Dear Mr. /Ms. Person or To Whom It May Concern: [note the colon]

Indentations for paragraphs are usually not used. The body paragraphs should be single spaced in a business letter. You should double space between paragraphs when your letter contains more than one paragraph.

In a second paragraph, give specific examples of how you benefited from your contact with this person and what you learned. Be sure to thank him/her for his/her time and efforts on your behalf.

Sincerely yours,

{four spaces so that your signature may appear here}

Sally Student

A business letter is not restricted to one page; the letter should be as long as it needs to be. Please note the line spacing.
The US Constitution
Michelle Waithe Primus

This five-lesson unit, which addresses the Government requirement for grade 12 students, concentrates on the Constitution. Lesson one addresses the separation of powers, while lesson two examines the House of Representatives. The third lesson concentrates on the Senate, which will prepare the students for lesson four on the checks and balances in the federal government. The fifth lesson looks at the major differences between the House of Representative and the Senate. The unit starts by drawing on the prior and general background knowledge of the students. Students should have already studied US history and should know that the Constitution is the supreme law of the land. It is hoped that by making this and other connections, such as the basic principles of the Constitution, the students will be better able to relate to the new content knowledge. More so, each lesson will be carefully linked so that the students can smoothly transition from one topic to the other. Moreover, since it is a Government class, the Constitution will be used as the springboard to other topics, such as the Bill of Rights. Besides the attainment of content knowledge, students will be expected to acquire skills in research, as well as organizing and communicating results effectively.

Topic: The United States Constitution

Essential Question: How does the government established by the Constitution embody the purposes, values, and principles of American democracy?

Aim: How does the Constitution provide a system of justice?

Vocabulary: Executive, Legislative, Judicial, Separation of powers, Federalism, Checks and Balances, Popular Sovereignty, Reserved Power, Delegated Power, Concurrent Powers, Filibuster, Veto, Great Compromise, Political Parties, Bill, Bicameral, Senate, Majority

Instructional Objectives: SWBAT:

1) Explain the Constitutional principles of separation of powers.
2) Discuss the organizational hierarchy of the US House of Representatives and its members.
3) Identify the representatives’ roles in the House hierarchy.
4) Examine how power and responsibility are distributed, shared, and limited in the government established by the US Constitution.
5) How is the national government organized and what does it do?
6) Explain the principles of checks and balances.
7) Work in simple cooperative learning groups.
8) Effectively present material.

Materials: Text – United States History and Government by Briggs/Fish Petersen, computer, Venn diagram to show separate and shared powers in the federal government, poster paper, markers.

Day one: The Separation of Powers

Vocabulary: Federalism, Reserved Power, Delegated Power, Concurrent Powers, Separation of Powers
Do now: Students will view a short clip on the Constitution. They will then write three ideas that come to mind from the word “Constitution.” (http://sunnylandsclassroom.org/Asset.aspx?id=12 – short clip on the Constitution)

Pre-Reading Activity: The do now will be used as a springboard by way of probing questions, to gather students’ background knowledge that is relevant to the lesson. List all knowledge on the board. The ideas that will be studied will be highlighted. Students will then be introduced to the topic by means of a mini-lecture using PowerPoint, and a clip on “How would the Separation of Powers be defined today”? (http://www.annenbergclassroom.org/page/supreme-court-qa-2005-our-constitution-a-conversation)

Main points of the lecture/video clip:

1) Two important principles of the Constitution are Federalism and Separations of Powers.
2) Federalism is the division of the power to govern between the states and national government.
3) The system of Federalism provides three types of powers, namely delegated, reserved, and concurrent powers.
4) That the separation of powers is essentially the division of the power to govern, between the legislative, executive, and judicial branches.
5) Discussion will be prompted throughout the session.
6) Students will listen and respond orally and in writing to probes.
7) Students will be engaged in a simple cooperative learning activity of Think/Pair/Share.

Reading Activity: Students will be engaged in a cooperative learning group. They will:

1) Be assigned readings from the text and handout # 1 – the short extract.

Handout #1 - The Separation of powers

There are three branches of government. The US Constitution defines them as the legislative, executive, and judicial. There are also federal, state, and local levels of governments. The framers believed that this separation of powers would ensure that no one person or group of persons would be able to create, administer, and enforce the laws at the same time. These branches all serve to ensure that the other does not exceed its given power. The framers believed that forcing the different branches of government to contend with each other and work together would lead to more thoughtful lawmaking and ensure that no single person or group would be able to control the entire process. They, therefore, check on each other. Each branch of government has its own responsibilities.

Basic Concepts of the Separation of Powers: The Constitution separates power into 3 equal branches of government so that no one branch of government can become too powerful.

The federal legislative branch -- the Congress which is created by Article 1 -- has the power to pass laws.
The federal executive branch -- the president and executive agencies created by Article 2 -- has the power to administer the laws and to conduct foreign policy. The president is also the commander-in-chief of the nation's armed forces.

The federal judicial branch, i.e. the US Supreme Court and lower federal courts, created by Article 3 -- has the power to interpret and enforce the laws and is the final arbiter of the meaning of the Constitution.

2) Read and record the key points.
3) Complete the chart (handout #2 - “The Branches of Government”)

**Handout #2: “The Branches of Government Chart”**

Students will use the pictures to fill the blank boxes, e.g. the White House should be a clue for the executive branch.

4) Share their points with each other, and discuss their importance.
5) Use their creativity to translate their findings in the form of a song, poem, short skit, or a graphic organizer.

**Post-Reading:** Groups will share what was learned/product with the whole class.
**Homework:** Students will complete a learning log on the day’s activity. They will identify three key points and give their thoughts on them. They will also complete handout #3, which should be a Venn diagram showing separate and shared powers in the federal government.

**Day Two:** The House of Representatives

**Vocabulary:** Legislative, Executive, Judicial, Filibuster, Veto, Great Compromise.

**Materials:** Computer with internet connection, YouTube video clips, handout #1.

**Pre-Reading Activity:** Students will watch and listen to YouTube videos. They will respond to probing questions at key points during the clips.

“Government made Easy: The Legislative Branch”: http://www.youtube.com/watch?v=KjZbDRxlVls&feature=related

“The Legislative Branch Explained”: http://www.youtube.com/watch?v=dJHBgZWPJ_0&feature=related

“Legislative Branch Part1”: http://www.youtube.com/watch?v=uuhXaS9je-s&feature=related

**Reading Activity:** Students will be engaged in cooperative learning groups. They will:

1) Be assigned readings from handout # 1 – “Article 1 - The House of Representatives.”

Handout # 1: The House of Representatives

*Article I, Section 2* specifies that the House of Representatives be composed of members who are chosen every two years by the people of the states. There are only three qualifications: a representative must be at least twenty-five years old, must have been a citizen of the United States for at least seven years, and must live in the state from which he or she is chosen. Efforts by both Congress and the states to add requirements for office, such as durational residency requirements or loyalty oaths, have been rejected by Congress and the courts.

*Article I, Section 2* also creates the way in which congressional districts are to be divided among the states. A difficult and critical sticking point at the Constitutional Convention was how to count a state’s population, particularly whether slaves would be counted for purposes of both representation and taxation. If slaves were considered property, they would not be counted at all; if they were considered persons, they would be counted fully—just as women, children, and others who could not vote were counted. Ironically, Southern slave-owners, who considered slaves their property, wanted slaves to be fully counted in order to increase their own political power in Congress. After extended debate, the framers agreed to the three-fifths compromise—three-fifths of the total number of slaves would be included in a state’s population total (note that the framers never use the word slaves in the document). Following the Civil War, the formula was changed with the passage of *Amendment XIII*, which abolished slavery, and *Amendment XIV, Section 2*, which specifically repealed the three-fifths rule.
Based on a census conducted every 10 years, Congress must determine how many representatives (at least one is required) are to come from each state. The Constitution set the number of House members from each of the original thirteen states. This remained until the completion of the first census. In 1929, Congress limited the House of Representatives to 435 members and established a formula to determine how many districts would be in each state. For example, following the 2000 census, southern and western states like Texas, Florida, and California gained in total population and thus added representatives, while northern states like Pennsylvania lost several members.

Congress left it to state legislatures to draw district lines. As a result, at the time of a census, the political party in power in each state legislature is able to define new districts that favor its own candidates, affecting who can win elections for the House of Representatives in the following decade. This process—redrawing district lines to favor a particular party—is often referred to as gerrymandering.

2) Highlight and discuss the points of the feature and the role of the House.
3) Formulate questions and answers regarding the importance of the House.

**Post-Reading**: Students will present their findings in the format of a round-table discussion.

**Homework**: Students will complete a learning log on the day’s activity. They will identify three key points and give their thoughts on them. They will also draw a graphic organizer that portrays the features and functions of the House.

**Day Three**: The Senate

**Vocabulary**: Political Parties, Bill, Senate

**Materials**: Computer with internet connection, link to the Constitution, handouts #1 and #2

**Pre-Reading Activity**: Students will watch and listen to YouTube videos and take notes of salient points. There will be ongoing discussion using TPS at selected breaks in the clips.

“Legislative Branch Part 1”: http://www.youtube.com/watch?v=uuuXaS9je-s&feature=related


**Reading Activity**: Students will be engaged in cooperative learning groups. They will use handout #1 and their notes to put together a short skit featuring the role of senators in Congress, such as the passing of a bill.

**Handout #1 - The Senate**

The Senate, which now has one hundred members, has two senators from each state. Until 1913, senators were elected by their state legislatures. But with the adoption of Amendment XVII, senators have been elected directly by the people of each state. There are several exclusive requirements to be a senator: he or she must be over thirty years of age, must have been an American citizen for at least nine
years, and must live in the state he or she represents. Senators can serve for an unlimited number of six-year terms.

Senatorial elections are held on a staggered basis so that one-third of the Senate is elected every two years. If a senator leaves office before the end of his or her term, Amendment XVII now provides that the governor of his or her state sets the time for a new election. The state legislature may authorize the governor to temporarily fill the vacant seat.

The vice president of the United States is also the president of the Senate. He or she normally has no vote but can act as a tiebreaker if the Senate is equally divided on a proposed bill or nomination. The Senate also chooses officers to lead them through their work. One of the officers, the president pro tempore (“president for a time”), presides over the Senate when the vice president is not available and, like the Speaker of the House, is in the line of succession should the president or the vice president be unable to serve.

**Post-Reading:** Students will be given the opportunity to do their skits.

**Homework:** Students will complete their learning logs on the day’s activity. They will identify three key points and give their thoughts on them. They will complete handout #2, a jigsaw of the features of all the branches.

**Handout #2** – Jigsaw on the features of the three branches of government. Students will organize all information under the correct branches.

<table>
<thead>
<tr>
<th>Two houses or groups</th>
<th>The President is the head</th>
<th>Meets at the Capitol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Judges and courts</td>
<td>Vice President</td>
<td>Supreme Court is the highest in USA</td>
</tr>
<tr>
<td>Each state has two Senators elected by the citizens</td>
<td>Cabinet- people appointed by the President to help him</td>
<td>Nine justices are on the Supreme Court</td>
</tr>
<tr>
<td>Commander of the Military</td>
<td>The House of Representatives</td>
<td>Supreme Court justices are appointed by the president</td>
</tr>
<tr>
<td>The number of Representatives is based on the population of the state/elected by the citizens</td>
<td>Can veto laws passed by the Congress</td>
<td>The Senate</td>
</tr>
<tr>
<td>The two houses are called the Congress</td>
<td>Meets in the Supreme Court Building</td>
<td>Settles differences between the laws and the Constitution</td>
</tr>
</tbody>
</table>
**Day Four:** The Checks and Balances in the Federal Government

**Vocabulary:** Checks and Balances, Majority

**Materials:** Computer with internet connection, link to the Constitution, handouts #1 & #2

**Pre-Reading Activity:** Students will watch and listen to YouTube videos and take notes of salient points. There will be ongoing discussion between clips.

“The 3 branches of government”: http://www.youtube.com/watch?v=x5M50xBz1cU&feature=related

“The three branches rap” – Who got the power”: http://www.youtube.com/watch?v=ZCB8EOY5d48&feature=fvwrel

“The Checks and Balances: The Three Branches of State Government”: http://www.youtube.com/watch?v=U21s1yERk3I&feature=related

“The Checks and Balances Rap”: http://www.youtube.com/watch?v=4rRtb6WAs4Y&feature=related


**Reading Activity:** Within the assigned groups, students will use notes and handout #1 to:

1) List the feature of checks and balances.
2) Discuss the pros and cons of checks and balances.
3) Develop a group project using their individual intelligences entitled “Checks and Balances for Dummies.”

**Handout #1**

The framers believed that this separation of powers would ensure that no one person or group of persons would be able to create, administer, and enforce the laws at the same time. Each branch of government would be a check on the power of the other two branches. In some instances, two branches of government are required to work together. For example, the Senate must approve the president’s appointments to the Supreme Court. The president has the power to veto acts of Congress or to pardon convicted criminals and Congress can impeach the President and federal court justices and judges. Although the system of checks and balances makes government less efficient, that is really the point. The framers believed that forcing the different branches of government to contend with each other and work together would lead to more thoughtful lawmaking and ensure that no single person or group would be able to control the entire process.

**Post-Reading:** Groups will present their product to the class. Students will be given a chance to assess group presentations.

**Homework:** Students will complete learning logs on the day’s activity. They will identify three key points and give their thoughts on them. They will also complete handout #2

**Handout #2**
Complete the checklist. Imagine that you have the responsibility for reframing the Constitution of the USA. Use the checklist to check the powers that you would retain and in the blank space write any new powers you would like to include. Briefly give your reasons for your choices.

**Executive Branch**
- Enforcing Law
- Vetoing
- Appointing Judges
- Declaring State of Emergency

**Legislative Branch**
- Investigation
- Impeachment
- Overriding the governor’s veto

**Judicial Branch**
- Interpretation of national law
- Interpretation of state laws
- Settling controversies
- Making decisions on state laws

**Day Five: The Major Differences between the House of Representative and the Senate**

**Vocabulary:** Bicameral

**Materials:** Computer with internet connection, link to the Constitution, handout #1

**Pre-Reading Activity:** Students will watch and listen to YouTube video and take notes of salient points. There will be ongoing discussion using TPS at selected breaks in the clip.

“The Differences between the House and the Senate”:
http://www.youtube.com/watch?v=bXYl7P2oYXA&feature=related

**Reading Activity:** Within the assigned groups, students will use notes and handout #1 to:

1) List the structure and powers of both the House and the Senate.
2) Create a Venn diagram and show the similarities and differences of the House and the Senate.
3) Discuss if the House and the Senate are equal, or if one is more powerful.
The Legislative Branch: The Legislative Branch of the federal government is the Congress, which is composed of two law-making chambers, each of which must approve new legislation. The Constitution places checks on Congressional power in several ways. It strictly limits the areas in which Congress can legislate. It gives the president the power to veto legislation (and requires a supermajority of Congress to override that veto) and, through executive agencies, the power to enforce the law. Federal courts also have the power to review the constitutionality of any federal law and, where there is a controversy about what the law means, interpret its meaning.

The House of Representatives: Article I, Section 2 specifies that the House of Representatives be composed of members who are chosen every two years by the people of the states. There are only three qualifications: a representative must be at least twenty-five years old, must have been a citizen of the United States for at least seven years, and must live in the state from which he or she is chosen. Efforts by both Congress and the states to add requirements for office, such as durational residency requirements or loyalty oaths, have been rejected by Congress and the courts. Article I, Section 2 also creates the way in which congressional districts are to be divided among the states. A difficult and critical sticking point at the Constitutional Convention was how to count a state’s population, particularly whether slaves would be counted for purposes of both representation and taxation. If slaves were considered property, they would not be counted at all; if they were considered persons, they would be counted fully—just as women, children, and others who could not vote were counted. Ironically, Southern slave-owners, who considered slaves their property, wanted slaves to be fully counted in order to increase their own political power in Congress. After extended debate, the framers agreed to the three-fifths compromise—three-fifths of the total number of slaves would be included in a state’s population total (note that the framers never use the word slaves in the document). Following the Civil War, the formula was changed with the passage of Amendment XIII, which abolished slavery, and Amendment XIV, Section 2, which specifically repealed the three-fifths rule. Based on a census conducted every 10 years, Congress must determine how many representatives (at least one is required) are to come from each state. The Constitution set the number of House members from each of the original thirteen states. This was used until the completion of the first census. In 1929, Congress limited the House of Representatives to 435 members and established a formula to determine how many districts would be in each state. For example, following the 2000 census, southern and western states like Texas, Florida, and California gained in total population and thus added representatives, while northern states like Pennsylvania lost several members. Congress left it to state legislatures to draw district lines. As a result, at the time of a census, the political party in power in each state legislature is able to define new districts that favor its own candidates, affecting who can win elections for the House of Representatives in the following decade. This process—redrawing district lines to favor a particular party—is often referred to as gerrymandering.

The Senate: The Senate, which now has one hundred members, has two senators from each state. Until 1913, senators were elected by their state legislatures. But with the adoption of Amendment XVII, senators have been elected directly by the people of each state. There are several exclusive requirements to be a senator: he or she must be over thirty years of age, must have been an American citizen for at least nine
years, and must live in the state he or she represents. Senators can serve for an unlimited number of six-year terms. Senatorial elections are held on a staggered basis so that one-third of the Senate is elected every two years. If a senator leaves office before the end of his or her term, Amendment XVII now provides that the governor of his or her state sets the time for a new election. The state legislature may authorize the governor to temporarily fill the vacant seat. The vice president of the United States is also the president of the Senate. He or she normally has no vote but can act as a tiebreaker if the Senate is equally divided on a proposed bill or nomination. The Senate also chooses officers to lead them through their work. One of the officers, the president pro tempore (“president for a time”), presides over the Senate when the vice president is not available and, like the Speaker of the House, is in the line of succession should the president or the vice president be unable to serve.

Post-Reading: The groups will divide up responsibility of the reading of handout #1. They will record and provide a list of the similarities and differences between the House and the Senate. They will then stand in one of the four corners that represent their views on the equality of power in Congress. Students will present their arguments, and will be given opportunity to change corners if they are swayed. The four corners will be labeled as follows: EQUAL POWERS, UNEQUAL POWERS, HOUSE HAS GREATER POWERS, SENATE HAS GREATER POWERS.

Homework: Students will complete their learning logs stating three main points that were learned. Handout # 2 - Students will correctly complete the chart by using the clues provided.

Handout # 2: A comparison of the House and the Senate

<table>
<thead>
<tr>
<th>House of Representatives</th>
<th>Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Powers</strong></td>
<td></td>
</tr>
<tr>
<td>Majority elects the speaker; Senators have only one vote; has the power of impeachment; Limits debates to 1 hour; not difficult to challenge referral of bills; Referral of bills hard to challenge; has the power to introduce a tax bill</td>
<td></td>
</tr>
</tbody>
</table>

List of structures: 2-year term; 6-year term; Must be a citizen 9 years or more; Must be a citizen 7 years or more; Must reside in district being represented; Must reside in state being represented; Must be at least 30; Must be at least 25; Elected by the people of the state; Has 435 members; Has 100 members; Led by the Vice-President; Led by the Speaker of the House

List of Powers: Majority elects the speaker; Senators have only one vote; has the power of impeachment; Limits debates to 1 hour; not difficult to challenge referral of bills; Referral of bills hard to challenge; has the power to introduce a tax bill
**Formative Assessments and Summative Assessments:** The unit will begin with a pre-test, which will cover the key areas of the Constitution. A post-test will be done at the end. It will be used along with the pre-test to measure the overall growth or true learning of the students. For this reason, the questions given on the post-test will be similar to those given on the pre-test, though not identical to them.

**Proficiency level**

<table>
<thead>
<tr>
<th>Levels/Scores</th>
<th>Rank</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exemplary</td>
<td>Demonstrated complete understanding of the problems. All requirements are met.</td>
</tr>
<tr>
<td>3</td>
<td>Accomplished</td>
<td>Some application of the knowledge. Most requirements are met.</td>
</tr>
<tr>
<td>2</td>
<td>Approaching</td>
<td>Basic knowledge of the problems. Many requirements are missing.</td>
</tr>
<tr>
<td>1</td>
<td>Below standard</td>
<td>Demonstrated no understanding of the problem.</td>
</tr>
<tr>
<td>0</td>
<td>Unsatisfactory</td>
<td>No response/ task not attempted</td>
</tr>
</tbody>
</table>

The students will be expected to produce *group projects/presentations*. This collaborative effort will take the form of *cooperative learning* (CL). Research indicates that (CL) promotes active learning within the natural realm of social activities. Moreover, it is noted to embody crucial tools of active learning, such as research, listening, and reflection. Group projects can, therefore, enhance students’ skills in areas such as communication, comprehension, and critical thinking. To ensure success of the groups’ performances, shared responsibilities and positive interdependence will be reinforced to achieve accountability and responsibility for individual tasks. After the projects are completed, the students will have the opportunity to present their product, which may be a report, a song, a concept map, a dramatic piece, or something else. The product will, therefore, indicate their mastery of the expected goals of the lesson.

The students will also use *learning logs* as a form of assessment. Students will be given five minutes before the end of class to write their reflections on the day’s lesson in their log book. The students will be required to write the key points of what they learned and note any unanswered questions that they may still have regarding the lesson. In short, the log will be used to check for understanding and monitor progress.
Upcoming College Life
Simona Matteis

This unit focuses on the topic of “upcoming college life” and was developed through the subject area of English Language Arts for an 11th-grade class. I designed this unit to implement a pragmatically essential topic, as I believe a unit of this type can enhance students’ personal views by exposing them to a reality that will personally affect them within a short time. After selecting the topic, I reflected upon where this unit would fit within the academic year and curricula. I decided to include the unit during the last quarter of 11th grade, as this is the time during which students have already conducted college research, both at home and in the school environment. This unit exposes them to lessons logically linked to both the ELA curricula and to their discussions with guidance counselors or parents regarding various college options available. The unit is developed through inter-connected lessons for before, during, and after the presentation/speech by a college advisor. My rationale for the pre-speech lesson was to guide students through the process of composing relevant informal/formal questions about college through specific criteria. The informal portion of college life is addressed thanks to the readings of short stories taken from The Student Body: Short Stories about College Students and Professors by John McNally, whereas formal inquiries are composed by using guided categories and direct conferences with students. During the speech day, the lesson is coordinated through a series of graphic organizers and a Q&A session. The speaker connects students’ lives to his college discussion and, in turn, students have the opportunity to inquire about college life. Each lesson unravels through a planned system and this particular lesson shows the invisible curriculum, as it teaches students about respect and etiquette. For the lessons after the presentation, I include a letter of thanks in the students’ homework as an independent task, and later instruct them to choose a specific college program of study with the goal of evaluating its many aspects through guided criteria. After this is completed, students should utilize the acquired inside perspective to compose a college essay.

Overview:

These initial lessons are logically inter-connected and give way to the immediate following lesson plans, which chronologically include a lesson based on the analysis of media linked to college life, the writing of a resume, and the process of conducting mock college interviews in class.

Each lesson presents individual specific instructional objectives, summarized as follows:

<table>
<thead>
<tr>
<th>Lesson / Activities:</th>
<th>Instructional Objectives. SWBAT:</th>
<th>Intelligences addressed:</th>
<th>Product:</th>
</tr>
</thead>
</table>
| Prepare inquiries about college | - Identify aspects relevant to students and use these to formulate questions about the life of a college student.  
- Create relevant and thought out technical discussion questions to use during the upcoming presentation. | Linguistic  
Interpersonal  
Intrapersonal | Students will have a series of questions following specific criteria to appropriately engage in a Q&A session with a class speaker. |
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Logical</th>
<th>Linguistic</th>
<th>Intrapersonal</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate a college program of study</td>
<td>Identify one program the student would like to examine more deeply; something that has an impact on the student as a person.</td>
<td></td>
<td></td>
<td></td>
<td>Students accomplish a self-evaluation as they assess how they want their future to unfold.</td>
</tr>
<tr>
<td>Compose a college essay</td>
<td>List personality and behavioral traits that make the student unique. Show how these can benefit the school that will accept them. Link these with their outlook of the world.</td>
<td>Linguistic</td>
<td></td>
<td>Intrapersonal</td>
<td>Students will have an essay presenting themselves to understand how their personality traits can benefit their lives.</td>
</tr>
<tr>
<td>Conduct mock college interviews</td>
<td>Identify questions appropriate to a college interview. Prepare to present themselves and their experiences based on relevant topics.</td>
<td>Logical</td>
<td>Linguistic</td>
<td>Interpersonal</td>
<td>Students gain a pragmatic perspective concerning the process of an interview.</td>
</tr>
<tr>
<td>Analyze a song linked to college life</td>
<td>Identify feelings evoked and theme of the song. Relate the story to their personal experience and feelings about college.</td>
<td>Musical</td>
<td></td>
<td></td>
<td>Students end with analyzing their own feelings about one of life’s primary constants: change.</td>
</tr>
<tr>
<td>Material to Be Studied (novel, short stories, poems, films)</td>
<td>Rationale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| *The Student Body: Short Stories about College Students and Professors* by John McNally.  
*Chicken Soup for the Soul: Teens Talk Getting Into College: 101 True Stories from Kids Who Have Lived Through It* by Canfield, Hansen, and Newmark. | Students will read a contemporary story about the life of a college student and utilize items taken from it to formulate questions for a college advisor. This literature will inspire the class to ask both formal and informal questions regarding their upcoming college experience. |
| *Rudy* (1993)  
*Educating Rita* (1983) | The class will be shown scenes from the films *Rudy* and *Educating Rita* to gain inspiration to compose a college essay. The former will expose them to the concept of self-belief, as the protagonist is a boy who was determined to overcome the odds to play college football at Notre Dame. The latter involves a study on self-discovery as a woman chooses to finish her education and this aids her to find out more about her own identity. |
| Computer lab to type letters of thanks to the speaker | This will teach students much about the invisible curriculum, as respect, etiquette, and manners are chief components of this kind of unit. |
| Song linked to college experiences:  
Sara Bogguss, “Letting Go”  
Retrieved from: [http://www.youtube.com/watch?v=aLyGae5mYoo](http://www.youtube.com/watch?v=aLyGae5mYoo)  
Lyrics at: [http://www.cowboylyrics.com/lyrics/bogguss-suzy/letting-go-4687.html](http://www.cowboylyrics.com/lyrics/bogguss-suzy/letting-go-4687.html) | This song/music video is an inspirational piece of music portraying college life as a new frontier met when life changes. They will examine this song and determine the message behind it and the ways it connects to the reality of college.  
For extra credit, students will be presented a list of song titles linked to college. They can choose among any of these and research music and words. They will write one paragraph analyzing the lyrics and imagery of the song to determine in what ways it is linked to college experiences. I will emphasize the importance of both learning and building relationships. |
| “Wine on The Desert” by Max Brand  
As an introduction to writing their own resumes, students will compose a resume for the character of Durante found in “Wine on The Desert.” |
| *The Dead Poets Society* (1989) | Viewing scenes from *The Dead Poets Society* will give students insight on the interaction in a college between students and a professor.  
Students plan for mock college interviews. |
Overall, the post-high school reality is inexplicably linked to students’ lives and the development of a unit of this sort seems only natural to provide them with a truly essential portion of knowledge that they will greatly value in the imminent future. Inviting a speaker and developing this unit will build upon a highly memorable unit and a genuinely purposeful result.

