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TE 843

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Unit Plan Project

I. Introduction

I currently teach in a 7th grade classroom in a suburb of New York City in New Jersey. I teach 75 students throughout the day where one class includes special education students with a special education teacher. I have 3 groups of students that I see for 80 minutes a day. Two of the groups have the class before lunch and one group has my class at the end of the day. In my classroom my students sit in pairs or groups based on their ability level. I switch the groups so the students can work with a variety of individuals. My classroom has a set of Chromebook computers that other teachers, including myself, have the opportunity to rent out for classroom use. My classroom contains a projection screen and a document camera which I use on a daily basis to display assignments, instructions, present notes, and showcase student work. I also have a Google Classroom set up for all of my classes which I use to post assignments, give assessments, and give instructions. The students can access this page from home and in the classroom through the Chromebooks. For this unit I will use the whole 80-minute period for this unit.

My students have just finished a unit about World War II in Europe where the students learned about Adolf Hitler and Joseph Stalin and what they did to the individuals in Europe. We began the unit by learning about the history of the Holocaust and read excerpts from Holocaust victims, and then we transitioned to learning about Stalin and what he did in Lithuania. The bystander unit is the unit that follows due to the students asking questions about how those tragedies happened and no one stood up for what was right. Throughout the Holocaust unit, we discussed about the people who helped save those who were persecuted and those who did nothing. This unit examines reasons why people do or do not stand up for others.

My literacy goals for this unit focus on the analysis of how the author teaches the reader about the injustice and those who witness the injustice. My students have spent time analyzing texts looking for theme, characterization, and other literary elements. As a class we have not focused on how author's teach the reader about the subject and how the author showcases their message. It is important to look at the author's technique in order to apply those same strategies to their own writing. Students will be analyzing our unit question through fiction and nonfiction texts which they will use to discover reasons why individuals are bystanders. The final assessment for this unit is where the students will create a picture book where they highlight an injustice and showcase a character that originally does not stand up for the injustice, but has a change of heart. This assessment will show me the students are able to apply the strategies we saw authors utilizing in their writing. It will also show me that students can write about a reason why individuals do not stand up against injustices.

II. Curriculum Map

Instructional context: Language Arts: Bystander Unit

Timeline: 14 days

Placement context: 7th Grade Language Arts

Essential Questions/ Overall Goals	Content	Skills	Learning/Teaching Strategies	Cumulative Assessment
<p>Unit Question</p> <p>Why do individuals not stand up against injustices?</p>	<p>Terms:</p> <ul style="list-style-type: none"> -bystander - bully - bystander effect - injustice - victim - oppression -mob mentality <p>Concepts:</p> <ul style="list-style-type: none"> - Theme of texts: Determining the theme of texts. - Connection to unit Question: Students saying how the text answers the unit question. - Techniques author’s use to teach the readers about the subject. <p>Texts:</p> <ul style="list-style-type: none"> - “The Hangman” - <u>Monsters Are Due On Maple Street</u> - “Muffin” - “Bystander Effect Theory” -Newsela Nonfiction Articles about Bullying <i>Explained in section IV.</i> 	<p>Students will be able to understand how individuals respond to injustices the witness.</p> <p>Students will be able to understand the consequences of being a bystander.</p> <p>Students will be able to read a variety of texts to analyze the theme.</p> <p>Students will be able to analyze how the author teaches the reader about the subject.</p> <p>Students will be able to research information about an injustice in the world.</p>	<p>Analyze how the author shows the injustice of a play, poem, and short story.</p> <p>Character’s decisions and the results of those decisions.</p> <p>Analyze first hand accounts of injustice.</p> <p>Connecting the unit question to their own life.</p> <p>Creating and Answering Research Questions.</p> <p>Brainstorming, outlining, and editing a picture book.</p>	<p>Students will create a picture book that highlights an injustice. Their character will not stand up, and then have a change of heart about what to do.</p>

	Unit Outline Included Below			
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IIa. Unit Plan Outline:

