The Chocolate War

Do I Dare Disturb the Universe?

A Conceptual Unit on Peer Pressure and Conformity
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One of the strongest dimensions of life that adolescents wrestle with is popularity. They are always talking about who is popular, who is unpopular, and why they are popular. Children strive to enhance their own popularity, often at considerable expense. In this effort, there are some things that they can influence and others that fall beyond their control. In educational institutions, children develop a stratified social order determined by their interactions with peers, parents, and other social elements. Children's knowledge of social position is influenced by their conception of status, which may be defined as popularity, prestige or “social honor”. “I gotta have it; everyone else does.” Young adults want to be accepted, to belong, and to be the like peers they admire. As a result, peer pressure can influence the choices they make, which also can contribute to poor decisions. In high school, friendships often influence the music kids listen to, the clothes they wear, and the activities they take part in – whether it's going to the mall, practicing soccer, or drinking alcohol. “Peer pressures exert a powerful influence on the older adolescent, for example, urging him to prove his peer acceptance” (Gillespie and Conner 1975). However, many young adults benefit from good peer pressure – studying for a test, signing up for a new activity, eating healthy foods, or volunteering for a community service project. Friends can provide a safe place for young people to become better at communicating as they learn to disagree and work out differences. And yet going along with the crowd can be dangerous. Depending on what a group of kids thinks is “cool”, a young person may be
swayed to break rules or try risky behaviors. Pressure from these peers can distract young adults from doing schoolwork, trying out for a team, respecting speed limits, or obeying underage drinking laws.

According to the *National Youth Gang Survey Trends*, there are approximately 24,500 gangs in the U.S. (Gerler 2004). In 2009, there were an estimated one million gang members. Of the one million gang members, about 40% are juveniles, of which approximately 360,000 are teenage boys and 32,000 are teenage girls (National Gang Threat Assessment 2009). Novels such as *The Chocolate War* exemplify these gangs by portraying a fictional one called The Vigils. The Vigils are a group of teenage boys that abuse their power at their high school to keep things in the order they want. Gangs are very prevalent in high schools. Overall, a shocking number of 7.1% of males and 3.6% of female secondary students reported participation in a gang that has a name and engages in fighting, stealing, or selling drugs. Youths who participate in gangs have much lower educational expectations than do other students. Statistical models of the likelihood of gang participation imply that having low commitment to education, low belief in conventional rules, or delinquent peers; and feeling unsafe or fearful in school are associated with gang involvement (Gerler 2004). Gang participants are also very much more involved with drugs than are other students. For example, 54% of male gang participants versus 9% of non-participants sold marijuana or other drugs in the last 12 months (Peck 1989). Finally, gang participants are much more likely than other students to have carried a hidden weapon other than a pocket knife and are much more involved in violence such as hitting teachers or other adults, robbery, and fighting. Fights are very common among gang members at schools, as we can see in *The Chocolate War* when the boys host a violent boxing match after school hours. The most criminally active gangs were reported by 15- to 17-year-old students of either gender. Clearly,
the presence of gangs is correlated with criminal activity and the use of self-protective measures that indicate an atmosphere of perceived danger in the school environment. Gangs and peer pressure contribute significantly to school-related victimization. The data suggest that schools and surrounding communities need to implement gang intervention throughout the school day to prevent and reduce gang violence (Gerler 2004).

Based on these devastating facts and that we want to teach this unit to ninth graders, who fall around the same age range, our theme will be “Do I Dare Disturb the Universe?” It will contemplate what people have in common, what it means to stand apart, and what individuals do when forced to choose. It will bring an awareness of gang violence and peer pressure. According to Smagorinsky, “Many units can be justified because they respond to the psychological needs of students, [...] adolescent literature in particular often features youthful protagonists dealing with the kinds of problems that students are likely experiencing[...](141). This novel discusses the prevalent genre of social and psychological realism which is important for this age to grasp. A great way for students to discuss these genres is to read a novel that exemplifies them and this “novel shows what happens to someone who stands up for his rights in a totalitarian system. But Cormier sides clearly [...] in his belief in the power of the individual to effect social change [...]” (Peck 1989). Our unit is based on Robert Cormier’s novel The Chocolate War (1974). The novel comments on peer pressure, nonconformity, bullying and harassment. It provides an opportunity to explore issues related to bullying and harassment that focus on the role of the bystander. Students come to understand the powerful influence bystanders have on decreasing bullying and harassment. They are encouraged to think about and take action to intervene when they witness abuse of this nature. The book was chosen as an example of the best of modern realism for young adults because it contains the kind of realism that many other books had been just leading up to (Nilsen and Donelson 2008). This novel also provides the students with the opportunity “to witness action and character from a number of different vantage points” which allows them to connect
with characters similar and different to themselves so they can relate to not only their feelings, but also
the feelings of others they may encounter (Peck 1989).