LESSON 1

Pre-speech lesson plan

**Materials:** Student notebooks, pens or pencils, handout with categories relating to college

**Aim:** How can we prepare others to approach a relevant discussion regarding their upcoming college life?

**Standards:** NYS ELA Standards: Language for: 1) Information and understanding, 2) Literary response and expression, 3) Critical analysis and evaluation, 4) Social interaction

**P.O.S.:** Students will be able to:

1) Examine short stories from *The Student Body: Short Stories about College Students and Professors* by John McNally and *Chicken Soup for the Soul: Teens Talk Getting In to College: 101 True Stories from Kids Who Have Lived Through It* by Canfield, Hansen, and Newmark.

2) Identify aspects relevant to them and use these to formulate questions about the life of a college student.

3) Create relevant and thought-out technical discussion questions to use during the upcoming presentation.

**Do Now:** Each student is given one short story taken from one of the following:

*The Student Body: Short Stories about College Students and Professors* by John McNally

*Chicken Soup for the Soul: Teens Talk Getting In to College: 101 True Stories from Kids Who Have Lived Through It* by Canfield, Hansen, and Newmark.

They must answer the following: “Thinking about your life as it is today, list a minimum of five activities you enjoy doing.”

**Motivation:** Turn to the person sitting next to you. Compare activities and inquire about why your classmate likes these.

**Development:** Explain the following: “We will be having a guest speaker who will join our class to give a speech about college. He is an undergraduate academic advisor from Mercy College. Today you will read a series of short stories about the life of a college student and prepare a list of questions that you would like to ask him regarding college.”

Break students into groups of four and give each a handout with a list of categories that relate to college life in multiple ways. All students are given vocabulary sheets to write down words they might find unfamiliar and
look them up in the dictionary. During this lesson period, each group will formulate 2 questions for each of the categories, for a total of 8 questions per group.

**HANDOUT GIVEN TO STUDENTS:**

**Each group will formulate:**

**Academic Advising (2 questions)**

**Tuition (2 questions)**

**Degree and Major (2 questions)**

**Grading (2 questions)**

You will experience college life by reading short stories. Each group has been given one short story taken from the above-mentioned literature. The group can use items taken from the stories to formulate an additional two questions, which can be about any less formal aspect, e.g. the social realm of college, extracurricular activities, dormitory life, or anything you are curious to learn about that is not included in the academic categories we listed.

During group work, the teacher should conduct individual conferences with each group to instruct them on where their focus should lie for every college category. Examples as follows:

**Academic Advising Questions:** “These questions should relate to the courses you will take as a college student and appointments with your college advisor. This is the person who guides you through your major and tells you which courses you must register for in order to complete your program of study.”

In italics are the types of questions students should formulate through the teacher’s prompts and critical thinking.

**What do you want to know about your college courses?** How many credits does a college program need? What are the advantages of taking A.P. classes in high school? What is the difference between a semester, quarter, and term? How many credits is it advisable to take each term for graduation purposes? What are the deadlines to register and conditions to withdraw? How often should I see my advisor?

**Tuition Questions**

What will you need to know about the costs of college? How much does each credit cost? How does tuition differ between the programs? How many courses do I need to take to qualify for a discount? What scholarships/grants are available? If so, what are the requirements for these?

**Major and Degree Requirement Questions**

What would you like to ask about options available to you in terms of majors and degree requirements? How can I decide on an academic plan (major)? What are the requirements to be accepted? How can I major in two
different departments? What is expected of me to graduate? What programs allow me to obtain both my bachelor’s and master’s degrees together?

Grading Questions

How will grading be similar and how will it be different from high school? What questions do you have about the way college professors will score your assignments, papers, or exams? What are the scoring criteria for college courses? What are the criteria of credit transfer from other colleges? What happens if I do not complete an assignment, or the course itself? What is the protocol if I disagree with a professor’s final grade? How do I go about repeating the course or appealing my grade?

Collect each group’s list of questions to read them together as a class. Go over one category at a time, having one assigned person per group read aloud the questions they formulated. Avoid redundant questions with the overall goal of having a comprehensive list of questions covering the previously listed college topics and answering doubts and inquiries relevant to all students.

Each group is given back a list of five questions to ask the advisor on the day of the speech. They will assign one person as the speaker, who will represent the group during the presentation.

Summary: Exit slip: “List two essential things that are important to you in order to begin exploring a degree or college choice.”

Homework: This homework will include an essay question as a formal assessment. The assignment was composed using the New York State English Regents and rubric as a model.

Regents-Type Literature Essay:

Instructions: Compose a critical essay in which you discuss two works of literature you have read from the particular perspective of the statement that is provided for you in the Critical Lens, as follows:

“Cauliflower is nothing but cabbage with a college education.”

--Mark Twain

In your paper, discuss your interpretation and opinion of the above statement, agree or disagree, and support your ideas by referencing literary elements from the two works.

Guidelines:

1) Follow the conventions of standard written English.
2) Connect your interpretation to the analysis of the statement.
3) Discuss why you agree or disagree.
4) Select two works that best support your opinion, e.g. poem, novel, short story, etc.
5) Discuss details about the works you selected without summarizing. Focus on which literary elements in the works display the perspective of the statement.
6) Organize your ideas in a unified and coherent manner.

If the student addresses only one text, the response can be scored no higher than a 3. If the student makes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1. Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0. A response totally copied from the text(s) with no original student writing should be scored a 0.

Rubric used for scoring:
<table>
<thead>
<tr>
<th>Quality</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</td>
<td>-provide an interpretation of the “critical lens” that is faithful to the complexity of the statement and clearly establishes the criteria for analysis</td>
<td>-provide a thoughtful interpretation of the “critical lens” that clearly faithful to the complexity of the statement and clearly establishes the criteria for analysis</td>
<td>-provide a reasonable interpretation of the “critical lens” that establishes the criteria for analysis</td>
<td>-provide a simple interpretation of the “critical lens” that suggests some criteria for analysis</td>
<td>-provide a confused or incomplete interpretation of the “critical lens” that suggests some criteria for analysis</td>
<td>-do not refer to the “critical lens”</td>
</tr>
<tr>
<td></td>
<td>- use the criteria to make insightful analysis of the chosen texts</td>
<td>- use the criteria to make insightful analysis of the chosen texts</td>
<td>- use the criteria to make insightful analysis of the chosen texts</td>
<td>- make implicit connections between criteria and the chosen texts</td>
<td>- make superficial connections between the criteria and the chosen texts</td>
<td>- make a allude to the “critical lens” but do not use it to analyze the chosen texts</td>
</tr>
<tr>
<td>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</td>
<td>-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts</td>
<td>-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts</td>
<td>-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts</td>
<td>-develop ideas briefly, using some evidence from the texts</td>
<td>-may rely primarily on plot summary</td>
<td>-are incomplete or largely undeveloped, hinting at ideas but references to the text are vague, irrelevant, repetitive, or unjustified</td>
</tr>
<tr>
<td></td>
<td>- exhibit a logical and coherent structure through skillful use of appropriate devices and transitions</td>
<td>- maintain the focus established by the critical lens</td>
<td>- exhibit a logical sequence of ideas through use of appropriate devices and transitions</td>
<td>- establish, but fail to maintain, an appropriate focus</td>
<td>- exhibit a rudimentary structure but may include some inconsistencies or irrelevancies</td>
<td>- are minimal, with no evidence of development</td>
</tr>
<tr>
<td>Organization: the extent to which the response exhibits direction, shape, and coherence</td>
<td>- maintain the focus established by the critical lens</td>
<td>- maintain the focus established by the critical lens</td>
<td>- maintain a clear and appropriate focus</td>
<td>- lack an appropriate focus but suggest some organization, or suggest a focus but lack organization</td>
<td>- show no focus or organization</td>
<td></td>
</tr>
</tbody>
</table>
### Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety

| - are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose | - use language that is fluent and original, with evident awareness of audience and purpose | - use appropriate language, with some awareness of audience and purpose | - rely on basic vocabulary, with little awareness of audience or purpose | - use language that is imprecise or unsuitable for the audience or purpose | - are minimal |
| - vary structure and length of sentences to enhance meaning | - vary structure and length of sentences to control rhythm and pacing | - occasionally make effective use of sentence structure or length | - exhibit some attempt to vary sentence structure or length for effect, but with uneven success | - reveal little awareness of how to use sentences to achieve an effect | |

| Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage | - demonstrate control of the conventions with essentially no errors, even with sophisticated language | - demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language | - demonstrate partial control, exhibiting occasional errors that do not hinder comprehension | - demonstrate emerging control, exhibiting occasional errors that hinder comprehension | - demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult | - are minimal, making assessment of conventions unreliable |
| - may be illegible or not recognizable as English |

### Extra Credit:
Identify one program of study you would like to examine more deeply; something that has an impact on you as a person. Write a two-page essay sharing what you have learned. Follow this organizer:

**Paragraph 1**

1) What is the program’s focus?
2) What kind of orientation does it offer?
3) What online or in-person components does this program offer?

**Paragraph 2**

1) Three reasons why I find this program interesting.
2) Can candidates meet with an advisor before making a decision about applying?
3) What sets this program apart from similar ones in other colleges?
4) How can students transfer credits?

**Paragraph 3**
1) How does it prepare students for their future lives?
2) Three ways it connects to the life I want.
3) What kinds of careers can the program shape?

**LESSON 2**

**During-speech lesson plan**

**Introduction:**

Activities during speaker’s visit: Students will be directed to reflect on their upcoming post-high school ventures. They will have the opportunity to connect literature to college life as a guest speaker discusses various options available to them and answers their questions. The class will complete a guide sheet related to what they wish to do with their future in relation to the available college education choices. They will have the opportunity to learn both in groups and independently, while utilizing graphic organizers to further comprehend specific concepts.

During speech activities: Students will receive catalogs and brochures with information regarding college programs of study available to them. They will additionally listen to stories concerning the social reality of college and aspects of university students’ lives. In order to allow students to participate in the guest speaker experience while maintaining their engagement, they will take notes and complete a guide sheet about college. They will later be prompted to ask questions and actively engage in a Q&A portion.

Accommodations for students with special needs: The speech will be taped and later transcribed to allow special needs students to read the speaker’s points.

Accommodations for ELL students: The speech will be recorded on video so that English Language Learner students can re-watch it and clarify potentially confusing items.

Provision for extension/extra credit: Students will write an essay to examine a specific program of study more deeply with a focus on what types of careers it can shape.

After the speech, students will also interview a college graduate to gain first-hand insight on the life of a college student.

**Materials:** College catalogs, student notebooks, guide sheet about college, pens or pencils, college brochures

**Aim:** How do we help others make decisions regarding their future college experience?

**Standards:** NYS ELA Standards: Language for: 1. Information and understanding, 4. Social interaction

**P.O.s:** Students will be able to:

1) Appropriately participate in a Q&A session.
2) Fill out a guide sheet about college.
**Do Now:** “You have the following list of questions ready from our previous lesson: academic advising, tuition, degree and major, and grading. Each of you can add two personal questions or doubts. Draw inspiration from the short story you read and complete the following:

<table>
<thead>
<tr>
<th>Questions about one major</th>
<th>Curiosities/Doubts about college</th>
<th>In what ways does this connect to the literature you read? Specify the title of the short story.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Motivation:** “Using last night’s homework on the program of study you examined more deeply, indicate one curiosity or inquiry you have specifically about one degree program. You will ask the speaker about this.”

**Development:** Introduce the speaker and allow him to begin discussing the reason behind his speech to the class. He will start by briefly presenting the fundamental aspects of college and giving the class a background overview.

One at a time, the speakers from each group will take turns asking one question taken from the list they prepared. Direct the Q&A session. If needed, clarify the students’ questions and track the remaining time. After the academic inquiries have been addressed, students will present their informal questions based on the Do-Now and Motivation portions of this lesson. As students are now allowed to ask about the programs they are interested in, this last portion will take the form of a fun conversation and will be directed in a less rigid manner. The class should feel at ease discussing college life with the speaker.

Throughout the lesson, the class will take notes by filling out the following guide sheet for their notes:

<table>
<thead>
<tr>
<th>Major I am interested in</th>
<th>Acceptance requirements</th>
<th>How much does this program cost?</th>
<th>What kind of job could I have with this major?</th>
<th>Financial aid available</th>
<th>Graduation requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

___ per credit

___ per term

The class will also receive a series of materials, e.g. brochures, catalogs, and a transcription of the speaker’s presentation to take home and share with parents.

**Summary:** Exit slip: “List three things you learned about college life from this presentation.”

**Homework:** Students will be given the speaker’s business address. They must write a “thank-you” letter to him indicating why the lesson was valuable to them. This letter will be returned to me for final assessment before sending.
**Extra Credit:** Look at your graphic organizer from the speech. Select one of the programs of study the speaker discussed and list its primary characteristics with a focus on what type of careers it can shape.

**LESSON 3**

**Post-speech lesson**

**Materials:** Notebooks, pens or pencils, college catalog

**Aim:** How can we use our new understanding of college life to compose an essay for college admission?

**Standards:** NYS ELA Standards: Language for: 1. Information and understanding, 4. Social interaction

**P.O.s:** Students will be able to:

1) List personality and behavioral traits that make them unique.

2) Show how these can benefit the school that will accept them.

3) Link these with their outlook on the world.

**Do Now:** Write a few sentences describing how you positively changed someone else’s life or narrate an event in your life that deeply impacted you.

**Motivation:** List types of services or events you believe have a permanent effect on peoples’ lives.

**Development:** The class will be shown scenes from the film *Rudy* (1993) to learn about self-belief and inspiration to compose a college essay. The story is a narrative of a boy who followed his dreams regardless of the obstacles. He had always been told that he was too small to play college football, but his determination to overcome the odds eventually led him to Notre Dame.

1. After viewing scenes from *Rudy*, initiate a discussion to complete the following graph on the Smart Board:

<table>
<thead>
<tr>
<th>Rudy’s life-changing events</th>
<th>Effects on people’s lives</th>
<th>My life-changing events</th>
<th>Effects on people’s lives</th>
<th>Personality traits of people in this situation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For column 5, how can you tell that each person in a determined situation will have this personality trait?

Students independently fill out the following chart:

<table>
<thead>
<tr>
<th>Strength I have</th>
<th>How I show this strength</th>
<th>Weakness</th>
<th>How I overcame this weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now, direct the students’ attention to the fact that the personality traits on the Smart Board are similar to their strengths and/or weaknesses. What they listed to complete this chart is precisely what shows the importance of their qualities and their willingness to overcome negative traits. This information can be the basis of a comprehensive and meaningful college essay.

Give students a list of four writing techniques: a. Ask a question, b. Give a surprising fact, c. Use a quotation, d. Tell an anecdote about yourself or someone you know.

Explain that these writing strategies are used to attract and hold the attention of a reader and will be needed to complete the homework.

**Summary:** Exit slip: “List three ways in which your qualities and willingness to overcome flaws will help you succeed in college.”

**Homework:** The development of your strengths and the determination to overcome your weaknesses will ensure your success in college and life. Write a college essay that explains why you are different from everyone else. Be sure to use what you wrote in your exit slip and the examples you listed in your chart today.

**Extra Credit:** Interview a college graduate to gain first-hand insight on the life of a college student. Compose a two-page essay, including four categories, as follows: 1) General – Discuss an overview of your interview subject. 2) Academic – List aspects of his/her academic life. 3) Extra-curricular – Discuss his/her experiences out of the college classroom. 4) Social – His/her interactions with peers and friends?

For each of the above categories, you must: 1) Document your findings. 2) Find and discuss a personal connection to the interview subject.

---

**LESSON 4**


**Aim:** How does the short story, “Wine on The Desert,” by Max Brand help us compose a resume for the character of Durante?

**Standards:** NYS ELA Standards: Language for: 1. Information and understanding, 2. Literary response and expression, 3. Critical analysis and evaluation.

**P.O.s:** Students will be able to:

1) Identify feelings evoked by Max Brand’s short story, “Wine on the Desert.”

2) Analyze the character of Durante to compose his resume.

3) Compose resumes including personal and professional experiences.
**Do Now:** As an introduction to writing their resumes, students will compose a resume for the character of Durante from “Wine on The Desert.” Students are given a print-out of the short story. They must read the highlighted portions to gain insight on the character of Durante.

**Motivation:** Underline any words or sentences that describe Durante’s personal and professional backgrounds. Turn to the person sitting next to you and discuss. Answer these questions: *What kind of man is he? What makes you say this? Why is he running away? What personality traits do you see in this character? What would you say is his primary flaw? How can you tell? What fate does he ultimately encounter?*

Discuss with your peer and gather your thoughts on the character of Durante. Remember that this will be crucial for the next activity.

**Development:** Each student will complete the following chart:

<table>
<thead>
<tr>
<th></th>
<th>Words showing what Durante is like</th>
<th>Line #</th>
<th>Reasons why</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Character traits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Qualities/flaws</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Why is he disloyal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional (work related)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hobbies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students are now given media on writing resumes for fictional characters retrieved from:


As they browse the site, they will be given the following list of appropriate items to be included in a resume. Each group will compose a resume for Durante with all information available and will later use the same criteria to compose their own as homework.

**Personal Information**

Name

Current and Permanent address

Telephone number
E-mail address

**Objective**

In one short sentence, summarize the goal for your job search. The goal statement is also effective to highlight your skills in the goal statement. For example: “Seeking a position that utilizes my skills in research, writing, and counseling.”

**Education**

Middle School name
City and State
Date of graduation
High school name
City and State
Date of graduation (if applicable)
Course Highlights (classes you took that are directly related to the job or your career field)

**Work and Related Experience**

Summer jobs
Internships
Volunteer work

For each, include: Position title, dates, company/organization, city/state, and a brief list of the job duties

**Awards and Honors**

Academic, musical, athletic, or other recognition.
Include the name of the award/honor, who awarded it, and when it was awarded.

**Activities/ Hobbies**

Include your role in the position, the organization, and dates.

**Skills**

Soft skills, e.g. being responsible, loyal, hardworking, energetic, outgoing

Hard skills, e.g. Microsoft Office 2010
References (3-5 people need to be available as references if your potential employer wants to speak to them)

Teacher/Professor

Work supervisor (current or past)

Character reference (Pastor, Headmaster, youth group leader or someone who knows you well)

Include the name, relationship to you, organization, contact phone numbers.

Students must now write a resume with the information available on Durante. When they have completed the task, collect the drafts and assign the following rubric.

When composing your own resume, remember to: 1) Be honest, but avoid writing anything negative; 2) Use a simple, easy to read font style, 12 point; 3) Limit your resume to one or two pages.

Summary: At the end of class, students will complete an exit slip: “Despite his betrayal, name one character trait that you think could help Durante obtain a job. Give your reasons for why an employer would find this desirable.”

Homework: Compose your resume following the handout with required elements and the rubric which you will be graded on. The overall grade will depend on how well you present yourself and your experiences.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4</th>
<th>3</th>
<th>2.5</th>
<th>1</th>
<th>RAW Score</th>
<th>TOTAL</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format/Layout</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The resume consistently follows formatting guidelines for length, layout, spacing, and alignment. Format and layout make the resume exceptionally attractive, drawing attention to the content, and enhancing readability.</td>
<td>Formatting guidelines for length, layout, spacing, and/or alignment are almost always followed. 1-2 problems in format and layout, but readability and attractiveness are not affected.</td>
<td>Formatting is repeatedly inconsistent in length, layout, spacing, and/or alignment, reducing readability and attractiveness.</td>
<td>Formatting guidelines for length, layout, spacing, and/or alignment are not followed, making the resume unattractive or hard to read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>The fonts are consistent and easy to read. Font size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.</td>
<td>The fonts are consistent and easy to read. Font size varies appropriately for headings and text.</td>
<td>Fonts are not used consistently, varying in style and size and making the text difficult to read.</td>
<td>No consistency in fonts. A wide variety of fonts, styles and point sizes was used.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The resume includes all necessary items (headings) and follows guidelines consistently (e.g. objective, action verbs, dates, places). Relevant education and experience substantiate objective sought and are presented in reverse chronological order.</td>
<td>Almost all necessary items are included and guidelines are followed for the most part. 1-2 errors in presentation of the content (e.g. objective, dates/places, action verbs, use of reverse chronological order). Relevant education and experience mostly support objective sought.</td>
<td>Several necessary content items are missing or there are several errors in presentation (e.g. objective, dates, places, actions verbs or use of reverse chronological order). Relevant education and experience provide little support for objective sought.</td>
<td>Presentation of content contains many errors or omissions, e.g. in the use of chronological order, action verbs, objective, dates, places, etc. Objective sought is not supported by relevant education and experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar/ Vocabulary</strong></td>
<td>The resume uses accurate English grammar and vocabulary (word forms, word choice). Action verbs are consistently used in past.</td>
<td>There are 1-3 errors in the use of English grammar and vocabulary (word forms, word choice).</td>
<td>There are 4-5 errors in English grammar and vocabulary (word forms, word choice).</td>
<td>There are more than 5 errors in English grammar and vocabulary (word forms, word choice).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
tense. Action verbs are almost always used in past tense. Action verbs are usually not used in past tense.

Mechanics (Spelling, Punctuation/ Capitalization)

<table>
<thead>
<tr>
<th>Errors in spelling, punctuation, or capitalization in the resume.</th>
<th>There are no errors in spelling, punctuation, or capitalization in the resume.</th>
<th>There are 1-3 errors in spelling, punctuation, or capitalization in the resume.</th>
<th>There are 4-5 errors in spelling, punctuation, or capitalization in the resume.</th>
<th>There are more than 5 errors in spelling, punctuation, capitalization in the resume.</th>
</tr>
</thead>
</table>

**Extra-credit assignment for enrichment:** Compare and contrast Brand’s “Wine On The Desert” to Jack London’s “To Build A Fire.” Answer the following questions: 1) Why did Durante go to Tony’s vineyard? Who was he running from? 2) Why did the protagonist in “To Build A Fire” struggle? 3) Describe how both stories display the contrast between human and nature. 4) What led both characters to their ultimate fate? 5) Name three similarities between each story’s main character.

**LESSON 5**

**Duration:** 4 days

**The preparation and development of this lesson requires additional time.**

**Materials:** Scenes from *The Dead Poets Society* (1989); video on college interviews, retrieved from: [http://www.youtube.com/watch?v=xponx42eG5E&feature=related]; college interview guide sheet; rubric to assess college interviews

**Aim:** How do we help students prepare for a college interview?

**NYS ELA Standards: Language for:** 1. Information and understanding, 4. Social interaction

**Do Now:** The class is shown scenes that will give insight on the interaction between students and professors within a college environment: Two scenes from *The Dead Poets Society* (1989) followed by a video on college interview “do’s” and “don’ts” retrieved from:

[http://www.youtube.com/watch?v=xponx42eG5E&feature=related]

**Motivation:** Taking into consideration the videos you just watched, list two things you must avoid during a college interview.

**P.O.s:** Students will be able to:

1) Identify questions appropriate to a college interview.
2) Prepare to present themselves and their experiences based upon relevant topics.

**Development:** Each student is given the following guide sheet for positives/negatives of a college interview process. This sheet will be color-coded to further emphasize categories:

**Whom you are likely to interview with:**

1) Admission officer  
2) Academic advisor  
3) Dean or Associate Dean  
4) Alumnus

**Time of the interview done in class:** 10 minutes

**Your purposes for interviewing:**

1) Showing the college your enthusiasm, personality, and what you can bring to the table.  
2) Learning about the college.  
3) Conveying your specific interests.  
4) Explaining your previous academic record or any situations better discussed in person.  
5) Offering an impression of who you are that enhances simple documents.

**Your appearance on an interview:**

1) Clean, well pressed clothes that fit you properly.  
2) Solid patterns or very subtle plaids.  
3) Colors should be conservative, e.g. navy, dark gray, or black.  
4) Avoid lower quality fabrics such as rayon blends.  
5) No missing buttons, no lint; and don't forget to remove external tags and tacking stitches from new clothes.

**Specific to women:**

1) Remember that television shows do not represent reality of the professional environment.  
2) Pants: creased and tailored. Avoid attire that is excessively tight or flowing.  
3) Skirt: should extend to cover your knee, or just above it. Sheer hosiery.  
4) No extreme color.  
5) Suit jacket.  
6) Tailored blouse in a color or small print that coordinates nicely with your suit.  
7) Simple or no jewelry.  
8) Little makeup.  
9) No extreme nail polish colors (nothing black or fluorescent).  
10) Use perfume sparingly or not at all.  
11) Lean toward conservative.
12) Formal shoes in polished condition, e.g. closed-toe pumps. Regardless of what is in style, avoid extremes; no stilettos or chunky platforms.
13) Clean and neat hair.

Specific to men:

1) Long-sleeved white or light blue button-down shirt.
2) A tie.
3) Dark socks (to avoid visible skin when you sit down).
4) Leather, lace-up or slip-on business shoes, preferably black.
5) A belt that matches your outfit.
6) Shave your facial hair.
7) No earrings.

Things to remember: Be punctual. Dress cleanly and neatly. Be polite to everyone you meet. Use appropriate language. Practice. Act naturally and be yourself. Act with confidence. Tell the truth. Expand on topics not covered by the college website or catalog. Show you have done your research about the college and why it is a good fit for you.

Things to avoid: Taking parent(s) or relative(s). Memorizing a speech. Speaking with slang. Acting with arrogance. Lying. Drinking a beverage or eating. Casual clothing.

DAY 1: Students will be divided into pairs and begin planning for mock college interviews with the aid of the above guide sheet. They will have this lesson time, as well as the homework period, to prepare to be both the interviewer and interviewee. Specifically:

1) As interviewers, they must compose a minimum of 8 questions that address the topics covered in the above guide sheet.
2) As interviewees, they must prepare to present themselves and be ready to answer questions of the same sort.

DAYS 2-3: Students will come in dressed appropriately in accordance with the appearance guidelines above. They must be ready to cover both roles for the interviews, which will be a maximum of ten minutes each. As each pair interviews each other, the process is taped.

