



Robinson Crusoe Unit Plan

By Daniel Grajek

UNIT PLAN

(General Information)

TEACHER: Mr. Daniel Grajek

GRADE/COURSE: Grade 9/ English 101

THEME: Persons who possess the qualities of proactivity and humility can survive and find success.

MATERIALS (INCLUDING COMPANION LITERATURE):

1. *Robinson Crusoe* by Daniel Defoe
2. *Hatchet* by Gary Paulson
3. List of unfamiliar words and definitions
4. Screen/Projector/Computer with PowerPoint and MediaPlayer
5. PowerPoint Slides
6. YouTube links to video performances of (and related to) *Robinson Crusoe*
7. Personal Journals
8. *The Picture Book of Robinson Crusoe* by Elizabeth Moore

ASSESSMENT (GENERAL and SPECIFIC):

1. Daily Quizzes
2. Writing Assignment 1: Short Story
3. Writing Assignment 2: Newspaper Article based on an interview
4. Unit Project: Research paper (Heroes, or Critical Analysis of *Robinson Crusoe*)
5. Unit Test (attached)
6. Observation

READING STRATEGIES

1. Character Circle
2. Impromptu Drama
3. Guided Imagery
4. Story Quilt

WRITING STRATEGIES/SKILLS/ACTIVITIES

1. Writing Workshop
2. Process Writing
3. Portfolio
4. Journal Writing
5. Environmental Journalism
6. I-Search

VOCABULARY DEVELOPMENT:

Weekly Glossary

ORAL LANGUAGE DEVELOPMENT

1. Making a Scene
2. Accidental Power
3. Change Agent

4. Dramatic Monologue
5. Value Chat
6. Partner Probe

WEEK ONE:

OVERVIEW/FOCUS:

1. Students will recall general information about *Robinson Crusoe*
2. Students will identify the novel's Unit Theme
3. Students will be able to connect *Robinson Crusoe and Hatchet* to their lives

OBJECTIVES:

Student will be able to:

1. State the Unit Theme of *Robinson Crusoe*
2. Write a 2 to 3 page short story about an experience (due first day of Week Two)
3. Engage in discussions on subject matter from daily reading assignments
4. Participate in a prewriting activity using Pair-and-Share
5. Recall information about *Robinson Crusoe* on daily quizzes
6. Apply literary term definitions to the novel
7. Identify unfamiliar words in *Robinson Crusoe*
8. Compose Journal entries

STANDARDS: CE 1.1, CE 1.2, CE 1.3, CE 2.1, CE 2.2, CE 2.3, CE 3.2, CE 3.3

MONDAY:

OBJECTIVES:

Students will be able to:

1. Recall information about the Robinson Crusoe story and Unit Theme
2. Relate *Robinson Crusoe* and *Hatchet* to their own lives

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. *Hatchet* by Gary Paulson
3. Screen/Projector/Computer with PowerPoint and MediaPlayer
4. PowerPoint Slides
5. Personal Journals
6. *The Picture Book of Robinson Crusoe* by Elizabeth Moore
7. List of unfamiliar words and definitions (see Attachment A)
8. During Reading Worksheet (see Attachment B)
9. Paper
10. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.

2. Pass out copies of the *Robinson Crusoe* and *Hatchet*. Distribute During Reading Worksheets
3. *Lead-In/Motivation/Anticipatory Set*: Show a YouTube video of the 1997 *Robinson Crusoe* movie trailer.
4. Ask students “Are you familiar with the story of Robinson Crusoe from books, movies, etc.? What do you think it would be like to be stranded on an island? What would you do to survive?”
5. Show slides with images of newspaper articles with headlines like “Missing Skier Rescued After 15 Days,” “Lost Boy Found...” etc. Briefly recount stories. The idea is to connect Defoe’s story with real life.
6. Teacher shares one of his own personal “survival” stories, such as coping with unemployment
7. Briefly mention *Hatchet* (using slide with book cover). Quickly summarize.¹
8. Teacher addresses class: “Each one of us probably has a story to tell about getting stranded somewhere and being lost (physically or figuratively).” Teacher discusses thoughts and feelings people have when undergoing this kind of adversity... panic... shock... bewilderment... despair...etc.
9. Critical questions are raised: In these difficult circumstances, do we give up, or do we somehow find a way to carry on? Do we get bitter and negative, or do we acquire a positive attitude? Do we blame others and give up, or do we take responsibility for ourselves and do something? What thoughts are involved in making either choice?
10. Define and explain the concept of Theme using a PowerPoint slide. Ask students if anyone can identify the Theme of Robinson Crusoe. Propose the following Theme: *Persons who possess the qualities of proactivity and humility can survive and find success.*² Have students write this down on their During Reading Worksheet.
11. Give a brief synopsis of Robinson Crusoe,³ a man placed in a terrible situation because of his own choices (reckless adventurism and ambition for material wealth). As we read, we witness how his struggle to survive leads to an internal conflicts and, finally, transformation—from anxiety and self-centeredness, to contentment and faith.
12. Show the beautiful illustrations from Elizabeth Moore’s *The Picture Book of Robinson Crusoe*⁴ on PowerPoint slides (or overhead projector). Some of the pictures depict Crusoe in suspenseful situations, such as encounters with pirates, cannibals, and mutineers. The purpose here is show that *Crusoe* is a fun book to read.
13. *Whole group discussion*: Spend the rest of the class discussing with students thoughts and questions they may have about the book.
14. Teacher passes out the list of unfamiliar words in *Robinson Crusoe* to refer to while reading the book. For homework, students will pencil underline unfamiliar words not on the list. He appoints a student to be in charge of collecting these words.
15. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. What is *Robinson Crusoe* generally about?
2. What is the Theme of *Robinson Crusoe*?
3. What can stories such as *Robinson Crusoe* and *Hatchet* teach us about ourselves?
4. Based on what you know, what do you think would appeal to you about these books?

(After quiz is graded, it will be returned to students so it (and other quizzes) can be used as a study guide.

HOMEWORK/ASSIGNMENT:

Read chapters 1-2 of *Robinson Crusoe*, referring to list of unfamiliar words.

Pencil underline unfamiliar words not on the list. Identify the *setting* referring to the During Reading Worksheet. Read chapter 1 of *Hatchet*.

TUESDAY:**OBJECTIVES:**

Students will be able to:

1. Recall the setting of Robinson Crusoe story
2. Identify the protagonist and antagonist to *Robinson Crusoe*

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. Screen/Projector/Computer with PowerPoint and MediaPlayer
3. PowerPoint Slides
4. Personal Journals
5. List of unfamiliar words and definitions
6. During Reading Worksheet
7. White board and marker
8. Paper
9. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Teacher asks students to express their reaction to last night's reading assignment.
3. *Lead-In/Motivation/Anticipatory Set:* Teacher tells the class a personal story that relates to the young Crusoe in Chapter 1 and 2.⁵
4. Ask class to take out their During Reading Worksheet and share what they think novel's setting is. Discuss.
5. Using PowerPoint slides, outline the setting of *Robinson Crusoe* (time, place, elapsed time, historical background).⁶ Detail historical background about Daniel Defoe, his life, and why he wrote the book.⁷ Have student fill in the setting section of the During Reading Worksheet. Also, teacher writes this on the white board.
6. Define with the class other literary terms on During Reading Worksheet.

7. Identify and fill in items on the During Reading Worksheet that we may already know: protagonist and antagonist. Teacher writes answers on white board.
8. Plot: Like other items on the During Reading Worksheet, the section on Plot will remain blank (we don't know the climax and resolution yet). However, we can make predictions. Use the Making the Scene model (Milner and Milner, 2008, 269): have a group of strong readers read critical passages for Chapter 1 and 2⁸ so students can speculate possible outcomes. Have a whole group discussion on this.
9. Vocabulary review: Ask students to list the unfamiliar words not on the unfamiliar word sheet. (Appointed student will collect these words. The teacher will include them in a revised sheet each week.)
10. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. What is the time, place, and historical background of *Robinson Crusoe*?
2. Who is the protagonist and antagonist?

HOMEWORK/ASSIGNMENT:

Read chapters 3-4 of *Robinson Crusoe*, referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Identify other characters (major, minor, dynamic, and static) and characterization. Read chapter 2 of *Hatchet*.