Although *The Chocolate War* was written during the seventies and takes place in a New-
England all-boys’ school, the issues it calls attention to are still relevant in all students’ lives. No matter
how hard we try it seems as if peer pressure, bullies, and in turn victims always exist within the school
environment. Therefore, this unit concentrates on the negative impact of peer pressure and provides
opportunities to evoke critical thinking. Important issues that are being explored in this novel are: abuse
of power, what makes a hero, loneliness, peer pressure, relationships, rules, control, bullying, and also
courage. These issues are especially significant in the lives of today's adolescents. Adolescents are
worried about their self-image and about fitting in. And consequently, the choices they make are
influenced by those who are leaders – the *cool* people. Probably more than any other time of life,
adolescence is a time of worrying about what others think rather than making the right decisions.

In this unit students are given the opportunity to explore important issues in the relative
safety of the school environment. The students will be focusing on the characters and their
problems in order to think of solutions and analyze consequences without exposing their own
personal lives. Adolescents will be able to compare some of the problems with situations at their
own school and make inferences about their own lives and families. Exposing adolescents to
characters in literature that experience gang violence and peer pressure will help them gain a
better understanding of the seriousness and consequences. While discussing *The Chocolate War*
students can finally talk about issues such as power, danger, intimidation, and rules in their
school in a series of discussions. Often such issues are taboo topics and students do not always
have the chance to talk about their concerns. Throughout the unit, the students will also be
exploring other types of literature about people who have “dared to disturb the universe,”
including other short fiction works and poetry. Another way in which students will be able to use this information in their real lives to help others is by actively engaging in discussions and creating projects to share with the community. It’s very important that adolescents explore what it means to stand up for themselves. It’s important in students’ immediate lives as well as their futures because these issues never completely go away. As adults, we are often confronted with them and are called upon to make important decisions: who will we support, what will we do, what will our decisions cost us, and what are we willing to do to make our world a safer place? If students learn to handle conflict in a positive way during their high school years, they will be able to call on that knowledge and utilize it as adults. “The older adolescent is aware that the responsibilities of adulthood are just around the next corner of his life […] to think through a problem, arrive at a suitable solution, and act accordingly without undue hesitation” (Gillespie and Conner, 1975). Teaching about peer pressure and problem solving with things such as gangs and conformity will help the students have a good foundation for future issues as an adult.

In *The Chocolate War*, the reader is introduced to Trinity, a private all-boys high school. Jerry Renault, a freshman at Trinity, is the protagonist of the story. Throughout the novel Jerry resists strong peer pressure as the proceedings of an annual school event, the chocolate sale, begin. He refuses to participate, and therefore, “disturbs the universe” because he shakes up traditions which causes the well-ordered life at Trinity to be in disorder. The term universe used in the book refers to the world created by Trinity and The Vigils who stand for the natural order of things. Because Jerry refuses to sell the chocolates, the school including its students and teachers seem to be out of control. The conflict of the novel lies in Jerry’s behavior and the consequences it has for the school environment as he upsets the balance of power which causes fellow students to question their motivations. According to Nilsen and Donelson, young adolescents are interested in novels that feature realistic characters that solve problems without magic. Jerry is described quite inconspicuously. He painfully goes through football practice
because he is eager to make the team. He is not very athletic or popular and is also rather quiet. Jerry is described as an ordinary boy who does not have any significant characteristics which are advantageous for him. Therefore, his character and his challenges appear to be quite realistic. Jerry faces enormous annoyance at school. Not only do fellow students avoid him, he is also being harassed and beaten up. Jerry is swimming against the current and experiences the violence of peer pressure; a problem many young adults really have. This makes the plot of the story strong, interesting, and believable – all characteristics a good problem novel has (Nilsen and Donelson 2008). The students at Trinity are captivated by The Vigils and their universe. Peer pressure is a dominant theme in The Chocolate War. Children of today’s society are also very aware of the youths in their school environment, who are frightening and scary. Today we are still unsure about what to do, however, stories like The Chocolate War provide young adults with the opportunity to learn about the students who are bullies and how they think which is important in order to learn empathy (Nilsen and Donelson 2008).

