

FORGED BY FIRE

COMPLETE ???
WEEK UNIT

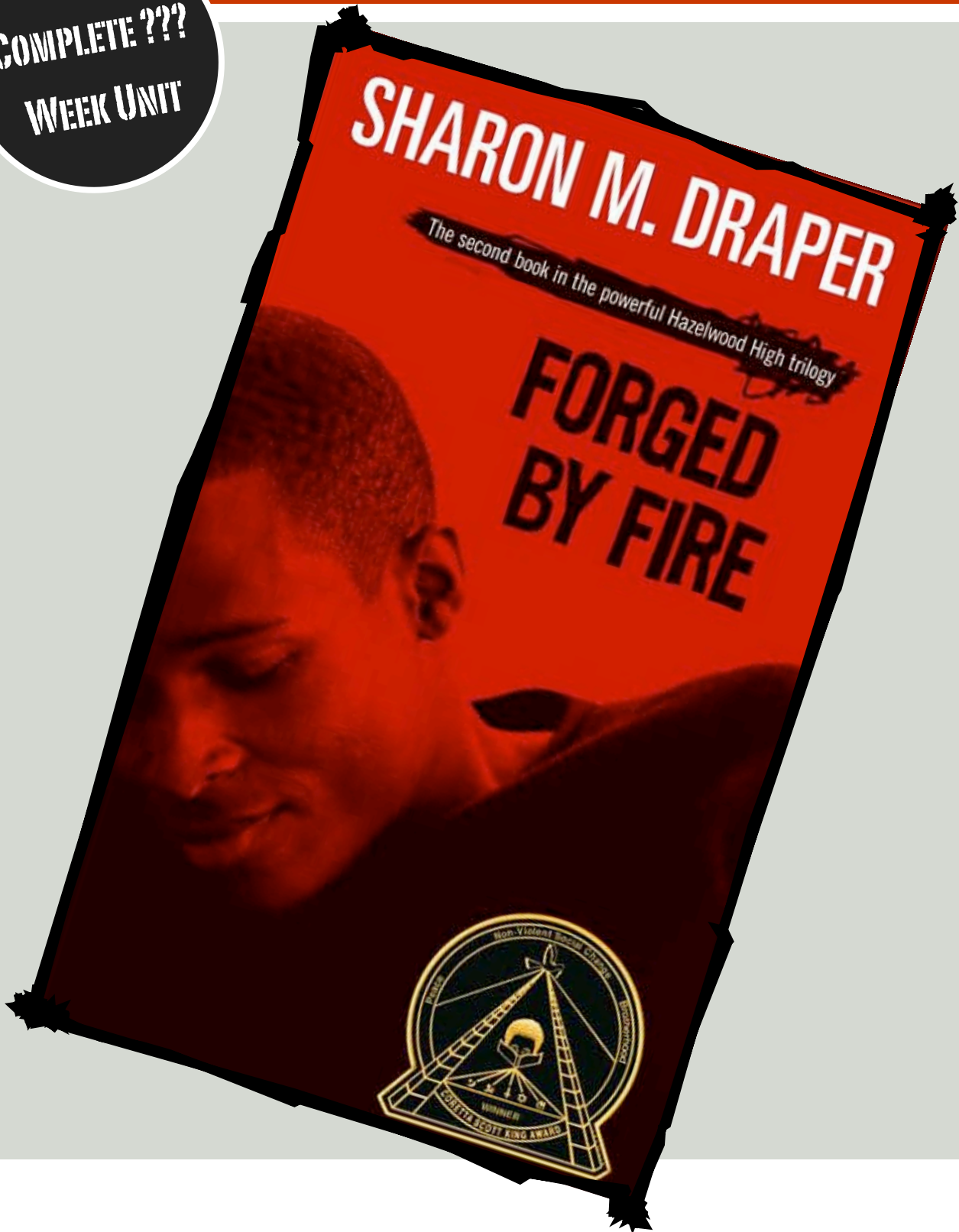


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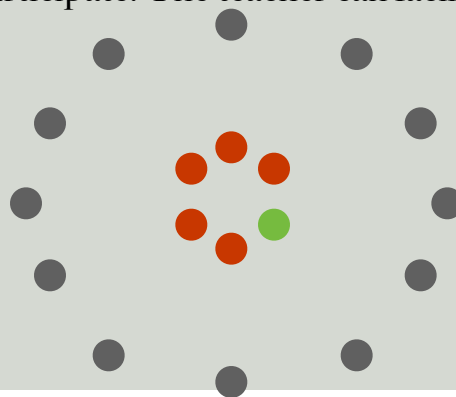
ACTIVITIES