WEDNESDAY:

OBJECTIVES

Students will be able to:

1. Identify the first of two elements of the Unit Theme—proactivity—in specific passages
2. Define and contrast the definitions of proactivity and reactivity
3. Identify other characters (major, minor, dynamic, and static) and characterization of main characters

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. Audio version *Robinson Crusoe* by Daniel Defoe (various selections)
3. Screen/Projector/Computer with PowerPoint and MediaPlayer
4. PowerPoint Slides
5. Personal Journals
6. Lists of unfamiliar words and definitions in *Robinson Crusoe* (see Attachment A)
7. During Reading Worksheet
8. Paper
9. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Ask students what they thought about last night's reading selection

3. Review homework: Help students identify other characters (major, minor, dynamic, and static) and characterization. After brief discussion, ask students to fill these in on their During Reading Worksheet
4. *Lead-In/Motivation/Anticipatory Set*: Teacher asks the class to express their reaction to last night's reading assignment. Talk about Crusoe as an aspiring slave trader... but he himself is a "slave!"⁹ Show this passage on a PowerPoint slide and highlight this point.
5. Using a PowerPoint slide define the concept of Theme. Ask students if anyone can identify the theme of Robinson Crusoe. Reiterate: *Persons who possess the qualities of proactivity and humility can survive and find success*. Make sure students have this on their During Reading Worksheet.
6. Using slides with illustrations, we explore the concept of proactivity,¹⁰ the notion that an individual can control what happens to him/her, even when facing the most difficult situations and obstacles. A real life example of proactivity is Dr. Viktor Frankl, who overcame despair and (probably death) in a Nazi concentration camp with his positive attitude (from Frankl's book *Man's Search for Meaning*). Proactivity is the opposite *reactivity*, when you give up by thinking you are a helpless victim of life's circumstances. A reactive person blames the environment and other people for their misfortunes. In the story, Robinson Crusoe moves from self-pity and reactivity to proactivity, a chosen attitude that is essential for success.
7. Play audio presentations¹¹ of key passages from the book highlighting Crusoe's progression from a reactive to proactive attitude: (1) Crusoe's initial fear and despair when he arrives on the island¹² (2) Insights he has about himself as he struggles to survive¹³ (3) He, at last, finds peace of mind and contentment through religion.¹⁴
8. Vocabulary review: Ask students to list the unfamiliar words not on the unfamiliar word sheet. (The teacher will include them in a revised sheet.)
9. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. What does it mean to be reactive?
2. What does it mean to be proactive?
3. How did Robinson Crusoe demonstrate each of these attitudes? How did he become proactive?
4. Who are the characters (major, minor, dynamic, and static) and characterization of main characters

HOMEWORK/ASSIGNMENT:

Read chapters 5-6 of *Robinson Crusoe*, referring to list of unfamiliar words.

Pencil underline unfamiliar words not on the list. Identify the terrible thoughts he had regarding his condition after the shipwreck and how he managed to comfort himself.¹⁵ Read chapter 3 of *Hatchet*.

THURSDAY:

OBJECTIVES

Students will be able to:

1. Identify the second of two elements of the Unit Theme—humility—in specific passages
2. Students define and contrast the definitions of humility and pride

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. Audio version *Robinson Crusoe* by Daniel Defoe (various selections)
3. Screen/Projector/Computer with PowerPoint and MediaPlayer
4. PowerPoint Slides
5. Personal Journals
6. Lists of unfamiliar words and definitions in *Robinson Crusoe*
7. During Reading Worksheet
8. Paper
9. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Ask students what they thought about last night's reading selection
3. *Lead-In/Motivation/Anticipatory Set*: Teacher will show the video of the character Phil from the movie *Groundhog Day* before and after his personal transformation to illustrate pride and humility
4. Using slides with illustrations, we explore the concept of humility,¹⁶ which means in the context of novel, *the recognition of one's limitations and total dependence on nature and God. It is the opposite of pride, the overestimation of yourself, your importance and the command you have over others, nature, and God.*
5. Using slides, share examples of pride and humility in other literature (i.e. Jean Valjean, Billy Budd, and Uncle Tom)
6. Play audio presentations of key passages from the book highlighting Crusoe's change from a self-centered willfulness to humility
7. *Group/Independent Work*: (Prewriting: listing/note taking.) Students are instructed to break up into groups of two using the Think-Pair-Share model (40). Each member, given five minutes, is asked to tell the other person a personal story of "how you were stranded or lost, and how you survived." After five minutes, the roles reverse. Students are instructed to return to their seats, and produce a brainstorming list of elements of the story they just told. (50)
8. *Whole Class Discussion*: Students share their stories with rest of the class
9. Vocabulary review: Ask students to list the unfamiliar words not on the unfamiliar word sheet.
10. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. What does it mean to have humility, and to have pride.

2. How did Robinson Crusoe demonstrate each of these? How did he become humble (have humility)?

HOMEWORK/ASSIGNMENT:

Read chapters 7-8 of *Robinson Crusoe*, referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Pay attention to the role *journaling* plays on Crusoe's life and what happens to him after the dream.¹² Read chapter 4 of *Hatchet*.

FRIDAY:

OBJECTIVES

Students will be able to:

1. Explain the important contribution Daniel Defoe had on the modern novel and using journaling as a means of self-reflection
2. Write a short story about themselves

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. Overhead projector
3. Personal Journals
4. Lists of unfamiliar words and definitions in *Robinson Crusoe*
5. Writing rubric sheet for autobiographical short story (Attachment C)
6. Paper
7. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Ask students what they thought about last night's reading selection
3. *Lead-In/Motivation/Anticipatory Set*: Teacher tells the class the story about his lost journal (book of poems)¹⁷ and show it to the class
4. Using the material from last night's reading (and his personal story), the teacher will make a case for the benefits of journaling.¹³
5. Teacher will explain the role Defoe had on the modern novel and using journaling as a means of self-reflection.¹⁸ This perfectly ties in with today's Writing Workshop.
6. Friday is (usually) Writing Workshop day. Students are instructed to review their brainstorming lists from the previous day and begin writing a short story
7. Using overhead, the teacher will give a short mini-lesson on how to organize ideas in a brainstorming list and formulate paragraphs.
8. *Independent Work*: Students will write a personal story of "how you were stranded or lost, and how you survived."
9. Using the Writer Workshop model (358), the teacher will be available to students for one-on-one conferences, coaching, and mini-lessons.
10. Vocabulary review: Ask students to list the unfamiliar words not on the unfamiliar word sheet.
11. Quiz

ASSESSMENT:

1. Fully written short story (2-3 pages, double spaced) will be due on the first day of Week Two. It will be graded according to rubric.
2. Students will be assessed with a short quiz to be handed in at the end of class:
Explain the important contribution Daniel Defoe had on the modern novel and using journaling as a means of self-reflection.

HOMEWORK/ASSIGNMENT:

Complete short story

WEEK TWO:

OVERVIEW/FOCUS:

1. Students will recall the three Topics of *Robinson Crusoe*: (1) Consequences of willfulness (2) Sin, repentance, and redemption (3) Man vs. nature
2. Students will engage in nonverbal drama to interpret a scene in *Robinson Crusoe*

OBJECTIVES:

Student will be able to:

1. Recall information about *Robinson Crusoe* on daily quizzes.
2. Summarize information about the three topics (listed above)
3. Students will engage in discussions on subject matter from daily reading assignments
4. Identify unfamiliar words in *Robinson Crusoe*
5. Compose Journal entries
6. Recall examples of how *Robinson Crusoe* is still popular in today's culture

STANDARDS: CE 1.1, CE 1.2, CE 1.3, CE 2.1, CE 2.2, CE 2.3, CE 3.2, CE 3.3

MONDAY:

OBJECTIVES

Students will be able to:

1. Differentiate between Theme and Topic
2. Students will engage in discussions on subject matter from daily reading assignments
3. Recall information about the three Topics of *Robinson Crusoe*: (1) Consequences of willfulness (2) Sin, repentance, and redemption (3) Man vs. nature
4. State what is willfulness, and what is good and bad about it.
5. Recognize the first of the three Topics— Consequences of willfulness—in *Robinson Crusoe*

MATERIALS:

11. *Robinson Crusoe* by Daniel Defoe
12. Screen/Projector/Computer with PowerPoint and MediaPlayer
13. PowerPoint Slides
14. Personal Journals
15. Lists of unfamiliar words and definitions in *Robinson Crusoe*
16. During Reading Worksheet
17. Paper
18. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Students turn in short stories from Friday's homework
3. *Lead-In/Motivation/Anticipatory Set*: Teacher will tell the story of how he was rebellious as a teen and defied his entire family to go on three cross-country hitchhiking trips, a very risky “willful” thing to...and the consequences

4. Discuss the difference between Theme and Topic²⁰
5. Identify the three Topics of *Robinson Crusoe* (1) Consequences of willfulness (2) Sin, repentance, and redemption (3) Man vs. nature.²¹ Ask students to take out their During Reading Worksheet and fill in the blanks for Topics
6. The Topic of the day is: Consequences of willfulness. Referring to his lead-in story, the teacher will explain how he and Robinson Crusoe have something in common.²²
7. “Willfulness” means being strongly bent on having one's own way.²³ It is being stubborn, strong, and determined.
8. Refer to quotes from text²⁴
9. Ask class if it is wrong or bad to be stubborn, strong, determined.
10. Divide class into small groups. Ask students to create two columns on sheet of paper. List pro and cons of willfulness.²⁵
11. After 10 minutes, large group reconvenes and discusses answers
12. Teacher passes out the list of unfamiliar words in *Robinson Crusoe* to refer to while reading the book. For homework, students will pencil underline unfamiliar words not on the list.
13. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. State the difference between Theme and Topic
2. Three Topics of Robinson Crusoe
3. What is willfulness? List two things good and bad about it.

HOMEWORK/ASSIGNMENT:

Read chapters 9-10 of *Robinson Crusoe*, referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Pay attention to example of Crusoe’s creativity and ingenuity; his radically different perspective on things since his religious conversion. Read chapter 5 of *Hatchet*. Note Brian’s creativity and ingenuity in his situation.

TUESDAY:

OBJECTIVES

Students will be able to:

1. Recognize the second of the three Topics— Sin, repentance, redemption—in RC
2. Share beliefs (or lack of belief) with other students without judgment or coercion

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. Screen/Projector/Computer with PowerPoint and MediaPlayer
3. PowerPoint Slides
4. Personal Journals
5. Lists of unfamiliar words and definitions in *Robinson Crusoe*
6. During Reading Worksheet
7. Paper

8. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Teacher gives a disclaimer: This is a sensitive subject that may make some individuals feel uncomfortable. Assure the class that the purpose of the discussion is to not to preach (or proclaim all religions are equally valid) but to inform on the religious context of *Robinson Crusoe*. The teacher takes the position that authentic faith cannot be forced on anyone, and people cannot be manipulated into it.
3. *Lead-In/Motivation/Anticipatory Set*: Teacher reads the critical passage about the dream²⁶ that leads to Robinson Crusoe's religious conversion. Two video clips from the movies *The Mission* with Robert DeNiro and *Les Miserables* with Liam Neeson are shown to dramatize such conversions.
4. Teacher shares his personal experiences about the subject.²⁷
5. Conversion stories are an important element of Western literature (Stories of St. Paul and St. Augustine are celebrated within Christianity. Of course, they're also important ones outside of Christianity (that of Buddha and Muhammad). There are famous converts to other religions such as Malcolm X to Islam, and Beatle George Harrison to Hinduism.
6. Discuss St. Paul's concept of the "old man" (unconverted person) vs. "new man" (converted person),²⁸ the ritual of baptism.
7. Quotes from *Robinson Crusoe*.²⁹
8. *After* conversion: one has a different perspective.³⁰ Everything is seen through the lens of "Providence." According to this concept, God is orchestrating the world's events and people's lives.³¹ "Coincidences" are seen as evidence for a Divine plan.³² All that is considered beneficial prompts humans to have an attitude of thankfulness or gratitude.³³ Crusoe routinely looks to the Scripture for guidance.³⁴
9. In chapter 10, we observe something quite extraordinary: He proclaims himself "free" whereas before Robinson Crusoe considered himself "a prisoner" on the island.³⁵ Contrast this with the account of himself in Chapter 5, where he portrays himself a freewheeling well-to-do businessman yet a "slave" to his own inclinations and whims.³⁵ Behind this idea is the notion that sin threatens free will.
10. *Large group discussion*: Compare the concept of conversion present in different religions. Stress to students the importance of sharing their own beliefs (or lack of belief) in a nonjudgmental and "non-pushy" way.³⁷
11. Teacher passes out the list of unfamiliar words in *Robinson Crusoe* to refer to while reading the book. For homework, students will pencil underline unfamiliar words not on the list.
12. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. How is the Topic of Sin, repentance, and redemption expressed in the text of *Robinson Crusoe*?

Students will be assessed by observing their participation in the discussion

HOMEWORK/ASSIGNMENT:

Read chapters 11-12 of *Robinson Crusoe* and read chapter 6 of *Hatchet*. referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Pay attention to Crusoe's and Brian's struggle against nature.

WEDNESDAY:

OBJECTIVES

Students will be able to:

1. Identify the Puritan perspective view in *Robinson Crusoe*
2. Identify the focus of each chapter of *Robinson Crusoe* (Chapter 1-12)

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. *Hatchet* by Gary Paulson
3. Screen/Projector/Computer with PowerPoint and MediaPlayer
4. PowerPoint Slides
5. Personal Journals
6. Lists of unfamiliar words and definitions in *Robinson Crusoe*
7. During Reading Worksheet
8. Paper
9. Pen
10. Crayons, markers, etc.

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Teacher repeats disclaimer from yesterday: This is a sensitive subject that may make some individuals feel uncomfortable Assure the class that the purpose of the discussion is to not to preach (or proclaim all religions are equally valid) but to inform on the religious context of *Robinson Crusoe*.
3. *Lead-In/Motivation/Anticipatory Set*: Teacher's story: An encounter with a controversial sect, the Moonies
4. This class session is seen as an extension of the material covered yesterday. This big and important subject requires more time. However, this particular class will zero in on the Puritans beliefs of Daniel Defoe³⁸ to help students understand *Robinson Crusoe*.
5. State the history and tenets of Puritanism
6. *Small Group Activity*: Story Quilt (252) This is a departure from the subject of religion. Group Members will sum up their assigned two chapters (chapters 1- 12 will be represented with a quilt square)

7. Teacher passes out the list of unfamiliar words in *Robinson Crusoe* to refer to while reading the book. For homework, students will pencil underline unfamiliar words not on the list.
8. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. Identify the two elements to reveal the Puritan perspective in *Robinson Crusoe*

Students will be assessed by observing their participation in the Quilt project

HOMEWORK/ASSIGNMENT:

Read chapters 13-14 of *Robinson Crusoe*, referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Pay attention to the single event that profoundly disturbs Crusoe, just when he is feeling happy about his life on the island. Read chapter 7 of *Hatchet*.

THURSDAY:

OBJECTIVES

Students will be able to:

3. Recall information about *Robinson Crusoe* (and *Hatchet*) regarding the third of the three Topics of *Robinson Crusoe* (and *Hatchet*)—Man vs. Nature
4. Explain to the two different views of nature in Western literature (the “nature is hostile” position, and Jean-Jacque Rousseau’s position that nature transforms you into a “noble savage”)

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. Screen/Projector/Computer with PowerPoint and MediaPlayer
3. PowerPoint Slides
4. Personal Journals
5. Lists of unfamiliar words and definitions in *Robinson Crusoe*
6. During Reading Worksheet
7. Paper
8. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Ask students about their reaction to what they are reading, particularly the incident when Crusoe encounters a human footprint! After that, it’s uneasiness...fear... paranoia.
3. *Lead-In/Motivation/Anticipatory Set:* Show a YouTube video of the 1997 *Robinson Crusoe* movie related to the incident
4. Crusoe does a great job in not only surviving but making his life more comfortable and easier by discovering and inventing new things. In fact, he is amazed by the fact he has become the “master” of the island³⁹...