The story draws young adults into the happenings because the plot revolves around their personal interests and concerns. Young adults are left to think. The book encourages them to question authority and decide for themselves the outcome. They are given suggestions through Jerry’s realization, Brother Jacques’s anger, Archie’s indifference, and Obie’s concern. However, they are pretty much on their own in order to evaluate the consequences. This gives young adults the opportunity to question their beliefs in right and wrong. High school is a significant time for young adults as it influences the development of emotional maturity and provides opportunities to take on personal responsibilities. The Chocolate War gives young adults an insight into many different characters and their actions. “Through a good story, the older adolescent glimpses life as it is lived by others whose ways he may want to emulate” (Gillespie and Conner 1975). In The Chocolate War, adolescents get a deeper insight into characters as the novel is more appropriate and profound for older readers. Young adults are left to interpret these characters on their own in order to develop a personal opinion on serious issues such as peer pressure, manipulation, fear and violence.
As one can see, this unit will be a great experience for a ninth grade class. Based on the statistics and literary proof of where students are psychologically at this age, learning about peer pressure and preparing them for their future as adults is extremely important. Through a novel like *The Chocolate War* and other literary devices students will be able to conceptualize what it’s like to be in various positions throughout their life as the bully, the victim, the pressure friend, or the one putting the pressure on others. They will gain a better understanding of how to handle various situations and putting themselves in others’ shoes to prepare for the future. As a teacher it’s important to not only teach textbook information, but to also prepare students for real life situations. This unit will accomplish both. Some parents, administrators, or other teachers may view this unit topic as inappropriate because they feel the school is safe and gang violence isn’t an issue. They may also think this novel might provoke violent behavior. However, they may have no idea that gang-violence is already occurring and it’s extremely important to talk about it and teach students alternative means to handle their problems. To just sweep this issue under the rug, and pretend it isn’t happening is not only naïve, but very dangerous. Gang violence occurs at the best and wealthiest schools. It may even be a good idea to have officers or other officials from the community come in and talk to the students during this unit so they are discouraged from wanting to be a gang member.
References


“Do I dare disturb the universe” – Gangs and Peer Pressure

Unit Goals:

- **Goal 1:** Through a variety of texts students will be able to analyze characters and their situations to better understand the seriousness of peer pressure. They will make meaningful connections by identifying ideas, beliefs, and values that are important to them.

- **Goal 2:** Students will demonstrate their understanding of texts on four levels: factual, interpretive, critical, and personal.

- **Goal 3:** The students will create/publish a photo essay based on gang violence and peer pressure proposing a possible feasible solution.
Rubrics:

• **In-Process Texts**

1. **Reader Response Journal**: Writing responses to literature is an integral part of understanding the ideas in the literature. Through the use of response journals or entries, students can ask questions about the literature, respond to characters' decision-making skills, make connections to their own lives, and make meaning for themselves.

• There will be multiple journal entries per week.
• Entries will evaluate the decision-making skills of the characters;
• Entries will reflect on how the story relates to them and their society;
• Entries will draw on their own experiences and their reading to clarify meaning;
• Students will express their thoughts in a variety of different modes.