THE BREAKDOWN

SOCRATIC CIRCLE

- To begin this activity move all desks to provide a large open space in the middle of the room.
 - Place six chairs in a small circle in the center of the room. Place the remaining chairs around the smaller circle of chairs
 - To begin the activity ask for 4 volunteers to sit in the immediate circle with you, the rest of the class will become the speculators.
 - To engage or hook students begin with a controversial topic that will entice students' response
 - i.e.: school uniforms, underage drinking, news headlines, etc.
 - After you state your topic, give some of the opinions/beliefs that follow the issue
 - Encourage students to comment, state/defend their opinion, respond to their peers
- RULES:
- Spectators do not participate unless they join the inner circle
 - Within the immediate circle ONE person speaks at a time
 - One chair must ALWAYS remain EMPTY to allow a new participant to share their thoughts
 - * Therefore once a student joins the inner circle, one must leave to keep one seat open

* Once the discussion is going well, the teacher should leave the inner circle, to allow more students the opportunity to participate. The teacher can facilitate from walking around the room



Diagram

Red Seats= Inner circle

Green Seat= Always remains open

Gray Seats= Spectator Seats

ACTIVITIES

THE BREAKDOWN

CAROUSEL ACTIVITY

- Using chart paper, write overarching themes/questions/quotes/comments from the text or topic you are covering
- Place several (at least 4) of these questions around the classroom
- Pair or group students into teams, giving each team a different colored marker
- Each team will have 1-2 minutes to respond to the question on the chart paper using their assigned marker
- Once all teams have gone to each station students will return to their seats
- Teacher will read aloud each station's questions and all responses while asking students to defend or elaborate on their comments

* This is a great activity to initiate discussion and debate

Theme:

Image or Drawing that captures the theme

Quotes or Evidence that Support the Theme you have Chosen

Summarize, Put it all together!

WEEK ONE

Daily Topics:

- Monday: Short Story Plot map
- Tuesday: Plot line of 1st chapter
- Wednesday: Trauma- What is it and how does affect people?
- Thursday & Friday: Stages of Healing

Monday

Materials/ Resources:

- Whiteboard/markers
- TV sitcom video (for example) or a movie/show that everyone has seen and can recall
- Paper/pens/pencils

Objectives:

Students will identify the five main elements of a short story and apply them to a tv sitcom.

Mini- Lesson:

- Students will be introduced to the 5 elements of a short story plot map: Exposition (introduction), Rising Action, Climax, Falling Action and Denouement (resolution)
- The plot map will then be drawn out on the board (for later reference) and students will copy in their sourcebooks

Activities:

- Students will watch a brief sitcom (approx 15-20 min)
- After the sitcom, students will analyze and identify the 5 elements within the show aloud
- Each element will then be added to the plot map on the board and students will copy it to their sourcebooks

Closing:

- Quick review of the 5 elements and students will be asked to give examples from at least one other source (book, movie, video, tv show etc.)

Tuesday

* The first chapter of *Forged by Fire* was initially written as a short story, therefore students will use previous lesson to break down this section into a plot map.

Materials/ Resources:

- *Forged by Fire*
- sourcebooks/pens
- paper/markers/crayons

Objectives: Students will demonstrate their understanding of a plot map and five literary elements by creating their own plot map of the first chapter of *Forged by Fire*. Mini- Lesson:

- Briefly review the previous lesson to ensure students' understanding

Activities:

- Read aloud the first chapter of *Forged by Fire*
- Students will create a detailed plot line including quotes and images from the book
 - This will be the first assignment for the final portfolio assessment

Closing:

- Student will present plot line / plot map to the class
-
-

Wednesday

Materials/ Resources:

- *Forged by Fire*
- sourcebooks/pens
- Independent reading books

Objectives: Students will define and describe **trauma**; its causes and lasting affects. Students will make personal connections with the text by using examples (minor or major) with their lives.