5. However, various mishaps (like making his canoe too big,⁴⁰ and building a boat that strands him temporarily at sea⁴¹) reminds him that life is precarious and he is still at the absolute mercy of nature.
6. In reaction to the idea that nature is “hostile to Man” philosopher, Jean-Jacques Rousseau influenced many Western minds to “romanticize” (or idealize) nature. He came up with the idea of the “noble savage”⁴² and started what is called the Romantic movement. Defoe “has it both ways.” Nature is both “for and against” *Robinson Crusoe*.⁴³
7. In his struggle against nature, Crusoe wins out in the end. In contrast to this, in some literature, nature has the winning hand. Jack London’s *To Build a Fire* is an example of this.
8. Read: *To Build a Fire* by Jack London. Instruct students to use Guided Imagery (253) as the short story is being read.
9. Break students into pairs to compare the characters and situations in *To Build a Fire* and *Robinson Crusoe*. After 10 minutes or so, a representative from each pair will share what was discussed with the whole group.
10. Vocabulary review: Ask students to list the unfamiliar words not on the unfamiliar word sheet.
11. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. What is the “nature is hostile” view of nature?
2. What is Jean Jacques Rousseau’s view of nature?
3. What is the “noble savage?”
4. What view of nature does *Robinson Crusoe* have?

HOMEWORK/ASSIGNMENT:

Read chapters 15-16 of *Robinson Crusoe*, referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Pay attention to how his attitude toward the cannibals fluctuates. Read chapter 8 of *Hatchet*.

FRIDAY:

OBJECTIVES

Students will be able to:

1. Recall examples of how *Robinson Crusoe* is still popular in today’s culture
2. Dramatize a major turning point in the novel using Impromptu Drama (255)

MATERIALS:

8. *Robinson Crusoe* by Daniel Defoe
9. *Hatchet* by Gary Paulson
10. Screen/Projector/Computer with PowerPoint and MediaPlayer
11. PowerPoint Slides

12. Overhead projector
13. Personal Journals
14. Lists of unfamiliar words and definitions in *Robinson Crusoe*
15. During Reading Worksheet
16. Writing rubric sheet
17. Paper
18. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. *Lead-In/Motivation/Anticipatory Set*: Show YouTube clips from *Gilligan's Island*, *Swiss Family Robinson*, the TV reality show *Survivor*, and the movie *Castaway* with Tom Hanks. These illustrate the popularity the Crusoe story even today.
3. Ask students about their reaction to what they are reading, particularly Crusoe's fluctuating attitude toward the cannibals. Thoughts of the savages "creep him out" yet he thinks he shouldn't judge them, seeing things from a religious perspective.⁴⁴
4. We are now at an important turning point in the novel: Crusoe discovers a human footprint on the island.⁴⁵ Things are heating up! He is starting to get paranoid.
5. Have the class use Impromptu Drama (254) to portray Crusoe seeing the footprint for the first time.
6. Vocabulary review: Ask students to list the unfamiliar words not on the unfamiliar word sheet. (The teacher will include them in a revised sheet.)
7. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to handed in at the end of class:

1. List examples (books, movies, etc.) that show that the RC story is still popular today.

Students will be assessed by observing participation in Impromptu Drama

HOMEWORK/ASSIGNMENT:

Read chapters 17-18 of *Robinson Crusoe*, referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Pay attention to RC reaction to knowing for sure men have been on the island. What is his "original sin?" Read chapter 9 of *Hatchet*.

WEEK THREE:

OVERVIEW/FOCUS:

3. Students will identify the three major Western worldviews—Christianity, Modernism, and Postmodernism in order to fully understand contemporary critics' point of view toward *Robinson Crusoe* and other works of literature
4. Students will learn the best practices of interviewing
5. Students will evaluate *Robinson Crusoe* using contemporary critical theories
6. Students will evaluate contemporary critical theories

OBJECTIVES:

Students will be able to:

7. Identify the three major Western worldviews
8. Conduct interviews with classmates and elderly family members/friends/acquaintances
9. Write a 2 to 3 page newspaper article based on interviews (due first day of Week Four)
10. Engage in discussions on subject matter from daily reading assignments
11. Recall information about *Robinson Crusoe* on daily quizzes
12. Identify unfamiliar words in *Robinson Crusoe*
13. Compose Journal entries
14. Understand gender neutral (and individual writing and grammar instruction during Writing Workshop)

STANDARDS: CE 1.1, CE 1.2, CE 1.3, CE 2.1, CE 2.2, CE 2.3, CE 3.2, CE 3.3

MONDAY:

OBJECTIVES

Students will be able to:

1. Relate the Theme of *Robinson Crusoe* to reality through hearing true stories of survival
2. Interview classmates

MATERIALS:

19. *Robinson Crusoe* by Daniel Defoe
20. Screen/Projector/Computer with PowerPoint and MediaPlayer
21. PowerPoint Slides
22. Personal Journals
23. Lists of unfamiliar words and definitions in *Robinson Crusoe*
24. During Reading Worksheet
25. Paper
26. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.

2. Ask students about their reaction to what they are reading. Ask: What is Robinson Crusoe's "original sin?"⁴⁶
3. *Lead-In/Motivation/Anticipatory Set*: Show a YouTube video of a survival story.
4. Have good readers read three survival stories.⁴⁷
5. *Whole group discussion*: Ask class, "What can we learn from others who overcame in terrible situations?" Review the Unit Theme. Did we see proactivity (self-determination) and humility (respecting forces higher than yourself)?
6. "Now let's hear some of the survival stories you have written and handed in last week." Pass back the student's corrected short story assignments and have some of them read theirs in front of class
7. "We had written survival stories about ourselves, now its time to write stories about our elders (relatives, friends, and acquaintances over the age of 60)." We will give instructions for this interviewing assignment tomorrow
8. *Whole Class activity*: Value Chat Interviewing (113) will give students the opportunity to learn and demonstrate interviewing
9. Vocabulary review: Ask students to list the unfamiliar words not on the unfamiliar word sheet.
10. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. What can we learn from hearing true stories of survival?

Students will be assessed by watching them perform the Value Chat exercise

HOMEWORK/ASSIGNMENT:

Read chapters 19-20 of *Robinson Crusoe*, referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Pay attention to RC's relationship with Friday and the differences between their two cultures. Read chapter 10 of *Hatchet*.

TUESDAY:

OBJECTIVES

Students will be able to:

1. Identify two of the three Western worldviews in order to understand critics' point of view toward RC and other works of literature
2. Practice active and respectful listening to classmates regarding a subject they disagree with

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. *Hatchet* by Gary Paulson
3. Screen/Projector/Computer with PowerPoint and MediaPlayer
4. PowerPoint Slides
5. Personal Journals
6. Lists of unfamiliar words and definitions in *Robinson Crusoe*
7. During Reading Worksheet
8. Handout: How to Conduct an Interview (Attachment D)

9. Paper
10. Pen

PROCEDURE:

12. Start with bell work when students write something in their Personal Journal.
13. Ask students, “What is Robinson Crusoe’s relationship with Friday and what is the difference between their two cultures?” Discuss. Tie this in with the concept of respecting others and the importance of good communication
14. *Lead-In/Motivation/Anticipatory Set*: Show a B.C. Cartoon (Attachment F) on a PowerPoint slide or overhead, showing how people do not communicate. This is especially difficult between individuals coming from different cultures like Crusoe and Friday. As we read, Friday has a hard time understanding what Robinson Crusoe takes for granted—God, Jesus, and the devil.
15. “Before we talk more about the subject of interpersonal communication, we are going to learn about the three main worldviews of Western culture—Christianity, Modernism, and Postmodernism”⁸ Today we are going to discuss Christianity and Modernism. Explain each using PowerPoint slides.⁴⁸
16. “The Christian worldview is obviously present in *Robinson Crusoe*. Is there evidence of the Modernist worldview?”⁴⁹
17. Communication exercise: (1) Divide students into pairs. (We will use the Partner Probe model [113]) (2) Have each pair identify something they disagree about (i.e. musical tastes). (3) Member “A” makes a statement (“I like Taylor Swift because...”) and “B” must paraphrase what “A” has said (“What I hear you say is...”). This must be done without judgment. (4) “A” responds to “B” to indicate whether or not he/she was accurate. If not, the correction is made and “B” must again express the new information in his/her own words (5) Switch roles and repeat the process.⁵⁰
18. Teacher passes out the list of unfamiliar words in *Robinson Crusoe* to refer to while reading the book. For homework, students will pencil underline unfamiliar words not on the list:
19. Give instructions (using the handout) for the assignment of interviewing an elderly person (mentioned yesterday) using the Environmental Journalism model (378).
20. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. Describe the Christian and Modernist worldviews?