<table>
<thead>
<tr>
<th>Purpose, Content and Relationships</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes insightful judgments about purpose, content or relationships in their reading.</td>
<td>Makes well supported judgments about purpose, content or relationships in their reading.</td>
<td>Makes informed judgments about the purpose, content or relationships among elements in their reading.</td>
<td>Makes supported judgments about the purpose, content or relationships in their reading.</td>
<td>Makes judgments about the purpose, content or relationships in their reading.</td>
<td>Makes judgments about the purpose, content or relationships in their reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose, Content and Relationships</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes insightful judgments about purpose, content or relationships</td>
<td>Makes well supported judgments about purpose, content or relationships</td>
<td>Makes informed judgments about the purpose, content or relationships among</td>
<td>Makes supported judgments about the purpose, content or relationships in their reading.</td>
<td>Makes judgments about the purpose, content or relationships in their reading.</td>
<td>Makes judgments about the purpose, content or relationships in their reading.</td>
</tr>
</tbody>
</table>
2. **Writing from someone else’s perspective:** We have been discussing various characters in the Chocolate War. This assignment will have you choose an event in the story and write about it from two different character’s perspectives. This will allow you to elaborate on your understanding of how people can be affected or see various situations in different ways.
• The event must include at least two different perspectives.
• Must be at least two pages in length.
• Students must exchange papers for a peer review.
• The event must be one from *The Chocolate War*.
• The perspectives you convey must refer to textual evidence (examples from the book that prove that character feels this way)

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes clear and detailed information from two characters perspectives.</td>
<td>Includes moderate information from two different characters perspectives.</td>
<td>Includes some information on two different characters perspectives.</td>
<td>Includes some information from only one characters perspective.</td>
<td>Includes almost no information from any characters perspective.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Textual Evidence</th>
<th>with plentiful supporting evidence from the text</th>
<th>with some supporting evidence from the text</th>
<th>with minimal supporting evidence from the text</th>
<th>with little to no supporting evidence.</th>
<th>with no supporting evidence.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Retelling Elements</th>
<th>Includes the beginning, climax, and outcome of the event retold.</th>
<th>Includes, but does not have a complete beginning, climax, or outcome of the event retold.</th>
<th>Missing the beginning, climax, or outcome of the event retold.</th>
<th>Missing two out of the three of the beginning, climax, or outcome of the event retold.</th>
<th>Does not include a beginning, climax, or outcome of the event retold.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Length</th>
<th>Story is at least two pages in length.</th>
<th>Story is at least one and a half pages in length.</th>
<th>Story is at least one page in length.</th>
<th>Story is less than one page in length.</th>
<th>Story is a half page long or less.</th>
</tr>
</thead>
</table>

3. **Taking a Stand- Introducing Someone who made a difference:** When students can relate their reading to real life people who have gone through similar experiences, it validates their understanding of a fictional text.

- Students in small groups will choose a person off of a suggested list of significant people who have taken a stand (If they choose to do someone else it will have to be approved).

- Students will research the person in small groups and create a visual to present this person to the class (i.e. a poster, PowerPoint, art etc.).

- The students will divide up roles and complete a peer evaluation of themselves and the other group members to make sure everyone participates equally.