Open

- Discussion: Define and describe trauma
 - Trauma unit, PTSD

Activities:

- Read aloud chapter 2 & 3
- Discussion: Trauma often rises a fear/uneasiness that can remain with someone for the rest of their lives, particularly when it occurs during childhood.
 - Examples: fire, accident, war, drowning, dogs, spiders, snakes, etc.
 - People related/present when trauma occurred: police, EMTs, soldiers, social workers
- Students will create a z-chart using trauma as their theme and connecting it to a time in their life or using the book's example

Closing:

- Students will volunteer to share out

Thursday & Friday

Materials/ Resources:

- *Forged by Fire*

Objectives:

Students will demonstrate their understanding of the character's healing process by breaking up timeframe into three steps. Students will make relation between this character and a character from a different text.

Open:

- Journal: What is recovery? Do you know someone or have you ever recovered from something traumatic?

Activities:

- Read aloud *Forged by Fire* chapters 4 & 5 (Thursday) chapters 6 & 7 (Friday)
- Discussion: Three Stages of Healing; The Victim, The Survivor and The Thriver
- Students will write three paragraphs explaining another book that deals with trauma and recovery using specific examples from the text
 - ¶ one: The Victim/ Incident
 - ¶ two: The Survivor (recovery process)
 - ¶ three: The Thriver (solution)

Closing:

- Students will volunteer to share out

WEEK TWO

Daily Topics:

- Monday: “If You Really Knew Me” Character Analysis
- Tuesday: Is it “snitching” when you confide in a friend?
- Wednesday: Reading & Journal chapter 15-17
- Thursday: Socratic Circle (Please see activity directions)
- Friday: Z-charts: Abuse & Recovery

Monday

Materials/ Resources:

- *Forged by Fire*
- Chart paper/marker
- *If You Really Knew Me* (MTV series-based) character-building activities

Objectives:

- Students will analyze the main character of the book while learning more about themselves.

Activities:

- *If You Really Knew Me* activities: Iceberg 90% underwater 10% above = people only show 10% of themselves to others
- Students will apply an iceberg graphic organizer/concept to the main character. What does the main character allow others to see (10%) and what does he hide (90%).
- Read aloud Forged by Fire ch 8-11

Closing:

Exit Slip: What does Gerald hide from his friends, why do you think Gerald hasn't confided in anyone?

Tuesday

Materials/ Resources:

- *Forged by Fire*
- journals/pens/pencils
- whiteboard/markers

Objectives:

Students will apply and compare/contrast their own belief system to the main character of the text.

Open:

* To follow-up with last week's data prompt and active discussion students will complete the following prompt:

- Journal prompt: When, or is, "snitching" okay? Considering Gerald's situation with his stepfather, is it acceptable for him to confide in others? Explain if it is different for him to "snitch" to staff at his school or tell his friends about what is going on at home.

Activities:

- Students will volunteer to share out and lead us into an open discussion
- Read aloud chapters 12-15

Closing:

- Students will list healthy, appropriate ways Gerald could find help for himself and his little sister using community pamphlets and handouts
 - Pamphlets/handouts will then be added to our Unit wall.
-

Wednesday

Materials/ Resources:

- *Forged by Fire*
- Journals/pens/pencils

Objectives:

Students will answer inferential questions regarding the text and gain fluency skills by following along with the text while listening to the teacher read aloud.

Open:

- Journal: Does parenting (good/bad) influence a child's success?
- Classroom discussion to follow

Activities:

- Read aloud chapters 15-17

Closing:

- Summing up: discussion on chapters read, where do we think the book is going? How will Gerald/Angel turn out? Does Monique's influence as a mother determine their success?
-

Thursday

Materials/ Resources:

- *Forged by Fire*
- whiteboard/markers
- classroom chairs

Objectives:

Students will make text to self connections by analyzing questions and forming opinions based on their beliefs and opinions.

Open:

- Students will be introduced and given the rules and expectations to a Socratic Circle

Activities:

- Socratic Circle will begin with a teacher sitting in for example and initiative
- The first question will act as a hook, beginning the conversation: Last week California voted down the legalization of marijuana, why do you think this happened?
- The discussion will lead into the following text-related questions:
 - Do you think Jordan's substance abuse affects his parenting and judgement?
 - Who or what is to blame for his actions- the alcohol, him or Monique for allowing it?
 - Is it a mother's job to protect her children, at what age does a mother not have to protect her children anymore?
 - What is the appropriate age for a child/teenager to become independent and "deal with their own problems"?