- Day 1*: Introduce Bystander & Set Up Reading Notebooks
- Day 2: Working Injustice Definition & Reading “Muffin” adding information to reading notebook together
- Day 3*: “The Hangman” & group discussion
- Day 3: Monsters Are Due On Maple Street: Read the play together as a class and completing response questions.
- Day 5: Leveled Nonfiction Articles about Bullying. Read and discuss in pairs.
- Day 6*: Research Injustice Element
- Day 7: “Bystander Effect Theory” & research impact of injustice, bystanders, and solutions to injustice
- Day 8*: Brainstorming and outlining picture book
- Day 9: Rough draft of picture book
- Day 10: Editing rough draft then begin typing picture book
- Day 11: Finish Typing Picture book & Begin Drawing Picture Book
- Day 12: Drawing Picture Book
- Day 13: Finish drawing picture book & Author’s Note
- Day 14: Binding and Presenting Books

If students need more time working on their picture books, I can extend the unit. When the students are finished with their picture books, students will be able to present them to the class.

**Lesson Plan Included Below*

III : Lesson Plans

The teaching tools for each lesson plan is included below.

Example 1: Day 1

Context:

*Bystander Unit
Day 1*

Rationale: *Students will be building background knowledge about the topic to prepare for future lessons on bystanders and their impact.*

Objective:

- Students will be able to identify what is a bystander.
- Students will be able to analyze the consequences of being a bystander.

Common Core State Standards:

SL.7.1a-d

Activities:

- Agree or Disagree Statements- **Appendix 1**
 - Teacher will present students with statements that address the idea of being a bystander. They will need to say they agree or disagree with and explain why they feel that way. In their groups, students will discuss their answers to these statements.
 - Sample Questions:
 - What surprised you about your group's answers?
 - Why did you say you agreed or disagreed with this statement?
 - What is an example in your life that connects to this statement?
- Word of the Week: Bystander – **Appendix 2**
 - Teacher will present the students with the word of the week. Students will complete the page individually. As a class we will go over the answers focusing on their personal experiences of being impacted by a bystander.
- Elements of A Bystander Tracking- **Appendix 3**
 - Throughout the unit in their reading notebook, students will track questions that deal with the elements of being a bystander. Today they will set up their notebooks and receive the requirements for writing the responses. Teacher will have the categories placed in the classroom where as a class we can add these ideas. We will use evidence from the text to support how each story showcases this theme. Teacher will model creating examples from the novel we just read Between Shades of Gray.
- Exit Ticket- **Appendix 4**
 - Teacher will present students with a quote by Albert Einstein. Students will be write down what they think the quote means and how it connects to the idea of bystander. Students will use their exit ticket in class tomorrow.

Assessment:

Agree or Disagree Questions: Students will be taking side based off those questions they were presented. I

will see students can support their side and justify their stance.

Exit Ticket: Students will analyze the quote and see how it connects to the idea of the bystander.

Agree or Disagree

Directions: Read the following statements, and state if you agree or disagree. Then in the space provided explain why you feel that way.

1. It is always important to stand up for what is right even if it is against the group.

2. Our society will always stand up for and help those who are hurting or in need.

3. An individual who witnesses a crime and does nothing, is just as guilty as the individual committing the crime.

4. It is okay to ignore things that are wrong, if it does not directly affect you.

5. In a dangerous situation it is best to look out for yourself.

Word of the Week

Bystander → _____

(Part of Speech)

A person who is not directly involved in an action or event, but who observes the action and does nothing to prevent it from happening.



Synonyms: _____

Antonyms: _____

Sentence: He continued to bully his classmate in the hallways while ***bystanders*** laughed or pretended not to notice.

Part A: Describe a situation when you were a bystander or someone around you was a bystander.

Part B: Do you think it is okay to be a bystander? Why or why not?

Your Sentence:

Appendix 3- Bystander Tracking Examples

*Students copy these ideas into pages in their reading notebook.

Character's Actions: What were their actions? How did their actions impact the story?	Bystander Moments: Moments where they let behaviors and actions continue.
Moments of Power: Examples when someone has the power to stop the behavior, but they do not. Why don't they?	Character's Motivation: What is the character's motivation behind a decision they made?
Examples of Injustices: Why is this an injustice?	

Appendix 4-Exit Ticket

“The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.”

-Albert Einstein

What does this quote mean to you? How does this connect to the idea of the bystander? Write your response in your reader's notebook. It needs to be at least 6 sentences.

