

# Introduction to Unit Plan

I am teaching a 9th grade English course ranging from 25-30 students. The school that I am at has essential technology tools (laptops, computer lab, projectors, internet access, laminator...). They also have a substantial amount of books in their school library. Within my classroom, I have my own set of classroom books and individual books for my students when we are involved in independent reading. We are currently in the middle of the school year and we have come to our historical unit. Students already have been reading their independent novels at this point and will have an additional classroom set to read as well.

This year's historical unit is based on Markus Zusak's book, *The Book Thief*, which is set in the time of Nazi Germany, World War II. What is unique about this particular book is that it is narrated through the eyes of death about a young German girl named Liesel Meminger. My students will learn about literary devices (ex. personification), World War II in Germany, group collaboration, classroom discussions, and more. As we learn about the history of our novel, we will be answering two essential questions as a class: How and what do successful authors use literary devices within their writing? And what is the importance of a historical event within a story, whether fictional or not?

In addition, students will be finding their own essential question. This essential question will be created from the classroom discussions we have about Zusak's book and will then be reflected in the student's final essay of the unit. Students will be given a group, randomly selected by cards, of which they will lead a group discussion on the section they are given in our book. For their group discussion, they will prepare factual, analytical, and inductive questions, just like in Burke's classroom. As students find their essential question, we will also be learning about the different contexts in which we read literary works of art (books, articles, poems, movies...etc). This will diversify my student's reading skills and help them think outside the bindings of a book.

To create meaningful conversations with my students and within our group discussions I must build a background for my students. Burke explains this process very well in his Meaningful Conversations chapter when he shows a picture google maps layout where the *Lord of the Flies* is based off of. Therefore, we will spend our first short project researching and presenting to the class on the main topics of World War II and the Holocaust. This will help my students understand the background of this book and connect with the characters more efficiently. For my students to have a choice in their learning, they will be able to pick two other classmates in which they wish to work with. After they choose they groups, they will be able to pick one topic from the ten given.

With each lesson plan I construct, proceeding WWII lessons, I keep Jim Burke's *What's the Big Idea* chapters in the back of my mind. I wish to intellectually challenge my students with the texts that we read as a class, which is why I chose *The Book Thief*. Within Burke's section on

The Art of Teaching Questions, my students and I will use factual, inductive, and analytical questions during our class discussions (Burke, 2010). We will first learn these types of questions and their significance in conducting a successful classroom discussion by an “I do, we do, they do” approach. Within Burke’s Why do Questions Matter in Curriculum chapter, he explains, “a three-step process to follow for most instruction: I do it (teacher models); we do it (create one together); they do it (independently),” to help understand these questions. I believe this is a very important process, and I have adopted it into my curriculum. These questions are the main focus point on our discussions to help students come up with their essential question for the end of the unit.

Moreover I believe it is important for my students to also have the freedom to read what they want to read. Atwell explains a phenomena called the “reading zone” in which students get lost in their book. To reach this point, I have students pick a book they want to read, and that is all they do, they simply read the book. The only requirements is that they must have the book mostly finished by the time the unit plan comes to an end. As we have group discussions on our classroom book, students will also be comparing it to their independent reading. This will be the focus of their essay, an essential question that connects both *The Book Thief* and their independent read.

I will not test my students on their reading, but more on their group discussion and questions that they come up with. I wish for my students to think deeply and get into the “reading zone” with our classroom book. I see that this will be a challenge since this is an assigned book which is why I assigned specific sections to groups, so they do not need to worry about the book as a whole. I want my students to be able to show their thinking through discussion questions. With this, they will be graded through discussion, participation and the discussion sheet provided.

Lastly, Kittle’s *Book Love* focuses on students developing their vocabulary. I will have a small writing assignment for my students to do towards the end of the unit where they create their own 15-18 word dictionary. These words will be chosen by what the students hear or see and are not familiar with. Whether these words be slang or academic, they are to write it down and define it in their own words. They may use the dictionary and ask individuals to define the word, to help them develop their own definition. At the end of the day, three to five students will share one word that they found interesting that day. Words cannot be repeated during sharing time nor can students write these words in their dictionary after share time. Words that are shared will be written on the board to avoid repetition and to also widen vocabulary.

## Reference

Atwell, N. *The reading zone: How to help kids become skilled, passionate, habitual, critical readers*. New York: Scholastic. 2007. Print

Burke, Jim. *What's the big idea?: question-driven units to motivate reading, writing, and thinking*. Portsmouth, NH: Heinemann, 2010. Print.

Kittle, Penny. *Book love: developing depth, stamina, and passion in adolescent readers*. Portsmouth, NH: Heinemann, 2013. Print.

**Stage 1 – Desired Results**

**Established Goals:**

- CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (eg., how the language evokes a sense of time and place; how it sets a formal or informal tone).

<p><b>Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• author’s contextual choices (i.e. personification)</li> <li>• specific word choices and phrases used in a text (i.e. connotative meaning, tone, figurative language...)</li> </ul>	<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• How and what do successful authors use literary devices within their writing?</li> <li>• What is the importance of a historical event within a story, whether fictional or not?</li> </ul>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• how characters develop over time</li> <li>• the deferent affects a book has on a reader and what movies from books has on the viewer</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Analyze a cultural experience</li> <li>• Cite textual evidence to support a claim within their reading</li> </ul>
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**Stage 2 – Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Group presentation</li> <li>• Essay</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Daily assignments</li> <li>• Journal entries</li> <li>• Group discussions</li> </ul>
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**Stage 3 – Learning Plan**

- At home reading assignments
- Creating a personal dictionary
- Watching the movie *The Book Thief* alongside reading the book
- Articles & poem
- Introduction to WWII

# The Book Thief

<p>Day 1</p> <hr/> <p>50 Min</p>	<p><b>Lesson: World War II and the Holocaust</b></p> <p style="text-align: center;"><b>INTRODUCTION READING ASSIGNMENTS GROUP SELECTIONS</b></p> <p><b>Reading:</b>          Prologue: A Mountain Range of Rubble          Death and Chocolate          Beside the Railway Line          The Eclipse          The Flag          Part 1 - The Grave Digger's Handbook (Ch 1-8) (63 Pages)</p>
<p>Day 2</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Group Projects (Part 1)</b></p> <p style="text-align: center;"><b>GROUP PROJECT</b></p> <p style="text-align: center;"><b>Library &amp; Computer Lab Day</b></p>
<p>Day 3</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Group Projects (Part II)</b></p> <p style="text-align: center;"><b>GROUP PROJECT</b></p> <p style="text-align: center;"><b>Library &amp; Computer Lab Day</b></p>
<p>Day 4</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Personification of Death</b></p> <p style="text-align: center;"><b>GROUP PRESENTATIONS: 1-5</b> 5 min each</p>
<p>Day 5</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Formulation of Discussion Questions</b></p> <p style="text-align: center;"><b>GROUP PRESENTATIONS: 6-10</b> 5 min each</p> <p><b>Group Discussion:</b> Section 1 The Grave Digger's Handbook (Ch 1-8)</p>

<p>Day 6</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Manipulating Sentences</b></p> <p><b>Group 1 Discussion on: Part 2 - The Shoulder Shrug (36 Pages) (ch 9 -16)</b></p>
<p>Day 7</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Visualization through Writing Techniques</b></p> <p><b>Group 2 Discussion On: Part 3 - Mein Kampf (38 Pages) (Ch 17-24)</b></p>
<p>Day 8</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Connect Between Bindings</b></p> <p style="text-align: center;"><b>ASSIGN ESSAY (2-3 pages)</b></p> <p><b>Group 3 Discussion On: Part 4 - The Standover Man (43 Pages) (Ch 25-32)</b></p>
<p>Day 9</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Essential Questions and Thesis Development</b></p> <p><b>Group 4 Discussion On: Part 5 - The Whistler (46 Pages) (Ch 33-40)</b></p>
<p>Day 10</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Life's Little Gifts</b></p> <p><b>Group 5 Discussion On: Part 6 - The Dream Carrier (37 Pages) (Ch 41-48)</b></p>
<p>Day 11</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Personal Dictionaries</b></p> <p style="text-align: center;"><b>FIRST DRAFT DUE Peer Editing</b></p> <p><b>Group 6 Discussion On: Part 7 - The complete Duden Dictionary and Thesaurus (41 Pages) (ch. 49-55)</b></p>
<p>Day 12</p> <hr/> <p>50 Min</p>	<p><b>Lesson: Short Memoirs</b></p> <p><b>Group 7 Discussion On: Part 8 - The Word Shaker (41 Pages) (Ch. 57-64)</b></p>

<p>Day 13</p> <hr/> <p>50 Min</p>	<p><b>COMPUTER LAB &amp; LAPTOP WRITING DAY</b></p> <p><b>Group 8 Discussion On:</b> Part 9 - The Last Human Stranger (29 pages) (Ch. 65-72)</p>
<p>Day 14</p> <hr/> <p>50 Min</p>	<p><b>FINISH <i>The Book Thief</i></b></p> <p><b>COMPUTER LAB &amp; LAPTOP WRITING DAY</b></p> <p><b>Group 9 Discussion On:</b> Part 10 - The Book Thief (44 Pages) (Ch. 73-80)</p>
<p>Day 15</p> <hr/> <p>50 Min</p>	<p><b>ESSAY DUE</b></p> <p><b>Volunteer sharing - Question Ball - Unit thoughts</b></p>

## The Book Thief - Markus Zusak

# World War II & The Holocaust

Subject: English

Grade Level: 9th

Lesson Number: 1

### Common Core State Standards

- CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### Objectives

- Students will be able to collaborate within a group.
- Students will be able to generate thoughtful ideas on a specific topic.

