

Autumn Rieger
ED 321
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ED 321 THEMATIC UNIT PLAN

Part I: Contextual Factors

- **Unit Theme** – Prejudice and Racism (Racial and Religious)
 - **Grade Level** – 6-7th
 - **Unit Description**
 - **Personal issues, needs and problems of adolescents that will be addressed in the unit:**
Fitting in, being different, the “norm”, taking a stand, racial and religious prejudice.
 - **Social issues and topics that will be addressed in the unit** –
Hate and love, violence and peace, terror and kindness, human strengths and weaknesses, fear of own friends
 - **Content and skills to be covered in the unit**
Social Studies & Language Arts
 - **Persistent/enduring concepts that the intersecting personal and social themes may eventually lead toward**
Understanding that people have choices, whether it is a vehicle of power, a source of misplaced knowledge, or dangerous deception. Students will gain a better understanding of the power the Klan has on a small religious community in 1924. As in the book, students will gain a better understanding of their own beliefs or fears that may be underlying that they are not aware of. Concentrate on the old saying, “Not in my backyard”. Students will learn about how speaking-up can have a ripple effect. Learning about the past with hopes of creating a future that is good for all.
- Estimated time required for completion** – 3 weeks (approximately 18 days)
- **Significance/rationale for the unit (How and why the unit will meet all 8 of the Guiding Principles for A Middle School Curriculum (Beane, NMSA) Please number and identify each principle and then define how you meet it throughout the plan.**

Guidelines:

1. **The middle school curriculum should focus on general education.**
This unit will meet this guideline by addressing the areas of Social Studies and Language Arts. Students will have the opportunity to learn about American History by studying racism, civil rights, and the Ku Klux Klan. This unit is a time piece happening just after the Great Depression. Students will also have the opportunity to learn about literacy devices, such as characterization and analysis. The novel is told in 5 points of view in free verse poem style.
2. **The Central purpose of the middle school curriculum should be helping early adolescents explore self and social meanings at this time in their lives.**
This unit will meet this guideline by addressing social prejudices and religious and racial discrimination of a young girl their own age. These same prejudices are all around them everyday, whether they are aware of it or not. One of the central themes throughout this novel is the awareness some of the characters have to their own prejudices. Other characters realize over

the course of the novel that they had underlying prejudices all along. This unit will address compelling concerns of what is going on in and around early adolescents and what is present in their lives.

3. **The middle school curriculum should respect the dignity of early adolescents.**

This unit will meet this guideline by addressing the social and personal concerns of our own environment. Students will be able to gain a better understanding how such democracy did not exist in a small northern town in the 1920's. The novel does not sugar-coat the racism, bigotry and discrimination that exists, while teaches a lesson about the impacts of such hatred. Students will also see how people you least expect and respect the most can be the root of most evil. This novel and unit will provide access to critical knowledge and skill about American history.

4. **The middle school curriculum should be firmly grounded in democracy.**

This unit will meet this guideline by participating in a character analysis and on-going class discussions. Students will have the opportunity to voice their own concerns and questions throughout the entire unit. Students will be able to discuss their own feelings toward the events that take place in the novel through journal entries and group presentations. The students will collaborate on activities throughout the unit with no right or wrong answer, but strictly their response to the novel.

5. **The middle school curriculum should honor diversity.**

This unit will meet this guideline by addressing the effects of the Ku Klux Klan on a small community and the hatred they practice. It will also focus on the effects the KKK have on not only a young black girl, but also the effect they have on a young Jewish girl, who is new to the town. Students will see how racial and religious prejudices are portrayed in school and around town, and when acts of violence are caused to these two girls and their families. This unit will address the change in a small community that was once driven by the KKK and eventually transforms their beliefs because of acts that are inhuman and not justified by a community.

6. **The middle school curriculum should be of great personal and social significance.**

This unit will meet this guideline by addressing a town in the United States that is not in the confederate south, which we learn so much about with the civil war. Instead, students will learn about a northern town that changes their way of thinking because of a few incidents of hatred. The towns own racial and religious ignorance comes to light. Townspeople begin to realize that the two main characters in the story are not what they had stereotyped them to be and learn from their bad ways. The novel has a very powerful theme and will enlighten the search for self and social meaning for students, just as it did for many of the characters in the novel.