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is completely prepared and has obviously</td>
<td>Student seems pretty prepared but might have</td>
<td>The student is somewhat prepared, but it is clear that</td>
<td>Student is unprepared and has not</td>
<td>Student does not seem at all prepared</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rehearsed.</td>
<td>needed a couple more rehearsals.</td>
<td>rehearsal was lacking.</td>
<td>practiced.</td>
<td>to present.</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------</td>
<td>------------------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
<td>Does not seem to understand the topic.</td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 90% of the time.</td>
<td>Volume is loud enough to be heard by all audience members at least 80% of the time.</td>
<td>Volume often too soft to be heard by all audience members.</td>
<td>No participation in presenting materials.</td>
</tr>
<tr>
<td><strong>Group effort</strong></td>
<td>All group members participate equally.</td>
<td>All group members participate.</td>
<td>Some group members participate.</td>
<td>Only one or two group members participate.</td>
<td>Only one group member participates.</td>
</tr>
<tr>
<td><strong>Presentation skills 1</strong></td>
<td>Visually organized and complete and includes many supporting details.</td>
<td>Somewhat visually organized and complete and a fair amount of supporting details.</td>
<td>Complete but lacks visuals and includes only some supporting details.</td>
<td>Incomplete with very few visuals and supporting details.</td>
<td>Incomplete with no visuals and supporting details.</td>
</tr>
<tr>
<td><strong>Presentation Skills 2</strong></td>
<td>Overall, excellent multi-media presentation using supporting materials that involves the audience.</td>
<td>Good presentation and use of supporting materials that involve the audience but less organized.</td>
<td>Sufficient presentation but no supporting materials such as PowerPoint etc. More organization needed. Does not involve the audience.</td>
<td>Little organization evident and presentation lacks the use of supporting materials such as Powerpoint etc. Does not involve the audience.</td>
<td>Overall, very disorganized; poor presentation. Does not involve the audience.</td>
</tr>
</tbody>
</table>
4. **Reading Quizzes**: Giving reading quizzes to students is an effective way of monitoring their reading skills. In this unit there will be a reading quiz every week to make sure the students are progressing. The reading quizzes will not be very time-consuming. The quizzes will simply consist of five basic detail questions to check the students’ comprehension of the text. This way the students are more likely to continue reading and teachers have a better opportunity to assist struggling readers.

- Students will provide short answers showing their comprehension of the text.
- Quizzes will be taken at the beginning of class every Friday while reading the book.

<table>
<thead>
<tr>
<th>Student Responses</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5/5 correct.</td>
<td>4/5 correct.</td>
<td>3/5 correct.</td>
<td>2/5 correct.</td>
<td>1/5 correct.</td>
</tr>
</tbody>
</table>

**Culminating Texts**

1. **Photo Project**: The Students will put their thoughts and words into a picture “essay.” The students will base their essay on a thesis surrounding the topics discussed in class pertaining to gang violence and peer pressure. With their photo essay they will propose a feasible solution to these issues whether it be local or global. Students may also choose to do their photo “essay” on a character from the reading we’ve done in class.

- Students will create a poster board with photos and captions.
- Students must include multiple photographs that evoke emotion from the viewer.
- Photos must correlate to the thesis statement and present a solution to the issue at hand.
- All photos must be accompanied by a short, but specific caption.
- Photos may be in a sequential order or not- whichever gets the point across better.

<table>
<thead>
<tr>
<th>Planning sheet for photographs</th>
<th>Planning sheet for thesis</th>
<th>Captions</th>
<th>Photo Selection</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>With at least 9 photograph ideas.</td>
<td>a relevant thesis statement.</td>
<td>Are relevant to the photograph and help the viewer see the connection between the photo and the issue.</td>
<td>Photos chosen directly relate to the thesis statement and visually address the issue and possible solutions.</td>
<td>The poster is complete and visually intriguing. Photos are thoughtful and stimulating, and placed creatively on the poster to</td>
</tr>
<tr>
<td>With at least 6 photograph ideas.</td>
<td>a rough idea for a thesis statement.</td>
<td>Pertain to the photograph and somewhat assist the viewer in seeing the connection between the photo and the issue.</td>
<td>Most photos relate to the thesis statement and visually address the issue and possible solutions.</td>
<td>The poster is complete and catches the viewer’s eye. Photos are thoughtful and convey the view.</td>
</tr>
<tr>
<td>With at least 5 photograph ideas.</td>
<td>a vague idea for a thesis statement.</td>
<td>Relates to the photograph, but doesn’t necessarily help the viewer in seeing the connection between the photo and the issue.</td>
<td>Some photos relate to the thesis, but may not be as clear, visually, on the issue and possible solutions.</td>
<td>The poster is complete, but may not be as eye-catching. Photos are somewhat interesting, but the view they convey may be somewhat</td>
</tr>
<tr>
<td>With less than 5 photograph ideas.</td>
<td>no thesis statement.</td>
<td>Does not relate to the photo or help the viewer see the connection between the photo and the issue.</td>
<td>Almost no photos relate to the thesis and barely represent the issue or possible solutions.</td>
<td>The poster is lacking an overall completeness and doesn’t really catch the viewer’s eye. Photos are sufficient, but the meaning is</td>
</tr>
<tr>
<td>No planning sheet turned in.</td>
<td>No planning sheet turned in.</td>
<td>No captions are provided for the photos.</td>
<td>Photos do not relate to the thesis and do not visually address the issue or possible solutions.</td>
<td>The poster is incomplete and does not catch the viewers’ eye. The meaning on the poster cannot be understood.</td>
</tr>
</tbody>
</table>
2. **Final Exam on The Chocolate War**: The students will be tested on their understanding and knowledge of the characters and the theme of the novel they have read.