DAY 4: The tapes will be available for review in the computer lab and each student will score his/her partner using the following rubric to assess the interviewee’s performance:

<table>
<thead>
<tr>
<th>Excellent college interview: You should get accepted!</th>
<th>Average college interview: You could get a letter but it is not certain.</th>
<th>College interviewing skills need significant improvement: You would not get in this college.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Impressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your appearance is professional—you are wearing a business suit. You greet and shake</td>
<td>You look nice but you do not wear a suit. Your greeting is appropriate but you forget to shake hands with</td>
<td>Your attire is not professional—you wear jeans or shorts to this interview. You do not greet or shake</td>
</tr>
</tbody>
</table>

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### College Interview Content

<table>
<thead>
<tr>
<th>Hands with your interviewer correctly. Your conversation is enthusiastic and engaging.</th>
<th>You are knowledgeable about the college and the program of study you are interested in. You display poise and confidence. You relate your skills to the degree requirements very well.</th>
<th>You are not knowledgeable about the college or any program of study. You are not confident in answering questions about yourself. You do not state the skills you have to study at this college.</th>
</tr>
</thead>
</table>

### Interview Skills / Techniques

<table>
<thead>
<tr>
<th>You have excellent eye contact with your interviewer without staring. Your language and grammar is appropriate. You do not use “um” or “like” inaccurately. You speak at the right speed.</th>
<th>You have adequate eye contact with your interviewer. Your language and grammar are adequate. You say “um” only a few times, but not enough to disrupt the interview. You talk a little too fast or too slow.</th>
<th>You look at the floor or ceiling when speaking. Your grammar and language are not appropriate. You say “um” or “like” too many times. You talk too fast or too slow.</th>
</tr>
</thead>
</table>

### Closing

<table>
<thead>
<tr>
<th>You successfully convey your interest in this college. You ask appropriate questions to the interviewer. You thank the interviewer.</th>
<th>You convey some interest in the college. You are not prepared to ask any questions. You thank the interviewer.</th>
<th>You do not show any interest in this college. You do not ask any questions. You do not thank the interviewer.</th>
</tr>
</thead>
</table>

**Summary:** Exit slip: “Name three primary things you will do to appropriately prepare for a college interview.”

**Homework:** Students are given back the feedback from their peers regarding how they scored on the interview. Now, they must each choose a college and program to write one well-developed paragraph on how the ideal college interview would unfold. They will follow this organizer:

**Section 1**

1) Present the fundamental facts about yourself.
2) Give a personable insight on your life, e.g. how you spent last summer, or a difficult situation you have faced.

**Section 2**

1) Demonstrate your interest in a specific program.
2) Describe why you want to attend / how you can contribute to this college.

**Section 3**

1) Present your research on the college.
2) List your inquiries about what the college can offer you.

**Extra credit:** Students are presented a “tough question,” which is a realistic possibility during a college interview. There is no way to prepare for this type of question, except to recognize that the possibility exists.

**Instructions:** Although most interview questions are standard, you may be asked one that is unusual. Choose one of the following questions and provide your answer in one paragraph:

1) If you could start high school all over again, what would you do differently?
2) If you were to conduct this entire interview without using the word “I,” how would you present yourself?
3) Do you think that our college should discontinue athletics and spend the money on academic programs instead? Why, or why not?

**LESSON 6 – The final lesson is media-centered and linked to feelings related to leaving for college**

Song linked to college experiences: Suzy Bogguss’ “Letting Go”

Retrieved from: [http://www.youtube.com/watch?v=aLyGae5mYoo](http://www.youtube.com/watch?v=aLyGae5mYoo)


**Rationale:** This song/music video, retrieved on YouTube, is an inspirational piece of music portraying college life as a new frontier met when life changes. At the end of this unit on upcoming college life, students will examine this song and determine the message behind it, as well as the ways it connects to the reality of college. This will emphasize the importance of both learning and building relationships.

**Lesson Plan:**

**Materials:** Lyrics of Suzy Bogguss’ song, “Letting Go”; composition paper

**Aim:** How does “Letting Go” help us see college as a change from familiar life to new undiscovered territory?

**Standards:** NYS ELA Standards: Language for: 1. Information and understanding, 3. Critical analysis and evaluation.

**P.O.S:** Students will be able to:

1) Identify feelings evoked by the song.
2) Identify the theme of Bugguss’ song, “Letting Go.”
3) Relate the story to their personal experiences and feelings about college.

**Do Now:** Students are given a print-out of lyrics from Suzy Bugguss’ song, “Letting Go.” They must read the first three stanzas and write one sentence to describe the primary focus of the song.
**Motivation:** Continue reading the lyrics. Underline all relevant words and/or details that support what you indicated as the main idea. Remember that a song, much like a poem, is often subject to personal interpretation. You can use context and word structure clues.

**Development:** Break students into groups of four. Each member will first cover the role of student and then she or he will become the teacher assessing the work of others. Every group member must complete the following chart:

<table>
<thead>
<tr>
<th>Feeling conveyed by song</th>
<th>Line #</th>
<th>Words/sentences showing this emotion</th>
<th>Reasons why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After finishing the chart, complete the following:

Theme of this song: ________________________________

Students must now assess the other three members of their group by completing a peer-evaluation sheet:

<table>
<thead>
<tr>
<th>Student ability:</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of feelings identified</td>
<td>A minimum of six words/sentences to describe a feeling.</td>
<td>Four or five emotions found.</td>
<td>Three or less words to describe a feeling.</td>
</tr>
<tr>
<td>Descriptive words</td>
<td>- Words and/or sentences chosen are pertinent to the description of the feeling indicated.</td>
<td>- Not more than one word is inapplicable to the feeling indicated.</td>
<td>- Words are irrelevant to the feeling and do not correctly describe the emotions evoked by the song.</td>
</tr>
<tr>
<td>- Reasons for the choice of words show rational thought.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>- Theme of the song linked to leaving the known life behind to experience new things.</td>
<td>- Theme mostly accurate to the author’s purpose.</td>
<td>- Weak identification of a theme.</td>
</tr>
<tr>
<td>- Not rationally connected to feelings evoked by the song.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now conduct a brief class discussion. Each student will be seated at one desk, and the desks should be arranged in a circle;

1) Begin by posing a question.
2) The student will give an answer.
3) When the answer given is correct, discuss why this is the case. Re-direct the student’s answer to the class to foster student-to-student interaction. Ask by a show of hands if anyone has doubts and clarify these.
4) When an incorrect or incomplete answer is given, ask: “What can we add to this answer?” or “Does anyone else have a different opinion?” and call on students who tend not to participate.
5) Keep a seating chart and check off who responds. This will give evidence of participation.
6) Then, pose another question and ask the previous student who answered to call upon someone in the class who has not yet spoken.

Summary: At the end of class, students will complete an exit slip: “How has the analysis of this song helped you see college as a new frontier met when life changes? Give two reasons to support your answer.”

Homework: After analyzing the song, “Letting Go,” by Suzy Bogguss, write one paragraph describing a moment in your life when you felt a significant change or experienced something new.

Extra Credit: Students will be presented a list of different song titles linked to college in a variety of ways. They can choose among any of these and research music and words. They will write one well-developed paragraph analyzing lyrics and imagery of the song to determine in what ways it is linked to college experiences.

List of songs:

1) "You Can't Lose Me" by Faith Hill
2) "Then They Do" by Trace Adkins
3) "Through the Years" by Kenny Rogers
4) "Butterfly Kisses" by Bob Carlisle
5) "Blessed" by Martina McBride
6) "Baby Mine" by Allison Krauss or Bette Midler
7) "I Miss You" by Miley Cyrus
8) "Goodbye" by the Spice Girls
9) "I loved Her First" by Heartland
10) "My little girl" by Tim McGraw
11) "Mama" by the Spice Girls
12) "Butterfly" by Mariah Carey
13) "A Song for Mama" by Boys II Men
14) "In My Daughters Eye" by Martina McBride
15) "A Mother's Prayer" by Celine Dion
16) "26 Cents" by the Wilkinsons
Lesson 1

Objective: The students will identify important contributions of Chinese culture. They will identify Ancient Chinese inventions and they will have a greater understanding of what Ancient China was like.

Preview: Tell the children that we are going to be learning about the Chinese New Year. However, to start, we are going to learn about Ancient China. Explain that exploring Ancient China will help us develop an understanding of the roots of Chinese culture. Once the lesson is complete, the students will be able to compare China and the United States through the use of a Venn diagram.

Motivation: Show the students a wall map and allow them to locate China on the map. Once the children have found China, quickly discuss what they know about China.

NYS Standards: SS #1, SS #2, SS #3; ELA #1, ELA #2; TECH#2

Materials: Internet, Pencils, Brain Pop Jr.com, Textbooks, SmartBoard, Encyclopedia, Notebooks, Venn diagram handout, KWL Chart handout

Teach (Procedures):

1) The teacher will add the words dynasty, emperor, philosopher, Confucius and compass to the word wall.
2) The teacher will point to the word wall and instruct the students to copy the words into their notebooks.
3) The teacher will work with students to fill out a KWL chart on Ancient China.
4) The teacher will instruct the students to listen for the words from the word wall in the video they will be watching.
6) Students will be instructed to take notes on the video in their notebooks.
7) After the video, the teacher will instruct the students to work in cooperative groups to compare what they learned about China to the United States.
8) The teacher will instruct the students to use their textbooks, encyclopedias, and classroom resources to gather more information about China and the United States.
9) The teacher will give students the Venn diagram sheet and instruct them to compare and contrast China and the United States on the Venn diagram.
Apply (Use):

1) The students will complete a KWL chart on Ancient China.
2) The students will research China and the United States in groups.
3) The students will complete a Venn diagram comparing Ancient China/China and the United States.
4) The students, in their groups, will present their findings on China and the United States to the class.
5) The students will take a small quiz from www.brainpopjr.com on Ancient China.

Brain POP jr. quiz

Directions: Circle the best answer.

1. Why did the Emperors of ancient China build a wall? A. to keep animals from escaping; B. to reach the moon; C. to scare away evil spirits and ghosts; D. to protect the land from enemies

2. Which invention helped the ancient Chinese spread their knowledge?  A. wheelbarrow; B. printing blocks; C. dragons; D. kites

3. How do you think the Italians first learned about noodles? A. the Italians followed a recipe that was written in Chinese; B. an Italian explorer went to China and brought back noodles; C. the Italians ordered Chinese food; D. a dragon brought noodles to Italy.

4. The Ancient Chinese made many ORIGINAL inventions and discoveries.  What does ORIGINAL mean? A. first or new; B. old; C. noodles; D. kites

5. What is a compass? A. a tool for eating noodles; B. a tool that points the direction north; C. a tool that scares away evil spirits; D. a tool used with gunpowder

Assessment (Evaluation): 4 point rubric – China/United States, Quiz

Oral Presentation Rubric: Ancient China/United States

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared to present his/her findings.</td>
<td>Student seems pretty prepared to present his/her findings.</td>
<td>The student is somewhat prepared to present his/her findings.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all the time, and mispronounces one word.</td>
<td>Speaks clearly and distinctly all the time, but mispronounces two or three words.</td>
<td>Speaks clearly and distinctly most of the time. Mispronounces some words.</td>
<td>Often mumbles or cannot be understood.</td>
</tr>
<tr>
<td>Uses Complete Sentences</td>
<td>Always speaks in complete sentences.</td>
<td>Mostly speaks in complete sentences.</td>
<td>Sometimes speaks in complete sentences.</td>
<td>Rarely speaks in complete sentences.</td>
</tr>
</tbody>
</table>
Lesson 2

Objective: The students will identify Chinese inventions and their contributions to society. The students will also expand their knowledge about China. The students will hear a story on Chinese inventions, write a journal entry, draw a picture, and make a firecracker craft.

Preview: Tell the students that today they are going to hear a story about the many inventions that came from China. Then they will have an opportunity to write a journal entry and draw a picture of a Chinese invention that they feel is important. Then they are going to have a lot of fun making one of the Chinese inventions: a firecracker.

Motivation: Interest the students in this lesson by showing them a few Chinese inventions that can be found at home, such as dominos, noodles, and rice. The children will be given an opportunity to look, touch, and comment on the inventions.

NYS Standards: SS #2; ELA #1, ELA #3; TECH #2; ARTS #1

Materials: Ms. Frizzle’s Adventures in Imperial China by Joanna Cole, SmartBoard, Brainstorming web handout, Journal sheet, Draw about it handout, Pencils, Crayons, Empty toilet paper roll, Tissue paper, Dried beans, Pipe cleaners

Teach (Procedures):

1) The teacher will review with the students what they learned in the Brain pop Jr. video from the previous lesson.
2) The teacher will hand the students a brainstorming web and then he/she will make a web on the SmartBoard listing some of the inventions that the students remember from the video.
3) The teacher will then read the book, Ms. Frizzle’s Adventure’s in Imperial China, by Joanna Cole.
4) After reading, the teacher will allow the students a moment to let the information sink in and to ask questions.
5) The teacher will review with the students some of the inventions that run along the bottom of the book.
6) The teacher will instruct the students to work in groups.
7) The teacher will give the students lined paper to write a journal entry about an invention they are interested in.
8) The teacher will instruct the students to include in their writing why they like the invention, why the invention is important, and how or what it has contributed to current life.
9) The teacher will instruct the students to also draw a picture of the invention, as well as other inventions explored.
10) The teacher will reread the story to struggling students.
11) The teacher will review with the students how firecrackers were used to scare away evil spirits.
12) The teacher will show the students how to make their own firecrackers by putting dried beans in the center of the toilet paper roll. The teacher will instruct the students to wrap tissue paper around the roll and tie the ends with pipe cleaners.

**Apply (Use):**

1) The students will brainstorm and make a web on Chinese inventions.
2) The students will listen to the story, *Ms. Fizzle’s Adventure’s in Imperial China*, by Joanna Cole.
3) The students will write a journal entry about an invention they find important.
4) The students will draw pictures of the Chinese inventions explored.
5) The students will make a firecracker craft from a toilet paper roll and tissue paper.
6) Advanced students will work on enrichment.

**Assessment (Evaluation):** 4 Point Rubric – Journal Entry on Chinese Inventions

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Topic</td>
<td>The entry greatly focuses on the main idea, a Chinese invention and its importance.</td>
<td>The entry focuses on the main idea, but stays a little off topic.</td>
<td>The entry focuses somewhat on the main idea. The importance of the invention is not completely clear.</td>
<td>The entry does not focus on the main idea. It is not about a Chinese invention or its importance.</td>
</tr>
<tr>
<td>Entry Length</td>
<td>The entry has at least 4 sentences.</td>
<td>The entry has 3 sentences.</td>
<td>The entry has 2 sentences.</td>
<td>The entry has less than 2 sentences.</td>
</tr>
<tr>
<td>Capitalization &amp; Punctuation</td>
<td>Writer makes 1 or 2 errors in capitalization or punctuation, so the entry is exceptionally easy to read.</td>
<td>Writer makes 2 or 3 errors in capitalization or punctuation, but the entry is still easy to read.</td>
<td>Writer makes 3 or 4 errors in capitalization and/or punctuation.</td>
<td>Writer makes more than 4 errors in capitalization and/or punctuation.</td>
</tr>
<tr>
<td>Grammar &amp; Spelling</td>
<td>Writer makes 1 or 2 errors in grammar or spelling.</td>
<td>Writer makes 2-3 errors in grammar or spelling.</td>
<td>Writer makes 3-4 errors in grammar or spelling.</td>
<td>Writer makes more than 4 errors in grammar or spelling.</td>
</tr>
<tr>
<td>Penmanship</td>
<td>Entry is neatly written with no distracting corrections.</td>
<td>Entry is neatly written with 1 or 2 distracting corrections.</td>
<td>The entry is generally readable, but quite messy.</td>
<td>The entry has many unreadable words and it is very messy.</td>
</tr>
</tbody>
</table>

**Journal writing: Chinese Inventions**
Lesson 3

Objective: The students will distinguish between a traditional Chinese New Year celebration and their own New Year’s celebrations, through the use of a Venn diagram. The students will also be able to identify key characteristics of the Chinese New Year.

Preview: Tell the students that today they are going to learn about the Chinese New Year and will read an article about a young girl named Margaret. Margaret, a 12-year-old from Boston, Massachusetts, celebrates the Chinese New Year. Tell the students that after reading and/or listening to the story, they will have a chance to think about their own New Year’s celebrations. Then they will compare and contrast their celebration and Margaret’s celebration on a Venn diagram. They will also have a chance to talk about their celebrations with the class.

Motivation: Students will be shown a small video clip from YouTube.com of the ball dropping in Times Square, NYC. The children will be asked to identify what holiday is being celebrated.

NYS Standards: SS #2 ; ELA #1, ELA #2, ELA #4

Materials: Internet access, SmartBoard, Margaret’s Chinese New Year article, Venn diagram handout, Drawing paper, Crayons, Pencils

Teach (Procedure):
1) The teacher will show a small clip from YouTube.com of the New Year’s Eve ball dropping in Times Square.
2) When the clip is over, the teacher will ask if the students recognize the holiday shown.
3) The teacher will give the students a chance to respond and comment on the video clip.
4) The teacher will hand the students a copy of the article, Margaret’s Chinese New Year.
5) The teacher will instruct the students to work in groups, or individually if they prefer, to read the story.
6) The teacher will assign one or two students from each group to read the story.
7) The teacher will instruct the other students in the groups to act as recorders and write down important information from the article.
8) When students are done reading, the teacher will review the article with the students.
9) The teacher will instruct the students to complete a Venn diagram comparing and contrasting Margaret’s New Year’s traditions and their own traditions.
10) The teacher will encourage the students to draw a picture to accompany their diagrams.
11) The teacher will then call on the students individually to discuss their celebrations/traditions with the class.

Apply (Use):
1) The students, in groups or individually, will read the article, Margaret’s Chinese New Year.
2) The students will take time to recall what they learned in the article.
3) The students will review the article with the teacher.
4) The students will complete a Venn diagram based on Margaret’s traditions and their own.
5) The students will draw a picture to accompany their diagrams.
6) The students will discuss their traditions with the class.

**Assessment (Evaluation):** 4 Point rubric – Venn diagram/Margaret’s Chinese New Year, Teacher observation

### Venn Diagram- Margaret's Chinese New Year

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Similarities</strong></td>
<td>Recognizes/lists at least 4 similarities.</td>
<td>Recognizes/lists 3 similarities.</td>
<td>Recognizes/lists 2 similarities.</td>
<td>Recognizes/lists less than 2 similarities.</td>
</tr>
<tr>
<td><strong>Placement</strong></td>
<td>Placed all information in the correct circles.</td>
<td>Placed most of the information in the correct circles.</td>
<td>Had trouble placing information in the correct circles.</td>
<td>The information was placed in the wrong circles.</td>
</tr>
<tr>
<td><strong>Penmanship</strong></td>
<td>Paper is neatly written with no distracting corrections.</td>
<td>Paper is neatly written with 1 or 2 distracting corrections.</td>
<td>The writing is generally readable, but somewhat sloppy.</td>
<td>Many words are unreadable OR there are several distracting corrections.</td>
</tr>
<tr>
<td><strong>Oral presentation</strong></td>
<td>Shows a full understanding of the topic and presents information accurately.</td>
<td>Shows a good understanding of the topic and presents information somewhat accurately.</td>
<td>Shows a good understanding of parts of the topic but has a hard time presenting the information.</td>
<td>Does not seem to understand the topic very well and cannot share information.</td>
</tr>
</tbody>
</table>

**Lesson 4**

**Objective:** The students will identify key components of the Chinese New Year. The students will understand the significance of the Dragon in the Chinese New Year celebration; they will write a story and create a Dragon puppet.

**Preview:** Tell students that today they are going to learn about “DRAGONS.” But we are not learning about any old dragon, we are going to learn about the Chinese Dragon. Tell them that we will read a book called the *Chinese New Year’s Dragon*, by Rachel Sing. The book was illustrated by Shao Wei Liu. This story is about a little girl who is also learning about the Chinese New Year, and she does this by riding on the back of a dragon. Tell the students that when the story is done, they are going to write a story about what they would see if they were riding on a dragon. Then they are going to create their own dragon puppets.
Motivation: The students will be shown different pictures of dragons on the SmartBoard and they will be shown a sample of the dragon puppet that they will create at the end of the lesson.

NYS Standards: ELA #1, ELS #2, ELA #3; SS#2

Materials: SmartBoard, Internet, Pictures of dragons, *Chinese New Year Dragon* by Rachel Sing, Writing paper, Pencils, Crayons, Glue, Paper bags, Dragon puppet coloring sheet

Teach (Procedure):

1) The teacher will show pictures of different dragons on the SmartBoard.
2) The teacher will tape pictures of dragons around the room.
3) The teacher will ask the students where they have seen dragons before. In books, stories, movies, televisions, their dreams?
4) The teacher will construct a KWL chart on the SmartBoard.
5) The teacher will ask the students to brainstorm what they already know about dragons and what they would like to learn about dragons.
6) The teacher will record the students’ responses on the SmartBoard.
7) The teacher will read the book, *Chinese New Year Dragon*, to the students.
8) The teacher will allow the students to comment or ask questions about the book.
9) The teacher will emphasize to the students how the dragon was a symbol of power from Ancient China and how the dragon is still a strong and widely used symbol in Chinese New Year celebrations.
10) The teacher will instruct the students to sit with their “buddy” or in a small group.
11) The teacher will then ask the students: “If you could fly through the air on a dragon’s back, where would you go and what would you see?”
12) The teacher will then hand the students writing paper and instruct them to write a story on the question.
13) The teacher will instruct the students to be descriptive and creative in their writing. They can fly where they wish and see what they wish in their stories.
14) The teacher will hand the students dragon puppet coloring sheets when they are done with their writing.
15) The teacher will instruct the students to color the sheets.
16) The teacher will then show the students how to assemble their puppets by gluing them onto paper bags.
17) The teacher will then ask the students what they learned about dragons, especially the Chinese New Year dragon, and record the answers on the KWL chart.
18) The teacher will instruct the students to share their dragon stories with the class, using their puppets if they desire.

Apply (Use):

1) The students will brainstorm what they know about dragons and discuss it with the class.
2) The students will listen to the story, *Chinese New Year Dragon*, which is read by the teacher.
3) The students will ask questions or make comments about the book.
4) The students will then write a creative story based on the book they were read.
5) When finished writing, the students will color and construct their own dragon puppets.
6) The students will discuss what they learned in the lesson about dragons.
7) The students will share their stories with their puppets.

**Assessment (Evaluation):** 4 Point rubric – Story Writing – Dragon story, Teacher observation

**Story Writing: Dragon Story**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Process</strong></td>
<td>Student devotes a lot of time and effort to the writing process. Works hard to make the story wonderful.</td>
<td>Student devotes sufficient time and effort to the writing process. Works and gets the job done.</td>
<td>Student devotes some time and effort to the writing process but was not very thorough.</td>
<td>Student devotes little time and effort to the writing process. Doesn't seem to care.</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td>The story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.</td>
<td>The story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.</td>
<td>The story is readable. It looks like parts of it might have been done in a hurry.</td>
<td>The story is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.</td>
</tr>
<tr>
<td><strong>Spelling and Punctuation</strong></td>
<td>There are fewer than 2 spelling or punctuation errors in the final draft.</td>
<td>There are 2 or 3 spelling or punctuation errors in the final draft.</td>
<td>There are 3 or 4 spelling and punctuation errors in the final draft.</td>
<td>The final draft has more than 4 spelling and punctuation errors.</td>
</tr>
<tr>
<td><strong>Focus on Assigned Topic</strong></td>
<td>The entire story is related to the assigned topic and allows the reader to understand much more about the topic.</td>
<td>Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.</td>
<td>Some of the story is related to the assigned topic, but a reader does not learn much about the topic.</td>
<td>No attempt has been made to relate the story to the assigned topic.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The story contains many creative details. The author has really used his/her imagination.</td>
<td>The story contains a few creative details. The author has used his/her imagination.</td>
<td>The story contains a few creative details, but they distract from the story. The author has tried to use his/her imagination.</td>
<td>There is little evidence of creativity in the story. The author does not seem to have used much imagination.</td>
</tr>
</tbody>
</table>

**Lesson 5**

**Objective:** The students will describe the importance of the lantern and the Lantern Festival of the Chinese New Year. The students will write an acrostic poem for the words LANTERN and/or CHINESE NEW YEAR.

**Preview:** Tell the students that today they are going to learn about the Chinese New Year Lantern. The Chinese New Year ends on the fifteenth day of the month with a big Lantern Festival. People hang lanterns around their homes and they also carry them in the New Year’s parade. Tell the students that they are going to hear a story called *Holidays Around the World: Celebrate Chinese New Year with Fireworks, Dragons & Lanterns,* by Carolyn Otto. After reading the story, they are going to have fun writing an acrostic poem for the words lantern and Chinese New Year.
Motivation: Discuss what the students know about lanterns, where they have seen them, and what people use them for today.

NYS Standards: ELS #1, ELA #2; SS #2


Teach (Procedure):

1) The teacher will ask the students to sit on the rug for a story.
2) The teacher will read the book, Holidays Around the World: Celebrate Chinese New Year with Fireworks, Dragons & Lanterns, by Carolyn Otto
3) When the story is over, the teacher will allow the students to ask questions or comment on the story.
4) The teacher will then ask the students to return to their seats.
5) The teacher will show the students how to write an acrostic poem on the SmartBoard.
6) The teacher will explain that acrostic poems are easy to write, and some of the easiest acrostic poems use names.
7) The teacher will then write sample acrostic poems on the SmartBoard using the words candy and mother.
8) The teacher will instruct the students to sit in their groups.
9) The teacher will then tell the students that they are going to write their own acrostic poems using the words LANTERN and CHINESE NEW YEAR.
10) The teacher will instruct the students to glue their finished poems onto red construction paper.
11) The teacher will distribute the poem sheets and instruct the students to begin their work.
12) The teacher will provide a word bank for struggling/ELL students.

Apply (Use):

1) The students will listen to a story read by the teacher.
2) The students will sit in groups.
3) The students will write acrostic poems for the word Lantern and/or Chinese New Year, and then they will glue them on construction paper.
4) The students will share their poems with the class.
Assessment (Evaluation): 4 Point rubric – Acrostic poem writing, Teacher observation

Writing: Acrostic Poem/Chinese New Year

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Choice</td>
<td>All words and/or phrases relate to the Chinese New Year.</td>
<td>Almost all words and/or phrases relate to the Chinese New Year.</td>
<td>Only 3 or 4 words and/or phrases relate to the Chinese New Year.</td>
<td>The words and/or phrases do not relate to the Chinese New Year.</td>
</tr>
<tr>
<td>Flow &amp; Rhythm</td>
<td>All words or phrases sound natural and the words flow nicely.</td>
<td>Almost all words or phrases sound natural but 1 or 2 do not flow.</td>
<td>Most words or phrases sound natural, but several are difficult to understand and do not flow.</td>
<td>The words or phrases are difficult to understand and do not flow.</td>
</tr>
<tr>
<td>Grammar &amp; Spelling</td>
<td>Writer makes no errors in grammar or spelling that distracts the reader from the content.</td>
<td>Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.</td>
</tr>
<tr>
<td>Penmanship</td>
<td>Paper is neatly written with no distracting corrections.</td>
<td>Paper is neatly written with 1 or 2 distracting corrections.</td>
<td>The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.</td>
<td>Many words are unreadable OR there are several distracting corrections.</td>
</tr>
</tbody>
</table>

Lesson 6

Objective: The students will compose a friendly letter to a Chinese “friend,” using a proper heading, greeting, body, closing, and signature.