7. **The middle school curriculum should be lifelike and lively.**

This unit will meet this guideline by providing opportunities for students to give a reader response through journal writing and other activities throughout the unit. Students will be able to address their concerns and questions about the injustice throughout the novel with many characters. Students will have the opportunity to express themselves in the activities throughout this unit. The powerful lesson that is taught in this novel will evoke group discussions, whether it is of personal interest, or one of opposition. Students will be given a platform to voice the impact of the characters and events in the novel.

8. **The middle school curriculum should enhance knowledge and skills for all young people.**

This unit will meet this guideline by addressing a “life-like” scenario of American history. Instead of reading a fiction book, students will be reading a historical fiction book that incorporates an event that actually happened in America. Students learn about social, religious and racial prejudices throughout many of their lessons, for instance, civil rights, Holocaust, the Revolutionary war, but they will have the opportunity to learn about it through the points of view of characters. Students will be given a more in-depth teaching about the KKK, which is briefly covered in regular lessons about the civil rights movement. Those lessons typically focus on segregation and Martin Luther King. This unit will give students an opportunity to learn from many characters and 5 different points of view the impact two little girls can have on a small town.

Indicator	Indicator Met
Appropriateness For Students	Design decisions are accurate for students’ grade and age level. Personal and social issues targeted in unit design are relevant, engaging and appropriate.
Time Allotment	Time allowed for teaching the unit is realistic and reasonable in terms of accomplishing goals.
Impact on Student Learning	Unit design accounts for the acquisition of content knowledge and skills that meet the learning needs of students.
Long Lasting Meaning and Learning	The intersection of personal and social concepts in the design are evident and have the potential to lead to the acquisition of persistent and enduring concepts on the part of students.

Part II: Unit Objectives

Provide and justify the objectives for the unit.

- State the objectives. These objectives should define what you expect students to know and be able to do at the end of the unit. The objectives should be significant, challenging, varied and appropriate.
 1. Students will read Witness by Karen Hesse in order study religious and racial prejudice.
 2. Students will identify examples of racism throughout American history and write about one individual in first person.
 3. Students will locate articles in the newspaper reflecting present day racism.
 4. Students will discuss events throughout the book in small and large groups
 5. Students will write in their journal daily about topics and events in the book and how they impacted their understanding of racial and religious prejudices.
 6. Students will distinguish among the various characters and explain their relationships to each other making connections.
 7. Students will show their understanding of free verse poems
 8. Students will explain events in the book that demonstrates religious and racial prejudices
 9. Students will predict what the town will look like in 5 years.
 10. Students will develop a skit in groups about characters/events in the book.
 11. Students will identify how characters and relationships change throughout the book.
 12. Students will present their understandings of events and characters throughout the book
 13. Students will define vocabulary used in the book
- Identify the cognitive process and knowledge domains represented by each objective (Bloom’s Taxonomy).

Blooms Taxonomy

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Identify	Read	Predict	Distinguish	Develop	Explain
Distinguish	Explain	Show	Present	Write	
	Distinguish			Discuss	
	Locate				

Cognitive Process Dimension

Remember	Understand	Apply	Analyze	Create	Evaluate
Recalling	Interpreting	Executing	Differentiating	Generating	Critiquing

Recognizing	Comparing	Implementing	Attributing	Producing	
	Explaining			Planning	

- Number or code each objective so you can reference it throughout your unit.

See above for numbered objectives (1-12)

- Show how your objectives are aligned with state and/or local standards.

English Language Arts: Reading, Writing, Communicating, Oral Language, Language, Media/Technology, Research

A.8.1 Use effective reading strategies to achieve their purposes in reading.

A.8.2 Read, interpret, and critically analyze literature.

A.8.3 - Read and discuss literary and nonliterary texts in order to understand human experience

A.8.4 Read to acquire information

B.8.1. - Create or produce writing to communicate with different audiences for a variety of purposes.

B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.8.2 Listen to and comprehend oral communications.

C.8.3 Participate effectively in discussion

D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

E.8.1 Use computers to acquire, organize, analyze, and communicate information.

F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

Social Studies: History, Behavioral Science

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.3 Describe the relationships between and among significant events, such as causes and consequences of United States history

B.8.4 Explain how and why events interpreted differently depending upon perspectives of participants and witnesses.