Example 2: Day 3

Context:

Bystander Unit
Day 3

Rationale: Students will be analyze the poem “The Hangman” which is an example of an individual not saying something until it was too late. Before this lesson, students will have analyzed a short story that highlights an injustice and individuals not standing up for the injustice.

Objective:

- Students will be able to analyze the theme of the poem “The Hangman.”
- Students will be able to analyze the injustice in the story and how the individuals react to the situations.

Common Core State Standards:

RL.7.1
RL.7.2
RL.7.5

Activities:

- *Review of Focus Questions -Appendix 3*
 - As a class we will review our class focus questions. The students have these in their notebooks where they have been taking notes while reading. We will discuss what we have learned so far and what patterns are emerging.
 - We will also review our class definition of injustice we made on a previous day. Will be similar to: “unfair or unjust act that takes away the quality to life of another”
- *“The Hangman Poem”- Appendix 5*
 - Students will be given the poem “The Hangman” which we will read the first stanza as a class. This poem is about a hangman who comes to town and begins hanging individuals one by one. The narrator says nothing because it does not impact him, but at the end of the story there is no one left but him. We will read the poem as a class highlighting using our class color codes for elements of characterization in yellow, author’s craft in pink, and theme in blue.
 - Then students will read the next stanza on their own and discuss with the groups. This process will continue until the poem is complete.
- *Group Questions- Appendix 6:* Throughout students will stop and find information that connects to the topics we are tracking in their reading notebook after each stanza. Then students will discuss focus questions. Teacher will project focus questions on the board for students to discuss in their groups after they fill in information in their chart.
 - *Sample Questions While Reading:*
 - What does the hangman represent?
 - What do you notice about the narrator?

- What would have happened in the story if
 - What was the injustice in this poem?
 - What does the author of this poem want you to see?
 - What do you notice about the structure of the poem? How does the structure contribute to the meaning of the poem?
 - How is this poem similar and different to the previous texts we have read about injustice.
- *Exit Ticket: Appendix 7*
 - Students will write a response question where the students analyze how the author showcased the idea of not standing up for injustice. They will reflect if this was an effective way to showcase injustice in the world.

Assessment:

Group Discussion: Students will be discussing the poem “The Hangman” and the way the author showcases the injustice and how individuals. I will see the students can use evidence from the text to support their claim.

Responses in Reading Notebook: Students will be tracking our focus questions in their reading notebook. I will see students can use evidence from the story to analyze the characters, their decisions, and the moments of injustice that occur.

Exit Tickets: Students will be analyzing how the author showed the injustices and how characters respond to those injustices.

Appendix 5: "The Hangman" by Maurice Ogden

Stanza 1

Into our town the Hangman came, smelling of gold and blood and flame. And he paced our bricks with a diffident air. And built his frame on the courthouse square. The scaffold stood by the courthouse side, only as wide as the door was wide; a frame as tall, or little more, than the capping sill of the courthouse door. And we wondered, whenever we had the time, who the criminal, what the crime, that Hangman judged with the yellow twist of knotted hemp in his busy fist. And innocent though we were, with dread we passed those eyes of buckshot lead; till one cried: "Hangman, who is he for whom you raise the gallows-tree." Then a twinkle grew in the buckshot eye, and he gave us a riddle instead of reply: "He who serves me best," said he, "Shall earn the rope on the gallows-tree." And he stepped down, and laid his hand on a man who came from another land and we breathed again, for another's grief at the Hangman's hand was our relief. And the gallows-frame on the courthouse lawn by tomorrow's sun would be struck and gone. So we gave him way, and no one spoke, out of respect for his hangman's cloak.

Stanza 2

The next day's sun looked mildly down on roof and street in our quiet town and, stark and black in the morning air, the gallows-tree on the courthouse square. And the Hangman stood at his usual stand with the yellow hemp in his busy hand; with his buckshot eye and his jaw like a pike and his air so knowing and businesslike. And we cried: "Hangman, have you not done, yesterday, with the alien one?" Then we fell silent, and stood amazed: "Oh, not for him was the gallows raised." He laughed a laugh as he looked at us: "Did you think I'd gone to all this fuss to hang one man? That's a thing I do to stretch the rope when the rope is new." Then one cried, "Murderer!" One cried, "Shame!" And into our midst the Hangman came to that man's place. "Do you hold," said he, "With him that was meant for the gallows-tree?" And he laid his hand on that one's arm, and we shrank back in quick alarm, and we gave him way, and no one spoke out of fear of his hangman's cloak. That night we saw with dread surprise the Hangman's scaffold had grown in size. Fed by the blood beneath the chute the gallows-tree had taken root; Now as wide, or a little more, than the steps that led to the courthouse door, as tall as the writing, or nearly as tall, halfway up on the courthouse wall.