Preview: Tell the students that they are going to write a friendly letter to a new Chinese friend. Show the students a list on the SmartBoard of different Chinese names for boys and girls. Tell the students to pick one to be a new “friend.” Then, tell the students that they are going to write a letter to this friend, telling him or her some of the interesting things that they learned about Chinese New Year celebrations. When everyone is done, the class will share its letters.

Motivation: Open a letter and read it to the class. The letter will be from a Chinese student telling the class what he or she finds interesting about our New Year’s celebration.

NYS Standards: ELS #1, ELA #2, ELA #3 ; SS #2

Materials: SmartBoard, Pencils, Friendly letter template
**Teach (Procedure):**

1) The teacher will read a letter to the class from a Chinese student to interest the class in the lesson.
2) The teacher will tell the students that they are going to write their own friendly letters to a Chinese student, their new Chinese friend.
3) The teacher will tell the students they are going to pick a name from a list of Chinese names for boys and girls; that will be the name of the new “friend.”
4) The teacher will teach the students the mechanics of writing a friendly letter.
5) The teacher will show the students that a friendly letter includes a heading, greeting, body, closing, and signature.
6) The teacher will tell the students that in their letters, they must tell their new friend what they learned about China and the Chinese Year. They should focus on the things they found interesting and exciting. They should also write about their favorite part of the Chinese New Year celebrations.
7) The teacher will put the name list on the SmartBoard and instruct the students to pick a name for their friend.
8) The teacher will instruct the students to begin writing their letters.
9) The teacher will remind the students to use proper punctuation and capitalization in their writing.
10) When the letters are complete, the teacher will call on the students to orally share their letters with the rest of the class.

**Apply (Use):**

1) The students will listen to a letter read by the teacher.
2) The students will learn the proper way to write a friendly letter.
3) The students will choose a name for their new Chinese “friend.”
4) The students will begin writing their letters, making sure to include a heading, greeting, body, closing, and signature.
5) The students will present their letters to the class.

**Assessment (Evaluation):** 4 Point rubric – letter writing, Teacher observation

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.</td>
<td>The letter was unorganized. It was very difficult to figure out what the letter was about.</td>
</tr>
</tbody>
</table>

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**Letter-Writing: Friendly Letter**
**Neatness**

| Letter is neatly hand-written, clean, not wrinkled, and is easy to read. It was done with pride. | Letter is neatly hand-written, clean, not wrinkled. It was done with care. | Letter is hand-written but somewhat sloppy. It was done with some care. | Letter is hand-written but very sloppy. It looks like it was done in a hurry. |

**Grammar & spelling (conventions)**

| Writer makes 1-2 errors in grammar or spelling. | Writer makes 2-3 errors in grammar and/or spelling. | Writer makes 4-5 errors in grammar and/or spelling. | Writer makes more than 5 errors in grammar and/or spelling. |

**Capitalization and Punctuation**

| Writer makes 1-2 errors in capitalization and punctuation. | Writer makes 2-3 errors in capitalization and punctuation. | Writer makes 4-5 errors in capitalization and punctuation. | Writer makes more than 5 errors in capitalization and punctuation. |

**Salutation and Closing**

| Salutation and closing have no errors in capitalization and punctuation. | Salutation and closing have 1-2 errors in capitalization and punctuation. | Salutation and closing have 3 or more errors in capitalization and punctuation. | Salutation and/or closing are missing. |

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**Formative Assessments and Summative Assessments:** For this unit, in addition to a formative assessment for each of the six lessons in the unit, I created a pre-test and a summative post-test. The pre-test has 12 questions based on the unit’s learning objectives. The questions combine true/false, multiple-choice, and fill-in-the-blank questions. A summative post-test can be conducted at the end of this unit. The questions on the post-test are similar to the pre-test questions, but they are arranged differently and with altered wording. This is to ensure that the students do not just memorize the pre-test.

**PRE-TEST**

1. China is on the continent of Africa.  ** True or False**

2. The Chinese invented noodles.  ** True or False**

3. The Chinese New Year always falls on the same day every year.  ** True or False**

4. Ancient China was ruled by an Emperor.  ** True or False**

5. A tool that points north is called a: a. compass; b. kite; c. noodles; d. blocks

6. Which is not a Chinese invention? a. compass; b. noodles; c. flowers; d. wheelbarrow


8. The Chinese New Year ends with which type of festival? a. Lantern Festival; b. Winter Festival; c. Cookie Festival; d. Ice Cream Festival

9. New Year’s Day in America is always on: a. January 1st; b. June 1st; c. December 1st; d. October 31st

10. How many days does the Chinese New Year last?
11. In Chinese culture, the Dragon is a symbol of ____________.
12. A letter to a friend is called a___________________ letter.

POST-TEST

1. The Chinese New Year occurs in which month? a. June; b. October; c. January and February; d. May
2. A tool that points north is called a: a. block; b. kite; c. noodle; d. compass
3. Circle the Chinese invention: a. wheelbarrow; b. flower; c. rain; d. rocks
4. A letter to a friend is called a: a. business letter; b. friendly letter; c. personal letter; d. fun letter
5. Chinese New Year ends with which type of festival? a. Lantern festival; b. Cookie festival; c. Ice cream festival; d. Winter festival
6. In Chinese culture, the Dragon is a symbol of power. True or False
7. China is on the continent of Asia. True or False
8. The Chinese New Year occurs on the same day every year. True or False
9. The Chinese invented noodles. True or False
10. New Year’s Day in America is always in which month?
11. How long does the Chinese New Year last?
12. Ancient China was ruled by an ______________________.

Write an acrostic poem for your name (if time allows).
**Isolation/Alienation as Viewed Through the Graphic Novel**  
**Kathryn Gilbert**

This 4-week unit, designed for 8th-grade English classes, is aligned with Common Core English standards (RL8.1, RL8.2, RL8.3, and RL8.6). During this unit, students will compare and contrast images in animation and graphic novels, summarize the various task stations in the animation studio, connect story elements with their reading, and prepare a 3-4 minute presentation selecting from a range of topics. In an attempt to reach all levels of readers, I begin with graphic classic novels to introduce students to visual literature and its elements (plot, character, setting, tone, theme) so they can interpret the story easily. Toward the end of the unit, students experience the traditional text and use the activities leading up to this point to prepare for the more difficult reading.

### Timeline

**Theme of Unit:** Isolation/Alienation as Viewed Through the Graphic Novel (4 weeks, 8th Grade)

<table>
<thead>
<tr>
<th>Material to Be Studied</th>
<th>Timeline Week #</th>
<th>Assessment</th>
<th>Connection to Field Trip/Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novels:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2 American Graphic Classics:</strong></td>
<td>1-2 (reading will be done each period)</td>
<td>Essay based on the theme of isolation/alienation</td>
<td>Compares images drawn in graphic novels to those drawn in an animation studio</td>
</tr>
<tr>
<td>Herman Melville, <em>Moby Dick</em></td>
<td></td>
<td></td>
<td>Animators supply intention for how things look and why certain choices were made for mood or setting</td>
</tr>
<tr>
<td>Robert Louis Stevenson, <em>Treasure Island</em></td>
<td></td>
<td></td>
<td>Relates similar themes found in text to evoke emotions in the graphic novel/ animated characters</td>
</tr>
</tbody>
</table>

| Genres:                |                 |            |                                  |
| **Letter: Katherine Mansfield, “Letter to John Murry”** | Week 1 (one day) | Critical lens essay Writer’s notebook reflections | How the characters look based on these emotions |
| **Quotes: R. D. Laing** | Week 1 (one day) |            |                                  |

| Media:                 |                 |            |                                  |
| **Edvard Munch, *The Scream* (1893)** | Week 2 (one day) | Class discussion impressions of art symbolizing isolation; visual vs. literary | Same as above |
### Selected classic comic books

<table>
<thead>
<tr>
<th>Field trip</th>
<th>Week 2 (one day)</th>
<th>Activity sheet</th>
<th>Connects similar genre with one students are studying Many comic books have been turned into animated movies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simon and Garfunkel, “I Am a Rock”</strong> (1965)</td>
<td>Week 2 (two days)</td>
<td>Group discussion and project</td>
<td>Animators will get students to think about reasons for look and layout of a graphic novel in analyzing the text.</td>
</tr>
<tr>
<td><strong>Pink Floyd, “Breathe”</strong> (1973)</td>
<td>Week 2 (two days)</td>
<td>Group discussion and project</td>
<td>Connects similar genre with one students are studying Many comic books have been turned into animated movies.</td>
</tr>
<tr>
<td><strong>T.S. Eliot, “The Lovesong of J Alfred Prufrock”</strong> (1915), read by John Gielgud</td>
<td>Week 3 (one day)</td>
<td>Activity sheet</td>
<td>Extends sound analysis by hearing the lyrical rhythm written into the poem (how theme is conveyed in sound)</td>
</tr>
<tr>
<td><strong>Treasure Island</strong> (2012)</td>
<td>Week 3 (two days)</td>
<td>Writer’s notebook entry Group compare/contrast activity</td>
<td>Provides a visual format in order to watch what was just read Parallels what is done in animation studio</td>
</tr>
<tr>
<td><strong>Extended reading:</strong></td>
<td>Week 4 (5 periods)</td>
<td>Essay</td>
<td>Reinforces visualization of characters in independent reading based on field trip speaker’s discussion about character and mood</td>
</tr>
</tbody>
</table>

### Learning Experiences and Instruction

**Lesson 1: How can we generate questions for our field trip hosts by comparing graphic novels to animated video?**

**Performance Objectives:** Students will be able to: compare and contrast images in animation and graphic novels; analyze the mood of a page in a graphic novel; prepare a list of questions for our field trip.

**Procedure:**

1. The teacher will have the students share in groups comparing character traits. (2 minutes)
2. Teacher will project images of characters from the novel on the Smart Board.
3. Groups will share out character traits. The teacher will write the descriptions next to each character. The class will discuss how they chose those particular adjectives (based on how the character was drawn, the setting, or what the character said). (5 minutes)
4. Teacher will play an animated video clip. While the video plays, the students will analyze the clip, observing in their notebooks the similarities and differences between animation and graphic novels in a Venn diagram. (5 minutes)
5. Focusing on the elements of the novel, the students will discuss character, the setting, theme, and mood of the video clip. (10 minutes)
6. The students will generate a list of 5 questions about the video (or the process of animation) they could ask the tour guides at the studio. The students will focus on their interests to ask related questions (some will ask questions about music, others about the dialogue or text, some about the way characters are sketched, etc.). (10 minutes)
7. Pairs will practice asking 1-2 of their questions to each other, revising if necessary. (3 minutes)

**Summary:** The class will summarize and discuss the upcoming field trip activity. (5 minutes)

**Lesson 2: How can we analyze animation by focusing on story elements?**

**Performance Objectives:** Students will be able to: complete a handout about animation, including how each part of the process is done as well as how the parts are assembled; ask questions based on their particular interest and write down answers; participate in activities with music or sketching; summarize the various task stations in the animation studio.

**Procedure:** Students will divide into 2 groups for the tour. One group will start with the music activity. The other group will focus on computer sketching. Each group will complete a K-W-L chart during the tour.

**Summary:** The students will share their favorite part of the tour and explain why. They will then share what they learned in a group discussion. They will ask any outstanding questions. They are encouraged to write comments in the guest book.

**Lesson 3: How can we thank our field trip hosts by writing a formal letter?**

**Performance Objectives:** Students will be able to: write a letter using the formal letter form; recall and include details from the field trip experience in their letters.

**Procedure:**

1. The students will discuss their responses in their groups.
2. Students will share out.
3. The teacher will explain the formal letter handout.
4. The students will peer review their partners’ rough drafts of their letters.
5. The students will type their letters according to the business letter format using the checklist.
6. The students will print their letters.
Lesson 4: How can we apply what we learned at the animation studio to our graphic novel?

**Performance Objectives:** Students will be able to: rate their performance as an audience (as individuals and as a group) at the animation studio; discuss with their classmates the different roles involved in animation; share their homework summary; analyze their graphic novel based on questions comparing the novel with animation frames.

**Procedure:**

1. The teacher will have students share in their groups. (2 minutes)
2. Students will complete a survey of their behavior and participation during the field trip.
3. The students will share out and discuss why a field trip is important and how it can enhance what is being learned in the classroom. (5 minutes)
4. The students will share their activity sheet answers in their groups. (5 minutes)
5. A class discussion will focus on the musician’s /artist’s intentions in animation. (10 minutes)
6. The teacher will assign a 5-page selection in their graphic novel to each group. The groups will determine character, setting, mood, and theme, and use chart paper to draw, chart, compare, and analyze those pages.
7. Each group will share its work. (10 minutes)

**Summary:** The students will reflect in their notebooks how they think their interpretations of the pages and the story has improved/deepened after the field trip. (3 minutes)

Lesson 5: How can we present what we have learned by choosing and completing an alternative assessment?

**Isolation/Alienation in the Graphic Novel**

**Directions:** Choose one of the following projects to present to the class. Each presentation will be 3-4 minutes. After the presentation, your classmates will have 5 minutes to ask questions. Consult the attached rubrics to meet or exceed standards.

a) **Dialogue/skit:** Write a dialogue, skit, or interview around the theme of isolation/alienation. Use relevant and specific evidence from our discussion of the graphic novel and animation field trip. Focus on literary elements (word choice, character, setting, or mood). Develop your ideas clearly and fully. Produce a 2-3 page piece. Prepare to discuss why you chose that medium, and to explain or clarify significance in character, setting, etc., to your audience.

b) **Research groups who have faced isolation or have been alienated in history:** Through research using 4-5 sources or by reading one lengthy, specific nonfiction account, summarize the experience of a group (or groups) of people who have suffered due to political or social isolation. Provide the characters, setting, conflict, and
resolution (if any). Your report should be 1-2 pages or you may use poster-board if preferred. Include a 1 paragraph personal reaction to the occurrence.

c) Emotional menagerie: Assemble a collection of 8-10 items that represent an emotional outlet for isolation/alienation. Be prepared to explain each item using notecards containing information about each object (1 card per object), including source, history of its use, widespread application, and any unusual information about the object you would like to share. Prepare to discuss why you chose those items.

d) Animation Studio segment: Create a 30-second animation piece (100 frame minimum) on the theme of isolation/alienation. Use relevant and specific evidence from our discussion of the graphic novel and animation field trip. Focus on literary elements (word choice, character, setting, or mood). Develop your ideas clearly and fully. Prepare to discuss why you chose that medium, and to explain or clarify significance in character, setting, etc., to your audience.

<table>
<thead>
<tr>
<th>QUALITY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</td>
<td>-provides an interpretation of alienation that is faithful to the complexity of the topic and clearly establishes the criteria for analysis</td>
<td>-provides a thoughtful interpretation of the topic that clearly establishes the criteria for analysis</td>
<td>-provides a simple interpretation of the topic that suggests some criteria for analysis</td>
<td>-provides a confused or incomplete interpretation of the topic or no reference to the topic</td>
<td>-provides a confused or incomplete interpretation of the topic or no reference to the topic</td>
</tr>
<tr>
<td>Development: the extent to which ideas are elaborated using specific and relevant evidence from research, diagrams, field trip</td>
<td>-develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from research, diagrams</td>
<td>-develops ideas clearly and consistently, with references to relevant and specific evidence and appropriate literary elements from</td>
<td>-develops ideas briefly, using some evidence from the text</td>
<td>-establishes, but fails to maintain, an appropriate focus</td>
<td>-estabishes, but fails to maintain, an appropriate focus</td>
</tr>
</tbody>
</table>

-ideas are incomplete or largely undeveloped -references to the text are vague, irrelevant, repetitive, or unjustified
| Organization: the extent to which the response exhibits direction, shape, and coherence | -maintains the focus established by the topic | both texts -maintains the focus established by the topic | - exhibits a rudimentary structure but may include some inconsistencies or irrelevancies | -lacks an appropriate focus but suggests some organization, or suggests a focus, but lacks organization |
| Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety | -exhibits a logical and coherent structure through skillful use of appropriate devices and transitions | -exhibits a logical sequence of ideas through use of appropriate devices and transitions | -uses language that is fluent and original, with evident awareness of audience and purpose -varies structure and length of sentences to control rhythm and pacing | -uses language that is imprecise or unsuitable for the audience or purpose -reveals little awareness of how to use sentences to achieve an effect |
| Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage | -demonstrates control of the conventions with essentially no errors, even with sophisticated language | -demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language | -demonstrates emerging control, exhibiting occasional errors that hinder comprehension | -demonstrates a lack of control, exhibiting frequent errors that make comprehension difficult |
| TOTAL | | | | |

Project Rubric: 80%
<table>
<thead>
<tr>
<th>Quality: Degree to which ideas are presented</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ideas clearly organized, developed, and supported to achieve a clear purpose (2)</td>
<td>main idea evident, but organizational structure needs strengthening; ideas may not always flow smoothly (1)</td>
<td>ideas may be unfocused or undeveloped; main purpose unclear (0)</td>
<td></td>
</tr>
</tbody>
</table>

| introduction is effective | gets audience’s attention (1) | may not be well-developed (.5) | undeveloped or irrelevant (0) |
| presentation is organized | main points clear and organized effectively (1) | main points not always clear (.5) | main points difficult to identify (0) |

| support is sufficient | original, logical, and relevant with facts, examples (1) | may lack originality or adequate development (.5) | inaccurate, generalized, or inappropriate material (0) |

| transitions used effectively | smooth transitions from one idea to the next (1) | may be awkward (.5) | lacking (0) |

| conclusion is effective | satisfying conclusion (1) | may need additional development (.5) | abrupt or limited (0) |

| language is appropriate for formal presentation | vivid, precise language (1) | appropriate, but word choices are not particularly vivid or precise (.5) | limited, peppered with slang or jargon, too complex, or too dull (0) |

| material is not read to class | oral (not written) presentation (2) | some reading of notes within presentation (1) | read most or all of time (0) |

| TOTAL | 10-9 | 8-7 | 6 or below |

**Presentation Rubric: 20%**
Regents-Type Literature Essay for Unit

Critical Lens:

It's a terrible thing to be alone—yes it is—it is—but don't lower your mask until you have another mask prepared beneath—as terrible as you like—but a mask.

---Katherine Mansfield

Your Task: Write a critical essay in which you discuss two works of literature you have read from the particular perspective of the statement that is provided for you in the Critical Lens. In your essay, provide a valid interpretation of the statement, agree or disagree with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the two works. You may use scrap paper to plan your response.

Guidelines: Be sure to...

1) Provide a valid interpretation of the critical lens that clearly establishes the criteria for analysis.
2) Indicate whether you agree or disagree with the statement as you have interpreted it.
3) Choose two works you have read that you believe best support your opinion.
4) Use the criteria suggested by the critical lens to analyze the works you have chosen.
5) Avoid plot summary. Instead, use specific references to appropriate literary elements (for example: theme, characterization, setting, point of view) to develop your analysis.
6) Organize your ideas in a unified and coherent manner.
7)Specify the titles and authors of the literature you choose.
8) Follow the conventions of standard written English.
Lesson #1

**Time:** One 45 minute class period (the second half of the lesson on communities will be continued on the following day)

**Objectives:**

1) Each student will gain an understanding of what it means to be a good citizen in a community and will be able to identify four or more traits of a good citizen.

2) Each student will be able to identify at least four rights of an American citizen, and will write at least 3 sentences explaining which right is most important to him/her and why.

3) Each student will gain a sense of appreciation for the rights they have as American citizens.

4) Each student will gain an understanding of new vocabulary words such as *community*, *nationality*, *citizen*, and *rights*.

5) Each student will be able to identify examples and non-examples of a citizen.


**Materials/ Technology:** Chart paper and markers, SmartBoard, Pictures of communities, Sheet of white paper for each student, Pencils and erasers for each student

**Anticipatory Set/ Motivation:**

1) Gather students on the rug for a whole group discussion.

2) Using the SmartBoard, show pictures of various communities (including the one they live in) and ask for ideas of what the pictures represent.

3) Tell the students that the pictures are of different communities and today we will be learning about what it means to be a citizen in a community.

**Lesson Development:**

1) Ask students, “What is a community?” Write their ideas on chart paper. As students list their ideas, work together to come up with a definition of community that should be similar to the following definition of *community*: a group of people living in the same area and under the same government; a class or group having common interests and likes.
2) Tell the students that communities are made up of citizens of all different nationalities. If you were born in the United States, you are a United States citizen. If you were not born in the United States, then there are several ways that people can become a US citizen.

3) Ask students what they think a citizen is and write their ideas on chart paper.

4) Explain that a citizen is a person who belongs to a country or a community. Some people from other countries want to move to the US because US citizens have certain rights that people living in other countries may not have.

5) Rights are rules about what is allowed of people or owed to people. We are going to learn about some of those rights and the responsibilities that go along with being a US citizen.

6) Give each student an 8 1/2 by 11 inch piece of white paper. Demonstrate to students how to fold the paper to create eight boxes.

7) Have each student write his or her name and the word “rights” on the top of the page (i.e., Laura’s Rights). Explain that they will be drawing simple pencil illustrations in the boxes of eight of their citizenship rights (the students will be able to add detail and color later on). These sketches will be modeled on the chart paper for the students.

   a) The first right is the right to go to a place of worship (such as a mosque, synagogue, or church) of your choice. In the first box, draw a picture of a place of worship.

   b) In the second box, draw a picture of yourself saying what you want to say because the second right is freedom of speech.

   c) In the third box, draw your house and something that you own, because you have the right to live where you want to and the right to own things.

   d) The fourth right is that you are able to meet when and where you want to. Draw a picture of yourself at a meeting. What kind of meeting might you go to? (Boy/Girl Scouts, sports team, etc.)

   e) Your fifth right as a United States citizen is that you have the right to go to school. Draw our school.

   f) The sixth right is that we have the right to vote. We vote on things in class like which book to read or which game to play, but when you are 18 years old, you will have the right to vote for whom you want to be mayor, governor, or even president of the United States. Draw a picture of yourself voting.

   g) The seventh right you have is to have a trial by jury. Ask: What is a jury? (When a group of citizens are chosen to listen to the facts in a court case and decide what is true.) There are between 7 and 12 people on a jury. Draw a court with 7 to 12 people sitting in the jury box.

   h) The eighth right you have as a US citizen is that you may keep people from searching your home unless they have a special paper from a judge called a warrant. Draw a picture of your house.

8) Pair each student with a partner and have them share their drawings and tell what each right means.

9) Once students are finished, explain that not everyone can be a US citizen and that there are factors that determine citizenship: one or both parents are citizens; born within the country; marriage to a citizen; naturalization.

10) Provide non-examples of citizens and ask students to determine if the person could or could not be a citizen.
11) Present a non-example of a citizen and ask students what changes would be needed to make that individual a citizen.

**Closure:**

1) Ask the students how they feel about the rights they have as US citizens. Good? Bad? Like? Dislike? Explain why.  
2) Point out that it is a privilege to be a citizen in any community in the United States.  
3) Ask students to turn their papers over and write at least 3 sentences about which right they believe is most important to them and why.  
4) When students are finished, they will be asked to go back to their drawings and add detail and color.  
5) These will be collected and graded using a check scale.

**Evaluation:** *Informal Assessment:* 1) Assess students’ understanding of the material presented by questioning them throughout the lesson. 2) Observe facial expressions.  
**Formal Assessment:** 1) Collect each student’s “Citizen Rights” paper and check for understanding through their illustrations and sentences. 2) Check if at least 3 sentences were written using proper spacing, grammar, and punctuation. Rating scale for the assignment:

- (Check Minus): Unsatisfactory  
  ✓ (Check): Meets expectations  
  + (Check Plus): Exceeded expectations

**Differentiated Instruction:** *Students with Impaired Motor Skills:* Will be able to dictate their sentences to a teacher.  
*Students with Impaired Vision:* Will be seated in the front of the room, closer to the SmartBoard and chart paper.

**Lesson #2**

**Big Question:** How do citizens come together to form a community?  

**Time:** 45 minutes (Continuation of citizenship lesson)

**Objectives:**

1) Each student will gain an understanding of what a community is.  
2) Each student will gain an understanding of nine responsibilities citizens have to their communities.  
3) Each student will understand new vocabulary words such as *responsible/responsibilities*.  
4) Each student will identify at least one example and non-example of a community member.  
5) Each student will identify at least five things they could do to help their community.  
6) Each student will gain a sense of respect and responsibility toward their own community as well as other communities.
Anticipatory Set/ Motivation:

1) Gather students on the rug for a whole group discussion.
2) Show pictures of various communities, including the one they live in, and ask if they remember from the prior lesson what these pictures represent.
3) Tell the students that the pictures are of different communities and that today we will be learning about how citizens come together to form a community.

Lesson Development:

1) Remind students about the rights of US citizens that we previously learned about.
2) Ask: What rights do you think we have at school and in our neighborhoods? Create a T-Chart to list their answers. Accept all reasonable answers. Conclude that we have these rights because our classrooms, schools, and neighborhoods are all communities.
3) Ask students if they remember what a community is and then define it (a community is a group of people living in the same area and under the same government; a class or group having common interests and likes). As a community member, we have rights and also responsibilities.
4) Write the words “respond” and “able” on the board. Ask: What does it mean to “respond?” (to answer a question, or take action) What does “able” mean? (you can do something) If you are able to respond, you are responsible. What responsibilities do you have at home? What are you expected to do? Possible answers may include: feed a pet, clean room, pick up toys, etc. So, as a family member, you have certain responsibilities.
5) Yesterday, we learned about our rights as United States citizens. Ask: What did you think of those rights? Are they good rights to have? Along with those rights, we have something else as citizens: responsibilities. United States citizens have to be able to respond (point to the words respond and able on the board again) to needs in their community and the country. Explain that people often help each other in a community or work together for the common good of the community.
6) Tell the class that you are going to give them clues to discover the responsibilities we have as citizens in our communities. As each clue is given and discussed, write responsibility on the chart.
   a) **Clue #1:** What is your parent or guardian doing when he or she drives the speed limit? What are you doing when you don’t steal things from stores? You are obeying the law. We have a law that tells us to drive at the speed shown on signs. We have another law that says not to take anything that is not yours. Write “obey laws” on the new list of actual citizen responsibilities.
   b) **Clue #2:** What are you doing when you don’t push people out of line or read their diary? You don’t destroy or take their things. You are respecting the rights and things of others. The
second responsibility of United States citizenship is to respect the rights and things of others. Add to the list “respect the rights and things of others.”

c) **Clue #3:** What would you do if you saw a robber running away from the police? You saw where the robber went but the police didn’t. If you told the police where the robber went, you would be helping the police. Write “help the police” on the list.

d) **Clue #4:** What is it called when you are a member of a group that helps decide the facts in a trial? (a jury). You have a duty to serve on a jury. Write “serve on a jury.”

e) **Clue #5:** Does anybody know what taxes are? (Taxes are money that people pay to the government.) When you become an adult, it will be your duty to pay taxes. Write “pay taxes” on the board. The government uses the money to build roads and support school programs.

f) **Clue #6:** What is it called when you pick the person you want to be president? (vote) Add “vote” to the list. All citizens have the right to vote, but also the responsibility to take part in the country by voting.

g) **Clue #7:** What are you doing when you watch the news or read the paper? You are “keeping informed” of what is going on around you. Add to the list.

h) **Clue #8:** If you saw someone letting the water run while they were brushing their teeth, what would you say to them? (Don’t waste water.) What if someone was throwing garbage into the lake, what would you tell them? (Don’t, we want clean water.) Water is one of our natural resources. Natural resources are things in nature that we need to survive. They are shared by all of us. Write and say: It is our responsibility to “protect and preserve our natural resources.”

i) **Clue #9:** What do you do when you see something that is not good, like when the playground is full of garbage or learners are teasing another learner? (Pick up the garbage and tell the learners to “be nice” to others.) What you would be doing is changing things that are not good. This, too, is your duty as a citizen. Add “change things that are not good” to the list of duties.