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom,

democracy, equality, or justice, and express the position coherently

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world

Indicator	Indicator Met
Significance, Challenge and Variety	Objectives reflect several types or levels of learning and are significant and challenging. Objectives are practical and reasonable in providing opportunities for student to attain the intended knowledge, skills, and understandings of the unit.
Clarity	Objectives are clearly stated as learning outcomes.
Appropriateness For Students	Objectives are appropriate for the development and needs of middle grade students.
Alignment with State or Local Standards	Objectives are explicitly aligned with national, state or local standards.

Part III: Assessment Plan

Design an assessment plan to monitor student progress toward your unit objectives.

- Use multiple assessment modes and approaches aligned with your objectives to assess student learning. These assessments should authentically measure student learning and may include performance-based tasks, paper-and pencil tasks, or personal communication.
- Describe why your assessments are appropriate for measuring learning.
- Provide an overview of the assessment plan. For each objective include: assessments you will use to judge student performance, the format of each assessment, and the criteria you will use to determine if the students' performance meets the objective. You may use a visual organizer such as a table, chart, map, outline or other means to make your plan clear.
- Create a rubric for one of the assignments of the unit.
- Provide a grading plan for the unit.

<i>Objective</i>	<i>Assessment (What)</i>	<i>Format (How)</i>	<i>Criteria (Required)</i>
1	Shared Reading	<i>Informal Assessment</i> Daily readings of each chapter Round Robin, Popcorn, Listening to audiotape	Participate actively in chapter readings by following along when classmates are reading. Participate actively in chapter readings by following along when the audiotape is playing. Participate actively in chapter readings by reading when it is their turn
2	Research events of racism in Am. History Write Narrative	Student created list of events of racism in American History <i>Paper-and-pencil</i> First-person narrative about an individual in American History that overcame / experiences	List 7-8 events of religious and/or religious racism in American History State source/references 1-2 page first-person narrative about an individual who

		religious or racial prejudices	overcame or experiences racism in American history. Should include: Persons name, date(s), problem and impact.
3,4	Locate articles about present day racism and present to the class	<i>Personal Communication</i> Locate articles in the newspaper and present them to the class. Discuss as a class their concerns, connections or questions.	Locate 1 article of present-day racism in the United States. Actively participate by presenting findings to the class in a brief summary. Actively participate in class discussion about classmates findings.
5,8,11	Journal entries	<i>Paper-and-pencil task</i> Write daily in their journals about different topics introduced in the book focusing on the impact of racial and religious prejudices.	Write daily entries in journal using teacher-appointed topic. Write daily entries in journal about a topic of choice
4,6, 12	Sociogram	<i>Paper-and-pencil task/personal communication/performance based</i> Create a sociogram using three characters from the book to distinguish among them and explain their relationships. Discuss in small groups	Completion of sociogram worksheet. Should include: 3 characters, 4-5 characteristics among them, and an explanation of their relationships to each other. Students can pick their own characters for sociogram.
4,7	Free-verse poem	<i>Paper-and-Pencil task / performance based</i> Create their own free-verse poem using Alliteration, Assonance, Internal Rhyme, and Onomatopoeia Read/present poem to small group of students	Student created poem using Alliteration, Assonance, Internal Rhyme, and Onomatopoeia Poem should have imagery throughout Poem should consist of at least 9-lines

			<p>Students actively participate reading their poem to a small group.</p> <p>Students actively participate by listening to readings.</p>
6,8,9,11,12	Making Predictions	<p><i>Paper-and-pencil task/personal communication</i></p> <p>Make predictions on assigned chapters throughout the book.</p> <p>Make a prediction of what the town will look like in 5 years by writing an epilogue.</p> <p>Draw what the town looks like in 5 years.</p>	<p>Student actively make predictions about chapters in the book as assigned.</p> <p>Student identifies 1-2 characters.</p> <p>Student shows evidence to support prediction.</p> <p>Student writes a 1 page epilogue (essay) predicting what the town will look like in 5 years. Should include: Names of 3-4 characters, setting, races/religions, town viewpoints, and identify the role of the KKK (if any).</p> <p>Student draws a picture of the town identifying major businesses and people from the book.</p> <p>Student uses colors to enhance the drawing.</p>
4,6,8,11,12	Hot Seat	<p><i>Performance based/personal communication</i></p> <p>Large group “hot seat”: One student is a character from</p>	<p>Student actively participates as one of the characters, as a devil, and as an angel.</p> <p>Students must use evidence</p>