### Activities

- I. [10min] explanation of this Unit's reading project & group discussions
  - A. I will hand out student copies of the book *The Book Thief* By Marcus Zusak, and then explain what the book is about.
  - B. Each group will be assigned one section of *The Book Thief* starting from section 2-10.
    1. Students have the option of reading the whole book if they desire,
  - C. The 5th lesson (where we will go over section 1 of the book) will teach students how to formulate effective discussion questions for leading a classroom discussion.
  - D. The first group will lead a 10min discussion on the 6th day of this Unit Plan.
- II. [3min] creation of 9 groups of 3
  - A. Groups will be established by the card number on their desk. (explanation is at the end of this lesson plan)
  - B. After groups have been established they will be assigned their section and group discussion date. Groups will be written down by the teacher
- III. [10min] Introduction of World War II, the Holocaust, and *The Book Thief*
  - A. With the website provided, a 6 ½ minute video of an animated map introducing the holocaust will be played. Within this animation, it will show photos of WWII & the Holocaust, show a map of Europe and the flow of the war, as well as the history from the beginning to the end of the war.
  - B. After the animated video; I will ask my students what they know about this topic and go through the website provided for more information.
- IV. [10min] Introduction of group project
  - A. For the next two days we will be in the school's computer lab and library doing research in groups on select topics. There will be 10 topics to choose from (shown below) and I will do a quick summary of each topic:
    1. WWII
      - a) Began in 1939. Conflict between Germany and the combination of France & Great Britain. By the end (1945) it included most of the nations participation. Adolf Hitler assumed dictatorial rule.
    2. Nazi Party

### Materials Needed

- Elmo, Projector, Screen, & Computer.
- List of Groups & topic selections
- Class copies of *The Book Thief*
- Deck of cards (photo attached)

Homework - due by the 4th day

- Reading:
  - Prologue: A Mountain Range of Rubble
  - Death and Chocolate
  - Beside the Railway Line
  - The Eclipse
  - The Flag
  - Part 1 - The Grave Digger's Handbook (Ch 1-8) (63 Pages)

### Other Resources

- Introduction to the Holocaust: <http://www.ushmm.org/learn/introduction-to-the-holocaust>



- a) Founded in Germany in 1919 and brought to power by Hitler in 1933
- 3. Adolph Hitler
  - a) Austrian-born, German Politician, leader of the Nazi Party, and dictator of Nazi Germany, Is responsible for Nazi Germany, WWII, and the Holocaust
- 4. Effects of WWII & Holocaust on People
  - a) How were Germans, Jews, Polish individuals and others effected by this topic? How were they treated?
- 5. The Holocaust
  - a) The killing of millions of Jews and other people by the Nazis during WWII.
- 6. *Mein Kampf*
  - a) "My Struggle" written by Hitler and published in 1925. This was the Nazi Party's beliefs and practices.
- 7. Hitler Youth
  - a) An organized group of 10-18 year olds from 1922 to 1945 where Hitler believed that the future of Nazi Germany was its children.
- 8. Kristallnacht
  - a) "The Night of Broken Glass" - program against Jews in Nazi Germany and parts of Austria From November 9-10 in 1938 that targeted jewish-owned stores, buildings, and synagogues.
- 9. United German Girls
  - a) Also known as BDM (League of German Girls) was the only female youth organization for girls ages 10-14.
- 10. Allied Bombings of Munich
  - a) The barbaric massacre of German individuals from the United States Army Air Force.
- B. Hand out the Rubric
- C. Students will use up to 3 sources for their 5 minute presentation. They must present their topic as a group with either a powerpoint, prezi, hand out, poster, or something approved by the teacher. All research can be finished within the two days of class so there is no homework.
- V. [2min] Creation of 10 groups of 3
  - A. After hearing about the topics, students will have the opportunity to get into groups of 3, depending on attendance, some groups may have 2. Those that are not there will be assigned to the groups of two. They will choose their partners wisely.
- VI. [5min] Group collaboration and selection of topics:
  - A. When groups are created and collected by the teacher, labeled 1-10 (this will also tell when which groups will present on the 4th (groups 1-5) and 5th (groups 6-10) day). They will have 5 minutes to collaborate and pick the top 3 topics of their. Each group receives one topic, there can be no repeats. It will go in order from groups 1-10 on what they choose. As topics are claimed some groups may not get their number one or two, students will be aware of this.
- VII. [10min] Independent reading/Selection
  - A. Students will also be responsible in choosing and reading a book of their choice, along with the classroom book. This will be important for the final essay of this unit, where they will compare and contrast both books.

## Adaptations

If a student is absent this day, I will personally put them in groups, and inform their group members that they are in their group. I will also set aside the handouts for the absent student and update them when they come back. I will also ask students if they can contact their absent classmate and update them on what they missed.

## Assessment

There will be an informal assessment to see whether the students understood what we learned about and went over today. Each student will receive a sticky note during their independent reading where they will write either one thing they learned today or one thing they are confused about today's lesson. When the bell rings students will exit and stick their note on the door. I will then collect them and read what they say.

## Group Project/Presentation Rubric

**Task Description:**

- Given your topic, group members are to find 3 or more reliable sources and cite them correctly at the end.
- Each member must play an equal part in this project, no one is left out and no one does it all.
- Each group will have 5 minutes to present their topic with a minimum of 5 slides (not including intro & citation page)
- Each slide will cover a major point in their topic, or one poster with a minimum of 8 photo topics, or a hand out with 10 specific facts.
- Presentations should be interesting, creative, and organized.
- The overall grade for each student will be their group presentation and their group evaluation put together out of 27 possible points.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Cooperation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Roles are clearly defined and equal</li> <li><input type="checkbox"/> Listen well with one another</li> <li><input type="checkbox"/> Teammates work well with one another</li> <li><input type="checkbox"/> Group tries to solve its problems by itself without seeking outside help</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Roles are not clearly defined or consistently adhered to</li> <li><input type="checkbox"/> Group seldom solves its problems as a team and asks classmates or teacher for help</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work is not equal among members</li> <li><input type="checkbox"/> Some teammates are not listening to one another</li> <li><input type="checkbox"/> Sometimes argues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some members are not doing their fair share</li> <li><input type="checkbox"/> Acts as cliques or individuals rather than group</li> <li><input type="checkbox"/> Arguments within group that are not solved</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organized and on time</li> <li><input type="checkbox"/> Product is extremely well organized</li> <li><input type="checkbox"/> Each member participates in presentation</li> <li><input type="checkbox"/> Highly productive in accomplishing assignment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Product is organized with an introduction, body, and conclusion</li> <li><input type="checkbox"/> Accomplished basic assignment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Had issues with time commitment</li> <li><input type="checkbox"/> Somewhat organized ideas; not presented in sequence</li> <li><input type="checkbox"/> Less than half the members participate in presentation</li> <li><input type="checkbox"/> Barely accomplishes the job</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of organization; choppy and confusing; format difficult to follow</li> <li><input type="checkbox"/> One member is doing the majority of the work</li> <li><input type="checkbox"/> Does not accomplish assignment</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3 or more cited sources</li> <li><input type="checkbox"/> Goes above and beyond the research information</li> <li><input type="checkbox"/> Research is clear, interesting, &amp; understandable in presentation</li> <li><input type="checkbox"/> Topic is well researched and taught</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3 cited sources</li> <li><input type="checkbox"/> Research is understandable</li> <li><input type="checkbox"/> Follows the topic given</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3 cited sources, but are not cited correctly</li> <li><input type="checkbox"/> Research is not clear</li> <li><input type="checkbox"/> Off topic</li> <li><input type="checkbox"/> Time could have been more productive</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not utilize resources effectively</li> <li><input type="checkbox"/> Does not meet topic</li> <li><input type="checkbox"/> There are less than 3 sources</li> <li><input type="checkbox"/> Time was not utilized wisely</li> </ul>

Notes:

Presentation Grade: \_\_\_\_\_ / 12

## Reading Group Distribution:



### Explanation:

- Cards are to be distributed upside down, one on each occupied desk.
- Students with the same card number are a group, they must get up and locate their members.
  - Group 1 are Aces, Group 2 are 2's, Group 3 are 3's...
  - Group 1 reads Section 2, Group 2 reads Section 3, Group 3 reads Section 4...
- If there are less than 30 students, take one card away from 3's, then one from 2's, then one from Ace's and then so on...

# Group Projects (Part I)

Subject: English

Grade Level: 9th

Lesson Number: 2

## Common Core State Standards

- CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

## Objectives

- Students will be able to know how to correctly use and find scholarly sources.
- Students will be able to look up research in the library.
- Students will be able to collaborate effectively within a group.

## Activities

- I. [5min] Recap on yesterday's lesson
  - A. This is where I will answer concerns from the sticky notes and answer any questions students may have about the project.
- II. [10min] Introduction on how to find and use scholarly sources and find books within the library.
  - A. One of the school's librarians will come in and show students scholarly sources within the library's webpage and books.
  - B. Introduction of the site: <https://owl.english.purdue.edu/owl/> with examples on how to make a reference list and use in-text citations
    1. In-Text Citations: <https://owl.english.purdue.edu/owl/resource/560/02/>
    2. Reference List: <https://owl.english.purdue.edu/owl/resource/560/02/>
- III. [35min] Group Research
  - A. Students will then work in the library or on the computer for their research.
  - B. The teacher will go around answering questions and having 2-3 minute meetings with each group to see how they are doing.
    1. What the teacher should ask and look for:
      - a) Teamwork (groups have established tasks)
      - b) Topics are understood and research is smooth
      - c) Students understand Citations & References
      - d) Students know if they are going to present a powerpoint, prezi, poster...

## Materials Needed

- Computer Lab
- Library access
- List of groups & topic selections

## Homework

- Independent Reading & Classroom Book

## Other Resources

- Librarian
- <https://owl.english.purdue.edu/owl/>

## Adaptations

If a group or student is falling behind, I will specifically spend time with that group or individual to figure out the issue. I will assign the group specific tasks: Source finder, project maker, citation & quote maker.

This will help the group stay on task where one to two people are finding sources, one member is setting up their project (by outlining), and the other is finding quotes from sources and making a reference list.

## Assessment

While I walk around the room and address each group, I will be assessing them on their group collaboration. I will have a list of each group and write notes on what I see and how far they are coming along with their research and if any issues come up. This will be reflected on their Group Presentation Rubric found in the first lesson.

## Group Projects (Part II)

Subject: English

Grade Level: 9th

Lesson Number: 3

### Common Core State Standards

- CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

### Objectives

- Students will be able to know how to correctly use and find scholarly sources.
- Students will be able to look up research in the library.
- Students will be able to collaborate effectively within a group.