Stanza 3

The third he took — we had all heard tell — was a usurer and infidel, And: "What," said the Hangman, "have you to do with the gallows-bound, and he a Jew?" And we cried out: "Is this one he who has served you well and faithfully?" The Hangman smiled: "It's a clever scheme to try the strength of the gallows-beam."

The fourth man's dark, accusing song had scratched out comfort hard and long; and "What concern," he gave us back, "Have you for the doomed - the doomed and black?"
The fifth. The sixth. And we cried again: "Hangman, Hangman, is this the man?" "It's a trick," he said, "that we hangmen know for easing the trap when the trap springs slow."
And so we ceased, and asked no more, as the Hangman tallied his bloody score; and sun by sun, and night by night, the gallows grew to monstrous height.
The wings of the scaffold opened wide till they covered the square from side to side; and the monster cross-beam, looking down, cast its shadow across the town.

Stanza 4

Then through the town the Hangman came and called in the empty streets my name - and I looked at the gallows soaring tall and thought: "There is no one left at all for hanging, and so he calls to me to help pull down the gallows-tree." And I went out with right good hope to the Hangman's tree and the Hangman's rope.

He smiled at me as I came down to the courthouse square through the silent town, and supple and stretched in his busy hand was the yellow twist of the hempen strand.

And he whistled his tune as he tried the trap and it sprang down with a ready snap— and then with a smile of awful command he laid his hand upon my hand.

"You tricked me, Hangman!" I shouted then. "That your scaffold was built for other men. And I no henchman of yours," I cried, "You lied to me, Hangman, foully lied!"

Then a twinkle grew in his buckshot eye: "Lied to you? Tricked you?" he said, "Not I. For I answered straight and I told you true: The scaffold was raised for none but you.

"For who has served me more faithfully than you with your coward's hope?" said he, "And where are the others that might have stood side by your side in the common good?"

"Dead," I whispered; and amiably "Murdered," the Hangman corrected me; "First the alien, then the Jew... I did no more than you let me do."

Beneath the beam that blocked the sky, none had stood so alone as I - and the Hangman strapped me, and no voice there cried "Stay" for me in the empty square.

Appendix 6- Sample Group Questions

Group Discussion Questions:

After you read each stanza of the poem, discuss the following questions in your group for each stanza.

What patterns do you see emerging in the poem?

What does the author want the reader to believe?

How does the author show the injustice?

What role does the narrator play in the story?

What stands out to you about the poem? Reactions to the stanza you just read.

Appendix 7- Exit Ticket

In the text "The Hangman" how does the author showcase an injustice and how individuals respond to the injustice? Is this an effective way? Why or why not?

Example 3: Day 6

Context:

Bystander Unit

Day 6

Rationale: *Students will be given examples of categories of types of injustices that have happened in history and those that are still happening today. Students will research in order to prepare themselves to create a picture book that highlights how individuals react to the injustice.*

Objective:

- Students will be able to research a type of injustice that has previously occurred or is currently occurring.

Common Core State Standards:

RI.7.1

RI.7.2

Activities:

- *Examples of Injustice:*
 - Teacher will explain to students that the final goal is for them to create a picture book that highlights an injustice and how an individual can respond to the injustice. As a class we will make a list of different types of injustices we have encountered or any others they already know about. I will also add options to the list.
 - General Ideas: Bullying, poverty, hunger, racism
 - Historical Examples: Trail of Tears, Holocaust, slavery, Apartheid
- *Research Assignment: Appendix 8*
 - Each students will be given a note taking page for their research which the teacher will share on the Google Classroom Page. Teacher will go over the page and model an anchor text from our previous unit. Students will get a Chromebook and use the data bases through our media center to get more information on this specific topic.
 - Students will determine what topic they want to use and share that with me. Teacher will move students into groups where they have similar topics so they can collaborate on their research with one another. While the teacher is putting them in groups, students will write down questions they have about their topic to use while they are researching.
 - Today their focus is to complete the note page by learning about the injustices **(PART 1)**. Tomorrow they will look at the reasons why individuals do/did not stand up to that injustice **(PART 2)**. While the students are working, the teacher will check in with students while they are working.