		the book, one student is the “angel” or good conscience, one student is the “devil” or bad conscience, using an event from the book the student has to take an action based on the advice of his/her good or bad conscience.	from the book to persuade good or bad decision-making. Students must make a decision based on advice from their good or bad conscience and explain why.
13	Quizzes	<i>Paper-and-pencil task (traditional assessment)</i> Chapter quizzes	10 questions per chapter. Included in chapter quizzes: Vocabulary, events, characters, quotes, conflicts, plot changes. Students must answer questions based on each chapter. Each quiz will be a fill-in-the-blank format.
4,6,10,11,12	Character & Event Skit	<i>Performance based</i> Work in small groups to create a 3-5 minute skit about an event in the book. Teacher-selected events that groups can pick from.	3-5 minute skit Student actively participates in group preparation. Student actively participates in presentation of skit. Student uses props/costumes to enhance skit. Relevant details about the events in the book and characters.
6,8,11,13	Study guide questions Unit test	<i>Paper-and-pencil Task (traditional assessment)</i>	Completed study guide Unit test including: Multiple Choice, Fill-in-the-blank, and 3 essay questions.

Explanations about Assessment Approaches:

The above assessments are appropriate for measuring learning because the assessments are varied for multiple intelligence's, correspond to the teaching objective, and meet state standards. The assessments are varied providing different approaches for learners. The assessments display authentic assessments, traditional assessments, performance-based assessments, and informal assessments.

Grading Plan:

1. Students will automatically be given 50 points for participation. Student will lose up to five points every time he or she is not participating in class. A student is participating when he or she speaks voluntarily, pays attention, listens actively, and works on daily assignments as directed in class.
2. Students will automatically be given 50 additional points for preparedness. Students will lose up to five points every time the he or she is not prepared for class with pen, pencil, paper, binder, textbook or novel. No excuses! Be responsible-- bring the correct materials every day and remember a pencil on test days.

Everyone begins class with a 100% A average, and now it is up to you to keep it.

Total points earned from tests, quizzes, essays, daily and homework assignments will be converted to a percentage/letter grade based on the county grading scale:

90 – 100 = **A**

80 – 89 = **B**

70 – 79 = **C**

60 – 69 = **D**

0 – 59 = **F**

Source:

Read more: "Sample High School Grading Policy and Procedures: Model Student Document for Class Rules, Extra Credit, and Plagiarism" - http://lesson-plans-materials.suite101.com/article.cfm/sample_high_school_grading_policy_and_procedures#ixzz09ggPkWVP

Indicator	Indicator Met
Alignment with Objectives	Each of the objectives is assessed through the assessment plan; assessments are congruent with the objectives.
Clarity of Criteria and Standards for Performance	Assessment criteria are clear and are explicitly linked to the objectives.
Multiple Modes	The assessment plan includes multiple assessment modes and

and Approaches	authentically assesses student performance throughout the instructional sequence.
Technical Soundness	The grading plan is valid; scoring procedures are explained and accurately measure student learning. The rubric allows the teacher and the student to accurately and substantively assess student performance.

Part IV: Unit Design

Design your unit instruction related to the unit objectives.

- Provide an overview of your unit. Use a visual organizer such as a block plan, chart, map or outline to make your unit plan clear. Provide a brief description of the learning experience you are planning for each day/period and its purpose in the unit. Keep in mind that the unit design must not be a set of formal lesson plans, but rather a guide, a “road map,” that allows for flexibility as you teach and continually assess student learning.
- Indicate the objective(s) (coded by number) that you are addressing in each learning experience. Make sure that every objective is addressed by at least one learning experience and that every learning experience relates to at least one objective.
- Include a list of all materials and resources to be used in the unit.
- Write three lesson plans for your unit that reflect a variety of instructional strategies/techniques. These lesson plans can (but do not have to) comprise three consecutive days. Include all print materials you would use or give to students (e.g., handouts, worksheets, overheads, criteria/self/peer/teacher assessment sheets, rubrics, etc.)