### Activities

1. [5min] Instruction on what to do to finish
  - a. Students should already have 3 sources
  - b. They should be working on their reference list
  - c. Quotes should be found from their sources
  - d. There should be a finished outline of what they wish to present (must be approved by the teacher before continuing on)
2. [15min] Group Research
  - a. During group research in the computer lab they only have a short amount of time to research because today is assembly day.
  - b. During this time groups should come up and meet with the teacher and show the outline of their presentation to the teacher to be approved for their project presentation.
    - i. Within their outline they need:
      1. an introduction
      2. 5-10 main points
      3. conclusion
      4. 3 sources
      5. reference list
    - ii. They will also need to tell the teacher how they are presenting their topic to the class.
3. [30min] Construction of group research
  - a. Students will be using this time in the library or computer lab where they will be putting their presentations together.
  - b. After all outlines have been approved, the teacher will go around the room to make sure students are staying on track and making notes about each group for the assessment.

### Materials Needed

- Computer Lab
- Library access
- Printer access
- Posters, scissors, markers, glue
- List of Groups & topic selections

### Homework

- Independent Reading & Classroom Book

### Other Resources

- none

## Adaptations

For groups that are finished before the time is done, they are allowed to go out in the hallway and practice their presentation. They can also have the choice to read our in class novel or their independent reading. If they do not have their independent reading, they can go into the library and find a book of their choice and check it out.

## Assessment

Students will be assessed the same way as in the previous lesson. The teacher will go around to each group and check in with them. Groups will be observed on their productivity, communicational skills, whether they are on track or not, and if they are using their time wisely. This will be recorded on the group list and be reflected on their final presentation rubric.

# Personification of Death & Group Presentations (Part I)

Subject: English

Grade Level: 9th

Lesson Number: 4

## Common Core State Standards

- CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (eg., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

## Objectives

- Students will be able to present accurate and formal information as a group to the class
- Students will be able to recognize literary devices within text.
- Students will be able to compare two literary texts with one another (a book and a poem), and understand the differences and similarities between the two.

## Activities

- I. [2min] Peer evaluations
  - A. Each student will receive 2-3 half sheets (depending on how many are in each group) of the evaluations
  - B. Students will rate their peers, in their group, on how they believe their peer participated, worked, and contributed to their project.
  - C. This will be handed in with the Group Project Rubric, before they present.
- II. [25min] Presentation of groups 1-5 with 5 minutes each.
  - A. As groups present, the teacher will be taking notes on the rubric and marking their grades down.
- III. [5min] Introduction of personification, symbolism, and figurative language
  - A. Personification: a literary device that gives human attributes to non-human things.
  - B. Symbolism: the use of symbols to represent ideas or qualities.
  - C. Figurative Language: words, and groups of words, that exaggerate or alter the usual meanings of the component words - makes us look at the world differently.
- IV. [8min] Reading the poem "Death Be Not Proud" and pointing out the figurative language within it.
  - A. Handouts will be given of this poem so that we can read the poem together.
  - B. Students will read the poem silently, no one should be making marks on the paper (if they have to, they can sit on their hands)

## Materials Needed

- Class copies of *The Book Thief*
- 30 handouts of "Death Be Not Proud" & Group Evaluations

## Homework

- Independent Reading & Classroom Book

## Other Resources

- Poem: "Death Be Not Proud" by John Donne
- Discussion questions from: [http://www.mlbgd.k12.pa.us/cms/lib/PA09000085/Centricity/Domain/255/the\\_book\\_thief\\_lessons.pdf](http://www.mlbgd.k12.pa.us/cms/lib/PA09000085/Centricity/Domain/255/the_book_thief_lessons.pdf)



C. We will then read the poem aloud, this can be done by the teacher or a student volunteer.

V. [5min] We will then connect what we learned to what we read the previous night in *The Book Thief*.

A. Open discussion on similarities and differences of “Death Be Not Proud” and the Introduction of *The Book Thief*

1. Examples of discussion questions:

a) Who is the narrator in the book? In the poem? How can we tell?

b) What is the symbolism of Death in the book? In the Poem? How can we compare the characteristics of death’s personality in each?

B. [5min] Students will write 3-5 sentences on what we just learned and relate it to the book.

1. This will take the rest of the time and students must turn this in before they leave.

## Adaptations

Attached is a modified sample of the “Death Be Not Proud” poem for an English Language Learner. At this point of education, I am assuming they have a grasp on the English language. I do not expect this student to understand Old English from the 1500s, so I made translations underneath specific words (thou, thee, thy, doest) to make the reading easier. Words that needed to be explained or defined are bolded and then explained in the right-hand margins.

## Assessment

Students will be assessed by a 3-5 sentence explanation after our lesson. This explanation should cover what they learned about personification, symbolism, and figurative language, or the connection of death between the book and poem. They could also write about what they found fascinating about today’s lesson. Students will turn in their sentences when class is over and will be graded out of 3 points. 1 point for doing the assignment, 1 point for making it at least 3 sentences long, and 1 point for clear and connected content.

Names: \_\_\_\_\_ Date: \_\_\_\_\_ Topic: \_\_\_\_\_

### Peer Evaluation

Group Member: \_\_\_\_\_

	Poor				Good
Communicates well:	1	2	3	4	5
Works in team environment:	1	2	3	4	5
Quality of work:	1	2	3	4	5
Would you work with this peer again?		yes	/		no

Comments:

\_\_\_ / 15

Names: \_\_\_\_\_ Date: \_\_\_\_\_ Topic: \_\_\_\_\_

### Peer Evaluation

Group Member: \_\_\_\_\_

	Poor				Good
Communicates well:	1	2	3	4	5
Works in team environment:	1	2	3	4	5
Quality of work:	1	2	3	4	5
Would you work with this peer again?		yes	/		no

Explanation/Comments:

\_\_\_ / 15

# Death Be Not Proud

by John Donne (1572-1631)

DEATH be not proud, though some have called thee  
Mighty and dreadfull, for, thou art not so,  
For, those, whom thou think'st, thou dost overthrow,  
Die not, poore death, nor yet canst thou kill me.  
From rest and sleepe, which but thy pictures bee,  
Much pleasure, then from thee, much more must flow,  
And soonest our best men with thee doe goe,  
Rest of their bones, and soules deliverie.  
Thou art slave to Fate, Chance, kings, and desperate men,  
And dost with poyson, warre, and sicknesse dwell,  
And poppie, or charmes can make us sleepe as well,  
And better then thy stroake; why swell'st thou then;  
One short sleepe past, wee wake eternally,  
And death shall be no more; death, thou shalt die.

# Death Be Not Proud

by John Donne (1572-1631)

DEATH be not proud, though some have called thee  
you (death)

Mighty and dreadfull, for, thou art not so,  
you are  
(death)

For, those, whom thou think'st, thou dost overthrow,  
think is do

Die not, poore death, nor yet canst thou kill me.  
you can not kill me yet

From rest and sleepe, which but thy pictures bee,  
your  
(death)

Much pleasure, then from thee, much more must flow,

And soonest our best men with thee doe goe,  
you does go

Rest of their bones, and soules deliverie.  
souls deliver

Thou art slave to Fate, Chance, kings, and desperate men,  
you are a (death)

And dost with poyson, **warre**, and sicknesse dwell,  
poison, wear

**Wear:** to wear/worn something down/out (erode, consume, grind)

And **poppie, or charmes** can make us sleepe as well,

**Poppie/charmes:** drugs/medicine

And better then thy **stroake**; why swell'st thou then;  
"Why be full of yourself then"

**Stroake:** stroke of the grimm Reaper's scythe

One short sleepe past, wee wake eternally,

And death shall be no more; death, thou shalt die.  
you will/shall

## The Book Thief - Markus Zusak

# Formulation of Discussion Questions & Group Presentations (Part II)

Subject: English

Grade Level: 9th

Lesson Number: 5

### Common Core State Standards

- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

### Objectives

- Students will be able to present accurate and formal information as a group to the class
- Students will be able to create useful and thoughtful discussion questions

### Activities

- [2min] Peer evaluations (within lesson 4)
  - Each student will receive 2-3 half sheets (depending on how many are in each group) of the evaluations
  - Students will rate their peers, in their group, on how they believe their peer participated, worked, and contributed to their project.
  - This will be handed in with the Group Project Rubric, before they present.
- [25min] Presentation of groups 6-10 with 5 minutes each.
  - As groups present, the teacher will be taking notes on the rubric and marking their grades down.
- [5min] Introduction of Discussion Questions
  - Pass out “Creating Effective Questions for Discussion” handout
  - Explain Factual, Inductive, & Analytical questions
    - While going through each section I will show an example question (provided) and 1-2 students will share an example of their own.
- [15min] Group Discussion on Section 1 The Grave Digger’s Handbook (Ch 1-8)
  - Pass out “Group Discussion”
  - The teacher will explain the Group Discussion sheet — this sheet is to be filled out by each group before they initiate a group discussion on *The Book Thief* section they are assigned. This is to help students prepare for their discussion, carry out discussion, and write notes about their discussion. This will also be turned into the teacher for a grade after the discussion.
  - The teacher and the students will work together to make one question for factual, inductive, and analytical.
  - Students will then work on their own to fill out the rest of the sheet
  - We will then meet back and discuss the chapter as a whole
- [3min] Meeting with Group 1 of presentation for Section 2
  - The teacher will give each student in the group another Group Discussion sheet for them to fill out for homework

### Materials Needed

- 25-30 copies of “Creating Effective Questions for Discussion” handout
- 25-30 copies of “Group Discussion” handout
- Section 1 The Grave Digger’s Handbook (Ch 1-8)

### Homework

- Group 1 Discussion on: Part 2 - The Shoulder Shrug (36 Pages) (ch 9 -16)
- Independent Reading

### Other Resources

- Burke - “*What’s The Big Idea?*”

B. Explanation of how they will conduct their group discussion and that they need to make it last for 10 minutes.

## Adaptations

Students that missed time to work on the project or do not understand how to create discussion questions will be given this website: <http://www.ushmm.org/exhibition/personal-history/> . Students are able to pick 2 Personal Histories to listen to and read about. When they read about the selected personal history they will fill out the following questions:

Factual:

What is one interesting fact about this individual's personal history during World War II?