Students will be assessed by observing students in the active and respectful listening in pairs.

HOMEWORK/ASSIGNMENT:

1. Interview an elderly family member, friend or acquaintance outside of class (Using the instructions and listening techniques learned in class) Ask him/her to tell you one of their own survival stories. It could be about surviving a physical condition (serious health problem, being a crime victim, or trapped in an elevator)

- or a nonphysical condition (unemployment, feelings of depression, or psychological abuse). Take good notes because you have to use them for a writing assignment, DUE ON FRIDAY.
2. Read chapters 21-22 of *Robinson Crusoe*, referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Pay attention to how Robinson Crusoe and the island's new inhabitants get along. Read chapter 11 of *Hatchet*.

WEDNESDAY:

OBJECTIVES

Students will be able to:

1. Identify Postmodernism as one of three Western worldviews
2. Recall that Postmodernism opposes Christianity in (at least) four areas (1) original sin (2) evangelism (3) exclusivism (4) belief in truth (objective, universal, and absolute)
3. Recall that Postmodernism opposes Modernism in (at least) four areas: (1) traditional science and technology (2) rationalism (3) individualism (4) belief in truth (objective, universal, and absolute)
4. Practice active and respectful listening to classmates regarding a subject that evokes disagreement

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. Screen/Projector/Computer with PowerPoint and MediaPlayer
3. PowerPoint Slides
4. Personal Journals
5. Lists of unfamiliar words and definitions in *Robinson Crusoe*
6. During Reading Worksheet
7. Handout: Worldviews chart (Attachment G)
8. Paper
9. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Discuss last night's reading. Ask students, "How did RC get along with the island's new inhabitants?" The answer is he tolerated their diverse belief systems (pagan and Catholic).⁵¹ This juncture is a convenient place to discuss the concepts of tolerance and multiculturalism, so often discussed in today's society
3. *Lead-In/Motivation/Anticipatory Set*: Quote by Martin Luther King and Gandhi in a PowerPoint slide concerning respecting others and tolerance.
4. The subjects of Postmodernism, tolerance, and multiculturalism are related, as the class soon will soon learn. Since it is so important in understanding today's literary criticism, Postmodernism will be clearly explained and this will require two class periods. Postmodernism⁵² is complex but, in short, it is a strong philosophical reaction against Christianity and Modernism (in its extreme form, Postmodernism is an attack against philosophy itself, considering Jacques Derrida's Deconstructionism). To explain Postmodernism, the teacher will use a

series of graphic organizers on PowerPoint slides.⁵³ He will offer PM's "pros and cons" so students to make their own judgments about it.

5. Using a graphic organizers explain that: Postmodernism opposes Christianity in (at least) four areas (1) original sin (2) evangelism (3) exclusivism (4) belief in truth (objective, universal, and absolute); and Postmodernism opposes Modernism in (at least) four areas: (1) traditional science and technology (2) rationalism (3) individualism (4) belief in truth (objective, universal, and absolute)
6. A video will used to support the material—the scenes from movie *Pleasantville* or *What in the Bleep Do we Know?* come to mind.
7. *Whole group discussion*
8. Teacher passes out the list of unfamiliar words in *Robinson Crusoe* to refer to while reading the book. For homework, students will pencil underline unfamiliar words not on the list.
9. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to handed in at the end of class:

1. What is Postmodernism?
2. What four things about Christianity does it oppose?
3. What four things about Modernism does it oppose?

Students will be assessed by observing students in the whole group discussion

HOMEWORK/ASSIGNMENT:

1. Work on interview of older family member friend or acquaintance
2. Read chapters 23-24 of *Robinson Crusoe*, referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Pay attention to how Robinson Crusoe and crew treated their prisoners. Read chapter 12 of *Hatchet*.

THURSDAY:

OBJECTIVES

Students will be able to:

1. Identify contemporary literary critiques based on Postmodernism
2. Apply contemporary the literary critiques— cultural marxism, feminism, environmentalism, and other "postmodern" perspectives—to RC
3. Define the term "political correctness"
4. Debate critical positions about *Robinson Crusoe* respectfully

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. Screen/Projector/Computer with PowerPoint and MediaPlayer
3. PowerPoint Slides
4. Personal Journals
5. Lists of unfamiliar words and definitions in *Robinson Crusoe*
6. During Reading Worksheet
7. Handout: How To Conduct an Interview
8. Paper

9. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Discuss last night's reading: how did *Robinson Crusoe* and the crew treat the prisoners? Why do you think this was the case?
3. *Lead-In/Motivation/Anticipatory Set*: Show two brief videos showing view for and against "political correctness"
4. Using PowerPoint, explain to students the position of both sides of the current political battles over the issues multiculturalism and political correctness which is related to Postmodernism
5. Outline specific schools of thought in literary criticism based on Postmodernism: cultural marxism, feminism, and environmentalism. Cite examples of specific critics.⁵⁴
6. Group activity: have class members volunteer to take any critical position (Postmodern or otherwise) using the Fishbowl. Express and debate that point of view. Remember to show respect and tolerance for your opponent.
7. Teacher passes out the list of unfamiliar words in *Robinson Crusoe* to refer to while reading the book. For homework, students will pencil underline unfamiliar words not on the list.
8. Quiz

ASSESSMENT:

Students will be assessed with a short quiz to be handed in at the end of class:

1. Name three contemporary literary critiques based on Postmodernism
2. Apply to them to *Robinson Crusoe*
3. What is "political correctness?"

Students will be assessed by observing whether or not students debated respectfully in the Fish Bowl debate.

HOMEWORK/ASSIGNMENT:

Complete interview with elderly person

FRIDAY:

OBJECTIVES

Students will be able to:

1. Write a newspaper article based on the notes of their interview
2. Use gender-neutral personal pronouns

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. Screen/Projector/Computer with PowerPoint and MediaPlayer
3. PowerPoint Slides
4. Personal Journals
5. Lists of unfamiliar words and definitions in *Robinson Crusoe*
6. During Reading Worksheet

7. Rubric: Writing a Newspaper Article (Attachment E)
8. Paper
9. Pen

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. *Lead-In/Motivation/Anticipatory* Tell personal story of an inspiring interview with Mr. Russ Gibb.⁵⁴
3. Give short mini-lecture about using politically correct personal pronouns. Tie this in with yesterday's lecture on political correctness
4. Discuss the homework. Ask students to share their experiences with interview? How did you feel? Did it surprise you or change your way of thinking? Did you learn something? Did it help you appreciate or understand your subject better?
5. *Independent Work (Writer's Workshop)*: Give instructions for classwork: With the notes of the interview, write a newspaper article about your interviewee and/or their experience. The teacher will provide students examples of well-written articles on an overhead or slides. Include politically correct personal pronouns and underline them.
6. Teacher will be on hand for one-on-one coaching on writing.

ASSESSMENT:

Students will be assessed on both objectives using this writing assignment

HOMEWORK/ASSIGNMENT: Finish newspaper article. DUE MONDAY

WEEK FOUR:

OVERVIEW/FOCUS:

1. Wrap up study of RC with plot overview and recognition of virtues
2. Apply the literary terms definitions to the novel *Hatchet*
3. Draw comparisons between *Hatchet* and *Robinson Crusoe*
4. Apply the literary terms definitions to the novel *Hatchet*

OBJECTIVES:

Students will be able to:

3. Write a research paper
4. Compare literature
5. Use in APA style in writing
6. Recall the Archetype literary theory of Carl Jung

STANDARDS: CE 1.1, CE 1.2, CE 1.3, CE 2.1, CE 2.2, CE 2.3, CE 3.2, CE 3.3

MONDAY:

OBJECTIVES

Students will be able to:

1. Recall the ideas of Carl Jung (and Joseph Campbell) regarding heroes
2. Evaluate the ideas of Carl Jung (and Joseph Campbell)

MATERIALS:

11. *Robinson Crusoe* by Daniel Defoe
12. Screen/Projector/Computer with PowerPoint and MediaPlayer
13. PowerPoint Slides
14. Personal Journals
15. Lists of unfamiliar words and definitions in *Robinson Crusoe*
16. During Reading Worksheet
17. Paper
18. Pen
19. Rubric for Research Paper (Attachments H and I)
20. Instruction for Research Paper

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. *Lead-In/Motivation/Anticipatory Set*: Show PowerPoint slides of the Western culture “Hall of Fame” of fictional heroes—Sherlock Holmes, Odysseus, Robin Hood, Batman, etc. Ask to students to identify their favorite fictional hero.
3. One strategy for overcoming extreme adversity is to try to emulate heroes. Heroes show us the way to deal with our problems. They are role models to follow. They could be real or fictional. Personally, I have found my heroes John Paul II (real) and Jean Valjean (fictional) helpful in this regard.