7) Examples of what it is to not be a good community citizen will also be provided (littering, stealing, etc.)

8) After students understand both examples and non-examples, hand out pre-made sentence strips that either have something a responsible community member may do (recycle), or something irresponsible a community member might do (litter). Each student will then have to decide if it is right or wrong and then will put the strip on a felt board on the “Responsible Community Member” side or the “Irresponsible Community Member” side. As students do this, informally assess their understanding of the lesson.

9) After students complete this activity, ask for any more ideas of examples and non-examples.

10) Present a new non-example and ask what could be changed: “If there is litter all over an area in your community, what do you think can be done to change that?” - Go pick up the litter and throw it away.

**Closure:**

1) Redefine **community** as: a group of people who come together for a common purpose. They do not need to live near each other. Challenge the students to think of other communities of people who work together for a common purpose (like families, classes, faith organizations, sports teams, hunger-awareness groups,
environmental organizations, animal-rights groups, etc.). Tell the students that a person can be a member of many different communities at the same time. Ask them to name the communities to which they belong.

2) Hand out a different colored sheet of construction paper to the students and explain that they are to trace one hand on to the paper using a pencil. On each finger of the traced hand, the students write or draw a way they can help a community to which they belong. Some examples include playing with a lonely classmate on the playground, cleaning up the classroom, volunteering to help in the school lunchroom, cleaning up trash in their neighborhood, reading to a younger sibling, etc. They may refer to the ideas already listed on the chart.

3) Students will use scissors to cut out their construction paper hand and will share their finished products with the class. The hands will be hung up on a bulletin board titled “Community.”

**Evaluation:** Informal Assessment: 1) Assess students’ understanding of the material presented by questioning them throughout the lesson. 2) Assess student understanding as they attach sentence strips to the felt board. Formal Assessment: 1) Collect the students’ handprints and check for understanding of what it means to be a responsible community member through their ideas of how they can help a community they belong to. Rating scale for the assignment:

- (Check Minus): Unsatisfactory
- (Check): Meets expectations
+ (Check Plus): Exceeded expectations

**Differentiated Instruction:** Students with Impaired Motor Skills: Will be provided adapted scissors to cut out the project and adapted writing utensils to write. Students with ADD/ADHD: Will be provided time for standing and movement throughout the lesson.

**Lesson #3**

**Big Question:** Do you think we live in an urban, suburban, or rural community?

**Time:** 60 Minutes

**Objectives:**

1) Each student will formulate a hypothesis about the kind of community he/she lives in and then revise his/her hypothesis as new information is collected.
2) Each student will learn about 3 different types of communities (urban, suburban, and rural) and after watching a video, will be able to compare and contrast the communities using a Venn diagram with 90% accuracy.
3) Each student will be able to differentiate between three types of communities with 90% accuracy.
4) Each student will be able to draw conclusions based on new evidence and classify the type of community he/she lives in with 90% accuracy.
5) Each student will formulate an opinion about the type of community he/she would like to live in, draw a picture representing that type of community, and write 3-4 sentences about why he/she chose that community with 90% accuracy.


Materials/ Technology: Chart paper and markers; Pictures of urban, suburban, and rural communities (one of each); Map of community; SmartBoard slideshow with pictures of the community the students live in; YouTube video of the different types of communities: (http://www.youtube.com/watch?v=GuF2o7SaRWU); Venn diagram worksheet with three bubbles to compare the 3 types of communities—one for each student; Enlarged Venn diagram; White boards and dry erase markers for each student; Worksheet to draw and write about the community they would like to live in and why; Pencils; Crayons

Anticipatory Set/ Motivation:

1) Hang up pictures (one of each) of an urban, suburban, and rural community on chart paper and explain to students that today we will be learning about different types of communities.
2) Write the words urban, suburban, and rural on the chart paper underneath each picture.
3) Remind students that there are many types of communities and that there are three types of communities—areas where people live and work.

Lesson Development:

1) Show students a slideshow of pictures of the community they live in.
2) Ask the students to raise their hands and hypothesize if the community they live in is urban, suburban, or rural and why.
3) After listening to a few responses, ask the students if they can describe each type of community in their own words: (urban: related to a city; suburban: related to a residential area just outside a city; rural: related to the country) and add their ideas to the each section of the chart paper.
4) Tell the students that we are going to watch a short video about each type of community to give us some more information.
5) Hand out a Venn diagram sheet that has three bubbles to compare each of the areas. Hang an enlarged version of the diagram on the chart paper to demonstrate what to do.
6) Tell the students that as they watch the video, to pay close attention to the details about each community.
7) After watching the video, demonstrate on the enlarged Venn diagram how to label each circle and that each circle is for one type of community. Tell the students to leave the connecting bubbles empty because we will compare the similarities later.
8) After watching the video, ask the students to raise their hands with facts that they learned about each type of community and write it in the corresponding bubbles.
9) Discuss the similarities and differences of the communities.
10) Tell the students that we are going to use the SmartBoard to look at different places in the United States on Google Earth.
11) Hand out white boards and markers and tell the students that as we look at the different communities to write on their white boards whether they think the area is urban, suburban, or rural. We will then classify each area as a group. Example: New York City. Ask the students to think about where people live, work, how they travel, play, etc. The class should decide/classify NYC as an urban community.

12) Repeat the process for suburban and rural communities.

13) Finally, we will “re-visit” the community where the students live on Google Earth and look at a map of the community. Decide as a group which characteristics best describe the area and if it is urban, suburban, or rural.

14) Ask the students, “Why do you think people choose to live in different communities?” Lead the students to understand that one type of community isn’t better than another, just different. People choose where to live based on their interests, abilities, needs, and resources.

15) Ask the students what type of community they would like to live in.

16) Describe the next activity: Students will be asked to go back to their desks and on a provided piece of paper, draw and color the type of community they would like to live in and to write 3-4 sentences stating why.

17) Demonstrate on the chart paper. Example: Draw a picture of a city and write, “I would like to live in an urban community because there are more activities to do and more types of restaurants to eat at. Urban cities also have tall beautiful buildings with larger and more diverse populations.”

18) Before sending students back to their desks to work on the assignment, ask the students to review the steps just told to them and ask if there are any questions.

19) As the students work, the teacher should walk around from table to table observing, providing help, and encouraging students to work together and help each other.

**Closure:** After each child has finished, call the class back over to the rug. Students will be able to share their pages. Each student will start by saying, “I live in a_________community, and would like to live in a_________community because___________.

**Evaluation:** *Informal Assessment:* 1) Asses student understanding through participation in discussions and white board responses. *Formal Assessment:* 1) Collect each child’s completed “communities” Venn diagram and check for understanding of the similarities and differences of each area. 2) Collect each child’s completed community page and check for understanding of the characteristics of the chosen community. 3) Check if the 3-4 sentences were written using proper spacing, grammar, and punctuation. 4) Rating scale for the assignments:

- (Check Minus): 2 or more incorrect responses
- (Check): All but 2 responses accurate
+ (Check plus): All responses accurate

**Differentiated Instruction:** *Students with Visual Impairments:* Will sit in the front of the class to see better, as there will be a variety of visual displays, such as: Chart paper demonstrations and SmartBoard activities. *Students with ADHD:* Provide time to stand up/movement throughout the lesson.
Lesson #4

Big Question: Who are the helpers in our community and how do they help?

Time: 45 minutes

Objectives:

1) Each student will be able to define the term “Community Helper.”
2) Each student will be able to identify at least five community helpers and describe how they help in a community.
3) Each student will be able to define the terms “for-profit” and “not-for-profit” and be able to give an example of each.
4) Each student will be able to identify one community helper, and describe in 3-5 sentences and/or dictate why that community helper is important.
5) Each student will gain a sense of respect for the workers/helpers in his/her community.


Materials/Technology: Chart paper and markers, SmartBoard, Radio, “Who Are the People in Your Neighborhood” song, Community Helpers YouTube video, Book: Community helpers from A to Z, Pictures of community helpers, “Community Helpers” worksheet for each student, Rubric for each student

Anticipatory Set/Motivation:

1) Gather students on the rug for a whole group discussion.
2) Play the Sesame Street song, “Who are the people in your neighborhood?” Sing along as a class.
3) Tell the students that today we will be learning about various community helpers in our neighborhoods and communities.

Lesson Development:

1) Open a discussion by asking students to think of all their needs and needs of the community they live in (ex: protection/safety, mail, education...).
2) Through questioning, lead the students to recognize that individuals and communities have needs and ask, “How do you think these needs are met?”
3) Lead the students to recognize that community needs are met by a large variety of jobs and people who work.
4) Ask the students, “Does anyone know what a community helper is?” As students answer, write their ideas on chart paper.
5) Redefine a Community Helper as anyone in a community who helps others by providing a service of some kind.
6) Then say, “Well, let’s see if we can learn some more about our community helpers.”
7) Using the SmartBoard, show a video on YouTube about community helpers using this link: [http://www.youtube.com/watch?v=5fSr4k6UXk](http://www.youtube.com/watch?v=5fSr4k6UXk)
8) Once the video is over, ask questions such as: “What community helper(s) did we just learn about?” “How does the (Name of Community Helper) help in our community?” “What are some ways we can tell he/she is a (name community helper)?”
9) Then present the book, Community helpers from A to Z, and then say, “Now that we have learned about a few community helpers from the video, let’s read about some more!”
10) While reading the book to the students, pose different questions, and ask the students to turn and talk about the different community helpers.
11) Then, tell the students that some of these jobs/people produce a “profit,” or money for a business owner. Some of these other jobs are “not-for-profit.”
12) Define **Profit** as money earned after the expenses and costs are covered, and give the example of a lemonade stand. Once they pay back Mom and/or Dad for the costs of the ingredients and cups, the rest of the money that they keep is profit.
13) Then, define **Not-For-Profit** as something done for the common good that does not produce a profit, and give the example of a museum that provides a service for the common good. The museum takes your money to cover the costs of the art exhibits and the pay of the employees (those that are not volunteers), but it doesn't earn a profit.
14) Provide a few more examples of both “profit” and “not for profit” jobs/people and then ask the students to think of some examples.
15) Next, draw a web on the SmartBoard and label the center “Community Helpers.” Ask the students to name a few community helpers they just learned about. Add them to the web. As students call out the various community workers, (example: “firefighter”), extend the question and ask the students, “How do we know a firefighter is a firefighter?” “What does he/she wear?” “How does he/she help the community?”
16) Also, ask the students to decide if any of these jobs/people are “profit” or “not-for-profit.”
17) Explain the next part of the lesson by saying, “I would like you to think in your head about a community helper that is important to you. Once you decide on a community helper, you are to go back to your desk, where you will find a worksheet titled “Community Helpers.” Using crayons, markers, and/or colored pencils, draw a picture of the community helper that you chose. The illustration should indicate the “uniform” and tools required of that community helper’s job. After you have drawn and colored your picture using lots of detail, put the name of the community helper at the top and indicate whether the job is for profit or not-for-profit. Next, write 3-5 sentences describing the community helper and why you think he/she is important to our community.”
18) Show a completed example of the assignment and read it aloud to students.

**Closure:**

1) Students will be gathered back on the rug.
2) Ask the students to raise their hands and define the term **Community Helper**.
3) Finally, ask for volunteers to share their work.
Evaluation: *Informal Assessment:* 1) Assess students’ understanding of the material presented by questioning them throughout the lesson. 2) Observe facial expressions. *Formal Assessment:* 1) Collect each child’s “Community Helpers” worksheet and grade the assignment based on a rubric. This rubric will also be given to students as a form of self-assessment.

*Community Helpers Rubric*

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1. Appropriate illustration of helper. 2. Appropriate illustration of materials or uniform of helper. 3. Correct label of “for-profit” or “not-for-profit” status of the helper. 4. At least 3-5 sentences written (using proper capitalization, punctuation and spaces between words) describing the helper and why that helper is important.</td>
</tr>
<tr>
<td>3</td>
<td>One of the four elements is missing.</td>
</tr>
<tr>
<td>2</td>
<td>Two of the four elements are missing.</td>
</tr>
<tr>
<td>1</td>
<td>Three of the four elements are missing.</td>
</tr>
<tr>
<td>0</td>
<td>No illustration, no tools, no label, no sentences written.</td>
</tr>
</tbody>
</table>

*Community Helpers Writing Prompt*

The community helper that I chose is a _________________________________. ____________ _________________ helps in the community by ________________________________ _________________________________. I think ________________________________ are important because_____

**Differentiated Instruction:** *Students with Impaired Motor Skills:* Will be provided adapted writing tools to assist with drawing/writing. *Students with Impaired Vision:* Will have information read aloud to them or will be able to listen to a pre-made audio tape.

**Lesson #5**

**Big Question:** Should our community recycle?

**Time:** 60 Minutes
Objectives:

1) Each student will gain an understanding of how reducing, reusing, and recycling can save resources and reduce pollution and will identify 3 benefits of such practices.
2) Students will understand that the amount of garbage they throw away has an effect on humans, animals, and the environment and will identify 3 negative effects of not recycling.
3) Students will understand the meaning of new vocabulary words such as biodegrade and recycle.
4) In groups, students will identify, list, and present to the class at least 5 effects of community recycling and not recycling.
5) Students will debate why their community should recycle based on newly learned facts and opinions.


Materials/ Technology: Chart paper and markers, Recycling and garbage bins, Pictures of recyclable and garbage items, SmartBoard, Pictures of pollution and landfills

Anticipatory Set/ Motivation:

1) Gather students on the rug for a whole group discussion.
2) Have a garbage bin and recycling bin in the front of the classroom (students will be familiar with both as they are used in all classrooms throughout the year).
3) Have real garbage and recyclable items displayed.

Lesson Development:

1) Elicit responses from the students as to what happens to garbage after the garbage truck comes to collect it at their homes.
2) Briefly explain how garbage is processed (picked up, sorted, and dumped at a landfill).
3) Stress the fact that landfills are filling up quickly, which means that more land will be used for more landfills instead of providing homes to animals, people, and plants.
4) Show students an aluminum soda can and tell them what it is made of. Write the word “biodegrade” on chart paper and ask students if they know what it means.
5) Provide a definition of biodegrade and ask students to guess how long it would take for an aluminum soda can to biodegrade in a landfill.
6) Ask each child to stand up one at a time and say his/her age. Write that number on the board and then add the age of the next child until you've gone through the entire room. Add the teacher’s age as well. Then, point out that if we add everyone's ages together, we are still are only halfway to the number of years that it takes for an aluminum can to degrade (this assumes you have approximately 30 students who are 7 and 8 years old). Tell the students that it takes about 500 years for one aluminum can to biodegrade!
7) Ask the students to brainstorm how people in the community can reduce the amount of garbage being thrown away (recycle and reuse!)
8) Draw the recycling symbol on the chart and write the word “recycle” and explain what it means (to make something over into a new product).
9) Elicit responses from the students as to what items can be recycled. Explain that plastic, paper, and glass can all be recycled.
10) Ask the students how they brought their lunch to school today and how it could be recycled (example: brown paper bag-reuse it again tomorrow).
11) Create a T-Chart for students to sort what items should be thrown away or recycled.
12) Show the students various pictures of garbage and recyclable items. Hand out pictures to the students, one at a time, to glue on to the chart (either on the garbage or recycle side).
13) Ask the students to think about the results of not recycling and discuss/show pictures (possibly show pictures of pollution in community/landfills in community).
14) Break the class into two large groups and have one group come up with a list of at least 5 effects of the community recycling and have the other group list at least 5 effects of the community not recycling.
15) Call the groups back to the rug and create another T-Chart for students to debate whether they think their community should or shouldn’t recycle and why (put their ideas on the chart).
16) Students most likely will lean toward their community recycling, so ask questions to get them thinking about reasons the community shouldn’t recycle. Example: Is there a financial cost of recycling? Does it take a lot of time to recycle? Do you need space in your home to recycle?

Closure:

1) Come to a decision as a class.
2) Students will then be asked to devise a plan to help people in their homes or community to recycle. They will be asked to draw pictures representing their plans and will write at least 4-5 sentences about their plans.

Evaluation: Informal Assessment: 1) Assess students’ understanding of the material presented by questioning them throughout the lesson. 2) Observe students’ facial expressions. Formal Assessment: 1) Collect students’ drawings and writing and check for understanding. Rating scale for the assignment:

- (Check Minus): Unsatisfactory
✓ (Check): Meets expectations
✓ + (Check Plus): Exceeded expectations

Differentiated Instruction: Students with Speech and Language Impairments: Will provide answers on individual white boards during group lessons/discussions. Students with Visual Impairments: Will sit in the front of the class to see as there will be a variety of visual displays, such as: Chart paper demonstrations and SmartBoard activities.
School/Home Connection: Ask the students to bring to class a variety of items from home that were destined for the trash but could be reused, recycled, or reduced. The students should be prepared to explain how each item could be reduced, reused, or recycled.
Lesson: The Kennedy Years – The Election of 1960 and Kennedy’s Early Presidency

Time: 45 Minutes

NCSS Standards: II. Time, Continuity, and Change; V. Individuals, Groups, and Institutions; VI. Power, Authority, and Governance

Objectives: SWBAT:

1) Analyze why Kennedy was elected president.

2) Critique the “New Frontier” policies.

Materials: Textbooks, Video clip of the 1960 Presidential Debates, Video clip of Kennedy’s Inauguration Address

Motivator: To begin the discussion, ask the students how many of them watched the debates of the most recent presidential election. After gauging the response, ask how many of them did this for the first time. Hopefully, a large number raises their hands. Tell the students that everyone in 1960 was also watching a presidential debate on television for the first time. Explain to them the difference in approaches both candidates took heading into the debates. Kennedy was relaxed and extensively prepared, while Nixon campaigned hours before the debate, appearing tired, pale, sickly, and underweight. Then explain how there was a wide sentiment that Kennedy was able to take a slight lead after the first debate. A clip of the first debate would then be shown to the class. After, ask the students what they believe are reasons for a candidate to get elected. Follow this question up with the types of issues they believe allowed Kennedy to get elected.

Lesson Development: After introducing the topic of the election, lecture on Kennedy’s Inauguration Address. Show the students the famous portion of his address so that they begin to understand how Kennedy expected his new generation to respond. Further lecture would highlight Kennedy’s “New Frontier” and the types of reforms he wished to carry out. Topics of his reform would include civil rights, urban renewal, social welfare, and a new foreign policy image. Questions should be presented throughout the lesson to stimulate open discussion.

Conclusion: The final portion of the class is based on the question of why Kennedy was elected president. Students should respond with either his policies or his image from the debates. After, direct the class into a debate over which one was more important.
Assessment: Students should write a one-page essay as homework. For their assignment, they are to envision themselves as someone living during Kennedy’s presidency. They are to write on which of his “New Frontier” programs they would have supported the most and explain why.

Lesson: The Kennedy Years – Foreign Issues, Bay of Pigs

Time: 45 Minutes

NCSS Standards: II. Time, Continuity, and Change; III. People, Places, and Environment; VI. Power, Authority, and Governance; IX. Global Connections

Objectives: SWBAT:

1) Identify factors that impacted the relationship between Cuba and the United States.
2) Explain Kennedy’s motives for launching the Bay of Pigs invasion.
3) Evaluate the impact of the Bay of Pigs invasion.

Materials: Map of Cuba, Textbook

Motivator: Open the class by presenting a large map of Cuba. Ask the students what they notice about Cuba. What are its features? If no one mentions it, ask if there could be any significance due to its proximity to Florida. Ask the students what they know about the government of Cuba. When someone mentions how it has a communist government, have them elaborate on the significance of it.

Lesson Development: Start the lecture by providing background information on Fidel Castro and his rise to power in 1958. Highlight how after his immediate overthrow of dictator Fulgencio Batista, he denounced the United States and declared that Cuba would be a communist state, allied with the Soviet Union. After this break, explain how President Eisenhower approved a CIA plot to train and assist Cuban refugees in launching a counter-revolution. Explain to the class how Kennedy went ahead with the plan only four months after entering office. Explain why the invasion was a failure and what it meant in terms of future US-Cuban relations. At this point, make sure to ask the students the significance of launching this attack so early in his presidency. Direct the students’ questions back to the fact that this type of plan ties into his promise of a new foreign policy image. It was apparent that Kennedy would do anything in his power to prevent Cuba from spreading its communist ideals into the surrounding areas of the United States.

Conclusion: Finish the class by asking whether or not Kennedy made the right decision. Even though the students know this mission was a failure, did the prospects of eliminating a communist regime so close to the United States justify the action?

Assessment: Have students continue the concluding question into a short one-page essay. What would they have done if they were Kennedy?

Extending the lesson: Students should write a one-page essay explaining why the invasion failed.

Lesson: The Kennedy Years – The Cuban Missile Crisis
Time: 180 Minutes

NCSS Standards: II. Time, Continuity, and Change; III. People, Places, & Environment; VI. Power, Authority, and Governance; IX. Global Connections

Objectives: SWBAT:

1) Analyze the threat of Soviet missiles in Cuba.
2) Compare the options Kennedy was presented with.
3) Defend the position taken by Kennedy.

Materials: Textbook, Map of Cuba, Map of the quarantine area and the proposed US offensive route, Video clip of The Missiles of October, U-2 photograph Soviet Medium Range Ballistic Missiles near Los Palacios at San Cristobal, October 14th photograph of the San Cristobal launch area, CIA briefing board present to President Kennedy showing the range of the Soviet missiles, President Kennedy’s Quarantine Speech 10/22/62, Video footage of Adlai Stevenson at the United Nations confronting Soviet representative Valerian Zorin, Corresponding letters from President Kennedy to Khrushchev

Motivator: First, present the two photographs of San Cristobal as an overheard. After asking the students what they are looking at, switch to the CIA briefing board showing the range of the Soviet missiles. Then, present the students with the opening clip of The Missiles of October in which William Devane, portraying President Kennedy, states how Cuba will be prevented by any means necessary from taking action against the Western Hemisphere.

Lesson Development: Divide the students into small groups for a role-playing simulation. Acting like the CIA did when presenting their findings to President Kennedy, the students will write a small report on the threat these missiles could pose and what type of action he should take. The groups will then present their recommendations to the rest of the class. The class will discuss the groups’ solutions.

The second day of the lesson focuses on the various options Kennedy could take. They included: 1) Do nothing, ignore the missiles completely; 2) Open negotiations with Khrushchev in the hopes of the missiles being withdrawn; 3) Order a blockade of Cuba until the missiles are removed; 4) Send a warning to Castro and Khrushchev giving them 24-hour notice to remove the missiles or face an air strike; 5) Launch an air strike against Cuba with no warning. Discuss each option with the class. Highlight the pros and cons of each. The class should come up with an agreed upon solution by the end of the period.

To open the third class, present students with a copy of President Kennedy’s Quarantine Speech. Discuss the speech for the remainder of the class. Particularly, emphasize the Monroe Doctrine. Make sure to explain how it was important for Kennedy to call this a quarantine instead of a blockade, since the latter constituted an act of war according to international law.

The final portion of the class starts with students watching footage of Ambassador Adlai Stevenson confronting the Soviet ambassador at the United Nations. Students would then receive correspondences between President
Kennedy and Khrushchev detailing their outline for a resolution. A discussion of the solutions will be the driving force of the class.

**Conclusion:** The lesson will close with one basic question: Did either side “win”?

**Assessment:** Students will develop a timeline of the events of the Cuban Missile Crisis. A brief overview should be developed for each event that the student wishes to include.

**Extending the lesson:** Students will watch the film *Thirteen Days* (2000) and write a critical response to it. Questions include: What caused the crisis? Who were the major players? What was the eventual outcome? What would you have done had you been in President Kennedy’s shoes?

**Lesson: The Great Society**

**Time:** 90 Minutes

**NCSS Standards:** II. Time, Continuity, and Change; V. Individuals, Groups, and Institutions; VI. Power, Authority, and Governance; X. Civic Ideals and Practices

**Objectives:** SWBAT:

1) Analyze the ways President Johnson’s “Great Society” was able to expand upon President Kennedy’s “New Frontier.”
2) Assess the strengths and weaknesses of Johnson’s vision.

**Materials:** Textbook, Copy of President Johnson’s Great Society Speech, Clip of the “Great Society” from a LBJ documentary, Audio recordings of President Johnson concerning the War on Poverty, Audio recordings of President Johnson regarding racial tensions, List of “Great Society” actions, Audio recording of a phone conversation between RFK and LBJ detailing the integration of an Alabama school

**Motivator:** Begin by passing out a copy of Johnson’s speech. Students will take turns reading the essay aloud. Students would then watch the “Great Society” clip from an LBJ documentary.

**Lesson Development:** A lecture would commence detailing Johnson’s aim at eliminating poverty and racial injustice. The two audio clips of Johnson should then be played to highlight his views on poverty and racial issues. To close the first session, students will be divided into groups. A list of the “Great Society” programs will be passed out to the groups. Each group is to select a different program for presenting to the class on the following day. The rest of the class period is provided for the groups to research their programs.

The second class session will consist of the groups presenting their programs. Students not presenting should take notes of the other programs and ask presenters questions concerning the other programs.

**Summary:** The class will take a survey in regard to which “Great Society” program they felt made the biggest difference. Students are expected to be able to defend their position.
**Assessment:** Students will write a one-page summary detailing a program that they did not present. Questions to be covered include: What was the program? When was it passed? What did it aim to achieve? Is it still in effect today?

**Extending the lesson:** Students will listen to a phone conversation between RFK and LBJ. Students should develop an alternative plan for integrating the school. A visual presentation should be made that highlights the issues, the possible solutions, and the hopeful outcome of the integration of the school.

**Lesson: The Civil Rights Movement**

**Time:** 135 Minutes

**NCSS Standards:** I. Culture; II. Time, Continuity, and Change; IV. Individual Development and Identity; V. Individuals, Groups, & Institutions; VI. Power, Authority, and Governance; X. Civic Ideals and Practices

**Objectives:** SWBAT:

1) Identify key groups that helped pave the way for equal rights, and the means in which they fought for equal rights.
2) Critique the differences between Dr. King’s methods and Malcolm X’s.
3) Create and develop a Civil rights Movement group aimed at ending racial inequality.