Individual 1:

Individual 2:

Inductive:

What makes this person so interesting? Why? Explain.

Individual 1:

Individual 2:

Analytical:

Besides the fact that they both had a life experience during WWII, how does these individual's stories relate? What main point in their story would they have in common with one another if they were to ever meet?

By doing this exercise it will help the student(s) understand the types of answers these three discussions create. By viewing this from a different perspective it should help the student(s) be able to create their own for the group discussion. This will be noted as 3 extra credit points towards their final grade for incentive to do extra work to help out their learning.

## Assessment

Students will be assessed through the "I do, we do, they do" approach. As I instruct and show students what factual, inductive, and analytical discussion questions are, they will write down one example that I gave them on the Group Discussion sheet. We will then break up and the students will create one more question on their first reading assignment. Afterwards we will come together and have our first discussion on Section one of the book and we will work together to create effective discussion questions as we talk about the reading. They will then hand in their questions and notes, where the teacher will look for completion and thoroughness with a 5 point grade; 1 point each for completing three questions, and 2 points for the notes that they took on discussion. This will be handed back to the students the next day.

## Creating Effective Questions for Discussion

### Types of Questions

<p><b>Factual Questions</b></p> <ul style="list-style-type: none"><li>• Is verifiable — answers found on the page.</li><li>• Responds to questions: <i>who, what, when, where, how?</i></li><li>• Takes the reader <i>into</i> the text.</li></ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"><li>• Who does Romeo kill?</li><li>• What does everyone in the book think Ultima is?</li><li>• Where does George tell Lennie to go if he gets in trouble again?</li><li>• when is the story set?</li></ul>
<p><b>Inductive Question</b></p> <ul style="list-style-type: none"><li>• Is verifiable — answers found in the text, based on details and examples.</li><li>• Responds to questions: <i>why, how, and so what?</i></li><li>• Takes readers <i>through</i> the text, allowing them to evaluate and interpret evidence from the visual, spoken, or written text.</li></ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"><li>• Why does George continue to care for Lennie after all the trouble he causes?</li><li>• How does O’Brien convey his attitude towards the war in this story?</li><li>• Why does Hamlet treat Ophelia as he does?</li><li>• How does Ralph’s relationship with others change by the end of the story?</li></ul>
<p><b>Analytical Question</b></p> <ul style="list-style-type: none"><li>• Connects the text to other texts, ideas, or situations through analysis.</li><li>• Responds to questions: <i>How are these similar, different, related?</i></li><li>• Takes readers beyond the text, allowing them to analyze the relationship between this text and other texts, ideas, events, or situations.</li></ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"><li>• How is <i>Frankenstein</i> similar to certain modern problems we face today?</li><li>• In what ways are <i>The Plague</i> and <i>Blindness</i> similar and different?</li><li>• What does <i>Lord of the Flies</i> tell us about human nature?</li></ul>

Names: \_\_\_\_\_

Date: \_\_\_\_\_

Hour: \_\_\_\_

## **Group Discussion**

After reading your section of the book, and the day before your group initiates discussion, please fill out the following.

### **Factual Questions:**

I.

Answer, examples, explain:

II.

Answer, examples, explain:

### **Inductive Questions:**

I.

Answer, examples, explain:

II.

Answer, examples, explain:

III.

Answer, examples, explain:



**Analytical Questions:**

I.

Answer, examples, explain:

II.

Answer, examples, explain:

III.

Answer, examples, explain:

Group Discussion Notes:

# Manipulating Sentences

Subject: English

Grade Level: 9th

Lesson Number: 6

## Common Core State Standards

- CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-LITERACY.W.9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.

## Objectives

- Students will be able to identify the parts of speech within a sentence.
- Students will be able to discuss the meaning of a sentence based on the context.
- Students will be able to understand how word choice can affect both the mood and the meaning of the sentence.

## I. Activities

- II. [10min] Group 1 Discussion on: Part 2 - The Shoulder Shrug (36 Pages) (ch 9 -16)
  - A. Desks will be assembled into a circle
  - B. Group leaders will recap on 3 major happenings within the Section
  - C. They will then ask one factual and two inductive and analytical questions to the class and begin discussion
    1. Group Discussion Leaders will keep the flow of conversation, making sure their peers are getting a chance to share and discuss.
    2. They will also initiate and keep discussion going, where there are no long and unnecessary pauses.
- III. [5min] Introduction of parts of speech
  - A. To prepare students for this lesson, the teacher will provide a brief review of the parts of speech in texts: there is more than one way to learn grammar, it can be learned either in isolation by diagramming sentences or copying sentences from a book, or through an investigation of the literature that they are already reading.
  - B. Students will be asked to define each of the major parts of speech as a class on the whiteboard.
    1. Verb, noun, adjective, adverb, pronoun, preposition, conjunction, interjection...
- IV. [5min] Handout of Manipulating Sentences & Rubric
  - A. Throughout the lesson, students will change various parts of a sentence, culminating in a complete rewrite of the sentence.
  - B. Read aloud the passage from *The Island Keeper* by Harry Mazer,
  - C. Discuss students' impressions of the first few characters that are introduced. Even though they will not read this novel, students can check for meaning by making predictions about the plane trip, characters, and future events in the story.
  - D. Ask students to choose one sentence from the passage that they would like to manipulate, and write the sentence on the handout.
- V. [15min] Filling-out the worksheet

## Materials Needed

- 25-30 handouts of "Manipulating Sentences"

## Homework

- **Group 2 Discussion On:** Part 3 - Mein Kampf (38 Pages) (Ch 17-24)
- Independent Reading

## Other Resources

- <http://www.readwritethink.org/classroom-resources/lesson-plans/manipulating-sentences-reinforce-grammar-248.html?tab=1#tabs>

- A. Ask students to isolate the parts of speech in the sentence by writing down the nouns, verbs, adjectives, and adverbs.
  1. If students need help categorizing the words, form small groups to review each part of speech and then look for the words in the sentence.
- VI. [10min] Brainstorming and Class Discussion
  - A. Ask the class to brainstorm lists of adjectives, adverbs, and verbs that retain (synonyms) or change (antonyms) the meaning of the sentence.
  - B. Have each student write two sentences using different words-one with a similar meaning and one with a different meaning.
  - C. If time permits, ask volunteers to read their new sentences to the class and encourage students to discuss how these new sentences differ from the original.
  - D. Lead a class discussion about the process. Encourage students to discuss any hardships they encountered when rewriting the quotations.

## Adaptations

When a student shows that they have finished filling out the worksheet, they can choose one of the following quotes:

- “I travelled the globe as always, handing souls to the conveyer belt of eternity.” (Death, p23)
- “I do not carry a sickle or scythe. I only wear a hooded black robe when it’s cold. And I don’t have those skull-like facial features you seem to enjoy pinning on me from a distance.”(Death, p329)
- “Five hundred souls. I carried them in my fingers like suitcases. Or I’d throw them over my shoulder.” (Death, p359)
- “This time, his voice like a fist, freshly banged on the table. (p136)
- “The soft spoken words fell off the side of the bed, emptying onto the floor like powder. (p67)
- “Everything was so desperately noisy in the dark when he was alone. Each time he moved, there was the sound of a crease. He felt like a man in a paper suit.” (p152)

“When the train pulled into the Bahnhof in Munich, the passengers slid out as if from a torn package. (p25)  
When they choose a quote they can then go back to the questions on the handout and use quote to answer the questions from our class novel.

## Assessment

Students will turn in the Manipulating Sentences sheet for class. They will also be marked down for in class participation. By evaluating our group discussion and the worksheet, this will show the teacher on whether the students were able to grasp today’s lesson. The sheet for today will be worth 9 points and graded by the attached rubric.

In addition, students that were leading today’s group discussion for Section 2 will turn in they Group Discussion questions and notes.

Names: \_\_\_\_\_

Date: \_\_\_\_\_

Hour: \_\_\_\_

### **Manipulating Sentences**

The following passage is from the book *The Island Keeper* by Harry Mazer (Dell Publishing, 1981). Read the paragraph to yourself. After reading it, pick one sentence that you feel is interesting. Underline that one sentence and then complete the questions following the passage.

Cleo Murphy was late boarding the flight from Chicago to New York because Eric Weeser, her father's secretary, insisted on coming in with her and carrying her bags to the American Airlines booth even though she could handle her two suitcases better than he could. And then he stood there telling her how "time heals all wounds," even those of the "recent tragic events." That was the way he talked. He was an old man, and he droned on as if he had all the time in the world.

1. What feelings or emotions do you think the author is trying to elicit in this paragraph? Why do you think that?
2. Which sentence from the above passage would you like to manipulate? Write the sentence below. Underline the subject once and the verb (or verb phrase) twice.
3. List the nouns in this sentence.
4. List the verb (or verb phrase) in this sentence.
5. List the adjectives.

6. List the adverbs.

7. What words are left?

8. Looking at the sentence you chose, what are some other adjectives you could use, but keep the same meaning of the sentence?

9. Looking at the sentence you chose, what are some other adverbs you could use, but keep the same meaning of the sentence?

10. Looking at the sentence you chose, what is another verb (or verb phrase) you could use, but keep the same meaning of the sentence?

11. Rewrite the sentence using different adjectives, adverbs, and verbs but keep the same meaning.

12. Rewrite the sentence using different adjectives, adverbs, and verbs but *change* the meaning of the sentence.

Names: \_\_\_\_\_

Date: \_\_\_\_\_

Hour: \_\_\_\_\_

## Sentence Manipulation Rubric

	3	2	1
<b>Student uses correct grammar when replacing original words with his or her own words.</b>	The student consistently replaces a noun with a noun, a verb with a verb, an adjective with an adjective, or an adverb with an adverb.	The student has a few grammatical errors (e.g., replaced an adjective with an adverb).	The student has several grammatical errors, which show that he or she is not familiar with the parts of speech in the sentences used.
<b>Student is able to substitute words to change or retain the meaning of the sentence.</b>	The student consistently chooses antonyms to modify the meaning of a sentence and synonyms to enhance or retain the meaning.	The student does not always choose appropriate antonyms or synonyms when manipulating sentences.	The student does not understand antonyms and synonyms and is not able to manipulate sentences to change or retain the meaning.
<b>Student can explain the process he or she used to manipulate the sentence.</b>	The student thoroughly understands how to determine the part of speech and how to replace it with a word of his or her choice.	The student understands the basic idea of replacing words, but gets confused with some of the details (e.g., parts of speech, word choice).	The student does not really grasp the concept and is having difficulty with this assignment.