- Students will answer a number of multiple choice questions based on events in the novel and materials discussed in the unit.
- Students will complete a number of short answer questions that provide character identifications and the character’s purpose and role in the novel.
- Students will answer one essay question based on the concepts in the novel.
- Students will be provided with multiple options as they can choose five of eight characters and one of three essays.

<table>
<thead>
<tr>
<th>Thesis Statement</th>
<th>Thesis statement clearly presents the topic, precise opinion, thorough and reasoning.</th>
<th>Thesis statement presents the topic, a broad opinion, and some reasoning.</th>
<th>Thesis statement suggests a topic, is ambivalent, and lacks reasoning.</th>
<th>Thesis statement is unclear and lacks to present a clear topic, opinion, and reasoning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Is clear, catchy, and thoughtful. It captures the meaning of the poster and gets the reader interested.</td>
<td>Is thoughtful and clear and gives the viewer an idea of what the poster means while getting them interested.</td>
<td>Is thoughtful and mostly clear, and the reader can somewhat assume the meaning of the poster.</td>
<td>Is a little unclear and not very thoughtful. It doesn’t catch the viewers’ eye or interest as much.</td>
</tr>
<tr>
<td>Title</td>
<td>Is thoughtful and mostly clear, and the reader can somewhat assume the meaning of the poster.</td>
<td>Is a little unclear and not very thoughtful. It doesn’t catch the viewers’ eye or interest as much.</td>
<td>Is very unclear and not thoughtful. It does not assist the viewer with the meaning of the poster.</td>
<td>Is very unclear and not thoughtful. It does not assist the viewer with the meaning of the poster.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Identifications</td>
<td>Are thorough and provide many</td>
<td>Are complete and provide a good number</td>
<td>Are satisfactory but provide</td>
<td>Lack an understanding of the</td>
</tr>
</tbody>
</table>
### Essay response

<table>
<thead>
<tr>
<th>Outstanding examples from the novel.</th>
<th>Supporting examples from the novel.</th>
<th>Less supporting examples from the novel.</th>
<th>Character and provide invalid examples from the novel.</th>
<th>Examples from the novel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All parts of the question are addressed and students show an excellent understanding of the topic with many examples from the novel and other in-class texts.</td>
<td>Most parts of the question are addressed and students show a good understanding of the topic with multiple examples from the novel and other in-class texts.</td>
<td>Some parts of the question are addressed and students show a moderate understanding of the topic with some examples from the novel without other in-class texts.</td>
<td>The response is incomplete and students lack an understanding of the topic providing almost no examples from the novel.</td>
<td>The question is left unanswered providing no knowledge and examples from the novel.</td>
</tr>
</tbody>
</table>

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### The Chocolate War: Do I Dare Disturb the Universe

#### ***Week One***

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction Day 1:</strong> (with focus on the theme)</td>
<td><strong>Introduction Day 2:</strong> (with focus on the novel)</td>
<td><strong>The Chocolate War</strong></td>
<td><strong>Poetry Day</strong></td>
<td><strong>Comparing and Contrasting</strong></td>
</tr>
<tr>
<td><strong>Bell Work:</strong> journal entry</td>
<td><strong>Bell Work:</strong> journal entry</td>
<td><strong>Bell Work:</strong> journal entry</td>
<td><strong>Bell Work:</strong> journal entry</td>
<td><strong>Bell Work:</strong> prep time for reading quiz</td>
</tr>
<tr>
<td><strong>Before Reading Strategy:</strong> KWL → In small groups students will list what they already know about peer</td>
<td><strong>Before Reading Strategy:</strong> Tea Party → The students will make predictions about the novel they are going to read. The activity comprises</td>
<td><strong>Intro activity:</strong> Character Bulletin Board → the students will engage in a short activity in which they are able to share their</td>
<td><strong>Intro Activity:</strong> What is an allusion?</td>
<td><strong>Reading Quiz:</strong> the students will answer short questions showing their knowledge of the novel.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>“The Love Song of J. Alfred Prufrock”</strong></td>
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</tbody>
</table>
pressure/gang violence and what they would like to learn about it. (At the end of the unit, the students will revisit their KWL chart and fill in what they have learned).