4. The last slide is Robinson Crusoe: Ask students why do they think Robinson Crusoe is considered one of the most beloved fictional heroes in Western literature? List answers (personal traits, great actions, etc.) on the white board.
5. Present the views of psychologist Carl Jung and philosopher Joseph Campbell who wrote extensively about the important role heroes (real or fiction) have on our lives.⁵⁵
6. Explain Jungian literary theory of Archetypes (167-168) “An archetype is a universal and recurring image, pattern, or motif representing typical human experience.”⁵⁶
7. Joseph Campbell believed, “Heroes (convey) universal truths about one's personal self-discovery and self-transcendence, one's role in society, and the relation between the two.”⁵⁷
8. Discuss how some people idolize and try to emulate “anti-heroes” like the Godfather, Borat or Bart Simpson who are basically “anti-everything” (or at least against anything considered meaningful and sacred to people). This can lead to self-defeating behavior.
9. Small group discussion question: Are Jung and Campbell right? Do heroes and other archetypes affect our behavior? Why or why not? Do heroes or anti-heroes influence you more than you know?
10. Teacher passes out the list of unfamiliar words in *Robinson Crusoe* to refer to while reading the book. For homework, students will pencil underline unfamiliar words not on the list.
11. Introduce this week's research project (see below)
12. Quiz

ASSESSMENT:

Students will be assessed with a short quiz handed in at the end of class:

1. Briefly summarize the ideas of Carl Jung and Joseph Campbell regarding heroes

Students' analytic ability will be evaluated by observing their performance in their small discussion

HOMEWORK/ASSIGNMENT:

1. Students will have two choices for a research project: (1) Write a 5 page essay about a fictional hero of your choice. Why did you choose this hero? Find out where this hero originated and how he/she may have changed over time? (Example: Batman has been interpreted a number of ways since his creation—a incredibly menacing vigilante to silly, comical boob in the 60s TV show). What are his/her appealing characteristics? Do you want to be like this hero? Why or why not? Here is an added twist: have students write in *first person* (in terms of the hero's personal life).⁵⁸ or ...
 2. (2) Write a 5 page essay interpreting *Robinson Crusoe* from a literary theory of your choice, including the ones discussed in class (today and last week). Research critics from that school of thought and support your thesis with their arguments.
- DUE NEXT MONDAY.

3. Complete *Robinson Crusoe*, referring to list of unfamiliar words. Pencil underline unfamiliar words not on the list. Pay attention to the surprising ways that book come to a close. Read chapter 14 of *Hatchet*.

TUESDAY:

OBJECTIVES

Students will be able to:

1. State the plot of *Robinson Crusoe*
2. List the Virtues (Positive human character traits) in *Robinson Crusoe*

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. *Hatchet* by Gary Paulson
3. Screen/Projector/Computer with PowerPoint and MediaPlayer
4. PowerPoint Slides
5. Personal Journals
6. Lists of unfamiliar words and definitions
7. During Reading Worksheet
8. Paper
9. Pen

PROCEDURE:

9. Start with bell work when students write something in their Personal Journal.
10. *Lead-In/Motivation/Anticipatory Set:* Once again show the beautiful *The Picture Book of Robinson Crusoe* by Elizabeth Moore, so students can relive the excitement of the book
11. Ask students what they thought about last night's reading selection
12. On a large black sheet of paper on the wall, ask students to help the teacher diagram the entire Plot on the poster. A time line will be drawn and particular events will be plotted in the line
13. Have student write the Main Conflicts, Climax, and Resolution on their During Reading Worksheets
14. *Small Group Activity:* Story Quilt (252) Have group members will sum up their assigned two chapters (chapters 12- 27 will be represented with a quilt square)
15. Paste quilt pieces for the entire book on the poster
16. *Whole Group discussion:* Ask students name a Virtue in *Robinson Crusoe* (such as proactivity, humility, courage, determination, gratitude, etc) and cite evidence to the novel to back it up. Have those who answer walk up and write the name of the virtue on the poster
17. In closure: ask students to state their overall impression the book.
18. Have student hand in their During Reading Worksheets for *Robinson Crusoe*
19. Pass out a new During Reading Worksheet to use for *Hatchet*

ASSESSMENT:

Students will be assessed on both objectives with the During Reading Worksheets handed in at the end of class

HOMEWORK/ASSIGNMENT:

1. Finish reading *Hatchet* and fill out the new During Reading Worksheets
2. Start your on research paper

WEDNESDAY:**OBJECTIVES**

Students will be able to:

1. Apply the literary terms definitions to the novel *Hatchet*
2. Draw comparisons between *Hatchet* and *Robinson Crusoe*

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. *Hatchet* by Gary Paulson
3. Screen/Projector/Computer with PowerPoint and MediaPlayer
4. PowerPoint Slides
5. Personal Journals
6. Lists of unfamiliar words and definitions in *Robinson Crusoe*
7. During Reading Worksheet
8. Paper
9. Pen

PROCEDURE:

13. Start with bell work when students write something in their Personal Journal.
14. *Lead-In/Motivation/Anticipatory Set:* Teacher plays two video clips from *Cry in the Wild* a movie based the book *Hatchet*
15. With illustrated PowerPoint slides introduce *Hatchet* with a brief synopsis. Give background information about author Gary Paulsen and the book itself⁵⁹
16. Ask students to take out their homework assignments: the During Reading Worksheet for *Hatchet*. Go over each item on the list to make sure students have the correct answers.
17. *Small group work:* In groups of four have students write down comparisons between *Robinson Crusoe* and *Hatchet*, How are they similar? How are they alike?
18. *Whole group discussion:* Have a representative from each group share their answers. Write the comparisons on the white board. Have students write them down on the back of their During Reading Worksheet
19. Collect the During Reading Worksheets for *Hatchet*

ASSESSMENT:

Students will be assessed on both objectives with the During Reading Worksheets handed in at the end of class

HOMEWORK/ASSIGNMENT:

Work on research paper

THURSDAY:**OBJECTIVES**

(Same as Wednesday if procedure was not completed)

MATERIALS: (same)

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Continue where we left off yesterday
3. If time permits, have a Fishbowl where students in the inner circle pretends to be Robinson Crusoe, Brian Robeson, and a talk show host. Have the host interview the two former castaways.

ASSESSMENT:

Same as yesterday and observation

HOMEWORK/ASSIGNMENT:

1. Work on research paper.
2. Highly recommended: complete research, so writing of the paper can begin tomorrow which is Writing Workshop day

FRIDAY:**OBJECTIVES**

Students will be able to:

1. Write a research paper
2. Write research paper using APA style

MATERIALS:

1. Personal Journals
2. Paper
3. Pen

PROCEDURE:

7. Start with bell work when students write something in their Personal Journal.
8. *Lead-In/Motivation/Anticipatory* Tell a personal story and show an interesting video
9. Today is Writing Workshop day so students can work on their research papers. Give short mini-lecture about using APA style for research papers—for citations and bibliography. Cite a website for more information.
10. Be sure students understand the rubric passed out on Monday and that the teacher is available for one-on-one writing instruction during Workshop time
11. With research information student will start writing their research paper

ASSESSMENT:

Assessment will take place after research paper is handed in

HOMEWORK/ASSIGNMENT:
Work on research paper DUE MONDAY

WEEK FIVE

OVERVIEW/FOCUS:

4. Students will prepare and take Unit Test on *Robinson Crusoe* and *Hatchet*
5. Students will view and critique the 1997 movie *Robinson Crusoe*
6. Students will do a dramatic interpretation of a person they had interviewed using the Change Agent (99) and Dramatic Monologue (109) models.