Grade: \_\_\_\_\_ / 9

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Visualization Through Writing Techniques

Subject: English

Grade Level: 9th

Lesson Number: 7

## Common Core State Standards

- CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

## Objectives

- Students will be able to determine the meaning of words and phrases within texts.
- Students will learn about the importance of visualization within writing and how to implement it into their own.

## Activities

- I. [10 min] Group 2 Discussion On: Part 3 - Mein Kampf (38 Pages) (Ch 17-24)
  - A. Desks will be assembled into a circle
  - B. Group leaders will recap on 3 major happenings within the Section
  - C. They will then ask one factual and two inductive and analytical questions to the class and begin discussion
    1. Group Discussion Leaders will keep the flow of conversation, making sure their peers are getting a chance to share and discuss.
    2. They will also initiate and keep discussion going, where there are no long and unnecessary pauses.
- II. [10min] Introduction to similes, metaphors, and personification.
  - A. Handout “Visual Representation”
  - B. Write Simile, Metaphor, and Personification on the board into three sections:

## Materials Needed

- 25-30 handouts of “Visual Representation”
- 25-30 handouts of “Visual Assignment”
- Projector & Whiteboard

## Homework

- **Group 3 Discussion On:** Part 4 - The Standover Man (43 Pages) (Ch 25-32)
- Independent Reading

## Other Resources

- Handout/assignment idea from: [http://www.mlbgd.k12.pa.us/cms/lib/PA09000085/Centricity/Domain/255/the\\_book\\_thief\\_lessons.pdf](http://www.mlbgd.k12.pa.us/cms/lib/PA09000085/Centricity/Domain/255/the_book_thief_lessons.pdf)

	Simile	Metaphor	Personification
Definition	When the subject is compared to another subject, using the words; like, as, or such.	Describes a direct comparison between two or more seemingly unrelated objects.	Gives animals and objects human traits and qualities; sensations, emotions, powers of speech...
Example (by teacher)	“busy as a bee”	“broken heart”	“The stars danced playfully in the sky”
Example (by class)	-	-	-

- C. The teacher and students will collaborate with one another in creating one or two more examples for each column.

### III. [10min] Visual Assignment

- A. Handout the visual assignment

- B. Student's will be able to choose from the following quotes (these will be projected on the board):

1. "I travelled the globe as always, handing souls to the conveyer belt of eternity." (death, p23)
2. "When the train pulled into the Bahnhof in Munich, the passengers slid out as if from a torn package. (p25)
3. "The soft spoken words fell off the side of the bed, emptying onto the floor like powder. (p 67)
4. "This time, his voice like a fist, freshly banged on the table. (p136)
5. "Everything was so desperately noisy in the dark when he was alone. Each time he moved, there was the sound of a crease. He felt like a man in a paper suit." (p152)
6. "I do not carry a sickle or scythe. I only wear a hooded black robe when it's cold. And I don't have those skull-like facial features you seem to enjoy pinning on me from a distance." (Death, p329)
7. "Five hundred souls. I carried them in my fingers like suitcases. Or I'd throw them over my shoulder." (Death, p359)

- C. Students will draw what they see when they read their select quote. They will then write a short reason for why they drew what they drew and why they choose the quote

### IV. [20min] In class reading

- A. Students can read the in class novel or their independent reading novel.

## Adaptations

If there are a few students behind in understanding the lesson, students are able to work in pairs on their Visual Assignment. Instead of each having a paper to themselves, they will share one and work together on the drawing and explanation of the quote. Students will have the choice to work alone or together, and turn in one assignment.

## Assessment

Student's will be assessed in their group discussion on the book as well as the group discussion on similes, metaphors, and personification. Points will be given with in class participation as well as turning in their visual assignment for 5 points. As students begin to read, the teacher will go around and see where each student is at with our classroom book and how they are doing with their independent reading. I will take note on what page my students are on and ask them what they have found interesting so far and what they hope to find out in the book.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Hour: \_\_\_\_\_

### Visual Representation

When you read, whether it is a novel, short story or poem, you have your own internal movie reel or video that turns the words on the page into images in your mind. Authors use a variety of different written techniques to bring their written words alive for the reader. Below is a list of literary techniques that we are going to learn about.

#### **Simile:**

When the subject is compared to another subject, using the words; like, as, or such.

Example:

#### **Metaphor:**

Describes a direct comparison between two or more seemingly unrelated objects.

Example:

#### **Personification:**

Gives animals and objects human traits and qualities; sensations, emotions, desires, gestures, expressions, and powers of speech.

Example:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Hour: \_\_\_\_\_

### Visual Assignment

Use a quote from the novel that represents the author's literary technique(s) (simile, metaphor, personification). Then interpret it creatively from the image in your mind's eye onto paper.

Then, write a description (1-2 complete paragraphs on the back of this paper) of your picture. These ideas will be presented as a class.

Picture

Quote:



# Connect Between Bindings

Subject: English

Grade Level: 9th

Lesson Number: 8

## Common Core State Standards

- CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

## Objectives

- Students will be able to develop an essential question between two texts.
- Students will be able to develop a working thesis statement.
- work as a group in finding the central idea of multiple texts.

## Activities

- I. [10min] Group 3 Discussion On: Part 4 - The Standover Man (43 Pages) (Ch 25-32)
  - A. Desks will be assembled into a circle
  - B. Group leaders will recap on 3 major happenings within the Section
  - C. They will then ask one factual and two inductive and analytical questions to the class and begin discussion
    1. Group Discussion Leaders will keep the flow of conversation, making sure their peers are getting a chance to share and discuss.
    2. They will also initiate and keep discussion going, where there are no long and unnecessary pauses.
- II. [15min] Mini Reading Lesson
  - A. Students will get into groups of 3 with their independent reading novel
  - B. They will then give a short 2 minute over view of the book that they are reading (even if they are not finished)
  - C. They will then write on a piece of paper:
    1. Things that are similar to their books
    2. One main idea about the books as a whole
  - D. We will then come back as a class and hear each groups main idea from their books and find the relations between them. This will show students that each book has a connection in some way towards society.
- III. [5min] Essay assignment
  - A. Students will write an essay explaining their essential question they came up with in class. This essential question connects their independent reading to the in class book of *The Book Thief*.

## Materials Needed

- 25-30 handouts of “Tips for constructing a Thesis Statement”
- 25-30 handouts of essay assignment & rubric
- 25-30 handouts of “Thesis Statements”

## Homework

- **Group 4 Discussion On:**Part 5 - The Whistler (46 Pages) (Ch 33-40)
- Independent Reading
- Thesis HW
- Essay

## Other Resources

- [brooklyn-wac.org/wp-content/uploads/2012/.../ml\\_thesis-statement.doc](http://brooklyn-wac.org/wp-content/uploads/2012/.../ml_thesis-statement.doc)
- <http://www.bothell.washington.edu/wacc/for-students/eslhandbook/thesis>
- <http://www.schoolimprovement.com/common-core-360/blog/common-core-standards-writing-rubric/>

1. Students will have 3 days to write a rough draft of their paper
  2. Peer editing will happen on Day 11
  3. Students will have day 13 & 14 to revise and edit their papers from in-class computers.
  4. The essay is due on the 15th day
- B. Students must get their Essential Question & Thesis Statement approved by the teacher
- IV. [20min] Creation of a Thesis Statement
- A. [5min] Discuss the characteristics of a good thesis statement.
1. "A thesis statement is a single, complete sentence that succinctly expresses your view concerning a particular topic. It will generally be included in the introductory paragraph of your essay, and you must be sure that you can support the statement in the body of the essay. To get a better understanding of what a thesis statement is, it helps to imagine it in the context of the paper writing process. During the research process, you will encounter a lot of information pertaining to your topic. The nature of this information will vary by discipline. For instance, it might be composed of data from a scientific experiment, it might be information from important texts within your discipline such as literary and cinematic works or philosophical treatises, or it might be composed of historical evidence. After you have uncovered this information (i.e., conducted the experiment, watched the film(s), read the book(s), spent time in the archives), **your thesis statement will almost always be a direct answer to this question: what does this information mean?** So, your thesis statement will be an interpretation or argument *explaining the significance of this information*, not a restatement of the actual information itself. Therefore, the main body of your essay will be your attempt to convince other people, by way of a more extended argument, that your interpretation of the information is correct. In this way, the information you initially uncovered will be transformed into evidence supporting your thesis."
- B. Pass out tips for constructing a thesis statement
- C. [10min] Work through good and bad thesis statements as a class
- D. [5min] Students write their own thesis statement for their paper.
- E. Hand out homework: Thesis Statements

## Adaptations

If an English Language Learner is having difficulty in creating a thesis, an extra sheet will be provided for all students called, "Thesis Statements". It provides tips on how to create a thesis, what to focus on, and some thesis's to fix. All students will keep this as a reference sheet, and will also turn in three corrected thesis statements within the handout.

## Assessment

Students will be graded the next day on the homework that they turn in from the thesis statement assignment. They will choose 2-3 incomplete thesis statements and rewrite them into acceptable and complete thesis statements. In addition, they will find the errors in the 5 sentences and this will be worth 10 points. Students will also write their essential question and thesis statement on their Essay Assignment page with attached rubric to get approved by the teacher. Students will also be assessed on their communicational skills within a group when we do our mini reading lesson. Students will be given points for the general idea they come up with their novels as well.