<i>Day</i>	<i>Standard</i>	<i>Objective</i>	<i>Concept / Activity</i>	<i>Materials</i>
1	Language Arts: C.8.1,C.8.2,C.8.3 Social Studies: B.8.2,B.8.3,B.8.5E.8.4E.8.9	2, 13	<u>What is Racism?</u> Types of racism: religious, racial, gender, class, etc. List examples as a class. Discuss unit goals and overview	KWL chart
2	Language Arts: A.8.1, A.8.2, A.8.3, A.8.4, B.8.1, B.8.3, E.8.1 F.8.1 Social Studies: B.8.2, B.8.3, B.8.4, B.8.5	2, 5,13	<u>Racism in American History</u> Research on the computer events of	Computer Printer Copy Paper Pencil

			<p>racism in American history. List 7-8 events.</p> <p>First-person narrative about an individual in American History that overcame / experiences</p> <p>Homework: Finish narrative</p>	<p>Research requirements</p> <p>Narrative requirements</p>
3	<p>Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2, F.8.1</p> <p>Social Studies: B.8.4, B.8.10, E.8.4, E.8.10</p>	3, 5	<p><u>Present Day Racism</u></p> <p>Locate articles in newspaper and magazines reflecting present day racism. Highlight important details and/or questions that arise.</p> <p>Students will discuss in small and large groups.</p> <p>Homework: Journal entry – questions from articles and discussions</p>	<p>Multiple Newspapers</p> <p>Magazines (Time, Newsweek)</p> <p>Highlighter</p>
4	<p>Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, B.8.3, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2,</p>	7, 13	<p><u>Reading in Roles</u></p> <p>Individually Individual free verse poems (alliteration assonance, internal rhyme and onomatopoeia)</p> <p>Create a free verse poem and present to class</p> <p>Homework: Vocabulary sec. 1</p>	<p>Pen/pencil</p> <p>Paper</p> <p>Overhead Projector</p> <p>Poem samples on transparencies</p> <p>Vocabulary Words</p>
5	<p>Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2,</p>	1,4,6,7,8, 13	<p>Read pg. 1-16</p> <p>Students read in role</p>	<p>Book: <i>Witness</i></p> <p>Character sheets</p>

	Social Studies: B.8.4, B.8.10, E.8.4, E.8.10		silently and then to partners Discuss in lg. group Homework: Vocabulary sec. 1	
6	Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, B.8.1, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2, Social Studies: B.8.4, B.8.5, B.8.10, E.8.4,	1,4,5,6,12	<u>Character Connections</u> Read pg. 17-31 What are the similarities between Vera and Esther? Discuss in small groups Homework: Journal entry – Make a prediction about Vera and Esther as it relates to the town	Book: <i>Witness</i> T sheet handout
7	Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2, Social Studies: B.8.2, B.8.4, B.8.5, B.8.10, E.8.4,	1,4,5,6,8,12,13	<u>Signs of Racism and Bigotry</u> Read pg. 32-50 in role Silently first then aloud to group Discuss character perspectives and how they affect others in town Vocabulary Quiz – Sec. 1 Homework: Journal Entry – explain the train to heaven and give evidence from the book	Book: <i>Witness</i> Vocabulary Quiz handout
8	Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2, Social Studies: B.8.4, B.8.5, B.8.10,	1,4,6,8,11,12	<u>Character Relationships</u> Sociogram; list changes and relationships	Book: <i>Witness</i> Sociogram handout

	E.8.4,		Of characters In groups make predictions Read in groups pg. 51-61	
9	Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2, Social Studies: B.8.2, B.8.4, B.8.5, B.8.10, E.8.4, E.8.4	1,4,8,12,13	<u>Talk of the Town</u> Read pg. 61-92 Discuss Homework: Vocabulary sec. 2	Book: <i>Witness</i> Vocabulary words
10	Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2, Social Studies: B.8.4, B.8.10, E.8.4,	1,4,5,6,12	<u>Strange Events/Dangers</u> Group discussion- What are the dangers for Sara? How have they intensified? Predict Read pg. 93-125	Book: <i>Witness</i>
11	Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2, F. Social Studies: B.8.4, B.8.10, E.8.4,	1,4,6,8,11,12,13	<u>Values and Beliefs Change</u> Vocabulary quiz section 2 Review Sociogram; Are the relationships changing? Homework-read pg. 126-140	Vocabulary Quiz handout Sociogram handout
12	Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2, F.8.1 Social Studies: B.8.4, B.8.10, E.8.4,	5,8,11,12,13	<u>Events</u> Select one event from story you think to be	Paper Pen/pencil Vocabulary words