**Materials:** Textbook, Video clip of Dr. King’s “I Have a Dream Speech,” *Letter from a Birmingham Jail*, Poster boards, Art supplies

**Motivator:** Class will open with the video of Dr. King’s speech.

**Lesson Development:** Lecture will then begin the development of the class. Draw attention to the Civil Rights Acts that President Johnson was able to sign. Highlight the various groups that played a role in fighting for equal rights throughout the discussion. They include: NAACP, National Urban League, SDLC, SNCC, CORE, Black Muslims, and Black Panthers. Focus particular attention on how each group tried to achieve peace. An open discussion will drive this portion of the class by engaging students in which causes they believed were most effective. *Letter from a Birmingham Jail* will then be passed out so that students gain an insight into the ways Dr. King tried to achieve his mission. After reading the letter, the students will discuss it as a class.

Divide the students into small groups with the task of creating their own Civil Rights group. Just like the groups studied earlier, each group should come up with a way to challenge injustice. After they develop their organization, they are to develop a poster board that champions their cause. It could either be a picture or a slogan. As long as the poster demonstrates their organization’s mission for equality, it will be accepted. Groups begin to work for the remainder of the first session. Materials will be provided.

The second session is dedicated solely to the groups’ continued work. The teacher should walk around and give any necessary help where needed.
The final day is for each group to present to the class. Students will present their group’s name, mission, and how it expects to fight for equality. The students will then present their posters to the class. After each group presents, its poster will be hung upon a bulletin board wall.

**Summary:** Ask students how they would have responded. Would they have marched and demonstrated? Or would they have gone through the legal process?

**Assessment:** Group presentations.

**Extending the lesson:** Students will write a 1-2 page response to the photographs of the Charles Moor Collection from Kodak that document the Civil Rights Movement. Their responses should be a reaction to what they see. What kind of message was the photographer trying to send?

**Lesson: The Vietnam War**

**Time:** 90 Minutes

**NCSS Standards:** II. Time, Continuity, and Change; III. People, Places, and Environment; VI. Power, Authority, and Governance; IX. Global Connections

**Objectives:** SWBAT:

1) Explain why the policy of containment launched America into the Vietnam War.
2) Analyze the impact the media brought upon the war.

**Materials:** Textbook, Map of Vietnam, Audio of Bob Dylan’s *The Times They Are a-Changin’*, Audio of Creedence Clearwater Revival’s *Fortunate Son*, Video clip of Walter Cronkite’s “Report from Vietnam”

**Motivator:** Play Dylan’s *The Times They Are a-Changin’* so that students understand the general mood of this period. Discuss the song. Bring up the issue of containment. Connections should eventually be made to Kennedy’s handling of Cuba and America’s mission to prevent the spread of communism.

**Lesson Development:** Begin with a lecture detailing the 17th Parallel and the rise of the Viet Cong. Continue by introducing the Domino Theory and its relation to containment. Then, transition to the Tonkin Gulf Resolution and how Johnson took it as carte blanche to conduct a full-scale war without a declaration from Congress. Discuss how the war progressed over the next four years, ending the lesson with the Tet Offensive.

Day 2 begins by covering the war at home. Protests should be the focal point of the discussion. Play the song *Fortunate Son* as an example of the growing hatred of the war. The hippie movement should also be covered. Then, shift the discussion to coverage of the Vietnam War. Show the class a video of Cronkite’s speech detailing how unpopular the war was becoming. To close the class, discuss the impact of the war on the “Great Society.” Students should make the connection that the programs that Johnson sought suffered from a lack of funding in order to pay for the war.

**Conclusion:** Ask the students: How did the media shift the opinion of the war in a negative light?
Assessment: The concluding question about the media should be answered in a short essay. Students should mention how television was able to bring the war home and how music greatly affected the public’s opinion.

Extending the lesson: Students will write a short, three-verse anti-Vietnam War song.

Lesson: The Nixon Years – A Trend toward Conservatism

Time: 45 Minutes

NCSS Standards: II. Time, Continuity, and Change; III. People, Places, and Environment; VI. Power, Authority, and Governance; IX. Global Connections

Objectives: SWBAT:

1) Analyze the policies of Nixon’s administration.
2) Critique Nixon’s policy of détente.

Materials: Textbook, Map of China, Photos of President Nixon in China

Motivator: Pass out to students photos of President Nixon visiting China.

Lesson Development: A lecture will focus on the various policies of Nixon, specifically his foreign policy issues, including: 1) Vietnam withdrawal; 2) The opening of China; 3) Détente. Questions will include how these policies changed the way America operated in the 1960s.

Conclusion: Ask students if Nixon’s policies were effective.

Assessment: Students will write a one-page critique of Nixon’s policy of détente. Was it effective? Did it help US-Soviet relations? Why or why not?

Extending the lesson: Students will portray a student during Nixon’s Presidency. They will write a letter to him to bring on his visit to the Soviet Union. Their letter will be a call to slow the arms race and the prevention of mutually assured destruction.

Lesson: The Nixon Years – Watergate

Time: 45 Minutes

NCSS Standards: II. Time, Continuity, and Change; V. Individuals, Groups, and Institutions; VI. Power, Authority, and Governance

Objectives: SWBAT:

1) Critique Nixon’s decision to hide the White House tapes.
2) Analyze Ford’s pardoning of Nixon.

Materials: Textbook, “Smoking gun” audio, Picture of the Watergate hotel
Motivator: Begin with the “smoking gun” audio clip. Students will listen to Nixon formulate a plan to block the investigations of the CIA.

Lesson Development: Present students with the picture of the Watergate hotel and give them background information on how it was the headquarters of the DNC. Steer the discussion toward the investigation of the botched break in by members of the Republican Committee to Reelect the President. Move the discussion to Nixon’s denial of any type of cover up and the eventual battle over the White House recordings. A discussion should focus on Nixon’s claims to prevent the tapes from being released under “executive privilege.” End the lesson with Nixon’s decision to resign before the House could vote on impeachment, and his eventual pardoning by President Ford.

Conclusion: Conclude the lesson by asking students if Ford should have pardoned Nixon.

Assessment: Students will write a one-page essay defending or rejecting Ford’s decision.

Extending the lesson: Students will watch the film Frost/Nixon and write a short essay on it.
Overview

Unit title: Colonial America and the Road to Revolution

NCSS Standards: 2: Time, Continuity and Change; 5: Individuals, Groups and Institutions; 6: Power Authority and Governance; 9: Global Connections; 10: Civic Ideals and Practices

Unit Objectives:

1) Students will identify the contributing factors that led to the Boston Massacre.
2) Students will evaluate primary source images to determine the course of events that culminated in the Boston Massacre.
3) Students will distinguish between the British and colonial views of the events that occurred during the Boston Massacre.
4) Students will summarize the restrictions that Great Britain placed against the colonies prior to the American Revolution.
5) Students will identify the course of events that led to the battles of Lexington and Concord, as well as the major figures involved.
6) Students will answer the following questions: What where the motivating factors behind the battles at Lexington and Concord? Who were the key figures involved in the battles and what were their roles? What forces were engaged in the battle? Who were the Minutemen? What were the results of the battles at Lexington and Concord? How did the events at Lexington and Concord affect the American people’s opinion about the Revolutionary War? How did King George III respond to these events?
7) Student will analyze the contributing factors for the American Revolution and formulate their own opinions on the subject.
8) Students will express their opinions for or against the American colonies declaring independence in the form of a debate.
9) Students will analyze historical documents to determine their significance.
10) Students will describe their own opinions and grievances related to school life.

Acceptable Evidence

Summary of pre-unit assessment(s): On the first day of the new unit, students will take a pre-assessment to determine their knowledge of the information that will be presented in the upcoming unit. Each student will complete two assessments; the first is a 30-question multiple-choice test that includes questions on colonial America, the British/colonial views on the colonies, reasons for the American Revolution, and key characters on both sides of the American Revolution. For the second pre-assessment, each student will complete the first two columns of a KWL chart. They will be asked to write what they currently know, and what they would like to
know about the colonial period and the American Revolution. At the end of the unit, these KWL charts will be returned to the class and they will be asked to complete the third column: What have you learned? The students’ responses to the multiple choice questions and in the KWL charts will be used to adapt instruction and identify students who may have already mastered the content that will be presented in the unit.

**Summary of formative assessment(s):** Formative assessments will be carried out on a daily basis. Students’ group work and presentations will be monitored to ensure that they understand the material being presented. Essays, at-home writing assignments, and journal entries will also serve as formative assessments. The students’ performances on these formative assessments will be used to adapt instruction when needed to ensure that all students are gaining a better understanding of the content material.

**Summary of post-unit assessment(s):** The class will have an in-class comprehensive exam on the final day of the unit. This exam will cover the information presented during the unit and will consist of 5 short-answer questions and 1 thematic essay.

### Learning Experiences and Instruction

#### Lesson: The Boston Massacre

**Number of classroom sessions:** 2

**Length of each session:** 44 minutes

**NCSS content standards:** 6: Power Authority and Governance; 9: Global Connections

**Lesson objectives:**

1) Students will identify the contributing factors that led to the Boston Massacre.
2) Students will evaluate primary source images to determine the course of events that culminated in the Boston Massacre.
3) Students will distinguish between the British and colonial views of the events that occurred during the Boston Massacre.

**Materials:** Primary source images of the Boston Massacre, Selected readings.

**Interest building/motivator:**

1) The teacher will present the entire class with various images of historical events. The images should be of events that the students have knowledge of and can relate to.
2) They will be told that images/pictures can hold a large amount of information and that this information can often help to support differing opinions depending on the person viewing it.

**Lesson development:**

*Day 1:*
1) The class will be broken up into groups of 3 to 4, depending on class size.
2) Each group will be given primary source images that depict the Boston Massacre.
3) The teacher will ask the class to examine the pictures and discuss as a group what each picture can tell us about the Boston Massacre.
4) They will be asked to answer the following questions based on the images: Describe what is happening in the images. What differences/similarities can be seen in the two images? How can these images be used to help form an opinion of the events that occurred during the Boston Massacre? What other information might you need to form an opinion of the events surrounding the Boston Massacre?
5) At the end of the lesson, the teacher should answer any questions the class may have.
6) For homework that night, each student will find one other source on the Boston Massacre from the internet, library, or classroom texts.

Day 2:

1) The class will begin with the primary source images of the Boston Massacre displayed in the front of the class.
2) The teacher will facilitate a discussion about the information that they have been presented about the Boston Massacre. The teacher should ask questions to keep the discussion moving, such as: Who do you believe is at fault for the Boston Massacre? Should the British have used such force against civilians? How could this event have been avoided?
3) Each student will be asked to present to the class the new source that he or she found during the previous night’s homework.

Summary/concluding activity: The students will be asked to provide their own opinions of who is to blame for the Boston Massacre based on the images presented and the sources they found during their homework. The teacher will record the answers from the students and take a tally of their answers.

Assessments: 1) Group work will be monitored. 2) The discussion will be evaluated to ensure that each student understands the content material. 3) The new information source that each student found will be evaluated to determine if the student understood the task and that it is from a valid scholarly source.

Differentiated instruction:

1) Materials will be presented in varied modalities to meet the learning styles of students.
2) Teachers may read instructions and procedures aloud to students.
3) Gifted and Talented: Readings that are of a higher difficulty level and delve deeper into the material presented will be provided.
4) English Language Learners: ELLs will be provided the readings in their native language if necessary. The classroom teacher should collaborate with ESL teachers and have vocabulary required for the lesson introduced to ELLs while in the ESL classroom.
5) For Students with Learning Disabilities: LD students will be provided with an adapted response to the objectives. Discussion groups will be based on varying abilities to promote higher cognitive thinking in LD students.
Lesson: Moving toward Revolt

Number of classroom sessions: 4 Days

Length of each session: 44 minutes

NCSS content standards: 5: Individuals, Groups and Institutions; 6: Power Authority and Governance; 9: Global Connections

Lesson objectives: Students will summarize the restrictions that Great Britain placed against the colonies prior to the American Revolution.

Materials: Copies of reading that detail the specific Acts, computer access

Interest building/motivator:

1) The students will be asked if they have ever become upset with or angry at the government for actions that take place. Students should be given time to share their experiences with the entire class, if they wish.
2) The teacher should then ask the class if they felt that they should do something in response to these events. If so, what should they do and what did they actually do?
3) The class will be asked identify the reason why people may wish to overthrow their government.

Lesson development:

Day 1:

1) The class will be divided into groups of three or four.
2) Each group will be assigned one of the following acts: Navigation Act, Stamp Act, Sugar Act, Quartering Act, Intolerable Acts, Townshend Act.
3) The entire class will be brought to the library and given time to research the act that they have been assigned using the internet and library materials.
4) They will be responsible for answering the following questions about their act: When was the Act put into force? What did the Act change about colonists’ lives? What was the colonists’ reaction to the Act? Why did the British impose the Act? What was the outcome of the imposition of this Act?

Day 2:

1) Groups from the previous day will work together to create a five-minute presentation on the information they learned during their library research.
2) Presentations can be in various forms, including PowerPoint presentations, oral presentations, or visual interpretations.
3) During this time, the teacher should circulate among the groups, providing assistance when necessary.
4) If needed, students can be allowed to do research using the classroom computers and texts.
5) The students should be informed that they will be responsible for presenting what they have learned to the class on the following day.
Day 3:

1) Each group will be given five minutes to present to the class.

Day 4:

1) Each student will be given the class session to independently write a letter to King George in response to the imposition of one of the acts from the position of a colonist.
2) Students should include some mention of the political, economic, and social effects that the act had on the colonies and an explanation of why they feel that the act should be repealed.

Summary/concluding activity: The class will come together and discuss the week’s lessons. The teacher should ask if the actions taken by the British warranted the colonists’ actions toward independence.

Assessments: 1) Presentations will be assessed to determine student understanding of the acts. 2) The letter to King George will be graded based on a rubric. 3) Discussions will be monitored to check for understanding.

Differentiated instruction:

1) Materials will be presented in varied modalities to learning styles of students.
2) Teachers may read instructions and procedures aloud to students.
3) Gifted and Talented: Readings that are of a higher difficulty level and delve deeper into the material presented will be provided.
4) English Language Learners: ELLs will be provided the readings in their native language if necessary. The classroom teacher should collaborate with ESL teachers and have vocabulary required for the lesson introduced to ELLs while in the ESL classroom.
5) For Students with Learning Disabilities: LD students will be provided with an adapted response to the objectives. Discussion groups will be based on varying abilities in order to promote higher cognitive thinking in LD students.

Lesson: The Road to Revolution

Number of classes: 3

Length of each session: 44 minutes

NCSS content standards: 6: Power Authority and Governance; 9: Global Connections; 10: Civic Ideals and Practices

Lesson objectives:

1) Student will analyze the contributing factors that led to the American Revolution and formulate their own opinions on the subject.
2) Students will express their opinions for or against the American colonies declaring independence in the form of a debate.
Materials: Selected reading on the Declaration of Independence, PowerPoint presentation

Interest building/motivator:

1) The teacher will ask the students if they have ever participated in a debate or seen one on television.
2) The students will then be asked if they have ever felt so strongly about a topic that they have wanted to try and explain to others why they felt the way they did.
3) A short video clip will then be shown of the most recent presidential election. Following the video, the class will be asked if they understand why people have debates and what they think a well-organized debate should look like.

Lesson development:

Day 1:

1) The lesson will begin with the teacher reviewing the major issues faced by the American colonists leading up to the American Revolution. This will be supported by a PowerPoint presentation highlighting the main issues.
2) The teacher will explain to the students that they will be engaging in a debate over the issue of independence. Each group will be responsible for coming up with facts that support its position.
3) The class will then be divided into two groups (Loyalists and Patriots). Each group will be further subdivided into four groups and each will be assigned one of the following issues: 1) taxation, 2) representation in parliament, 3) trade, and 4) the defense of the colonies.
4) The students will be given the remainder of the class session to work with their groups and come up with supporting arguments for their issue.
5) During this time, the teacher should be circling the room, facilitating discussion, and providing help developing the groups’ arguments.
6) Before the lesson ends, the class should be informed that the debate will take place on the following day. Students should be encouraged to dress in period clothing and costumes.

Day 2:

1) Before the students enter the class, the desks/tables should be divided down the center of the room and arranged to be facing one another.
2) Students will come in and sit in the section designated for their group.
3) The debate will begin with the teacher stating that the purpose of the debate is to settle the argument over whether or not the American colonies should declare independence from Great Britain.
4) Students should take turns supporting their positions, ensuring that every student has a chance to speak.
5) The teacher should interject at various points in the debate to keep the groups focused and on task. The following questions can be used to stimulate the debate: Has taxation by Great Britain had a positive or negative effect on the American colonies? Are the colonists considered to be citizens of Great Britain? Should the colonists be allowed to trade freely with whomever they wish?
6) At the end of the class, the teacher should thank the students for their participation, and remind them that on the next day, they will vote on whether or not they feel the American colonies should declare independence from Great Britain.

Day 3:

1) When the class comes in and gets seated, the teacher will distribute the slips of paper that the class will use to cast their votes. The teacher will collect the slips in a ballot box once the students have made their choices.
2) Each student in the class will then be asked to write a journal entry that provides at least two supporting facts for why he or she voted the way he or she did. The entry should be at least 100 words in length.
3) While the class is writing, the teacher should tally the votes.
4) When the students are done with their journal entries, the result of the vote should be shared with the class.

Summary/concluding activity: At the end of the third day, as a whole class group, the teacher will discuss the debate. The teacher should ask the class the following questions and give students time to respond: Did the debate help to change your opinion of the issues? What would you do differently in the future if asked to debate another issue? What other issues related to American history would you like to debate? Did the outcome of the vote surprise you?

Assessments: 1) The debates will be monitored to check student for understanding. 2) Journal entries will be read to and graded based on the quality of the information provided and the students’ ability to support their decisions for or against independence.

Differentiated instruction:

1) Materials will be presented in varied modalities to learning styles of students.
2) Students will be allowed to read in pairs.
3) Teachers may read instructions and procedures aloud to students.
4) Gifted and Talented: Reading that are of a higher difficulty level and delve deeper into the material presented will be provided.
5) English Language Learners: ELLs will be provided the readings in their native language if necessary. The classroom teacher should collaborate with ESL teachers and have vocabulary required for the lesson introduced to ELLs while in the ESL classroom.
6) For Students with Learning Disabilities: LD students will be provided with an adapted response to the objectives. Discussion groups will be based on varying abilities in order to promote higher cognitive thinking in LD students.

Lesson: The Shot Heard ‘Round the World

Number of Classroom Sessions: 3

Length of Each Session: 44 minutes
**Concept/Topic to Teach:** The battles of Lexington and Concord, and the opening days of the American Revolution.

**NCSS Standards:** 6: Power Authority and Governance; 9: Global Connections

**Lesson Objectives:**

1) Students will identify the course of events that led to the battles of Lexington and Concord, as well as the major figures involved.

2) Students will answer the following questions: What where the motivating factors behind the battles at Lexington and Concord? Who were the key figures involved in the battles and what were their roles? What forces were engaged in the battle? Who were the Minutemen? What were the results of the battles at Lexington and Concord? How did the events at Lexington and Concord impact the American people’s opinion about the Revolutionary War? How did King George III respond to these events?

**Materials:** Pencil/Pen, Paper, Internet Access, Reading materials

**Interest Building/Motivator:** The teacher will start out by asking the students what they know about America’s fight for independence, and how it began. The students’ responses will be written down on the board and left there for the remainder of the lesson. The teacher will then ask the students what they think this country would be like if the Revolutionary War had not occurred. Would we still consider ourselves British? What sort of government might we be living under?

**Lesson Development:**

*Day 1:*

1) Students will be asked to read materials that depict the events that occurred on April 19, 1775 at Lexington and Concord in Massachusetts. While reading, they will be reminded that they should be trying to identify key figures and motivating factors of the battles.

2) The teacher will then lead a discussion with the entire class. Each of the questions from the lesson objectives should be discussed. Time should be allotted for questions from the class.

*Day 2:*

1) The class will be broken up into groups of approximately five students. While working in groups, the students will be assigned one of the following people and asked to create a 5-minute presentation about their roles in the battle (Paul Revere, John Hancock, Samuel Adams, General Thomas Gage, King George III of England). Students will have access to classroom books, as well as the internet, in creating their presentations.

*Day 3:*

1) Each group will present what it has learned in front of the class. Presenters must be prepared to field questions from their peers. Students who are observing will be required to take notes on each presentation.
2) Students will be given 10 to 15 minutes to write about what they have learned throughout the course of the presentations in their journal.

**Independent Practice:** Students will be responsible for writing a summary essay at home. The essay should summarize the day’s lesson. It should include information on some of the key figures, as well as a brief explanation of the events on the day of the battles of Lexington and Concord. Essays should be 300-400 words.

**Summary/Concluding Activity:** At the end of the lesson, students will be asked what they have learned about how the American Revolution began. Their comments will be compared to the answers given earlier that were written on the board. The students will then identify any differences in their responses.

**Assessment:** 1) Journal entries will be reviewed by the teacher to ensure that each student understands what has been presented. 2) The summary essay will be graded based on a rubric.

**Differentiated Instruction:**

1) Materials will be presented in varied modalities to learning styles of students.
2) Students will be allowed to read in pairs.
3) Teachers may read instructions and procedures aloud to students.
4) Gifted and Talented: Reading that are of a higher difficulty level and delve deeper into the material presented will be provided.
5) English Language Learners: ELLs will be provided the readings in their native language if necessary. The classroom teacher should collaborate with ESL teachers and have vocabulary required for the lesson introduced to ELLs while in the ESL classroom.
6) For Students with Learning Disabilities: LD students will be provided with an adapted response to the objectives. Discussion groups will be based on varying abilities in order to promote higher cognitive thinking in LD students.

**Lesson: The Declaration of Independence**

**Number of classroom sessions:** 4

**Length of each session:** 44 minutes

**NCSS content standards:** 2: Time, Continuity and Change; 5: Individuals, Groups and Institutions; 6: Power Authority and Governance; 9: Global Connections; 10: Civic Ideals and Practices

**Lesson objectives:**

1) Students will analyze historical documents to determine their significance.
2) Students will describe their own opinions and grievances related to school life.

Interest building/motivator:

1) The class will be asked to consider some of the complaints that they have about the school system. These can include issues such as school lunches, longer recess, availability of equipment for recess, lack of ice cream in the cafeteria, etc.
2) Then, ask the students if they have ever considered acting to resolve some of their grievances. If so: Who would they tell about these grievances? Who is responsible for these problems? How would they go about seeking change?

Lesson development:

Day 1:

1) Each student will select one of the grievances discussed.
2) The students will work independently to write a letter to the principal of the school respectfully explaining the grievance. The letter should include: a) an explanation of their grievance, b) why this grievance should be addressed, and c) what they will do to help bring about change.
3) The letters will be collected at the end of the class.

Day 2:

1) Copies of the Declaration of Independence will be distributed to the class. Each student will be asked to read the Declaration.
2) The video on the Declaration of Independence will then be played for the class.
3) The video will be followed by a lecture, supported by PowerPoint slides, about the committee assigned to write the Declaration of Independence (Thomas Jefferson of Virginia, Benjamin Franklin of Pennsylvania, John Adams of Massachusetts, Roger Sherman of Connecticut, and Robert R. Livingston of New York).

Day 3:

1) The letters that the students wrote to the principal will be returned to them. They will be asked to compare their own letters of grievance to the Declaration of Independence: Does it follow the same form? Are their grievances comparable to those of the American colonists? How can they change their own letters to be more like the Declaration of Independence?
2) The class will then be asked if they know any of the other documents that the Declaration of Independence drew on for inspiration.
3) The class should then be broken up into five groups of four or five students (depending on class size). Each group will be assigned one of the following documents to analyze and compare to the Declaration of independence: 1) the Magna Carta; 2) the First Charter of Virginia, 3) the Mayflower Compact, 4) the English Bill of Rights, and 5) the Resolutions of the Continental Congress.

Day 4:
The class will work together to create a graphic organizer that depicts the connections and similarities of the Declaration of Independence and the five other documents.

Student responses will be recorded on a large piece of chart paper that can be posted in the room following the lesson.

**Summary/concluding activity:** Students will be asked to revise their letters of grievance. They should make the letters follow the same form as the Declaration of Independence: 1) preamble, 2) list of grievances, 3) list of attempts to address the grievances, 4) declaration of intent, and 5) signatures.

**Assessments:** 1) Students’ letters of grievance will be checked to ensure student understanding. 2) Group work will be monitored to verify that the students understand the documents presented to them.

**Differentiated instruction:**

1) Materials will be presented in varied modalities to learning styles of students.
2) Students will be allowed to read in pairs.
3) Teachers may read instructions and procedures aloud to students.
4) *Gifted and Talented:* Readings of that are of a higher difficulty level and delve deeper into the material presented will be provided.
5) *English Language Learners:* ELLs will be provided the readings in their native language if necessary. The classroom teacher should collaborate with ESL teachers and have vocabulary required for the lesson introduced to ELLs while in the ESL classroom.
6) *For Students with Learning Disabilities:* LD students will be provided with an adapted response to the objectives. Discussion groups will be based on varying abilities in order to promote higher cognitive thinking in LD students.

**Unit Final Exam**

**Short Answer:**

1) What were the contributing factors to the occurrence of the Boston Massacre?
2) How did Great Britain view the American colonies and colonists, and why weren’t the colonists allowed representation in parliament?
3) List at least two other historic documents that preceded and influenced the writing of the Declaration of Independence. Include details about why the document was written and when.
4) How did the events that took place at Lexington and Concord affect the American people’s opinion about the Revolutionary War?
5) Of the five members of the committee assigned to work on the Declaration of independence (Thomas Jefferson of Virginia, Benjamin Franklin of Pennsylvania, John Adams of Massachusetts, Roger Sherman of Connecticut, and Robert R. Livingston of New York), why was Thomas Jefferson chosen to write the initial draft?
Essay:

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Task: Choose at least three of the Acts imposed by Great Britain against the American colonies in the years preceding the American Revolution. For each Act, identify the specific aspects of colonists’ economic and/or social lives that were affected by the Act, the reasons why many American colonists disagreed with the Act, and discuss the actions that the colonists took in response to the imposition of the Act.

In your essay, be sure to:

1) Develop all aspects of the task.
2) Support the theme with relevant facts, examples, and details.
3) Use a logical and clear plan of organization, including an introduction and a conclusion.
Part Three: Media and Museum Reviews
Comics and graphic novels have gained attention from educators as a way to adapt language arts instruction to the twenty-first century. Not only is it imperative for children to be able to read words and images together to develop contemporary media literacy in the “highly visual landscape” of our globalizing, techno-scientific civilization (Hart, 3), elementary teachers in particular have found graphic novels an effective and engaging bridge in transitioning children from picture books to text-only books.