Assessment:

Research Notes: Students will be taking notes while they research the injustice they selected. I will see students are utilizing reliable resources to learn about the topic.

Appendix 8

Research Notes for Injustice Picture Book Assignment

DIRECTIONS: Use the space below to take notes on your injustice.

Injustice Topic: _____

Questions You Have About Your Injustice (Write at least 2 questions you have about your injustice.) *Use your post it note questions in this section.

PART 1: Information About Injustice

Complete the chart below with information you are finding about your topic. The blank spaces are for you to type in your own questions.

Resource Used	Research Question/ Topic Information	Notes About The Question or Topic Information
	Define the injustice. Think why is this an injustice.	
	When and where is this occurring?	
	Why is this injustice happening?	

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PART 2: What is Being Done About The Injustice?

Complete the chart below with information you are finding about your topic. The blank spaces are for you to type in your own questions.

Resource Used	Research Question/ Topic Information	Notes About The Question or Topic Information
	What is/was done to address the injustice?	
	Are there organizations trying to help those affected by the injustice?	
	Who are the bystanders? Why are they not standing up?	

Example 3: Day 8

Context:

Bystander Unit
Day 8

Rationale: Students will be brainstorming ideas for the picture book. Students will take their notes from the previous two days to begin brainstorming their topic.

Objective:

- Students will be able to plan a picture book that illustrates an injustice an individual's decision on how to handle the injustice.

Common Core State Standards:

W.7.3a-e

Activities:

- *Picture Book Gallery Walk: Appendix 8*
 - Teacher will place picture books around the room based off a variety of topics. The students will make a list of what they notice about the picture books.
 - As a class we will make a list of the things we feel should be included in a picture book.
 - List of Picture Books:
 - The Other Side by Jacqueline Woodson
 - The Wall by Eve Bunting
 - Each Kindness by Jacqueline Woodson
 - A Day's Work by Eve Bunting
 - Pink and Say by Patricia Polacco
 - Freedom Summer by Deborah Wiles
- *Introduction of Picture Book: Appendix 9*
 - Teacher will present students with the assignment of creating a picture book. Students will begin brainstorming their ideas for the picture book. The picture books will be realistic or historical fiction. There are prompts on the paper, but the students can outline their essay in the way that works best for them. I will provide selection of outlines for them to choose.
- *Writing Conferences:*
 - Teacher will check in with students while they are working on their picture book. Teacher will take notes on a Google Forms based off their conversations.

Assessment:

Picture Book Characteristics List: Students will complete a picture book gallery walk where they look through different picture books to make a list of the qualities of a picture book. I will

see students can analyze the qualities of a well written picture book.

Brainstorm for Picture Book Assignment: Students will begin to work on their picture book assignment. I will see students can organize their ideas to prepare for their picture book.

Writing Conferences: Throughout the writing process I will be checking in with students through writing conferences. I will see students are organizing their writing and showcasing an injustice.

Appendix 8

Picture Book Gallery Walk

Station Number	Book	Qualities of a Picture Book - List at least 2 for each book
1	<u>The Other Side</u> by Jacqueline Woodson	
2	<u>The Wall</u> by Eve Bunting	
3	<u>Each Kindness</u> by Jacqueline Woodson	
4	<u>A Day's Work</u> by Eve Bunting	
5	<u>Pink and Say</u> by Patricia Polacco	
6	<u>Freedom Summer</u> by Deborah Wiles	

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Injustice Picture Book

You are going to create a picture book where you highlight your injustice and how an individual decided to respond.

Due Date: _____

The Book Must Include ALL of the Following:

- A Theme
- Original Artwork
- A Conflict
- Failed Solution
- Resolution
- Literary Elements
- Characters
- Dialogue
- Typed Words
- Title
- "About The Author" Section

Reminder:

Even though this is going to be a children's book, you must not write like a child. I am expecting to see everything you have learned this year in your writing. Keep your audience in mind and be creative! Think about what kinds of stories kids like.