			<p>major And write a 1 page essay explaining why.</p> <p>Homework: Vocab sec. 3 Journal entry; How will story end?</p>	
13	<p>Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2,</p> <p>Social Studies: B.8.4, B.8.10, E.8.4,</p>	1,4,6,8,9	<p><u>Final Thoughts and Feelings</u></p> <p>Read pg. 141-163</p> <p>Discuss ending - What surprises did Hesse have in store for us? How has the town changed? Characters?</p> <p>Hot seat – “devil” and “angel” using evidence from story</p> <p>Homework- Hesse’s writing style write epilogue-what will town be like in 5 yrs and draw it</p>	<p>Book: <i>Witness</i></p> <p>copy paper construction paper (various colors) markers/colored pencils Epilogue requirements</p>
14	<p>Language Arts: A.8.4,B.8.3,C.8.1,C.8.2,C.8.3,D.8.1, D.8.2,</p>	10,13	<p><u>Role Play</u></p> <p>Vocabulary section 3 quiz</p> <p>Given selection of pages, create a skit with groups of 3-4</p>	<p>Vocabulary Quiz handout Paper Pen/pencil Skit requirements</p>
15	<p>Language Arts: A.8.4,B.8.3,C.8.1,C.8.2,C.8.3,D.8.1, D.8.2,</p>	10	<p><u>Role Play continued</u></p> <p>Further develop skit in groups</p>	
16	<p>Language Arts: A.8.4,B.8.3,C.8.1,C.8.2,C.8.3,D.8.1, D.8.2,</p>	10,13	<p><u>Role Play Rehearsals</u></p> <p>Final Vocabulary test on section 3</p>	<p>Vocabulary test Pencil Study guide</p>

			Rehearse in groups Homework: Study guide	
17	Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2, F.8.1 Social Studies: B.8.2,B.8.4,	10,12	<u>Witness in Action</u> Presentations or groups	Costumes, props
18	Language Arts:D.8.2, Social Studies: B.8.2,B.8.4,	6,8,11,13	<u>Comprehension</u> Day 16-Unit test	<i>Witness</i> unit test handout

Resources/References:

Sociogram: http://albion.jordan.k12.ut.us/TeacherWebFolders/Simons/Fairy_Tales/Sociogram.pdf

Free verse poems: http://www.readinga-z.com/poetry/lesson_plans/freeverse/freeverse_print.html

Indicator	Indicator Met
Alignment with Learning Goals	All learning experiences are explicitly linked to objectives. All learning activities, assignments and resources are aligned with objectives. All objectives are covered in the design.
Accurate Representation of Content	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.
Lesson and Unit Structure	All learning experiences within the unit are logically organized and appear to be useful in moving students toward achieving the objectives. The structure allows for flexibility in the teaching/ learning process.

**Use of a Variety of
Instruction, Activities
Assignments and
Resources**

There is significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
Technology is used in the unit in ways that enrich and enhance learning.

Racism in American History

Outcomes: (WI Teacher Standards #1, 2)

- State or district standard:
Language Arts: A.8.1, A.8.2, A.8.3, A.8.4, B.8.1, B.8.3, E.8.1, F.8.1
Social Studies: B.8.2, B.8.3, B.8.4, B.8.5
- Instructional objective(s):
Students will research on the computer racism in American History. Students will use their findings to write a narrative in first-person about an individual who overcame or made a difference in terms of racism
- Target (Characteristics of a High Performing Classroom):
2 – Cultural Responsiveness
4 – Strategic Instructional Choices

Materials Needed: (WI Teacher Standard #3)

- List all of the materials you will need to teach this lesson. Include those you designed.
Computer
Printer
Copy Paper
Pencil

Total time needed: 50 minutes

Procedures: (WI Teacher Standard #7)

- **Introduction:**

Ask students, “What types of racism have occurred in American history?”

Discuss with students some of the examples that were given. Discuss the cause and effect of these events. Ask students, “Are there any famous American’s who fought for racism or overcame it?”

Tell students that they will be researching events and people in American history who were affected by acts of racism and the impact it had on them.

- **Steps for instruction:** 40 minutes

The teacher will review the KWL chart from the previous day that shows examples of different types of racism. (religious, race, gender, class)

Students will use the computer to conduct research on 2-3 people in American history who were affected by acts of racism and the impact on them.

Criteria for internet research:

On a piece of paper, students will need to identify the following:

Name of person

What was the time/era (specific dates)

Where did this person live (city, state)

What is the person known for?

What were the causes and affects for the acts of racism?

What contribution(s) did this person make to American history? Minorities?

Why is this person important to learn about?

When students have finished researching their 2 Americans, who experiences acts of racism, they will write a one page narrative in first-person about one of the American’s they read about and by using their notes.

Criteria for Narrative:

Students will use the information they gathered from their research to write the narrative.