OBJECTIVES:

Student will be able to:

1. Synthesize the knowledge acquired during the Unit on *Robinson Crusoe* and *Hatchet* in a small group
2. Prepare for a test in a small group
3. Analyze a film adaptation of *Robinson Crusoe* using the knowledge acquired during the Unit
4. Perform a dramatic interpretation of a person they had interviewed

STANDARDS: CE 1.1, CE 1.2, CE 1.3, CE 2.1, CE 2.2, CE 2.3, CE 3.2, CE 3.3

MONDAY:

OBJECTIVES

Students will be able to:

1. Synthesize the knowledge acquired during the Unit on *Robinson Crusoe* and *Hatchet*
2. Prepare for a test in small group

MATERIALS:

1. *Robinson Crusoe* by Daniel Defoe
2. *Hatchet* by Gary Paulson
3. Personal Journals
4. Paper
5. Pen
6. Notebook

PROCEDURE:

16. Start with bell work when students write something in their Personal Journal.
17. *Lead-In/Motivation/Anticipatory Set*: tell a joke
18. Collect research papers
19. Pass out all quizzes, vocabulary lists and During Reading Worksheets for both books. These stapled packets will be used as study guides
20. Teacher will explain to students what to expect on the test
21. Divide students into groups of four. Have them review the material so group members fully understand what each bit of information means, especially the abstract philosophical concepts presented in Week 3. The idea behind this is to avoid having students memorize answers in rote fashion, but to comprehend it (at least to the best of their ability). Group members who already grasp the material

can perhaps explain it better than the teacher. The teacher will be on hand to re-explain material during class.

ASSESSMENT:

Students will be assessed by verbally quizzing students on the material, observation, and using Thursday's test.

HOMEWORK/ASSIGNMENT:

Study for test

TUESDAY:

OBJECTIVES:

Student will be able to:

1. Analyze a film adaptation of *Robinson Crusoe* using the knowledge acquired during the Unit
2. Watch a movie with a "critical eye."

MATERIALS: Hand out: Viewing Questions for Films (Attachment G)

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Hand back newspaper article (interview) assignment
3. *Lead-In/Motivation/Anticipatory Set:* Introduce film by giving background information (the director, year made, box office performance, etc.)
4. Distribute hand out: Viewing Questions for Films. Ask students to answer the questions based on observations during movie
5. Show part 1 of film
6. Ask student to prepare for Friday's activity: they will be asked to use the information for their interview/newspaper to portray the person they interviewed in front of class. Find props and clothes they can wear as a costume

ASSESSMENT: After Part 2 is shown tomorrow student will verify if they met objectives in the class discussion

HOMEWORK/ASSIGNMENT:

Study for test

WEDNESDAY:

OBJECTIVES:

Student will be able to:

1. Analyze a film adaptation of *Robinson Crusoe* using the knowledge acquired during the Unit
2. Watch a movie with a "critical eye."

MATERIALS: Hand out: Viewing Questions for Films (Attachment J)

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Show part 2 of film
3. Whole group discussion: Discuss answers to questions on Viewing Questions handout
4. Remind students the Unit test is tomorrow. Answer any questions regarding it.

ASSESSMENT: Student participation will verify if objectives had been met

HOMEWORK/ASSIGNMENT:

Study for test

THURSDAY:**OBJECTIVES**

Student will:

1. Take Unit Test
2. Prepare for tomorrow's Dramatic Monologue

MATERIALS:

Pen
Paper
Test

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. Hand out test. Make sure everyone understands it and accommodations for certain individuals are made
3. After test, students will answer questions regarding the subject of their interview to prepare for tomorrow's Dramatic Monologue (109): (1) list emotions of the person (2) list three physical attributes (3) a setting (4) a conflict

ASSESSMENT:

1. The test itself
2. Observation

HOMEWORK/ASSIGNMENT: Bring costumes and props for tomorrow's drama skits. Tell students: Don't forget to bring notes to jog your memory about the person you're portraying

FRIDAY:**OBJECTIVES:**

Student will be able to:

1. Perform a dramatic interpretation of a person they had interviewed

2. Watch classmate's performance attentively and respectfully

MATERIALS:

1. Costumes
2. Props
3. Notes

PROCEDURE:

1. Start with bell work when students write something in their Personal Journal.
2. *Lead-In/Motivation/Anticipatory Set*: Tell a joke or tell a story
3. Student put on costumes
4. Give instructions for student performing the skits: in character, tell the story how you endured a very difficult situation and managed to survive. Give listeners sound advice how they can, too, can make it through the toughest challenges in life
5. Teacher thanks students for their hard work and challenges them to take to heart and apply what they learned in the Unit Plan to their own life
6. Have a pizza party at the end

ASSESSMENT: Student participation will verify if objectives had been met

HOMEWORK/ASSIGNMENT: None

Notes

1. In the tradition of *Robinson Crusoe* and *Swiss Family Robinson*, *Hatchet* is a story of individual survival against great odds. It tells how a routine journey turned into a life-threatening and life-changing experience. The central character, thirteen-year-old Brian Robeson (whose name echoes his literary ancestry), is stranded alone at a lake deep in the Canadian wilderness for fifty-four days. See <http://www.bookrags.com/studyguide-hatchet/overview.html>
2. Theme of *Robinson Crusoe* was developed with the guidance of Raymond Kettel for the Fall '09 course, Literature for Young People 470.
3. *Robinson Crusoe* is a novel by Daniel Defoe. First published in 1719, it is sometimes considered to be the first novel in English. The book is a fictional autobiography of the title character—a castaway who spends 28 years on a remote tropical island near Venezuela, encountering Native Americans, captives, and mutineers before being rescued. See http://en.wikipedia.org/wiki/Robinson_Crusoe
4. Moore, E. (1931) *The Picture Book of Robinson Crusoe*. NY: The Macmillan Co.
5. I too was a stubborn young man who defied his parents to see the world (on three cross country hitchhiking trips).
6. *Time*: From 1659 to 1694

Place: York, England; then London; then Saltee, North Africa; then Brazil; then a deserted island off Trinidad; then England; then Lisbon; then overland from Spain toward England; then England; and finally the island again. See <http://www.sparknotes.com/lit/crusoe/facts.html>

Historical Background: Published in 1719, at the beginning of a century that witnessed great changes in the economic order. The rise of capitalism throughout the period exposed individuals to a system of evaluation that differed quite a bit from aristocratic tradition. Instead of an individual's place in society being determined at birth, and being wholly related to their family name and rank, people entered professions and new social arrangements based not on family or church, but on their work. A relevant example of this is the fact that we don't learn much at all about Robinson's family—he abandons them in England within the first few pages of the book—which indicates precisely the degree to which family and other collective relations were taking a back seat to the elaboration of the individual. See <http://www.jiffynotes.com/RobinsonCrusoe/HistoricalContext.html>
7. An excellent source about Daniel Defoe's life that I would use is Novak's *Daniel Defoe: Master of Fictions*. Oxford University Press, 2001.
8. Critical passages of Chapter 1 and 2. Defoe, Daniel (1963 edition). *Robinson Crusoe*, Airmont Publishing (9-18)
9. See Bloom (46)
10. See Covey, S. (1989). *9 Habits of Effective People*. New York: Simon and Shuster (66-94).
11. See <http://www.audiobooks.org/>
12. See 1963 edition (46)