Closing:

- Teacher will sum up the discussion and emphasize main points/opinions made by students
 - These opinions can either be posted on the unit wall or saved for future discussions
-

Friday

Materials/ Resources:

- *Forged by Fire*
- paper/markers

Objectives: Students will identify some themes of the text and use them as a basis to demonstrate their understanding of the specific topic of their choice

Open

- Students will review what a theme is and why an author will choose particular themes for their books
 - Examples of books, movies and poems will be given to check for understanding
- Students will be asked what themes are presented in our classroom text
- Teacher will write student responses on the board for later referencing

Activities:

- Students will use the themes they have generated to complete a z-chart

Closing:

- Students will volunteer to present their work to the class
- Z-charts will be hung on the Sharon Draper unit wall and become a classroom artifact

WEEK THREE

Daily Topics:

- Monday: Carousel Please see activity directions)
- Tuesday: “Taking the Temperature” quiz/chapter 18
- Wednesday: Completion of the book

Monday

Materials/ Resources:

- chart paper/markers

Objectives:

- Students will work in pairs to answer literal and inferential questions regarding the text.

Activities:

- Students will be introduced to the carousel activity, rules and expectations
- Students will be paired in groups of two- three and visit each station with the following questions:
 - Monique is trying to put her life back together. Using inference do you feel she will succeed or regress to her usual ways
 - Using the 3 steps of recovery choose the appropriate step for each character, be ready to explain your choice
 - Gerald shares some information with his friends but still feels like he's alone. In your opinion do you think his friends may be dealing with similar issues at home? Why do you feel this way?
- Students will write their responses in their assigned group colored marker to differentiate each groups' response

Closing:

- As a class will hold a discussion and read aloud each response for each station
-

Tuesday

Materials/ Resources:

- “Taking the Temperature” quiz
- pens/pencils

Objectives:

- Students will be introduced to our “Taking the Temperature” quiz, an ongoing formative assessment that will take place midway through each book we cover in class. The purpose of this activity is:
 - A. Students and teacher will be aware of their understanding (or lack of) the text thus far
 - B. Students will be prepared to have midway, written assessments as a routine of our classroom reading material

Activities:

- Students will be introduced to our “Taking the Temperature” quiz, an ongoing formative assessment that will take place midway through each book we cover in class.
- Teacher will pull most essential pieces, themes, etc that they feel are most relevant to their student population and formulate a brief quiz to gage students’ understanding and comprehension of the book and activities covered thus far
 - This will act as a verbal/language artifact that will exist within the classroom for the remainder of the year
- Students will take the quiz

Closing:

- If time permits we will continue to read on chapter 18
-

Wednesday

Materials/ Resources:

- “Forged by Fire”
- pens/pencils

Objectives:

Students will use inference to make a claim on how they believe the story will end by citing specific examples from the book that reinforce their statement

Activities:

- Students will use inference to make a claim on how they believe the story will end in their journals, ask students to be specific and give examples that support their idea(s)
 - Ask students to keep their responses private until the end of class, after the completion of the book.
- Read aloud the final chapters of the book, pausing to reflect, ask/answer questions and gage student understanding

Closing:

- Ask students to share out their journal entries from the beginning of the class
- Prompt students to explain why they felt the book would end in the way they claimed
 - Use this time to clarify misconceptions

FORGED BY FIRE ZINE

(SUMMATIVE ASSESSMENT)

Daily Topics:

- Monday: Intro to Zine & Rationale
- Tuesday: News Article & Character Analysis
- Wednesday: Facts/Info & Call to Action
- Thursday: Front and Back Cover
- Friday: Gallery Day!

Weekly materials available:

- various colored/textured paper
- colored pencils/markers/crayons
- paint/paintbrushes
- differentiated handouts (images, word art, images)
- magazines/pamphlets
- *Forged By Fire* for referencing
- computer access for images and info

Monday

Mini- Lesson:

- Students will be introduced to a zine, what it is and what the main purpose is for the author.
- We will look over the zine examples (find online) together and using the main topics we will verbally discuss some ideas that would apply for our book *Forged By Fire*
- Students will be given the zine packet including the rubric, daily schedule, etc.
- Packet, rubric and expectations will be discussed with the class

Activities:

- The first day of the mean zine creation will be explicit; all students will begin and complete the same assignment.