Narrative must be 1-2 pages long.

Students must answer the questions: who, what, when, where, why, how (if applicable).

Works sited page

Students will finish their narratives for homework.

Students who do not have access to a computer will be given time in class the next day to finish typing them.

- **Strategies for students requiring additional assistance:** (WI Teacher Standard # 3)

Students needing additional assistance will work with a partner or the teacher. They will not be required to write-up the narrative. They will be given an adapted assignment show their understanding of a person in history that experienced racism.

- **Closure:**

Students will discuss some of the people they researched and how they reflect acts of racism.

Assessment:

Students will be assessed on their computer research and collection of information about a person in American history who experienced racism and the impact of the events. Students will also be assessed on their first-person narrative, which must include references.

ED 321 LESSON PLAN (Unit Lesson 2)
Free Verse Poems

Outcomes: (WI Teacher Standards #1, 2)

- State or district standard:
Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, B.8.3, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2,
- Instructional objective(s):

Students will write a free verse poem. Students will use alliteration assonance, internal rhyme and onomatopoeia as it relates to free verse poems. Students will use synonyms appropriately in their poem. Students will present their poems to the class.

- Target (Characteristics of a High Performing Classroom):
1 – Active Engagement of Student Learners
5 – Routine use of a Variety of Assessments

Materials Needed: (WI Teacher Standard #3)

- List all of the materials you will need to teach this lesson. Include those you designed.

Overhead projector

Poem transparencies

Pen/pencil

Paper

Total time needed: **2 days**

Procedures: (WI Teacher Standard #7)

Day 1:

- **Introduction:**

Witness is told in the perspectives of 7 different people. They style represents free-verse poems. Free verse poetry became popular and acceptable during the 20th century, although scattered examples of the style were found previously. Walt Whitman is considered by many to be the first English free verse poet.

What is a free verse poem? Free verse poetry is *free* from the normal rules of poetry. The poet may choose to include some rhyming words but the poem does not have to rhyme. A free verse poem may be just a sentence that is artistically laid out on the page or it can be pages of words. Some forms of free verse separate, or split, phrases and words between lines. Punctuation may be absent or it may be used to place greater emphasis on specific words. The main object of free verse is to use colorful words, punctuation, and word placement to convey meaning to the reader

- **Steps for instruction:**

Show the following examples of free verse poetry on the overhead projector (poem examples are below/attached)

Ask students to point out similarities among the poems.

Discuss how the lines in the poems break differently.

Model reading the poems aloud.

Point out how the line breaks affect the reading of the poem. Tell students that the poet often breaks the lines to make a point.

Write a version of one of the poems on the board and have them read it aloud.

Then rewrite the poem changing the line breaks and the punctuation and read it aloud again. Ask students to think again about how the punctuation and line breaks affect how the poem is read. Remind them to pay attention to line breaks when they write their own free verse poem.

Model Writing Free Verse Poems:

- The first step in writing a free verse poem is to choose a topic. Explain that free verse, like other forms of poetry, can make a seemingly common or ordinary person, place, thing, or experience into something special or extraordinary. Encourage students to use their experiences and feelings to brainstorm free verse topics. List students' responses on the board. Choose one of the suggested topics to write a class free verse poem. Write the topic on the board as a title.
- Remind students that free verse is a controlled list of colorful, thought provoking words about a topic. Encourage students to volunteer words, phrases, or sentences about the topic. Write their responses below the topic.

- After recording student responses, ask them to suggest ways to organize the list so that it conveys meaning in a better way. Remind students that all good writers revise their work until they feel that the words say what they want them to say in the best way.
- Revise the free verse poem several times to model the revision process. Model breaking lines at different points to show how the reading can change.
- Then have students write their own free verse using the same topic. Encourage them to use their own words and phrases as well as those suggested by the class.

Word Work: Alliteration, Assonance, Internal Rhyme, and Onomatopoeia

Review the meaning and function of the following terms:

alliteration: the repetition of the same or similar sounds at the beginning of words, such as *Parson Peters picked a peck of pickled peppers*.

assonance: the repetition of vowel sounds within a phrase, such as in *crave and rave*.

internal rhyme: rhyme within a line or verse, as in *boisterous and noisterous*.

onomatopoeia: words that sound very similar to the sound they name, such as the *buzz* of bees, the *howl* of the coyote, or the *snap* of twigs.