**Essay Assignment**

Throughout this unit we have been reading and discussing *The Book Thief* by Markus Zusak, at the same time we have also been reading independent novels. This essay will be about the essential topic of your choice that is relevant between these two books. You must get your essential question & thesis statement approved by the teacher before turning in your essay assignment.

**Format Requirements:**

- 2-3 pages
- 12 point font
- Times New Roman
- 1" Margins
- At least 3 quotes

**Important Dates:**

- Day 11: 1st Draft Due & Peer Editing
- Day 13: Computer Lab Day
- Day 14: Computer Lab Day
- Day 15: Essays due

Essential Question: \_\_\_\_\_  
\_\_\_\_\_

Approval: \_\_\_\_\_

Points \_\_\_\_ / 2

Thesis Statement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Approval: \_\_\_\_\_

Points \_\_\_\_ / 3

Final Comments:

Total: \_\_\_\_ / 30

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<b>Focus:</b> The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole.	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text has an unclear topic with some ideas, concepts, and information.	The text has an unidentifiable topic with minimal ideas, concepts, and information.
<b>Development:</b> The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance.	The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance.	The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.	The text contains limited facts and examples related to the topic. The text may or may not provide a conclusion.
<b>Audience:</b> The text anticipates the audience's background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.	The text consistently addresses the audience's knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or multimedia that enhance comprehension.	The text anticipates the audience's knowledge level and concerns about the topic. The text includes appropriate formatting, graphics, and/or multimedia that strengthen comprehension.	The text considers the audience's knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.	The text illustrates an inconsistent awareness of the audience's knowledge level about the topic. The text may include some formatting, graphics, and/or multimedia that may be distracting or irrelevant.	The text lacks an awareness of the audience's knowledge level about the topic. The text includes limited or inaccurate formatting, graphics, and/or multimedia that impedes comprehension.
<b>Cohesion:</b> The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax.	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.
<b>Language and Style:</b> The text presents a formal style and objective tone and uses language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the topic.	The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text presents a formal, objective tone. The text uses relevant language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some techniques such as metaphor, simile, and analogy.	The text illustrates a limited or inconsistent tone. The text uses imprecise language, vocabulary, and limited techniques.

Common Core State Standards Writing Rubric

Total: \_\_\_\_\_ / 25

## Tips for Constructing a Thesis Statement

- A thesis statement should not contain two conflicting ideas. If two ideas are in conflict, it is impossible to support them both.
- A thesis statement should never be so broad that it's difficult to discuss all of the relevant information.
- A thesis statement is an assertion that requires evidence and support, not a universally agreed-upon fact or an observation.

A universally agreed-upon fact or an observation: People use many lawn chemicals.

Thesis: People are poisoning the environment with chemicals merely to keep their lawns green.

- A thesis takes a stand rather than announcing a subject.

Announcement: The thesis of this paper is the difficulty of solving our environmental problems.

Thesis: Solving our environmental problems is more difficult than many environmentalists believe.

- A thesis is the main idea, *not* the title. It must be a complete sentence that expresses in some detail what claim you plan to support.

Title: Social Security and Old Age

Thesis: Continuing changes in the Social Security System make it almost impossible to plan intelligently for retirement.

- A thesis statement is narrow, rather than broad. If the thesis statement is sufficiently narrow, it can be fully supported.

Broad: The American steel industry has many problems.

Narrow: The primary problem of the American steel industry is the lack of funds to renovate outdated plants and equipment.



- A thesis statement is specific rather than vague or general.

Vague: Hemingway's war stories are very good.

Specific: Hemingway's stories helped create a new prose style by employing extensive dialogue, shorter sentences, and strong Anglo-Saxon words.

- A thesis statement has one main point rather than several main points. More than one point may be too difficult for the reader to understand and the writer to support.

More than one main point: Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist, and his public appearances have brought important attention to neurodegenerative diseases while also bringing popular attention to the field of theoretical physics.

One main point: Stephen Hawking's status in the public eye has helped to revive a previously waning interest in theoretical physics.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Hour: \_\_\_\_\_

### **Thesis Statements**

A thesis statement refers to the main argument in your paper. This is found at the beginning of the paper, towards the end of the introduction paragraph.

1. Write your thesis in a complete sentence.
2. Express the main point of your argument or your point of view.
3. Express a clear point of view rather.
4. Present your opinion or an idea that needs to be developed or proved to your audience.
5. Express only one idea about one topic in your thesis statement.

### **Identify the Problems in these Thesis Statements:**

On a separate piece of paper please identify all the problems within these thesis statements. Then pick 2-3 and change them into acceptable thesis statements.

1. The World's Fair in New Orleans was a disaster because of the way the press criticized the way it was run, but it was exciting for little children and had many good food booths.
2. TV commercials are obnoxious to the person who is intent on watching a good show; on the other hand, they provide entertainment in the antics of the performers and they provide a good opportunity to take a snack break.
3. Since politicians are constantly bombarding each other, how do they expect anyone to know who is right and who is wrong?
4. Unless people are conscious of pollution, the world will be destroyed by the year 2050.
5. Rap is both a creative and original form of music; it also has its roots in American jazz.

# Essential Questions & Thesis Development

Subject: English

Grade Level: 9th

Lesson Number: 9

## Common Core State Standards

- CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

## Objectives

- Students will be able to give positive and constructive feedback to peers on their thesis statements.
- Students will be able to establish a working thesis statement that correlates to their essential question.

## Activities

- I. [10min] Group 4 Discussion On: Part 5 - The Whistler (46 Pages) (Ch 33-40)
  - A. Desks will be assembled into a circle
  - B. Group leaders will recap on 3 major happenings within the Section
  - C. They will then ask one factual and two inductive and analytical questions to the class and begin discussion
    1. Group Discussion Leaders will keep the flow of conversation, making sure their peers are getting a chance to share and discuss.
    2. They will also initiate and keep discussion going, where there are no long and unnecessary pauses.
- II. [20min] Thesis & Essential Questions
  - A. From the previous lesson, Students will get into groups of 3 and share their thesis statement that they came up with the other day.
  - B. Students will trade thesis statements and make a suggestion for improvement and explain what works well with their peer's thesis statement.
  - C. Students will then have the rest of the time to rewrite or revise their thesis statements
- III. [20min] In Class Reading
  - A. Students can read the in class novel or their independent reading novel.
  - B. During this time the teacher will go around approving the student's essential questions and thesis statements.

## Materials Needed

- None

## Homework

- **Group 5 Discussion On:**Part 6 - The Dream Carrier (37 Pages) (Ch 41-48)
- Essay
- Independent Reading

## Other Resources

- None

## Adaptations

Those that are struggling with their thesis statement will be helped through group feedback. The teacher will also meet with each student to go over his or her essential question and thesis statement to make sure he or she is on the right track.

## Assessment

As the students are reading, the teacher will go around and meet with each student about their essential question and thesis statement. This is where the teacher will get the general idea where her students are progressing and who needs additional help.

# Life's Little Gifts

Subject: English

Grade Level: 9th

Lesson Number: 10

## Common Core State Standards

- CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

## Objectives

- Students will be able to use a variety of techniques when writing.
- Students will be able to center their writing on a focused topic.
- Students will be able to convey vivid pictures within their writing.

## Activities

- I. [10min] Group 5 Discussion On: Part 6 - The Dream Carrier (37 Pages) (Ch 41-48)
  - A. Desks will be assembled into a circle
  - B. Group leaders will recap on 3 major happenings within the Section
  - C. They will then ask one factual and two inductive and analytical questions to the class and begin discussion
    1. Group Discussion Leaders will keep the flow of conversation, making sure their peers are getting a chance to share and discuss.
    2. They will also initiate and keep discussion going, where there are no long and unnecessary pauses.
- II. [20min] Life's Little Gifts
  - A. Liesel gives max 13 gifts, what gifts would you give? Since we are all writers we have the ability to give a gift of writing.
  - B. Students will think of one person that is important in their life, someone they want to write to (they have the option of giving this to this person or not)
    1. Ex: Family member, friend, mentor, teacher, coach, teammate...
    2. If a student does not wish to use the above, they may write to one of the characters in the book they are reading.
  - C. Students have the option to write:
    1. Story (must be at least one page)
    2. Song (must be at least 4 stanzas)
    3. Tribute (poem form at least 4 stanzas)
    4. Thank you (must be at least one page)
  - D. Students will have 20 minutes to write and will be able to turn this in the next day.
- III. [20min] In class reading
  - A. Students can read the in class novel or their independent reading novel.

## Materials Needed

- none

## Homework

- **Group 6 Discussion On:**Part 7 - The complete Duden Dictionary and Thesaurus (41 Pages) (ch. 49-55)
- Gift of writing (if not finished in class)
- Essay Draft due - next day
- Independent Reading

## Other Resources

- noe

## Adaptations

If a student is ahead and finished the lesson, they can look into local contest that they can enter their work in. These can be writing or poetry contest. The teacher will encourage them to write a poem based on the in class novel, their independent reading book, or what they created from Life's Little Gifts. Some contests that would be promoted will be: Teen Ink (no deadlines) or Adolescent Literacy (deadlines).

## Assessment

Students will be assessed on their group discussion as stated in previous lessons. With the following day, students will turn in their "Life's Little Gifts" assignment, which will be graded on completion, creativity, and relevance. As students begin to read, the teacher will go around and see where each student is at with our classroom book and how they are doing with their independent reading. I will take note on what page my students are on and ask them what they have found interesting so far and what they hope to find out in the book.

# Personal Dictionaries

Subject: English

Grade Level: 9th

Lesson Number: 11

## Common Core State Standards

- CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## Objectives

- Students will be able to beneficially peer edit other student's work.
- Students will be able to find significant meaning of words that are used daily and become aware of words they do not recognize.