** Throughout the week students will be encouraged to work at their own pace and choose which assignments they would like to complete first. This will alleviate feeling overwhelmed and work refusal and hopefully hook the students by choosing the assignment they like best

- Students will choose their “issue” and complete the rationale graphic organizer, teachers will assist as needed
- Students will begin writing their rationale on pg 2 of their zine

Closing:

- Review of weekly agenda, posted on chart paper to remain in the class until Thursday
 - Explanation of choosing their assignments and taking ownership and pride of their work
-

Tuesday, Wednesday & Thursday

Open:

- Each day will begin with the review of the zine assignment/topic list to ensure students' understanding and focus

Activities:

- Students will be encouraged to work at their own pace and choose which assignments they would like to complete first.
- Teacher will check in with students (one-on-one) to assess progress and understanding
- Students will move to various stations within the room, depending on their assignment, where multiple materials will be provided
- Students will be asked to help each other with ideas, suggestions and clarifications
- Students will refer to the rubric for guidelines

Closing:

- The last 5 minutes of class, students will return to their seats and will be asked what they have completed each day.
- Teacher will check off each completed assignment for each student on the student Zine Progress chart, which will hang in the classroom to encourage students to proceed with their work

ASSESSMENT

Make A Mean Zine!



What's a zine?

A zine is a small version of a magazine. It's usually handmade incorporating text and pictures. Some have pieces that are typed and others are strictly handwritten. It's all up to the author to decide! There are zines that are comics, poetry, fiction writing, political issues, and anything you feel is worth saying! Zines are made and photocopied in order to spread the word that the author wants to get across. Now it's your turn to give it a shot!

What will your zine be about?

Your job as a new zinester is to create a public awareness zine based on ONE of the many issues that we read about in Sharon Draper's *Forged By Fire*. Which of the issues from the novel do you feel is important for people to know about? Which of the issues do you think we see in the city of _____? What are some important facts to share with people? How do the characters in the book respond to the issue and how does the issue affect them?

Check out the next page for you Mean Zine requirements!

Mean Zine Requirements

1. Front Cover	Your cover page should include an interesting title about your issue, a creative visual, and of course your name!
2. Rationale pg. 1	Why have you chosen to create a zine about this issue? Why should people be aware of this? How does Draper's novel inspire you to share your feelings and facts about this issue?
3. News Article p. 2	Choose one of the characters from the novel to write a fictional news article about. Who are they? Were they caught doing something? Are they being aided by someone else? Were they found hurt or dead? Make sure your article makes sense based on the INFERENCES that we have made in class about them. At least 10 sentences!
4. Facts/Information p. 3 & 4	What are some facts that you can share with others about this issue? Perhaps a myth vs. fact form or just many unknown facts about this issue. Also, what is the issue like in the city of _____ and surrounding cities? How much of a problem is it in our community? Must have at least 10 interesting facts. You must have at least 4 sources!
5. Character Analysis p. 5	Choose a character from the book that dealt with this issue first hand. How did they react to their situation? How did this issue affect them? What did they do to make it better? What influences did other characters/society have on this character? At least 10-12 sentences.
6. Call to Action p.6	What can we do as individuals about this issue? How can we as a city come together to make it better? What do you think would be a solution to this issue that people/government should take to working on it?