Discuss how using alliteration and onomatopoeia can help poets convey a stronger meaning in their poetry. For example, instead of writing the branch broke, they could write "snap, crack, crunch went the branches."

Have students find examples in the free verse poems of *alliteration* and *onomatopoeia*. Underline the examples on the board or overhead projector as students point them out.

Have Students practice writing a poem. Have students create a free verse poem on their own topic. Encourage them to think carefully about where they choose to break their lines

- **Strategies for students requiring additional assistance:** (WI Teacher Standard # 3)

Students needing additional assistance will be given an adapted worksheet to help them with their poem. They will also work closely with the teacher to construct their poem. Students will not be required to compose a final copy. The adapted worksheet will be used for assessment.

- **Closure:**

Ask students, "What are some of the characteristics of a free verse poem?"

Ask students what they thought of free verse style poems.

Day 2:

Students will continue working on their free verse poems and present them to the class when complete.

Assessment:

Student created poem using Alliteration, Assonance, Internal Rhyme, and Onomatopoeia

Poem should have imagery throughout. Poem should consist of at least 9-lines. Students actively participate reading their poem to the class. Students actively participate by listening to readings.

Examples of Free Verse Poems

Heroes Are

sometimes
courageous collaborators,
sometimes
originators of opportunities,
sometimes
champions of coincidence or circumstance.
Sometimes
heroes act through intelligence
and at other times
through ignorance.

A Hero Could Be

a main character in some work of literature,
simply a person,
or perhaps a mythological being of great courage and strength,
someone with a cause,
perhaps even a sandwich. . .
or,
a hero could be you!

Heroes May Be

Boisterous, bold, brash, and loud – Yee Haw!
Or swift, silent, and sly – Woosh,
Or even filled with woes – Boo hoo.
They may crave attention – Ta da!
Or they may ask for no one to mention – Shhhh. . .
Just how they made a difference

ED 321 LESSON PLAN (Unit Lesson 3)
Character Sociogram

Outcomes: (WI Teacher Standards #1, 2)

- State or district standard:
Language Arts: Arts: A.8.1, A.8.2, A.8.3, A.8.4, C.8.1, C.8.2, C.8.3, D.8.1, D.8.2,
Social Studies: B.8.4, B.8.5, B.8.10, E.8.4,
- Learning objectives: Students will distinguish among the various characters, select three, and explain the relationships between the characters. Students will make predictions about the characters. Students will then present and discuss in small groups.(4,6,12)
- Target (Characteristics of a High Performing Classroom):
1 – Active Engagement of Learners
3 – High Expectations based on State/local Academic Standards

Materials Needed: (WI Teacher Standard #3)

- List all of the materials you will need to teach this lesson. Include those you designed.

Sociogram handout

Book: *Witness* by Karen Hesse

pen/pencil

Total time needed: 50 minutes

Procedures: (WI Teacher Standard #7)

- **Introduction:**
What are character traits? Make a list of traits students mention on the board.
Tell students that they will be creating a sociogram of the characters in the story by identifying traits they have learned about 4 characters.
- **Steps for instruction:** 45 minutes
Have students break-up into pairs.
In pairs students will be given a sociogram.
The students will select three characters to define through Sociogram.
Students will scan novel and explain and justify relationships between the characters.
Students will make predictions about each of the characters they chose and supply justification for their predictions.
After sociograms are finished they will present findings to class
- **Strategies for students requiring additional assistance:** (WI Teacher Standard # 3)
Students with special needs will be put with a partner that can work well with them to complete the chart. The partner will complete the handout for the special needs student.
- **Closure:**
Tell students that they have used a sociogram to identify specific characteristics about people in the book and identified their relationships to one another. Tell students that they will revisit their sociograms later in the book to see if character traits have changed.

Assessment:

Students will be assessed on the completion of their sociograms and understanding of character traits and relationships in the book. Students will be assessed on their predictions and relevance to the book. Students will be assessed on participation of partner work and presentation of ideas/thoughts about character relationships.

Oral Presentation Rubric : Character and Event Skit

Teacher Name: **Mrs. Rieger**

Student Name: _____

CATEGORY	4	3	2	1
Time-Limit	Presentation is 5 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 5 minutes.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Content	Shows understanding of the topic with with 5-6 pieces of evidence.	Shows understanding of the topic with 3-4 pieces of evidence	Shows understanding of parts of the topic with 1-2 pieces of evidence.	Does not seem to understand the topic very well.
Props	Student uses more than 2 props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.