## Activities

- I. [10min] Group 6 Discussion On: Part 7 - The complete Duden Dictionary and Thesaurus (41 Pages) (ch. 49-55)
  - A. Desks will be assembled into a circle
  - B. Group leaders will recap on 3 major happenings within the Section
  - C. They will then ask one factual and two inductive and analytical questions to the class and begin discussion
    1. Group Discussion Leaders will keep the flow of conversation, making sure their peers are getting a chance to share and discuss.
    2. They will also initiate and keep discussion going, where there are no long and unnecessary pauses.
- II. [10min] Personal Dictionaries
  - A. Hand out of Dictionary Papers, they will need to be cut and stapled together.
  - B. Students have 6 days in completing their personal dictionaries (2-3 words a day for a total of 12-18 words)
  - C. As Leisel begins to use her new Dictionary, the book shows entries from the Dictionary that pertains to that specific moment that Leisel faces.
  - D. We hear and see many words each day, students will have to write down a word that they hear that is not familiar to them, they will write their own definition of the word. They can do this by looking up the word in the dictionary and asking a friend or family member what the word means
    1. Words that they can use are academic and slang words
  - E. This will be turned in on the 15th day, and each day until then three students will share one word they found for their dictionary.
- III. First draft due of essay
- IV. [30min] Peer editing Part I
  - A. Everyone counts off by twos (each person should have a partner)
    1. Hand out "How to Integrate Quotes"
    2. Quick explanation of how to use quotes

## Materials Needed

- Staples
- Scissors
- 25-30 handouts of My Personal Dictionary
- 25-30 handouts of "how to integrate quotes"
- Projector

## Homework

- **Group 7 Discussion On:** Part 8 - The Word Shaker (41 Pages) (Ch. 57-64)
- Dictionaries
- Essay
- Independent Reading

## Other Resources

- [http://www.huffenglish.com/?page\\_id=15](http://www.huffenglish.com/?page_id=15)
- <http://www.brighthubeducation.com/middle-school-english-lessons/28444-how-to-teach-peer-editing/>

3. [10min] students will then switch papers and see if quotes are used correctly and then give feedback to their partner.
  4. During this time, the teacher will go around answering questions and making sure everyone is staying on task
- B. [20min] Peer editing Part II
1. Using the overhead, we will collaborate as a group on a check list of what we think is important when editing someone's paper.
  2. Students will then read their partner's paper over once, then read it a second time. They will look for anything that does not make sense, anything that they think would be good to add for better understanding, and not worry about grammatical errors.

## Adaptations

With the dictionaries, students that are bilingual will have the opportunity to use words that are in their first language and translate it into English, or visa versa. This will help this student develop a wider range of vocabulary, and a general interest for students who do not know how to speak that student's first language.

## Assessment

Students will be assessed on their dictionaries at the end of the unit, but each day a student will have the opportunity to share one of their words that they have found for the class. Students are not allowed to write a word that they heard shared from their peers, a list of already shared words will be kept on the board for students to be aware of.



**My Personal Dictionary**  
**By:**

---

1.

2.

3.

4.

7.

5.

8.

6.

9.

10.

13.

11.

14.

12.

15.

16.

17.

18.

## How to Integrate Quotations

Integrating quotations means “to weave the author’s words into your own sentences.” Quotations should not just be thrown into your essay. You may use block quotations in this research paper, but generally do not use them in a standard 2-3 page essay. Use only the best parts of your quotation. Always document ideas and quotations of others (document means the same thing as “cite”).

Here’s an example of an INDIRECT reference and a QUOTATION that is NOT well integrated. Note the use of ellipses to indicate missing material (which is NOT something you will need to do if you correctly integrate quotation).

The turning point in the struggle between Ralph and Jack is the killing of the sow (133-144). The sow is a mother: “sunk in deep maternal bliss lay the largest of the lot ... the great bladder of her belly was fringed with a row of piglets that slept or burrowed and squeaked (134).

- Document ideas and references, especially direct quotations.
- Do NOT put ellipses IN FRONT of a quotation, even if the front is missing.
- Do NOT put ellipses AT THE END of a quotation, even if the back is missing.
- Do NOT use more than one period per sentence.
- ALWAYS make the mixture of the author’s words and your words grammatically correct.
- If you need to insert a word of your own, or if you need to change a letter in order to make the sentence grammatically correct, use brackets []

“[S]unk in deep maternal bliss” (134), the sow is unaware of the danger approaching her.

Here is an example of a tightly integrated quotation.

“[S]unk in deep maternal bliss” (134), the sow is unaware of the approaching and “dreadful eruption from an unknown world” of British boys masked as savages, who will soon be laughing at Jack’s “reeking palms” (135) as they baptized with blood.

Note: This example has three integrated quotations in one sentence. If all the quotes come from the same page, you can put the documentation at the end of the sentence. However, these do not come from the same page. The second quotation is not documented, because it comes from the same page as the quotation that follows it. This is not hard, only time-consuming. However, it is absolutely necessary that you learn to document your textual evidence, how to choose only the best parts of the evidence, and how to smoothly integrate your evidence into your own writing.

# Short Memoirs

Subject: English

Grade Level: 9th

Lesson Number: 12

## Common Core State Standards

- CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

## Objectives

- Students will be able to investigate the similarities and differences within word groups in the basis of connotation and register.
- Students will be able to use pictures and words to demonstrate meaning.

## Activities

- I. [10min] Group 7 Discussion On: Part 8 - The Word Shaker (41 Pages) (Ch. 57-64)
  - A. Desks will be assembled into a circle
  - B. Group leaders will recap on 3 major happenings within the Section
  - C. They will then ask one factual and two inductive and analytical questions to the class and begin discussion
    1. Group Discussion Leaders will keep the flow of conversation, making sure their peers are getting a chance to share and discuss.
    2. They will also initiate and keep discussion going, where there are no long and unnecessary pauses.
- II. [35min] Making Words Matter
  - A. [15min] Word Choice Matters
    1. Students will go to the following interactive website:
      - a) [http://www.readwritethink.org/files/resources/interactives/word\\_matrix/](http://www.readwritethink.org/files/resources/interactives/word_matrix/)
    2. Students will learn about word choice and how we view words
      - a) Connotation: horizontal axis (negative/positive)
      - b) Register: vertical axis (informal/formal)
      - c) Connotation & Register: using both the horizontal and vertical axes
    3. Students will then write in their notes on words that they liked and try to incorporate that into their comic strip and or essay.
  - B. [20min] Comic Strips
    1. Students will go to the following interactive website:
      - a) [makebeliefscomix.com](http://makebeliefscomix.com)
    2. Students will pick a point in their reading assignments (independent or class reading) where they will create a comic with 3 panels
    3. After completing their comic they will print it off and turn it in
- III. [5min] Dictionaries
  - A. 5-8 students will share one word that they found for their dictionary

## Materials Needed

- Computer Lab

## Homework

- **Group 8 Discussion On:** Part 9 - The Last Human Stranger (29 pages) (Ch. 65-72)
- Independent Reading
- essay
- Dictionaries

## Other Resources

- <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-power-language-with-30701.html?tab=1#tabs>
- [makebeliefscomix.com](http://makebeliefscomix.com)

## Adaptations

If the website is down, or students seem to be confused with the assignment, the teacher will ask to do the following assignment:

Students will make their papers look like this:

Negative	Neutral	Positive

The list of words will be: old, smell, young, loud, cold, shy, smart, large.

They will then put these words in the provided category and then fill in the blanks with what they see fit.

Example:

<b>Negative</b>	<b>Neutral</b>	<b>Positive</b>
<i>Old</i>	Elder	Wise
Stench	<i>Smell</i>	Fragrant

## Assessment

Students will be graded on the creativity and word choice in their comics that they create. The teacher will also go around the room to make sure students write at least 5 words they liked from the Word Choice website. During this time the teacher will also check off students who have shared their dictionary words.

# Laptop Day

Subject: English

Grade Level: 9th

Lesson Number: 13

## Common Core State Standards

- CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## Objectives

- Students will be able to know how to revise an essay.
- Students will be able to follow a checklist to stay on track with their paper.
- Students will be able to make clearer and detailed sentences.

## Activities

- I. [10min] Group 8 Discussion On: Part 9 - The Last Human Stranger (29 pages) (Ch. 65-72)
  - A. Desks will be assembled into a circle
  - B. Group leaders will recap on 3 major happenings within the Section
  - C. They will then ask one factual and two inductive and analytical questions to the class and begin discussion
    1. Group Discussion Leaders will keep the flow of conversation, making sure their peers are getting a chance to share and discuss.
    2. They will also initiate and keep discussion going, where there are no long and unnecessary pauses.
- II. [10min] Mini Lesson
  - A. Stretching sentences
  - B. Students will find one sentences in their paper that needs more elaboration
  - C. The teacher will create a sentences (using the photo provided) to explain the mini lesson.
  - D. Students will then take what they learned and try it on the sentence they chose.
  - E. Some students will have the opportunity to share their newly developed sentences.
- III. [25min] laptop writing session I
  - A. Students will take this time to write, revise, and edit their final essays
  - B. Students will also have a handout of their revision checklist
- IV. [5min] Dictionaries
  - A. 5-8 students will share one word that they found for their dictionary

## Materials Needed

- In-class Laptops
- 20-25 handouts of Revision Checklist
- Stretching sentences Picture

## Homework

- **Group 9 Discussion On:** Part 10 - The Book Thief (44 Pages) (Ch. 73-80)
- Independent reading
- essay
- Dictionaries

## Other Resources

- <http://www.gtps.k12.nj.us/schools/smithv/hughesjl/Revisingediting/REVISION%20CHECKLIST.pdf>
- <http://www.teacherspayteachers.com/Product/Sentence-Writing-Expanding-adding-who-what-when-where-why-253068>
- <http://leo.stcloudstate.edu/acadwrite/conclude.html>

## Adaptations

An English Language Learner who is having difficulty in creating their concluding paragraph as well as other students will receive a hand out on example paragraphs. This should provide the help that these students need in finishing their essays.

## Assessment

Students will be assessed on the revision checklist that they show to the teacher. As the students are writing, the teacher will go around and see where the students are at in their final paper. This will show the teacher the students progress and what should be taught next if there are any repetitive struggles in student's writing.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Hour: \_\_\_\_\_

## REVISION CHECKLIST

Focus on one target skill at a time. Read the item and then go back and read your piece for each item. Make sure your piece is exactly how you want it for each item. Remember, revision is the MOST important step in writing.