We will have class time to compose the story as well as illustrate the pictures, but you will need to work on parts of this at home.

Grading:

You will receive a classwork grade daily on this project which will include your behavior and effort. You will also be graded on the final product- all of the things listed above as well as spelling, grammar, punctuation, etc.

Brainstorm For Picture Book

Use the space below to gather your ideas before you outline your story.

Injustice: _____

How Will You Show the Injustice:

How Your Main Character Originally Responds (Bystander Moment):

Why Do They Not Originally Stand Up:

Change of Heart Moment: How Do They Stand Up In The End?

IV: Additional Teaching Tools

IVa. Information About Texts Used:

- “Muffin” by Susan Cooper
 - This is a short story about a little girl named Daisy in England during World War II who was picked on by a girl named Alice. Teachers saw her get picked on and did nothing. An older woman sees her being picked and invites Daisy in with her and her dog Muffin. The next day the woman is killed by a bomb, and her dog Muffin is no longer homeless. Daisy continues to visit the dog and bring him food. At the end of the story, Alice was picking on Daisy, and Muffin saved Daisy. After that Muffin went on to live with Daisy and her family.
- “The Hangman” by Maurice Ogden
 - This poem is about a town where a hangman comes and murders one individual a day through the eyes of one of the townspeople. Those who protested were killed so individuals said nothing. At the end there is only the narrator left, and the narrator assumes the hangman wants him to take down the gallows. The hangman says he was the one who served him best because he said nothing.
- Monsters Are Due on Maple Street
 - It is a play that takes place on a suburban block where a roar and a flash of light that the individuals notice. Odd things begin to happen including alarms going off, the power going out, and cars not starting. Individuals begin accusing each other of being monsters and spies for the monsters. A full riot begins, and the individuals turn on one another. The ending scene shows Aliens discussing how people can be their own enemy.
- “Bystander Effect Theory”
 - This is a nonfiction article that discusses the scientific reasons why individuals do not stand up. This article focuses on a study that analyzed the behavior of individuals.
- Newsela Articles About Bullying:
 - The students will be presented a variety of nonfiction articles about bullying. The different articles will be about different topics and different levels. Pairs of students who are partnered together based on ability level will choose the article that works best for them.
 - Titles Include:
 - “In School Popular Kids Get Bullied, Just Like Outcasts, Study Says”
 - “Taking Online Classes To Avoid Bullying”
 - “More Cyberbullying Victims Seeking Help From Their Parents Studies Show”

IVb. Additional Teaching Tools

*Some teaching tools are included under the lesson plans they connect with.

1. Monsters Due On Maple Street Pre Reading Questions:

Name: _____ Period: _____ Date: _____

**““The Monsters Are Due On Maple Street”
Pre-Reading Questions**

1. “The only thing we have to fear is fear itself.” What does this famous quote mean?

2. How does fear affect the decisions that you make?

3. What fears might be called ‘universal’; shared by almost all humans? (List at least 3)

4. Do you think life exists on other planets in our universe? What makes you think so? Might this life be friendly or hostile?

5. What is a scapegoat? Give an example of a scapegoat. Explain how that example shows the definition of the word.

2. Monsters Are Due On Maple Street During Reading Questions

Name: _____ Period: _____ Date: _____

The Monsters Are Due On Maple Street

The Twilight Zone

First aired on television on March 4, 1960

Rod Sterling Introduction:

Maple Street, USA Late summer: A tree-lined road of front porch gliders, barbecues, the laughter of children, and the bell of an ice-cream vendor. At the sound of the roar and the flash of light, it will be precisely 6:43 p.m. on Maple... This is Maple Street on a late Saturday afternoon, in the last calm and reflective moment-before the monsters come.