Hart’s volume is a packed, ready-to-go collection of worksheets containing exercises designed for upper elementary students to expand their literacy skills using graphic novels. All activities, which are aligned with the Mid-continent Research for Education and Learning benchmarks, can be applied to any graphic novel. Part one teaches students the “language” of graphic novels to develop their skills in interpreting visuals with text. The exercises explore parts of literature, key literary concepts, and the conventions of communication in graphic novels. For example, there are exercises on reading balloons and boxes, how to elicit characters’ emotions through their expressions in illustrations, and how to identify perspective and the conveyance of time. Sheets comparing how a “traditional novel” and a “graphic novel” tell the same story are useful. Part two focuses on analyzing graphic novels in the classroom. Some topics covered include conflict, characterization, and plot. These activities are comprised of self-contained examples followed by exercises in which the students draw answers from the graphic novel they are studying in class. Students can complete these exercises individually or as a group. Part three provides exercises to help students create their own graphic short stories as a culminating assessment.

Monnin’s book presents a “strategic approach” intended to help educators teach print-text and image literacies together. Part one (chapter one) presents terminology and theory for teaching early reader comics and graphic novels. Part two (chapters 2-4) contains a variety of resources/ideas for teaching emerging and striving readers, advanced readers, and multicultural responsibility. Chapter two is divided into subsections for different grade levels (K-1, 2-3), with teaching strategies and resources, followed by modifications for striving readers. Chapter three contains resources for grades 4-6. Chapter four, focusing on multiculturalism, contains resources for grades K-5. Each chapter has a “grab bag” of suggested comics and graphic novels, strategies aligned to the International Reading Association and National Council of Teachers of English standards, and reading and writing focused lessons. There is also a useful cross-index of early reader comics and graphic novels by theme.
and grade level (46-50). While some classroom-ready worksheets are included, more are available online at the author’s blog, which also contains updates and teaching tips. The book features four appendices, including sections on basic and advanced terminology for teaching early reader comics and graphic novels and blank panels for students to create their own comics.

Monnin’s book has a greater emphasis on multiculturalism and differentiated instruction. It is the more reflective book of the two in its discussions of teaching theory. Monnin’s blog, with its rich supportive materials, is a great asset. In sum, her book is a fantastic tool to guide educators in creating lessons to teach graphic novels and early reader comics in today’s classrooms. For the busy teacher on the go, however, the practicality of Hart’s book will surely be appreciated. Both are excellent guides for elementary teachers seeking to incorporate comics and graphic novels into their curricula.

Dr. Seuss, The Lorax (1971)

Reviewed by Rosa Castillo-Rivera

The Lorax by Dr. Seuss offer teachers a creative way to teach integrated elementary-level social studies, science, and ELA lessons. The book is an ecological warning that still rings true today amidst the dangers of clear-cutting, pollution, and disregard for the Earth’s environment. In The Lorax, we find whimsical rhymes, delightfully original creatures, interesting illustrations, and a powerful message that implores environmental awareness from all humankind. The main characters are the Lorax, the Once-ler, and the child. The Lorax, represents our conscience, the Once-ler represents all industries, and the child represents all of mankind. The plot focuses on the Once-ler, who tells the story of how his barren, awful place once used to be a growing, green, and beautiful place. As he looks toward the benefits of his booming new business and its factory, he loses sight of the reason why he could build that factory: the plentiful natural resources all around him. The things he makes do not give back to the world. Further, what he consumes to make them causes harm to the land and its creatures. Once-ler is greedy and wants to use up all of the natural resources for his own benefit, without concern for the common good of all. He greedily chops down Truffula Trees to produce and mass-market his products. He introduces noise, air and water pollution to what was once a beautiful environment and its inhabitants are forced to leave. Finally, the Lorax removes himself from the arid Earth, leaving only a rock engraved “UNLESS” to teach us not to fool with Mother Nature. At the end, we learn that not all hope is lost, as the Once-ler saves a single Truffula Tree seed that now rests in the hands of a caring child, who becomes the last chance for a clean, green future.

Long before saving the Earth became a global concern, Dr. Seuss, speaking through his character the Lorax, thus warned against mindless progress and the danger it posed to the Earth’s natural beauty. The Lorax can help raise awareness of environmental issues and inspire earth-friendly action in students. The book allows teachers to plan lessons that will focus on building an understanding of how making sustainable choices can help preserve our natural resources. The Lorax, therefore, can help serve as a way for students to explore the
concepts of sustainability, forest ecosystems, and taking action/making civic choices. A lesson on sustainability could help students understand the concepts of renewable and nonrenewable resources and environmental sustainability. They could learn new vocabulary, like sustain (to keep up, or to keep going), renewable resources (resources that can be replenished naturally), and nonrenewable resources (resources that once they are used up, more cannot be created). A lesson on forest ecosystems could focus on how people can better use resources and preserve the environment and forest ecosystem. A significant vocabulary word to introduce to the students would be ecosystem (the animals, plants, resources in a particular area). Finally, a lesson on Taking Action could focus on creating a plan to live in a more environmentally sustained way. The students could brainstorm ideas and be guided in making informed choices about global, social phenomena. During these lessons, students could interpret information from graphs and charts. They could also write about their experiences in trying to make sustainable choices. Finally, they could record their personal experiences in working with others to manage environmental resources.

When teaching The Lorax, it is important to note color, which plays a significant role in the book’s layout. Dr. Seuss used bright colors on some pages and dull colors on others. The teacher could engage the students in a discussion about the illustrations and color patterns. The teacher could also teach a lesson comparing and contrasting life in the forest before and after industrialism took over. Children could analyze the powerful message made from rocks, and the word “unless” imprinted on one of them by the Lorax, before he left the forest. Students could also ponder on excerpts from the book. For example, “It’s a truffula seed. It’s the last one of all.” What does this mean? The author signals that in order for change to happen, somebody has to care a lot to stop Once-lers (companies) from destroying the forest for their selfish gains. A civic lesson could be used. Students could participate in civic actions to save the Earth’s natural resources. They could also plant trees or participate in The Lorax Project. There are several internet resources for students to investigate related content, such as the Environmental Protection Agency Kids Club (www.epa.gov/kids), which allows children to explore their environment and learn how to protect it, and the website of the Center for Environmental Education Online (www.ceeonline.org). Finally, teachers interested in presenting a video clip on sustainable forest management might be interested in using the following clip: www.fsc.org/1957.

The subsequent questions may be used to help teach The Lorax. The teacher could either divide his or her class into groups or have his or her students select a topic and reflect/write a paper on it. Strategies are diversified to promote higher level thinking and to raise awareness at various levels and interests.

1. What was the land of the Lorax like before the Once-ler arrived? Did it seem like someplace you’d like to live? What parts of your own environment would you be sad to see go?

2. What kind of person is the Once-ler? Why won’t he listen to the Lorax? The Lorax says to the Once-ler, “You are crazy with greed.” Why does the Lorax say that? Do you agree or disagree?

3. Why does the Lorax speak for the trees? Why is it important to speak up for others? Have you ever spoken up for someone else? Has someone else ever spoken up for you?
4. How does the Once-ler’s Thneed business hurt the land of the Lorax? What happens to the Swomee-swans, the Brown Bar-ba-loots, and the Humming-fish? How could things have been different if the Once-ler listened to the Lorax?

5. What do you think the boy hearing the story will do with the Truffula seed that the Once-ler tosses to him? What would you do if you were the boy?

6. Do you think the Lorax and his friends will come back if new Truffula Trees grow? Where do you think they have been?

7. The Once-ler says, “Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.” What does the Once-ler mean? Can one person make a difference? Can you? What are some things you can do to better your own environment?

8. How does the Once-ler feel about what his Thneed business did to the Lorax and friends?

9. Dr. Seuss used bright colors on some pages of the book and dull colors on others. Did you notice this? Why do you think he did that?

10. Why is this book, *The Lorax*, called a cautionary tale?

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**Seminole Diary: Remembrance of a Slave**

*Seminoles Diary: Remembrance of a Slave* by Dolores Johnson is a wonderful American story for grade levels 3-5 about the relationship between slaves and Seminole Indians in 1834. In the story, the diary is a family heirloom that has been passed down from family to family. Gina’s family now has the diary and her mother reads it to her. The diary tells the story of how Libbie, her sister Clarissa, and their father escaped from a plantation after Libbie sustained a terrible beating in pursuit of their freedom. The family travels for some time before coming across some Seminole Indians, who tell them that they will protect them. Libbie and Clarissa learn the ways of the Seminoles, including their language, how to grow crops (corn, cotton, and sweet potatoes), raise domesticated animals, and make baskets. However, things start to change, especially for Clarissa. Libbie notices that Clarissa has taken on the Seminole ways and spends little time with her and their father. Honey Flower, a Seminole woman, takes Clarissa under her wing and raises Clarissa as her own. Her father is generally concerned about this. Meanwhile, the US Army is moving the Seminole Indians to the Oklahoma Territory. Libbie’s father wants the family to move to Oklahoma so they can continue to remain under the protection of the Seminole Indians. However, in the night, Honey Flower takes Clarissa with her to the swamps of South Florida. Libbie is heartbroken to learn that she will no longer see Clarissa again. Nevertheless, in June 1835, Libbie, her father, other slaves, and the Seminole Indians leave the village under the armed guard of the
US Army for the Oklahoma Territory. This action occurred as part of the Indian Removal Act (1830), which forced Native Americans from the east of the Mississippi River to the west of the River.

The book possesses an interesting cover picture and its vibrant colors will jump out to students. I have always been interested in books about slavery and American Indians. I find their strength, courage and struggles interesting. Their fight for survival is amazing and one that everyone should know about. Doing so will help students better understand the events that changed how we see history. Libbie’s story, therefore, helps bring truth to the peaceful coexistence of African-American slaves and the Seminole Indians during the era of slavery. This book does an excellent job in telling this little-known relationship and is an excellent resource for students to learn that American Indians and slaves had some shared struggles. They were both being separated from their lands, culture, customs, and language. It is a story we all need to know so that we can prevent it from occurring again.

Seminole Diary allows teachers to teach various social studies skills and content. Through this book, teachers could build text comprehension as a way to help students make sense of what they are reading. Students could comprehend the important coexistence of African-Americans and Seminole Indians during the time of slavery in addition to comprehending what was happening in the US during 1834. Using Seminole Diary in the classroom can bring many advantages. The most important is that it allows teachers to bring historical fiction into the classroom. Teachers can use it as a means to help students understand the time period and its historical events. In addition, the book helps teachers introduce the concept of slavery while allowing students to use historical reasoning to figure out what has happened in history and how to depict it. Students would also be able to use inquiry to develop new knowledge as well as correcting old ideas. Allowing students to ask “why” questions, and then to find the answers, allows them to be active learners. Once students begin to ask questions, it is the perfect time to teach them good questioning techniques. Teachers also have the opportunity to use this book to improve writing skills by having students write a short story from the point of view of a Seminole Indian child. Students could also conduct research on Seminole Indians and/or the slave/Indian relationship during the time period. Since the book is told in a diary format, teachers could have students write diary entries about life on an Indian reservation through the eyes of Libbie or Clarissa. Historical fiction, therefore, brings not only history alive, but these diverse activities as well. Being able to step into the shoes of another person helps students to better understand our history and the contributions made by the many (and diverse) citizens of the US.

J. Philip Miller, *We All Sing with the Same Voice* (2000)

Reviewed by Daniela Guerriero

J. Philip Miller’s *We All Sing with the Same Voice* states how different each child is by the color of his or her eyes, hair, home, and family. The book’s main focus is that even though everyone around the world is different, we can all “sing the same song.” It even comes with a cd containing a catchy song to go along with the story.
This book teaches a lot about different cultures in a great way. It is very important for children to know about culture and different families around the world. The book has great pictures that demonstrate the importance of each culture. It shows, for instance, a child in France with the Eiffel Tower and a child in Mexico dressed in cultural clothing. It also shows the importance of different kinds of families (i.e. single parent, gay parents, and extended families). Contemporary classrooms contain children of different cultures, so it really helps incorporate all children. It is also a fun way to have children learn about different cultures and that despite differences, we also have similarities.

This book can help teach about cultures in the world. Culture also plays an important role in the interactions between members within a community. The same culture can cause similarities of values, and this can bond people with the same culture together, making them feel comfortable and easier because it confirms their specific values. On the other hand, they may find other cultures odd if they neglect cultural difference. Culture can pull a person closer, or further away, to the majority. Therefore, culture is very important to the communication network in a society as well. Cultural diversity is an important concept to grasp during childhood. Understanding that people are not all the same will enable children to embrace and value the things that make each person or group of people different. Children notice differences, and taking time to teach what is important to each culture can help foster acceptance and understanding. After reading this book, each child could bring something to class representative of his or her own culture.

Michelle Magorian, *Good Night, Mr. Tom* (1981)  
Reviewed by Andrew Cooke

*Good Night, Mr. Tom*, written by Michelle Magorian in 1981, centers on the relationship between William Beech, an evacuee from London, and Tom Oakley, a widower in his 60s. The book is set in the English countryside, in Little Weirwold, a rural city north of London, in the days leading up to England’s entrance into World War II. The story begins with the elderly and private Tom agreeing to take in William, an evacuee from London during Operation Pied Piper (the operation was when roughly 2 million children from London and other English coastlines were moved north to the countryside to escape the threat of German bombings). Willie, as his mother calls him, is a shy and timid boy who is visibly emaciated and bruised all over. At first, Willie is afraid of everything, most of all of being a bad boy or committing a sin, something his overly-religious mother constantly told him he was doing. Tom, to the surprise of the townspeople, becomes a caring and helpful companion for Willie, nursing him back to health and giving him the confidence to be himself.

As months pass, Willie eventually gains friends, notably Zach, George, Ginny, and Carrie, and even joins the local school. Despite being illiterate upon arrival, Will, as he prefers his friends to call him, works diligently day and night to improve. With the help of Mr. Tom, after one term, Will has improved enough that he is moved into a class with students his own age, instead of the youngest group (which is where he had originally been placed). As the months pass, Will slowly starts to come out of his shell, aided by Mr. Tom and his friends,
most notably Zach. The climax of his transition occurs during the school’s Christmas play, in which Will amazes everyone with his rendition of Scrooge in Dickens’ *The Christmas Carol*.

William, as Mr. Tom refers to him, is not the only one to undergo a transformation after his arrival, as Mr. Tom makes a similarly significant transition. The reader learns of Mr. Tom’s young wife and child, both of whom died shortly after childbirth, some forty years prior. Since that time, Mr. Tom has become a gruff recluse, often ignoring the rest of the townspeople and keeping to himself. His only regular companions are Sam, his dog, and Dobbs, his old horse. After William’s arrival, Tom’s rough exterior softens; he takes part in village activities, volunteers to help, takes William and Zach on a vacation, and in time comes to consider William as a son.

The conclusion of the book is both heartwarming and upsetting, but with a happy ending (of course). Just as Will has built a new life in Little Weirwold, and for the first time in his life really knew what having a family and friends was like, his mother calls for him to come back to London for a visit due to the fact that she has become ill. Upon his arrival, Willie’s mother is horrified at the person that he has become: asking questions, disagreeing with her, and having possessions of his own, which she assumes he has stolen. After showing him his new baby sister, his mother begins to treat him worse than ever before, an eventually ties him up and leaves him in a closet. Thankfully, after not hearing anything for a month, Mr. Tom becomes worried and decides to pay William and his mother a visit. With some determination and a little coaxing, he eventually finds the Beech home, with William and his baby sister locked in the closet. Unfortunately, William’s sister has perished from malnourishment, and William is to be sent to a psychiatric home. Tom refuses to let that happen, so he “kidnaps” William and brings him back to Little Weirwold.

After many more months of resting and recovery, things begin to return to normal for Mr. Tom and William. However, upon William’s eventual return to school, Zach is notified that his father has been severely injured in an explosion back in London. Zach leaves the next day to see his father, but never returns, perishing in a similar bomb attack. Eventually, William learns to accept Zach’s death and realizes that Zach is still with him, in spirit.

*Good Night, Mr. Tom* would be a great book to use with a class, and can be used in a variety of circumstances. It could be used in a middle school or high school setting, as the writing is not so elementary that such students could not take anything away from it. One strategy that teachers could use to teach this book would be to read the story during a unit on a war. It is really a great example of the effects that war has on the people that stay behind. When learning about a war, it is easy to see the toll it can take on the combatants, but usually this other aspect is ignored. This story can provide a humanistic feature to these effects. For example, a student can read about Sherman’s March through the South at the end of the Civil War, but may not understand the full impact it can have on common people, outside of the destruction of property. For content, this book could be used to coincide with a lesson on World War II, particularly the impact that the war had on ordinary people and how the German bombings affected life in Britain. It could also serve as an excellent resource if one was teaching about Operation Pied Piper. Aside from social studies content, the story is also a great example of the differences between life in urban and rural areas, as well as a lesson on values and character.

Social studies skills can also be addressed and highlighted with *Good Night, Mr. Tom*. For one, discerning between primary sources and secondary sources can be a great sub-lesson for this book, and explaining to the
students what historical fiction is. The book can also be used to develop intellectual skills, such as inferring cause-effect relationships, making and clarifying conclusions based on evidence, and learning about democratic skills, such as working cooperatively, and the group discussion of public issues.

Additionally, one of the sub-goals of social studies learning is to teach civic attitudes and values, and the people of Little Weirwold taught William many of these same things. When reading this book, it is hard not to see many of these same lessons, such as fulfilling one’s obligations to the community, treating everyone fairly, and always doing right by people. One great learning experience from this book is when Tom justifies his “kidnapping” of William to prevent him from being mistreated and sent to a psychiatric home.

Teachers could also use *Good Night, Mr. Tom* to teach about values, character, and relationships. The story provides many great examples of moral character, working together, and the importance of values. Some great examples of this are: the ease with which the people of Little Weirwold took in the evacuees; everyone going out of their way to ensure that William got everything that he needed, including a birthday celebration and presents; and the town coming together to help each other, the injured veterans, and the evacuees.

In *Fire Boat: The Heroic Adventures of the John J. Harvey* (2002), Maira Kalman brings a New York City icon to life and proves that old heroes never die. The story focuses on the *John J. Harvey* fireboat, which was the largest, fastest, shiniest fireboat of its time. Launched in 1931, it fought many fires up and down the Hudson River. But by 1995, the city no longer needed so many fireboats, and the *Harvey* was retired. Five years later, however, a group of friends decided to save it from being scrapped. The *Harvey* was soon fixed up and updated, but no one thought that it could ever be used to fight fires again because of its age. The *Harvey* was mostly used for entertainment and show, until the morning of September 11, 2001. A call came from a fire department, asking if the *Harvey* could help battle the roaring flames.

This book is a great resource to use to help children learn about the many historical events that occurred in New York City, but more specifically, to understand some of the events that took place on September 11. It is interesting to learn appropriate ways to explain tragedies to children of early ages. Through the illustrations and easy-to-read text, Kalman intelligently conveys those unfathomable events of September 11 in a way that a picture book audience can comprehend. She does a great job in turning an event so tragic into a story about heroism in a way that is both sensitive and appropriate for children of all ages.

Depending upon which grade this book is used for, it can help teach social studies skills and appropriate content related to the following NCSS thematic content strands: (2) time, continuity, and change, (3) people, places, and environments, (4) individual development and identify, (5) individuals, groups, and institutions, and (10) civic ideals, and practices. Democratic participation skills, such as listening to and expressing opinions and reasons,
can be demonstrated using this book through group discussion of the horrible events, as well as the acts of heroism that took place on September 11. Locating, reading, and analyzing information from a variety of resources, such as books, encyclopedias, the Internet, newspapers, and libraries, can be used to form a timeline of facts about the Harvey or historical events that took place in New York. Lastly, critical thinking and problem solving skills can be used to distinguish facts from opinion about the use of and need for the *Harvey*. This book can also assist with inferring cause-effect relationships by examining how the events of September 11 lead to the need for community support from emergency workers, nurses, doctors, and even citizens from communities all over the country.

One specific lesson that teachers could use when teaching this book is a concept lesson on heroism. They could use the book to demonstrate how citizens work together to support and strengthen their communities. Teachers could focus on the topic of community helpers/community service and show students how anyone can be a hero. For example, students could create a list of a hero’s character traits, which will help them with character development and to build vocabulary. Students could then generate a list of heroes in their community. Afterword, students could be asked to write thank-you letters to firefighters at the local fire station. Later on, the class could plan a service project for a cause that interests them.
Film Reviews

The Three Musketeers (2011)
Reviewed by Dr. Eric Martone

Since 1975, four English-language film adaptations have been made of Alexandre Dumas’ classic novel, The Three Musketeers. While critics are often harsh on the seemingly constant re-makings of this classic, I think it is important to develop a memorable film adaptation of classic literary works for each generation. High school students, arguably the largest percentage of movie goers, often perceive films made before they were born as “ancient” (and, consequently, “unwatchable”) and films made when they were young as “old.” Since they are roughly fifteen years of age, this limits the amount of films they will watch willingly. Constant cinematic re-imaginings of key literary texts play a crucial role in keeping classic tales alive in the popular imagination and bringing them to young people, who might be intrigued enough to actually read the book that inspired the film.

The latest adaptation of the Musketeers, released on DVD in March 2012, is the most expensive ($75 million) and highest grossing ($132.3 million) Musketeers film of all time. However, while a modest international success, the film’s US box office was exceptionally lackluster. In addition, its critical reception, as measured by the review aggregator Rotten Tomatoes, was largely negative. Despite such negative reviews and warm box office showing, director Paul W.S. Anderson’s film is the best adaptation of The Three Musketeers since 1975. Director Richard Lester’s two-part cinematic adaptation of Dumas’ novel—The Three Musketeers (1973) and The Four Musketeers (1974)—is not only vastly superior to all subsequent English-language adaptations, it is arguably the best Musketeers adaptation of all time. The new film’s stiffest competition comes from Disney’s 1994 film version, which barely follows the plot of Dumas’ novel. This film does portray the musketeers as young men (in the novel, they range in age from around 17 to 29) and more accurately portrays the relationship and backstory between Athos the musketeer and one of the primary villains, Milady de Winter. However, the main plot of the movie, which revolves around the dissolution of the king’s musketeers and the musketeers’ quest to obtain a document implicating the villainous Cardinal Richelieu in a conspiracy to murder the king and usurp the French throne, is unique to the film’s screenplay. Assuredly, the worst Musketeers film is Young Blades (1999), an unwatchable jumble of scenes bearing no resemblance to the plot of Dumas’ novel that was wisely sent straight to video on the international market. A British production, it has never been released in the US. Peter Hyam’s 2001 film, The Musketeer, which attempted to incorporate Hollywood swashbuckling with Hong Kong Kung Fu fighting choreography, was also seemingly based on Disney’s 1994 film (and, perhaps, The Three Musketeers candy bar), rather than Dumas’ novel. However, at least it delivered some memorable (and unique) action sequences while following the novel’s basic premise.

Anderson’s 2011 film makes excellent use of 3D and is unique for developing a steampunk version of the Musketeers. Steampunk, a film genre “that originated during the 1980s and early 1990s...[that] incorporates elements of science fiction, fantasy, alternate history, horror, and speculative fiction,” often features anachronistic technology or futuristic inventions inspired from Victorian-era culture and society, despite their
purported setting (Wikipedia). Therefore, the film is intentionally anachronistic. The inclusion of steampunk elements and the depiction of the musketeers as a group of James Bond types for the seventeenth-century French king can sometimes seem silly. However, Anderson’s film does follow the general plot of the first half of Dumas’ novel! On the heels of The Musketeer and Young Blades, this is a refreshing surprise. The errors, however, are in the details. For example, in the novel, Milady steals two diamond studs from the French queen’s necklace, now in the possession the Duke of Buckingham, to create a scandal at the French court and place the queen in the king’s disfavor. In the film, Milady steals the entire necklace from the Queen’s private chambers using Mission Impossible moves to accomplish the same objectives. I could go on and on.

The film has other strengths. Ray Stevenson, an imposing figure, shines as Porthos the musketeer, a role he was born to play. In fact, he gives the most accurate cinematic portrayal of Porthos to date. In the novel, Porthos is described as “big,” which has translated into films as “fat.” But Porthos, based on Dumas’ father, whom he described in his memoirs as a “giant” and a “mulatto Hercules” renowned during the French Revolution for his heroic feats of strength and bravery, is literally tall, dark, and handsome. Porthos is vain, shallow (extremely interested in his appearance), and lives off his (wealthy) mistresses. In fact, in Dumas’ subsequent novels, Porthos becomes rich by marrying wealthy widows.

The film’s most significant deviation from Dumas’ novel (and perhaps its weakest segment) involves the opening sequence, in which the musketeers and Milady break into Leonardo da Vinci’s vault to steal some of his secret designs. Milady, once a member of the musketeers’ “mission impossible” team and Athos’ lover, betrays him and the musketeers. Ultimately this backstory serves as a substitute for the novel’s backstory between Athos and Milady and sets up the steampunk “flying machines” used in the film’s action-packed finale.

Matthew Macfadyen, Stevenson, and Luke Evans are nearly perfect as Athos, Porthos, and Aramis. Since the film wants to be an action/adventure piece, the actors are left without much dialogue or many scenes to develop their characters. Yet, these actors attempt to develop their characters through dress, mannerisms, and even fighting styles. For example, Stevenson attempts to portray Porthos as “roughe rongh around the edges” than his companions through a distinct fighting style reflecting brawling tactics that contrast with the refined swordsmanship of Athos and Aramis. Mads Mikkelsen and two-time Oscar winner Christoph Waltz make excellent lead villains. Most of the other cast members are adequate, if not spectacular, including Milla Jovovich (famous for starring in her husband Anderson’s Resident Evil film franchise) as Milady and Orlando Bloom as the Duke of Buckingham. Logan Lerman, however, borders on obnoxious in his key role as D’Artagnan (a tricky character to play, since he is depicted in the novel as brash/arrogant, yet simultaneously charming and likable). Further, while Lerman is the correct age for the character (as noted in the novels), the other actors playing the musketeers are not; they are, in fact, much older than the novel suggests. This situation alters the dynamic between D’Artagnan and the musketeers in the film from the novel.

In terms of its effectiveness as a teaching tool, the 2011 Musketeers film is highly limited. Its anachronistic depictions of technology, language, and society make it unsuitable for social studies courses. In addition, its depictions of non-fictitious figures (such as Buckingham, Richelieu, and King Louis XIII) bear little resemblance to their historical counterparts. French teachers and literature teachers might find slightly more value in the film.
Not for Ourselves Alone: The story of Elizabeth Cady Stanton and Susan B. Anthony (1999)
Reviewed by Nick Muhlenkamp

Not for Ourselves Alone is a documentary film about the women’s suffrage movement focusing on the contributions of Elizabeth Cady Stanton and Susan B. Anthony. The film relates to American history classes because it helps show the evolution of the Women’s Rights Movement through these two women, examining their childhood, their early work at Seneca Falls, and their later work and support of abolition during the Civil War. The film begins with an interesting interview from the daughters of suffragettes. Later, we hear a quote from Elizabeth Cady Stanton discussing her cooperation with Susan B. Anthony, and how different the two were. The quote explains how they each used their strengths to secure success in the women’s suffrage movement.