1. Do I have an opening sentence(s) that hooks the reader? \_\_\_\_\_
2. Is my piece focused? Does it stick to the topic throughout the piece? \_\_\_\_\_
3. Is my piece clear? Does it say what I want it to say? Do my sentences and ideas make sense?  
Flow? \_\_\_\_\_
4. Have I completely answered all the questions asked in the prompt? Refer back to prompt to check. \_\_\_\_\_
5. Have I included details, explanation, and elaboration of my ideas? \_\_\_\_\_
6. Do I have a closing sentence(s)? Does it close and tie up the piece? \_\_\_\_\_
7. Do my sentences show rather than tell? \_\_\_\_\_
8. Do I have a varied word choice? \_\_\_\_\_
9. Do I have a varied sentence structure (questions, exclamations, dialogue, one word sentences, variety of length)? \_\_\_\_\_
10. Do I have transition words? \_\_\_\_\_
11. Do I use compositional risks? (italics, simile, metaphor, personification, onomatopoeia, repetition, alliteration, etc)? \_\_\_\_\_

Approval: \_\_\_\_\_



## Conclusion Paragraphs

### Conclusion Should

- Stress the importance of the thesis statement
- Give the essay a sense of completeness
- Leave a final impression on the reader

### Suggestions

- Answer “So What?”
  - Why was this paper important?
- Synthesize, don’t summarize
  - How did the points you made support your paper?
- Redirect your readers
  - Give them something to think about

### Types:

**Echoing the introduction:** Echoing your introduction can be a good strategy if it is meant to bring the reader full-circle. If you begin by describing a scenario, you can end with the same scenario as proof that your essay was helpful in creating a new understanding.

**Challenging the reader:** By issuing a challenge to your readers, you are helping them to redirect the information in the paper, and they may apply it to their own lives.

**Looking to the future:** Looking to the future can emphasize the importance of your paper or redirect the readers' thought process. It may help them apply the new information to their lives or see things more globally.

**Posing questions:** Posing questions, either to your readers or in general, may help your readers gain a new perspective on the topic, which they may not have held before reading your conclusion. It may also bring your main ideas together to create a new meaning.

## Stretch a Sentence!

**Who?**

My beautiful fish

**Is Doing What?**

My beautiful fish

swam in her tank.

**When?**

All day long, my beautiful

fish swam in her tank.

**Where?**

All day long, my beautiful

fish swam in her tank in my room.

**Why?**

All day long, my beautiful

fish swam in her tank in my

room because she was happy.

# Laptop Day

Subject: English

Grade Level: 9th

Lesson Number: 14

## Common Core State Standards

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

## Objectives

- Students will be able to use effective transition words within their writing.
- Students will be able to distinguish when and how to use a comma correctly.

## Activities

- I. Group 9 Discussion On: Part 10 - The Book Thief (44 Pages) (Ch. 73-80)
  - A. Desks will be assembled into a circle
  - B. Group leaders will recap on 3 major happenings within the Section
  - C. They will then ask one factual and two inductive and analytical questions to the class and begin discussion
    1. Group Discussion Leaders will keep the flow of conversation, making sure their peers are getting a chance to share and discuss.
    2. They will also initiate and keep discussion going, where there are no long and unnecessary pauses.
- II. [10min] Mini Lesson
  - A. Go over: Transition words and phrases
    1. [http://msmcclure.com/?page\\_id=6534](http://msmcclure.com/?page_id=6534)
  - B. Go over common Commas:
    1. [http://msmcclure.com/?page\\_id=6486](http://msmcclure.com/?page_id=6486)
- III. [25min] Computer lab writing session II
  - A. Students will take this time to write, revise, and edit their final essays
- IV. [5min] Dictionaries
  - A. 5-8 students will share one word that they found for their dictionary

## Materials Needed

- In-Class Laptops
- 20-25 handouts of “comma rules”

## Homework

- Essay
- Dictionaries

## Other Resources

- [http://msmcclure.com/?page\\_id=6534](http://msmcclure.com/?page_id=6534)
- [http://msmcclure.com/?page\\_id=6486](http://msmcclure.com/?page_id=6486)

## Adaptations

A handout of comma rules will be provided to help out English Language Learners in the classroom. We will also touch base on common comma errors such as comma splices. This will help these specific students who are not familiar with English writing as well as those who are.

## Assessment

As students are writing the teacher will go around answering questions and clarifying any confusion. Nothing will be graded today. Today is just a day to make sure students are completing and printing off their final essays today and are ready to hand them in tomorrow.

## Comma Rules

1. Use a comma **to separate the elements in a series** (three or more things): *The family needs clothing, food, and shelter.* In fiction, you use a comma before the *and*. In journalism, you do not.

2. Use a comma + a **coordinating conjunction** (and, but, for, nor, yet, or, so) **to connect two independent clauses or two complete sentences**: *The owl is a nocturnal animal, and it sleeps during the day. I thought I could stay awake till midnight, but I fell asleep much earlier.* The comma should not follow the *and* or *but* (e.g., *The owl is a nocturnal animal and, it sleeps during the day.*)

3. Use a comma **to set off most introductory phrases**. Here is a simple definition of a phrase: a word group that lacks either a subject or a predicate or both: *Fearing an accident, she drove carefully during the stormy weather,* or *In a panic, he rummaged through his pockets in search of his wallet.*

4. Use a comma when a **subordinate clause** is as an introductory element of a sentence and modifies a word or words in the main clause: *Although Susan had woken up earlier than usual, she was still late for school.*

5. Use a comma **to set off parenthetical elements**: *The Paradise Bridge, which spans the Petaluma River, is falling down.* A parenthetical element is a nonrestrictive element: a part of a sentence that can be removed without changing the essential meaning of that sentence. The parenthetical element is sometimes called “added information.” You can decide whether to use commas in such cases by removing the phrase. If the sentence still makes sense and is complete, you separate the phrase with commas. An appositive, a re-naming or amplification of a word that immediately precedes it, is almost always treated as a parenthetical element. An **absolute phrase** is always treated as a parenthetical element, as is an **interjection**. An **addressed person’s name, or vocative**, is also always parenthetical. When both a **city’s name and that city’s state or country’s name are mentioned together**, the state or country’s name is treated as a parenthetical element: *Paris, France, is often called “The City of Lights.”*

6. Use a comma **with a prepositional phrase** that starts with prepositions that take objects: *about, above, at, before, below,* or as we used to say, to remember: *over, under, around* and *through*: *Before learning to walk, most children first learn to crawl.*

7. Use a comma **before which** but **not before that**: *I studied at the university, which was in town,* or *I studied at the university that was in town.*

8. Use a comma **to separate coordinate adjectives**. You could think of this as “That tall, distinguished, good-looking fellow” rule (as opposed to “the little old lady”). If you can put an *and* or a *but* between the adjectives, a comma will probably belong there. For instance, you could

say, *I live in an ancient and run-down house*. So you would write, *I live in an ancient, run-down house*.

9. Use a comma **to set off quoted elements**: *Summing up this her opinion of commas, Gertrude Stein wrote, "... well at the most a comma is a poor period that lets you stop and take a breath..."* If an attribution of a quoted element comes in the middle of the quotation, two commas will be required. Be careful *not* to use commas to set off quoted elements introduced by the word *that* or quoted elements that are embedded in a larger structure. Furthermore, instead of a comma, use a colon to set off explanatory or introductory language from a quoted element that is either very formal or long.

10. Use commas **to set off phrases that express contrast**: *Some say the world will end in ice, not fire, or It was her money, not her charm or personality, that first attracted him*.

11. Use a comma **to avoid confusion**. This is often a matter of consistently applying rule #3: *Outside, the lawn was cluttered with hundreds of broken branches* instead of this: *Outside the lawn was cluttered with hundreds of broken branches*.

12. Use a comma for **typographical reasons**: Between a city and a state (*Petaluma, California*), a date and the year (*June 8, 2000*), a name and a title when the title comes after the name (*Mr. Eric Pratt, Professor of Marketing*), and in long numbers (*92,545*). Although you will often see a comma between a name and suffix — Eric Pratt, Jr.; Richard Harrison, III — this comma is no longer regarded as necessary by most copy editors, and some individuals — such as Martin Luther King Jr. — never used a comma there at all.

# Due Day

Subject: English

Grade Level: 9th

Lesson Number: 15

## Common Core State Standards

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## Objectives

- Students will be able to give critical and positive feedback about the unit they just went through.
- Students will be able to summarize and present their independent reading to an audience.

## Activities

- I. [15min] essays due
  - A. Time is allotted for students who wish to share their stories. They will not read their essay but give a short 2 min summary of what they wrote about.
  - B. Students will then turn in their final essays with rubric
- II. [5min] Dictionaries
  - A. 5-8 students will share one word that they found for their dictionary
  - B. Students will then turn in their dictionaries
- III. [15min] Book Talks
  - A. Students will have the opportunity to give a 2-3 minute book talk about their independent reading
    1. Introduction of the title & author
    2. Their rating from 1-10 (10 being the best)
    3. Short plot summary
    4. Who they recommend it to
    5. How they connected their book to *The Book Thief*
- IV. [15min] Ball Questions
  - A. Students will sit on their desks
  - B. A ball will be provided with the following questions written on it:
    1. What was your favorite part of this unit?
    2. What would you change about this unit? Why?
    3. What did you enjoy the most about *The Book Thief*?
    4. What was your favorite project?
    5. Would you recommend *The Book Thief* to a friend or your independent read? Why?
    6. What mini-lesson do you wish was taught?
    7. What was your Essential Question?
  - C. Students will gently toss the ball to one another after finishing their answer to the question
  - D. Students read a question that their left thumb has landed on

## Materials Needed

- Ball with questions

## Homework

- none

## Other Resources

- none

## Adaptations

Students that have fallen behind in class due to illness will be able to make up points by presenting a book talk and by giving a summary about their essay that they wrote. This will help the teacher know if the student prepared themselves from the work they missed.

## Assessment

Students will be given extra points if they present a book talk or essay summary to the class. Students will also assess the unit plan as a whole on what did and did not work in the unit through the ball exercise. As previously stated in other lessons, students will be graded on their in class participation, personal dictionaries, and final essays.