Answer the following questions as you read the play:

ACT 1:

1. What is the first disturbing event that grabs the neighbor's attention?

2. What is the first sign of some disturbance in the neighborhood?

3. **What is peculiar about Steve's car?**
4. **What does Tommy suggest is the cause of all their problems? Why does he think that is the source?**
5. **How do the neighbors treat his explanation, at first?**
6. **What peculiar event happens with Les's Car?**
7. **Who is the first neighbor to be a suspect?**
8. **Why does this neighbor become the first suspect?**

Act 2:

1. **Whom does Charlie suggest maybe the monster at the beginning of Act 2?**
2. **What has Steve been working on that makes him suspicious? Why would this be suspicious?**
3. **What stupid act does Charlie commit, in a moment of panic?**
4. **What event happens that make the crowd think Charlie and his family might be the monsters?**
5. **Whom does Charlie accuse of actually being the alien?**
6. **Why does it seem obvious that Tommy would be the monster?**

3. Plot Diagram for Picture Book:

Name: _____
Period: _____
Date: _____

Conflict:

Rising Action

Characters:

Setting:

Exposition

Climax

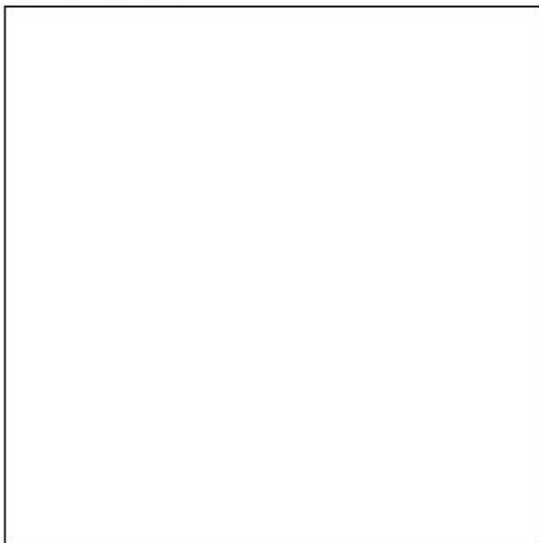
Resolution:

Themes:

4. Outline of Pages for Picture Book:

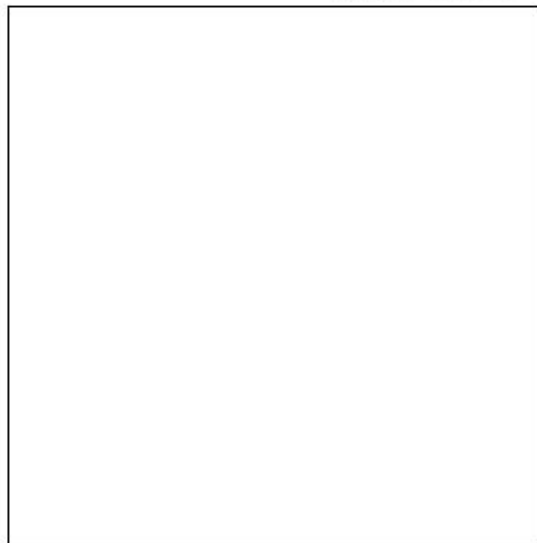
**Students can state where they want the words and the picture on the page.*

My Picture Book Outline



Page # ____

Name: _____



Page # ____

5. Author's Note For Picture Book:

Name: _____ Period: _____ Date: _____

Author's Note for Picture Book

In books, there is a section that informs the reader about the author known as the author's note. Today you will view different examples of author's notes and create your own author's note for your book.

The following items need to be included in the author's note:

- Author's Background
 - City you live in.
 - Family.
- Things You Enjoy
 - Hobbies
 - Interests
- Writing Background
 - What is your favorite thing to write?
 - What types of characters do you write about?
 - Something your writing is famous for, what do you always have in your writing?
- Inspiration for the story
 - Why did you write about this topic?
 - Is it based on a person or experience from your life?
- Dedication
 - Dedicate your book to a person.
 - Explain why you dedicated this book to them.

YOUR AUTHOR'S NOTE NEEDS TO BE AT LEAST **10 SENTENCES**.

Use the space below to outline your author's note.

Author's Background: *List two things about where you are from.*

1.

2.

Things You Enjoy: *List two things about yourself.*

1.

2.