The film continues with quotes and points from the two women and then describes some of the major events going on during that time. Some of these include the Marxist ideas in Europe and the end of the French Revolution; however, the narrator argues that the movement that would begin in Seneca Falls, New York would be even greater. The movie continues by chronicling the early lives of Stanton and Anthony. We hear about the relationships between the two women and their parents. It is interesting to hear about the relationships the women had with their fathers. Both of these men were very stubborn and strong willed. In a story where these two women seemed so different, it is interesting to see the similarities of their fathers. The film also details the decisions of the two women regarding their own families. It discusses Elizabeth Cady Stanton’s marriage and her family and the effects that decision had on her. It also examines Anthony’s decision not to marry. It portrays how each of the choices came with difficulty and sacrifice.

The film also discusses the role the two women had in the abolitionist movement. This was interesting since the two concepts were linked during the time period. During this segment, we begin to hear about the contributions of many other well-known figures of the time period. When abolitionism is examined and the Civil War is discussed, the film presents the ideas of Fredrick Douglass and other thinkers. The correlation between the two ideas is made evident. When the women’s suffrage movement is discussed, we also see the contributions of other major women, including Lucretia Mott. This adds to the film because it shows the cooperation needed for this movement to be successful. It also shows how different many of the suffragettes were, but how they nevertheless worked together to accomplish great things. After the Civil War, the film gets into the legal aspects of the movement. We look at court cases and petitions. Throughout the film, ideas associated with the social constructs of the time are very evident. Although it is not done in a direct manner, a fair job is done to outline the effects it had on the women of the time period.

The film also shows some of the controversy surrounding what it calls the second generation of the women’s rights movement, including Anna Howard Shaw’s negative view of Elizabeth Cady Stanton’s contributions. It
shows the resolution to censure Elizabeth Cady Stanton and Anthony’s defense of her. This part of the film is important as it shows some of the disagreements and hardships faced by these women.

The film ends with women gaining the right to vote and shows that although both Elizabeth Cady Stanton and Susan B. Anthony had passed away, it is clear that it is important to understand and appreciate their contribution: “Only the oldest of those who earned the right to vote remember the contribution of the two women who contributed the most.” This quote really struck home as it is a common thread in history, and a very common thread in the women’s suffrage movement.

The women’s suffrage movement is symbolic of the entire women’s rights movement and this film chronicles the dedication of two the movement’s most important figures. It shows some of the social constructs that these two women had to fight against as well as how they pushed for their cause. The film also shows some of the major problems this cause faced in earning suffrage for all women. It outlines some of the major philosophical differences between various generations of the women’s suffrage movement and shows how, at some points, these women had to come together to accomplish their tasks.

The film provides great detail of the time period and shows a number of photographs. It discusses some of the historical importance of these events and this time period and points to its lack of representation in American history. The film promotes further study and understanding of the topic, which really relates to the theme and idea behind the film itself. The film does a great job embodying the character of the suffragettes. It shows their sacrifice and willingness to work toward a goal that they would never see come to fruition. This concept embodies the women’s rights movement as a whole. A large group of people unable to experience what they were fighting for continued to fight anyway. Both Stanton and Anthony were true reformers and champions of women’s rights.

Kingdom of Heaven (2005)
Reviewed by Travis Pelepako

Kingdom of Heaven (2005), starring Orlando Bloom, Eva Green, and Liam Neeson, is set in 12th-century Eurasia as the Christians and Muslims fight for the Holy Land during the period known as the Crusades. Balian, a noble blacksmith (and crusader) is the film’s protagonist. He is initially reluctant to engage in the holy wars that are engulfing Europe during the Middle Ages until his father reveals to him his destiny in the form of a sword given to him, revealing his “divine” obligation to protect King Baldwin’s vision of a peace between all Crusaders. He takes an oath to protect the area from those who wish to wreck the dream, attempting to restore unity between the different cultures.

This film relates to world history in many ways. We are engaged in the medieval political institutions with monarchies exhibited through royal families, including kings, queens, and lords ruling with utmost power and control. We see the cultural relevance of medieval societies through religious institutions, piety-invested
citizens, and the relationship between society and religion. We see different class structures such as peasants and lords infused with knights in a feudalistic society.

There are some things that students can learn from the film that they may not be able to fully comprehend from a normal lesson. They can see the impact of lepers in the film, most notably that it brought so much shame to a family that Sibylla ends up poisoning her son. Weaponry is another example of how specific techniques are implemented, such as the Muslims’ usage of trebuchets, battering rams, and long ladders, as well as using oil to set someone on fire as a war tactic. Students can also learn about the Knights Templar and its lineage with the Christians defending against the Muslims during the Crusades.

Kingdom of Heaven is, therefore, an effective teaching tool because it visually engages students by representing what society was like during the Middle Ages while capturing a feel for the ferocity and the bloodshed that the Crusades left on the world. Students will be able to see the struggles the Christians and Muslims went through to capture their piece of the Holy Land, even if it meant fighting until their very deaths. The characters are engaging enough to be representative of actual people of their time period, and through their attitudes, strife, religious devotion, and even clothing, the students will be more knowledgeable of the Crusades and the themes that encircle the era. It is recommend that teachers give their students a corresponding worksheet to the film, perhaps asking them to identify the major players involved, the geographical regions, and the key events that occur in the movie. The students could then be asked to write a small essay correlating what they learned in the film to the lesson(s) of the Middle Ages that had been discussed in class.

The Lion in Winter is a winding, twisted tale that, despite its age, should be entertaining and informative to students. The story is set during Christmas, 1183 at King Henry II’s primary residence in France. The plot revolves around which of King Henry II’s three sons will be his successor to the throne of England. Henry favors his youngest son John, who is spoiled and overly reliant on his father for his basis of authority. However, Henry’s estranged wife, Eleanor, favors Richard, who seems to be a much more natural fit. Further confusing the matter, King Phillip II of France has come to demand that his half-sister, Alais, be married to the heir to the throne as was agreed. The story moves in and out of revelations and plot twists that would rival an episode of Jerry Springer. Richard is promised to Alais and thus made heir to the throne, but refuses after learning about a side deal between his mother and father that would grant Aquitaine to John. Meanwhile, John and his middle brother, Geoffrey, plot with King Phillip II to make war with England. Henry II finds out about the plot as well as the fact that Richard has had a homosexual affair with King Phillip II. After hearing of his sons’ treachery, Henry decides that none of his sons are fit to rule. Henry’s solution is to go to Rome to get an annulment from the Pope and marry Alais (with whom he has been having an affair), and create new heirs to his throne. Alais reminds Henry that as long as his sons are alive they will be a threat to the children that they plan to have together. The only logical solution to this problem is to execute his sons, a deed which Henry is not be able to
complete. As a result, Henry lets his sons escape, and laughs with Eleanor as he sends her back to her tower where she has been imprisoned.

This movie would serve a few purposes. First, to get the class accustomed to the characters that would rule Britain for a 62-year period: King Henry II, King Richard I, and King John. Although the story is largely fictional, the characters are all real, and they are portrayed largely from what is known of them. A largely comical approach is taken while presenting this story, which brings the characters to life and away from the boring mold that history often brings to its figures. Humanizing historical figures can often make them more interesting and relevant to today’s students. While on the issue of relevancy, the only concern with this movie is the time period in which it was created (1968). Sometimes, younger generations will automatically tune out a movie if they see that it is old. However, I think the comedy, and the change of pace of not hearing a lecture for a few days, should override this tendency. As a matter of fact, this movie was made way before my time; yet, I was forced to watch it in a class, and thoroughly enjoyed it.

The other purpose this movie could serve is to aid in developing the students’ abilities to make inferences, and separate fact from fiction. The movie is set during a time period with many characters that will dominate the history of that area for many coming years. The students can be asked questions like: Who do you think will be King? Who would you choose to be king if you were King Henry? Will King Henry II get his annulment? What will become of future relations between France and England? After several answers are proposed by the students and discussed in class, students may be motivated to find the answer out by themselves (and, if not, a homework assignment is always possible).

It should be established with students early on that the events in this movie are fictional, but to pay attention to how the characters are portrayed. As a possible project, students could be split into groups and assigned one of the characters in the movie. The assignment would be to study the real historical accounts of their character and decide whether they were portrayed accurately in the movie. This project would strengthen their ability to separate fact from fiction when doing their research as well as developing critical thinking skills. Is it possible that John was so incompetent? When doing research on his reign as king, for example, students may very well come to the conclusion that he was. On the other hand, they could conclude that history has been unfair to him; he was merely in the wrong place at the wrong time. All answers will be acceptable if supported by facts.

As stated earlier, The Lion in the Winter is a fun movie that also offers many opportunities for further learning. I don’t think a movie should serve as a replacement to teaching about a certain subject, but as a springboard to further learning. As the events in the movie are fictional, it does little to teach about the significant events of that time period. Instead, it serves to foster curiosity and enthusiasm about what is to be learned.

The Lost Battalion (2001)
Reviewed by Jeremiah Brennan
The Lost Battalion stars Rick Schroder as Major Charles Whittlesey, commander of the 1st Battalion of the US Army. The film is an excellent depiction of the realities of war and particularly the brutalities of trench warfare in World War I. It depicts one of the last battles of the war, which was part of the Meuse-Argonne offensive in the Argonne Forest of France. From the beginning of the film, we are made aware that Whittlesey’s battalion is under supplied and low on replacements. One of the supporting characters is a newbie lieutenant that has never seen action before and will be leading a company of men into action on the next day.

As the story unfolds, we get a glimpse of the political atmosphere at the time, as President Woodrow Wilson is blamed for the US Army being unprepared for the war. The general clearly has some friction with Whittlesey, who is a New York lawyer and Harvard grad. The general mentions that he is aware of Whittlesey’s political actions back in the states, as well as Wilson’s “Too Proud to Fight” speech. Whittlesey is informed of the plan for attack. The line will consist of three battalions and Whittlesey’s battalion is the only one to successfully advance. The other battalions on his flank are stopped and the 1st battalion is left stranded in the forest with strict orders not to retreat. The Germans fill in around the US troops and the remainder of the movie depicts the Americans trying to hold on and survive, despite tremendous opposition, until reinforcements can arrive.

The film covers several important issues in American history. One theme that is consistently mentioned during the movie is race and ethnicity. Throughout the entire film there are several remarks and insults made between the troops in reference to ethnic backgrounds and culture. The battalion is from New York and the troops are a melting pot representative of the United States. Several references are made between the Italian, Irish, Polish, and Jewish troops. Reference to boroughs is also frequent. A comical scene involves two Jewish characters. In a discussion, one makes a joking yet condescending remark about the Jews that live below Canal Street, in comparison to the Jews that live in Brooklyn, as if the Brooklyn Jews are better than the ones that live below Canal Street. I believe this is a great point on how diverse our country is and yet we can put differences aside and be successful when we need to be. An important aspect of the film is that it highlights the relatively unknown and interesting story of the “lost battalion.” I learned that Major Whittlesey is believed to have committed suicide, having not been able to cope with the after effects of the war experience. Having known some of my mother’s uncles, who were WWI veterans, it was extremely sad for me to learn that Whittlesey died in 1921 so shortly after surviving such a terrible ordeal.

This film would be appropriate as a teaching tool. First, the film would be a great way to address race and culture. Watching this film I realized that this it is a great example of how people can put their differences aside and work together for a common goal. As true with most people, differences really don’t matter when the chips are down and someone needs help. I always find it amazing how willing people are to put themselves in harm’s way to help or save someone else. During the movie, there were several incidents of people committing selfless acts. The film also provides a way to give students an accurate portrayal of the brutality of war. The Lost Battalion is based on a true story, as compared to the war movies of the forties that tended to glamorize war. Here, in The Lost Battalion, the battle scenes are accurate. The producers did a fine job demonstrating how frail life can be by showing several of the soldiers being shot. I was impressed with how they filmed this, as they successfully presented their point without having to present gruesome, gory scenes with limbs blown off or guts hanging out. A scene that I found slightly humorous and which would lend itself to a great classroom debate is when a naturalized US citizen from Poland states that he is an American and the Italian soldier that he is
bantering with states that he is not an American, but Polish. It is important to show students how people felt about becoming an American, even to the point that they would fight and defend their new country. The film is also a good tool for discussing America's involvement in various wars, foreign policy, isolationism, military policy, and class warfare.
Ever since recent renovations were completed to the National Museum of American Jewish History, I’d been aching for an excuse to see it. Its placement of prominence on Philadelphia’s Independence Mall, steps away from where the American experiment with liberty began in 1776, is a testament to the strength with which the history of the Philadelphia region, America itself, and the Jewish people have been interwoven. What makes the NMAJH so unique is the breadth and depth of the exploration of the history of the Jewish people on the North American continent, their roots in Europe, and the history of the immigration of Jews therefrom.

The breathtaking four-floored NMAJH facility should be experienced from the top down, meaning a visit should begin on the fourth floor, with an exploration of the history of the Jews on the North American continent prior to 1880. From there, a stroll downstairs to the third floor will acquaint one with the history of Jews in North America between 1880 (the start of massive immigration) through the end of World War II. Further downstairs, on the second floor, one will find a permanent exhibit entitled “Choices and Challenges of Freedom, 1945-Today” exploring the creation of the State of Israel, and its impact upon America’s Jews and the world at large. The first floor of the museum traces the narratives of eighteen prominent Jewish Americans, taking the visitor through their life stories.

Throughout the museum, the theme of migration and movement of people plays a prominent role in the exhibits and experiences. Further, educators at the NAMJH stand at the ready to provide a customized experience for visiting schools. The combination of the theme of migration, and the flexibility of the site, make the NAMJH the ideal field trip location for a Global History and English/Language Arts field trip. A simple lesson can be developed to explore the international experience of the Jewish community.

Before the visit to the museum, students could engage in an inquiry lesson about the history of the Jews in Europe, prior to arriving in America. Exploration of pogroms, expulsions, and other persecutions will help the students begin to construct an explanation as to why a Jewish family would leave Eastern Europe for America. Students could then be asked, in both their English and Global History classes, to create a historical fiction piece chronicling the experience of a hypothetical Jewish family, and their decision to leave for America.

During the visit, students should spend their time primarily on the top three floors. Educators from the museum, and teachers, should lead the students through the museum’s fourth and third floors for half of their time, as they collect information about how Jews travelled to America, and what they experienced as immigrants to a new land. Particular attention should be paid to the movements of people, where they chose to live, and what their lives were like. Students should spend just as much time on the second floor exploring the complexities of
the creation of Israel, the relationship American Jews have with it, the motivating factors for some American Jews to immigrate to Israel, and the lives those immigrants lead in Israel.

Following the museum trip, students could use the information they collected to continue the story of the hypothetical family they created in their writing piece before the trip. Students could trace the story of the family through immigration to America, incorporating knowledge gained from the museum visit to drive the tale. The students could then take the role of a contemporary American Jew of their age, who is a member of the family they had created with their earlier pieces. In this letter, the student would explain his or her feelings about the creation of Israel, relationship to it as a current American Jew, and thoughts about whether or not he or she would choose to migrate there.

The pieces can be graded for historical accuracy, creativity, and be given appropriate weighting in the English and Global Studies classes, respectively. The brilliance of the lesson is in its differentiation. The inherently personal and creative products used to demonstrate mastery of the material encourage students to visit the museum, not to find a particular body of facts, but to access a vast body of knowledge in an individualized way. Students are encouraged to take with them from the museum those pieces of information they are most fascinated with. Further, the products allow for differentiation in assessment, regarding expectations of length and the amount of historical information expected.

### Field Trip Destination: Phillipsburg Manor

**Location:** Sleepy Hollow, NY  
**Reviewed by:** Amanda Zayas

Teachers in the lower Hudson Valley do not have to look far in order to find sites to help teach their students about the area’s history. Historical sites line the Hudson River, full of information and evidence to show what life was like hundreds of years ago. Luckily, organizations have taken great care into preserving the history and making it fun for people of all ages to come to learn and enjoy what the sites have to offer.

Phillipsburg Manor, located in Sleepy Hollow, New York allows visitors to enter the year 1750. The 300-year-old manor house still stands today, alongside a fully functioning gristmill. Volunteers in period costume give tours of the farm and allow visitors to try their hand at some of the chores that were typical in the daily life of a person living at that time. The site offers tours daily and there are special monthly and annual events.

One particularly interesting school program offered at the site is the Work and Community program. During this activity, the class practices a typical morning’s work during that time: farming, milling, cooking, and making cloth. They learn about each skill and its importance and significance to the community. The class then visits the farm, the mill, and the activity center, where the students share their thoughts over a snack that they have prepared themselves during the morning chores.
Prior to this field trip, students should have some lessons on this period of history within the classroom. Teachers could assign students a related book to read during Independent Reading Time. The students could journal about the book as well as to discuss it during class. I would want to hear their opinions on what they thought about that time, good or bad. The readings would include parts about farming and making cloth, and touch on other aspects that they would see firsthand when visiting Phillipsburg Manor.

I would also want to set up workshops in the classroom for students to experience some of the games children played back in the 1700s or chores they would have to complete. During this time, each group of students would move from each workshop or game, so that they would be able to try each one. An art workshop could focus on designing and making a patch for a quilt or to paint in colors that were most used during that time. Another station could focus on preparing bread from scratch and another station to churn butter. Other stations could include games that children or adults played. Afterward, we would discuss what we liked, didn’t like, or how the activities differ from similar ones today.

We live in a world that is so technologically-driven that it’s hard for some people to find fun in something that doesn’t have to be plugged in and booted up. I would assign a challenge to the children in the class, which would be documented in their journals in day-to-day entries over a weekend. My challenge would be to see if they could go an entire weekend without using their laptops, cell phones, or gaming devices as a source of entertainment. If they could—or if they couldn’t—complete the challenge, I would want it expressed in their journals. It would be discussed during class before the trip to Phillipsburg Manor and again after the trip, to see if any thoughts or ideas had changed since seeing what life back then was “really like.”

Field Trip Destination: John Jay Homestead
Location: Katonah, NY
Reviewed by Charleen Vasilevsky

The John Jay Homestead in Katonah, New York is an important local historical site. Growing up in Westchester, I did go on field trips to various historical sites, like Van Cortlandt Manor, the Sunnyside Estate, Washington’s Headquarters, Phillipsburg Manor (on Halloween), and Kykuit (the Rockefeller estate). However, I had never been to the John Jay Homestead. I was raised with an understanding that history exists all around us. Field trips are opportunities for students to learn about the history that goes unnoticed in their daily lives. Students and adults, too, travel from place to place, sometimes on a daily basis, and forget to notice the many historical monuments and sites that surround us in Westchester.

At the John Jay Homestead, there are guided tours that allow students to learn about the life of this Founding Father. John Jay helped to negotiate the Treaty of Paris and the Jay Treaty with Britain in 1794. He also served as a Minister of Foreign Affairs, the 2nd Governor of New York, and the first Chief Justice of the Supreme Court. After the death of John Jay in 1829, his son took over the estate and it served as a center for the abolitionist movement before the Civil War.

Mavericks’ Education Journal 2 (2013)
A recent exhibit, “Am I Not Myself a Woman? The First Generations of Jay Women at Bedford,” focused on
the Jay women, Sally Livingston and their daughters, Marie, Ann, and Sarah Louisa. I found this exhibit to be
very interesting because of the artifacts that were available for viewing. One example was a book of pressed
flowers. This was a hobby of my own when I was a child and it allowed me to make an emotional connection to
Maria Jay. Other exhibits discuss slavery at the Bedford Estate and how the family believed in the abolitionist
movement. John Jay even considered as one of his greatest achievements the passing of a law as governor to
gradually end slavery in New York State.

Before visiting the John Jay Homestead, I viewed their website to learn some background information about
John Jay. I saw that this historical site is not an expensive trip for a class trip. At $3 per student, and $7 for
adults, the John Jay Homestead is available for any school budget. In addition, there are “fun-fact” sheets,
worksheets, and a crossword puzzle available for teachers to print and copy for their classes. I think that this
helps students get prepared for a trip and gives them an opportunity to review the material after the field trip.

Teachers could easily incorporate the John Jay Homestead field trip into their 7th or 8th grade American history
classes when discussing the United States in the years after the American Revolutionary War, about 1790 to
1830. At this point in American history, the newly formed nation was still developing and building its strength.
The identity of the new nation was also being formed and the abolitionist movement was only beginning.

In order to prepare their classes for this field trip, teachers could discuss two main themes: the Founding Father
John Jay and the abolitionist movement in the North. I think that it is important to discuss both because they are
very distinct, yet each influences the other. John Jay lived a very full life during the American Revolution and
afterward, both traveling abroad and holding very distinguished offices like the Governor of New York and the
first Chief Justice of the Supreme Court. When teachers discuss the abolitionist movement in the North, they
should make sure that students understand that the movement in the North was very different from that in the
South. New York City had the 2nd largest population of slaves, only behind Charleston, South Carolina. The
movement began after the end of the American Revolution when people began to see the institution of slavery
as contradictory to revolutionary ideologies.

During the trip, it would be helpful for the students to be divided into two groups. The first group would study
the life and work of John Jay and the other group would study the abolitionist movement and how the Jay
family contributed to it. After the trip, when the class is back in school, teachers could do a post-trip
assignment. An appropriate assignment would be for each group to create a timeline of significant events with a
description for each of its topics. The two groups would then be able to present this information to the class.

Field Trip Destination: National Museum of the Marine Corps
Location: Triangle, VA
Reviewed by Paul R. Lopez
The National Museum of the Marine Corps is an appropriate site for American history classes to visit. Since the museum is located in Triangle, Virginia—about five hours away from New York—this trip would require a weekend and most likely allow only high school juniors and seniors. Though the distance is farther than what is typical for a standard field trip, this trip would be beneficial to the students for a variety of reasons.

A benefit of visiting this great museum is that it is relatively new, and additional exhibits and features, such as the Chesty Puller Pathway, are forthcoming. The layout of the exterior of the museum is breathtaking; it is as if an ancient civilization constructed it. The structure/design of the building itself invokes the raising of the American flag at Mount Suribachi on Iwo Jima. Best of all, the museum is available to the public for free.

In regard to community outreach and educational opportunities, The NMMC regularly accepts donations on behalf of the Wounded Warrior Regiment, an actual Marine Corps command that provides non-medical care to Marines and sailors that are still attached to other units, and prepares them for return to active duty or assists in transitioning them to civilian life. The NMMC is well prepared in offering teachers and students a great learning experience. The museum provides detailed instructions for reservations, provides a planning template for teachers, as well as a wide variety of worksheets for students to complete; all of these resources are available on the museum’s website. The worksheets are divided into different themes: the role of the US Marines during different periods in US history, famous Medal of Honor recipients, women marines, Navajo code talkers, and famous Marines in the fields of aviation and spaceflight.

A pre-trip lesson plan could consist of a general overview of Marine Corps history in relation to that of the nation, as well as the establishment of specific ground rules for the students, being that this would be a multi-day trip. A lesson during the visit to the museum could go as follows: a class of about thirty students could be broken up into three groups of ten as per the NMMC’s suggestions, and each student would be given a packet of worksheets that contain a selection of the worksheets I have noted above. To prevent students from discarding the packets, tell them that the packets will be required for their post-trip assignment, which would be an essay. The post-trip essay could be given the following week, when the class returns. The assignment would be:

A popular Marine Corps running cadence (song) goes:

*Hey, Army!*

*What are you doing?*

*Get off your tanks and follow me,*

*I am Marine Corps Infantry!*

*We create the history!*

Drawing from your experiences at the National Museum of the Marine Corps, which historic events in Marine Corps history helped make the United States the nation it is today? Use your worksheet packet to assist you in providing details.

I began the spring 2012 term with trepidations. It was my first time teaching Applied English Grammar to graduate students. Many were already teaching, and some had previously been editors. Nevertheless, much of their writing was replete with grammatical and usage errors. Many English teachers have traditionally avoided teaching formal grammar with prescriptive rules in favor of exploring literature. Secondary teachers in other subject disciplines have focused solely on content deeming form and effective communication the sole purview of English teachers. The Common Core Standards seek to remedy this misapprehension. Good, clear writing is requisite in all subject areas for effective communication.

I feared that the class would hate having to memorize all the grammar rules. I was wrong. Students were hungry to learn, and although many struggled, they began to apply conventions to their own writing. Throughout the semester they read classical authors and learned how to combine sentences with correct subordination and punctuation to express the intended thoughts. These ten models served as memoirs for the students’ own experiences. Each essay required the class to use a different grammatical construction correctly punctuated in the work.

Progress was steady. Even those struggling most had marked improvement from January until May. Some made enormous leaps and transformed formerly weak writing into pieces filled with strong verbs, figurative language, and vivid vocabulary creating emotional and sensory imagery. A final alternative, authentic assessment asked members of the class to select one of their memoirs with feedback from their writing partners or to write a new essay for a digital story. Literary images and figurative language were translated into pictures, narration, and music to connect with viewers for a wider audience than just the class.

These remarkable pieces went from touching memories of saving a life as in Linda Rappaport’s Pushing the Limits (http://www.youtube.com/watch?v=JeX2N3DfQsU) to Francis Roman’s essay on death in Guardian Angel (http://youtu.be/pOPKxx4kThE). Freedom Rider, Thomas McKee’s story of a boy’s first solo venture in a new car (http://youtu.be/eMhdQewz4sg), is both gripping and poignant as is Donna Pryce’s determination to avoid any more child abuse (http://www.youtube.com/watch?v=mFCv_Wbb0w8) in Lessons Learned at My Mother's Knee.

Some were motivated enough by the assignment and their love of writing to create an entirely new narrative. Edmond DeGasparis elected to document his journey into teaching (http://youtu.be/UHI7XZWKR-Q) while Shehnaz Hirji took the opportunity to focus on her classroom. Thus, she showcased what she knows and can do (http://www.youtube.com/watch?v=fOBoWeyzA2U). In a completely different vein, Stacy Phillip-Miller takes
the viewer on her journey into a surprising discovery about her father’s past in *Let the Music Play* (http://youtu.be/ZZU2hmzHnDI).

Others reminisced about bygone celebrations such as Yvonne Daniels’ *Christmas Memories* reliving the excitement, special foods, and smells (http://youtu.be/KYstr4DS1RE) and Jessica Ready-Jackson’s *My Traditional Christmas* (http://youtu.be/WILiUpynu78) spent with much loved, now deceased family members. The nostalgia of a shared arcade game was much more than pressing joy sticks. Instead it was the joy of winning and seeing the pride in a father’s eyes as Josh Cabrera narrates a childhood memory in *Game Over* (http://youtu.be/aQ-04LhKO5Q). In contrast, Jacqueline Huffman narrates a story about overcoming labels and discovering the pride and self-satisfaction in *Triumph* (http://youtu.be/NG4TrjuGaj8).

So what can I say about this experience? I prejudged what I thought would happen, and I found that contrary to my initial fears, I loved the class as much as the students did. Watching them learn and grow autonomous and confident in their own writing and their capacity to teach other students grammar were the best gifts of all.