Mean Zine Timeline

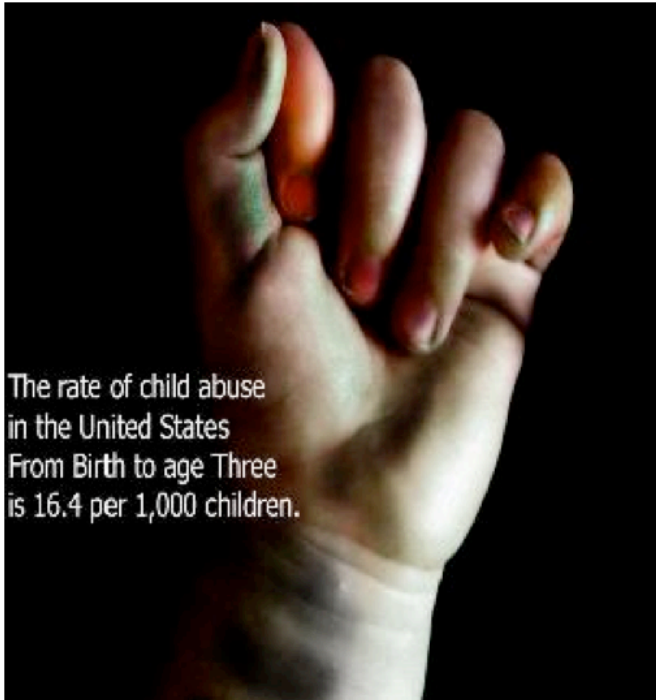
Day 1	Day 2	Day 3	Day 4	Day 5
<p><u>Part One</u> Go over assignment, choose an issue and begin your rationale piece</p>	<p><u>Part One</u> Finish rationale and begin to work on/edit news article</p> <p><u>Part Two</u> Work on and finish character analysis piece</p>	<p><u>Part One</u> Use computers to research facts and organizations for your call to action and facts and information piece</p> <p><u>Part Two</u> Take all of your finished pieces and now create your book to transfer your work to!</p>	<p><u>Book Design</u> Don't forget to have the front cover and back cover requirements!</p> <p>**Finishing touches on the zines to turn in!</p>	<p>GALLERY DAY!</p> <p>Show off your work to other classes in the school, talk to your friends and enjoy some snacks!</p>

Rubric

	15 Outstanding	10 Meets Requirements	5 Needs Improvement	0 Does Not Meet Requirements
Front Cover	The cover includes a decorative jacket, intriguing title, and name. The cover is colorful and shows that the author has put in a significant amount of effort.	The cover includes a visual, interesting title, and name. The cover's visual presentation shows a good amount of effort in the work time.	The cover includes a visual, title, and name. The cover's visual presentation appears to be unfinished or not connected to the issue. The cover shows little effort in the work time	The cover is missing one or two of the following: visual, title, and name. It appears that the author has spent little time working on the zine.
Rationale	The rationale is clear, focused, and the author thoroughly explains the issue they have chosen and why awareness is important.	The rationale is clear and the author somewhat explains the issue they have chosen and why awareness important.	The rationale is slightly confusing and only includes an explanation the issue within the zine.	The rationale is not explained clearly and is not connected to any reasoning for public awareness.
News Article	The news article includes all of the requirements and is well organized, creative, and plausible according to the given information about the character.	The news article includes most of the requirements and is well organized and somewhat plausible according to the given information about the character.	The news article includes only a few of the requirements, is legible, and not quite plausible according to the given information about the character.	The news article only adheres to one requirement, is confusing, and is not plausible according to the given information about the character.
Facts/ Information	The facts section includes all required facts, has explored the issue within the city thoroughly, and utilizes interesting facts.	The facts section includes most of the required facts, has explored the issue within the city somewhat, and utilizes some facts found about the city.	The facts section includes fewer than half of the facts required and doesn't connect the issue to the city clearly.	The facts section includes only one fact requirement and lacks any connection to the city.
Character Analysis	The piece includes all requirements and deeply analyzes and explains the character's situation with the issue.	The piece includes most of the requirements and analyzes and explains the character's situation with the issue.	The piece includes only a few of the requirements and does not go beyond the textual evidence in the book about the character's situation.	The piece only describes who the character is and only names the issue that the character experienced.

IMAGES for your ZINE





The rate of child abuse in the United States From Birth to age Three is 16.4 per 1,000 children.



Abusers choose to abuse.

Don't suffer in silence.

You are not to blame.

Shatter the Silence

Child Sexual Abuse is the use of a child for sexual gratification by an older or more powerful person. The offender is usually an adult, but could also be a more powerful child. It happens all around us, in rich homes and poor ones, affecting boys and girls alike. And we either don't notice or choose not to see this ugly truth. But the statistics are ugly too. 40% of girls and 25% of boys below 16 in India are victims of CSA*. Victims of emotional scars and of a closed society that will not denounce their responsible.

Be aware of Child Sexual Abuse.

Because every child deserves to be safe.

Issued in public interest by Sound of Silence. Choose to know more. Email us at soundofsilence.hydr@gmail.com
*Based on a survey by Tata Centre for Prevention and Healing of Child Sexual Abuse, Chennai.
Picture courtesy <http://pin-it.in/destarart.com>