Writing Background: *Write something about your writing style.*

Inspiration for the Story: *Why are you writing about this?*

Dedication:

Who:

Why:

6. Rubric For The Picture Book

	3	2	1	0
Title Page	Title page includes Title and Author. Cover is detailed and contains color.	Title page includes a Title and Author. Cover is missing details.	Title or Author is not included. Cover is missing significant details.	Cover Page is Missing
Injustice	Story focuses on an injustice. Provides well developed story focusing on this idea.	Story focuses on an injustice, but more details are needed.	It is not clear what the injustice is. More details are needed.	Injustice is not included in the story.
Bystander Moment	A bystander is included where they did not stand up against the injustice presented in the picture book. Story showcases why they decided to not stand up.	A bystander is included where they did not stand up. More details were needed. It is not clear why the individual did not stand up.	A bystander is minimally included in the story. It is unclear if they are the bystander.	A bystander is not included.
Change of Heart Moment	The character has a change of heart and decides to stand up against the injustice. This moment is well developed and includes details.	The character has a change of heart and decides to stand up against the injustice. This moment needs more details.	The character does not fully stand up for the injustice.	The character does not stand up for the injustice.
Drawings in the Picture Book	Drawings included are well developed and contain color. Match the information presented on the page.	Drawings included are well developed and contain color. Minimally matches the information presented on the page.	Drawings need more details. Does not match the information on the page.	Drawings are incomplete and some are missing.
Author's Note	Author's Note is included that presents information about the	Author's Note is include, but details are missing.	Author's note is missing a significant amount	Author's note is not included.

	author.		of information.	
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Final Score: _____/15

V. Reflection:

For this unit I really rethought the way I teach about bystanders and injustices in the world. In our curriculum, it states to teach the term to the students after the students have learned about the Holocaust. For me the idea of a bystander and injustice is bigger than just one event in history. Therefore, I wanted the students to be able to learn about different injustices and the specific reasons individuals were bystanders of these events. In Jerry Wilhelm's Engaging Readers & Writers with Inquiry, he says that reframe the curriculum by creating questions that "reframe a required standard, topic, or text so it matters" (49). Students witness injustices and may have been a victim of them. I decided to make my focus question "Why do individuals not stand up against injustices?"

From there I thought about my final assessment for my students for the bystanders unit. It is important that students can identify bystanders, but knowing their motivation and the results of their decision is also important. Authors do not specifically state their stance or message, but show these ideas through their conflict, characters, and events they present in their story. Readers must analyze the text to analyze the meaning behind the story. I wanted my students to apply this skill to their own writing by creating a picture book where they highlight an injustice and individuals respond to their injustice. They must look at an individual who originally was a bystander; then show them standing up for that injustice. In order to engage the readers in this process, I wanted to give them the opportunity to research an injustice they want to learn more about. This will be the basis of their picture book.

Due to the Common Core State Standards I am constantly trying to incorporate complex texts to engage students. This In "Texts and Adolescents" by Alfred Tatum states, "The goal is not to depress adolescents with "heavy" texts but to structure curricula by "considering what issues are worth exploring and understanding when composing essential questions" to engage adolescents (13)." In the previous unit my students have expressed concerns about how individuals did not stand up against the Holocaust. This unit examines that question, and also focuses on the different injustices that occur today.

When determining what texts to use, it was important that I chose texts that illustrated an injustice and how individuals responded to the injustice. A very powerful text to me is the poem "The Hangman" by Maurice Ogden where the townspeople just let individuals get murdered one by one. The author showcases individuals not standing up in a very powerful way. This is a difficult text, but at this point in the year, I wanted the students try alone and then discuss in their groups. Teaching an In-Class Support Class, I am always cognizant of my students strengths and weaknesses with reading. In "Differentiating Literacy Instruction for Adolescents" by Zaline Roy-Campbell & Kelly Chandler-Olcott stated that, "The unit authors argue that all students should "independently engage in productive struggle with complex texts: and be allowed to

approach the text freshly” to “make their own inferences based on textual content” (341). Therefore by having students read a section individually first, students experience that “struggle” then I can check for their understanding and clear up misconceptions during their group discussions.

For this unit incorporated my students questions, the curriculum, and inquiry in a way where students analyze human behavior and a world injustice. My students will be exposed to a variety of texts that focus on why individuals do not stand up for these injustices. As a teacher my goal is to help them become successful members of today’s society. Students not only learn about author’s techniques of teaching the reader in this unit, but also the students apply these skills to their own writing. By using my students’ questions, I created an engaging unit that addresses the curriculum and life skills.