13. See 1963 edition (58-61)
14. See 1963 edition (69-71, 78-81)
15. See 1963 edition (60-61)
16. See <http://www.newadvent.org/cathen/07543b.htm>
17. As a young man, I used to write bad poetry, and this has come back to haunt me in my adult years. One day I received a mysterious item in the mail—a postcard that read, , “Are you the Daniel Grajek who lost a book of poetry in 1980? Email me if I’ve got your ‘Reflections.’ Sincerely, Monica.” For quite some time I mulled over her strange message while drying the dishes. Suddenly, it dawned on me. This Monica person must have my long lost book of poems I wrote 19 years ago while hitchhiking across the U.S.! These writings, inscribed in a spiral notebook, were stolen along with my backpack on the night of July 24, 1980, while I was camping at Yosemite National Park in California. I soon learned from Monica via email that her grandmother found the dew-soaked notebook next to a tree. The woman picked it up and passed it along to her “romantic” granddaughter, 16 years old at the time. Young Monica cherished my poems over the years, reading them now and then for inspiration, while searching for their author off and on. She said they inspired her to go on her own adventures in Australia, New Zealand, and Central America. When the poems were eventually mailed back to me, you can imagine how it felt reading them, reliving experiences I have long forgotten.
18. See Bloom (43-66)
19. Writing Assignment rubric (Attachment XX).
20. The difference between Theme and Topic. As proposed by Kettel (2009).
21. Based on “themes” of *Robinson Crusoe* offered on Spark Notes website <http://www.sparknotes.com/lit/crusoe/themes.html>.
22. Referring the head strung way to went against my parents
23. 23 Willfulness means being strongly bent on having one's own way <http://www.thefreedictionary.com/willfulness>
24. See 1963 edition (80)
25. Pro and cons of willfulness: Possible answers. (See Attachment H)
26. See 1963 edition (78)
27. Personal experiences of spiritual conversion of self and other people
28. I Corinthians 15:44-49 29
29. See 1963 edition (78-80)
30. See 1963 edition (81,85)
31. The Concept of Providence is used throughout the book
32. See 1963 edition (115)

33. See 1963 edition (99)
34. See 1963 edition (111)
35. See 1963 edition (94)
36. See 1963 edition (39-40)
37. A personal conviction in line with the teachings of my faith, Catholicism (Vatican II Documents)
38. See Bloom (100)
39. See 1963 edition (127)
40. See 1963 edition (111)
41. See 1963 edition (129)
42. See http://en.wikipedia.org/wiki/Noble_savage
43. See Bloom (88)
44. See 1963 edition (131-140)
45. See 1963 edition (134)
46. See 1963 edition (164-165)
47. "8 Incredible Survival Stories" by Marie Cleland. See <http://www.bravenewtraveler.com>
48. See McCallum (19-29)
49. See Bloom (11-21)
50. Adler and Towne (210)
51. Personal experience: How I became best friends with an atheist
52. See McCallum (19-29)
53. See Grajek research papers for Artis and Thornton (2009).
54. For example:
 - Crusoe is too rational and out of touch with his feelings (Watt, 1997, 170).
 - "Woman have only one important role to play, and that is economic" (Bloom, 1988. 19).
 - He is greedy and self-centered, "a tribute to the basis of individualism,,or on the ethos of developing capitalism" (Watt, 1997, 171).
 - ""He is the true prototype of the British colonist.... The whole Anglo-Saxon spirit in Crusoe: the manly independence, the unconscious cruelty, the persistence, the slow yet efficient intelligence..." (Joyce, 1964, 24-25).
55. See http://en.wikipedia.org/wiki/Joseph_Campbell
56. See www.wtpps.org/WTHS/imc/Pathfinders/archetypes.pdf

57. http://en.wikipedia.org/wiki/Joseph_Campbell
58. I-Search Paper. See <http://www.literacymatters.org/content/isearch/intro.htm>
59. See <http://www.bookrags.com/studyguide-hatchet/>

ATTACHMENTS

Attachment A

List of unfamiliar words and definitions*Robinson Crusoe* by Daniel Defoe

inclination: (“My **inclination** to this led me so strongly against...the will if my father”)
n. tendency to be a certain way.

entreaties: (“Against all the the **entreaties**...of my mother and father”) n. requests; the act of asking someone to somethin

middle station: (“**middle station** had the fewest disasters”) middle class; in between rich and poor

allurement: (“**allurement** common of seafaring men”) n. Act of trying to get someone to do something.

(of course, there would be more words, but this is the basic idea.)

Attachment B

DURING READING WORKSHEET
Source: Thomson (2009) with modifications

Characters:

- protagonist
- antagonist
- major
- minor
- dynamic
- static

Characterization:

- Consider for main characters.

Plot:

- main conflicts
- climax
- resolution

Setting:

- time
- place
- elapsed time
- historical background

Theme:

Topics:

Virtues:

Attachment D

Tips on How to Interview People

- 1 Research your subject
2. prepare well-thought questions beforehand
3. Show genuine interest in you subject

etc...etc.

Attachment E

6+1 Trait Writing Model : newspaper article

Teacher Name: Mr. Grajek

Student Name: _____

CATEGORY	4	3	2	1
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Sentence Length (Sentence Fluency)	Every paragraph has sentences that vary in length.	Almost all paragraphs have sentences that vary in length.	Some sentences vary in length.	Sentences rarely vary in length.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.

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Attachment F



Attachment G

MODERNISM	POSTMODERNISM
Science & Technology	Nature
Reason	Feelings
The individual	The Collective
Truth	Tolerance

Attachment H

Research Report : Heroes

Teacher Name: Mr. Grajek

Student Name: _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.

Date Created: Dec 15, 2009 09:26 pm (UTC)

Attachment I

Research Report : Critical Analysis of Robinson Crusoe

Teacher Name: Mr. Grajek

Student Name: _____

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.

Date Created: Dec 15, 2009 09:29 pm (UTC)

Attachment J

Student Focus Questions for Film Viewing

(Source: Literacy & Learning In the Content Areas; Chapter 9, page 285)

1. What (or whose) point of view is represented in this film?
How might the story be told differently using another's point of view?
2. What content information did you learn from this movie?
How does it connect with other things you've learned in this class or on your own?
3. What do you see as a pervasive motif, or overall theme, to this movie?
Is it well developed? How did the screenwriter or director convey this theme?
4. Reflect on how you made sense of this film. Were there points of confusion for you? Did you combine what you were seeing and hearing with background information you already knew? What surprises did you become aware of as you watched?
5. Which characters were well developed? Which were simple, and which were complex? Did any characters grow or change over the course of the story?
6. What was the importance of the setting? What elements contributed to the successful portrayal of the setting?
7. What symbols did you find? Were they effective for you?
8. Discuss the use of special effects. Evaluate the film in terms of music, artistic quality, and crafting.
9. What values are portrayed in this film? Did you feel it was preachy or manipulative? In what ways? What did you learn about people, human nature, or societies?
10. If you also read the book (assuming there is one), which did you prefer? What differences did you notice? What characteristics were prominent or effective in each mode of presentation?
11. What would you say to a friend who asked you about this movie?

http://www.frankwbaker.com/film_focus_questions.htm

WRITING ASSIGNMENTS

Writing Assignment 1

DAY ONE (Prewriting: listing/note taking.)

Break up into groups of two using the Think-Pair-Share model (40). Each member, given five minutes, is asked to tell the other person a personal story of “how you were stranded or lost, and how you survived.” After five minutes, the roles reverse. Students are instructed to return to their seats, and produce a brainstorming list of elements of the story they just told.

DAY TWO (Writing Short Story)

Using the list generated from DAY ONE, rearrange and organize each item into a rough outline, and begin to formulate a draft. Using the Writer Workshop model, the teacher will be available to students for one-on-one conferences, coaching, and mini-lessons. The writing session ends with a whole group discussion, students volunteer to share what they have written so far.

Writing Assignment 2

Interview an elderly family member, friend or acquaintance outside of class Ask him/her to tell you one of their own survival stories. It could be about surviving a physical condition (serious health problem, being a crime victim, or trapped in an elevator) or a nonphysical condition (unemployment, feelings of depression, or psychological abuse). Take good notes because you have to use them for a writing assignment.

Interviewer should ask the interviewee:

- (i) describe the situation as vividly as possible;
- (ii) what they thought and felt about it;
- (iii) what attitude or mindset was required to overcome;
- (iv) how and why did they physically or figuratively “survive.”

Unit Project: Research Paper

Write a 5 page essay about a fictional hero of your choice. Write: Why did you choose this hero? Find out where this hero originated and how he/she may have changed over time? (Example: Batman has been interpreted a number of ways since his creation—a incredibly menacing vigilante to silly, comical boob in the 60s TV show). What are his/her appealing characteristics? Do you want to be like this hero? Why or why not? Here is an added twist: have students write in first person (in terms of the hero's personal life).

or ...

Write a 5 page essay interpreting *Robinson Crusoe* from a literary theory of your choice, including the ones discussed in class (today and last week). Research critics from that school of thought and support your thesis with their arguments.

You will be graded according to a rubric