→ students share posters with the class and hang them up in the classroom.

**Wrap-up:** There will be a teacher-lead discussion about the activity and why it was important for this unit.

The four goals the students have:
- share their phrase with as many classmates as possible.
- listen to others as they read their phrases.
- discuss how the phrases might be related.
- write a “we think” statement.

**Wrap-up:** The students create a drawing.

→ The students check out their books.

HW: read assigned chapters.

Students will read the poem and consider how knowing this poem helps them understand the allusion to it in the novel. “Do I dare disturb the universe” what’s the power of using this allusion in the novel?

**Think Pair Share** to consider how the character in the poem is going through a struggle similar to Jerry and create a question poem answering the question, “Dare I Disturb the Universe”

**Graphic Organizer:** in small groups the students will compare and contrast two characters in the book using a Venn Diagram.

**Silent Reading:** the students have time to “relax” and continue to read the book silently. (Continue DEJ)

HW: read next assigned chapters.

Journal entry: write about an event from two different perspectives.

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### The Chocolate War: Do I Dare Disturb the Universe

<table>
<thead>
<tr>
<th>Monday</th>
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</thead>
<tbody>
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<td>“I Am Not A Coward.” A Short Story #2</td>
<td>Writing from Different Points of Views</td>
<td>Peer Review Day</td>
<td>The Power of Song Lyrics</td>
</tr>
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<td>Bell Work: meet with group members to go over notes.</td>
<td>Bell Work: journal entry</td>
<td>Bell Work: journal entry</td>
<td>Bell Work: prep time for reading quiz</td>
</tr>
<tr>
<td>Talk with Shoulder Partner: what does it mean to</td>
<td>Burke’s Character Target Notes: Students Brainstorm about</td>
<td>Intro activity: Character Bulletin Board extension</td>
<td></td>
<td>Reading Quiz: the students will answer short</td>
</tr>
</tbody>
</table>

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### ***Week Two***

<table>
<thead>
<tr>
<th>Monday</th>
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<td>Intro activity: Character Bulletin Board extension</td>
<td></td>
<td>Reading Quiz: the students will answer short</td>
</tr>
</tbody>
</table>
DAY ONE
**Socratic Circle:** this is a lesson over two 50 minute periods in which the students will be engaged in a student-lead discussion. The students will read a short story focusing on opposite characters. Some students will read the story concentrating on the “bully” while the other students will concentrate on the “victim”.

**HW:** read next assigned chapters.

DAY TWO
**Socratic Circle continued.**

**Writing Activity:** The students will choose an event in the story and write about it from two different character’s perspectives.

**(Intro to first in-process text)**

**Wrap up:** journal entry

**HW:** read next assigned chapters.

**HW:** work on essay assignment.

the classroom and review their character bulletin boards. The students will have post-it notes to extend the “pictures” they have created in week one.

**Peer Review:** the students meet in their writing groups to give each other feedback. The students will then be able to edit their

**HW:** edit essay assignment. DUE Friday. And read next assigned chapters.

**questions showing their knowledge of the novel.**

**Lyrics about Taking a Stand:** Students analyze the lyrics to a song about taking a stand and also put it on paper by creating a visual representation. They will also relate the lyrics to Jerry or other characters in the novel faced with this issue.

Homework: Read assigned chapters and journal entry: When was a time you were faced with Taking a Stand? What did you do/Why?

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**The Chocolate War: Do I Dare Disturb the Universe**

***Week Three***

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preventing Gang Violence</strong></td>
<td><strong>Movie Clip</strong></td>
<td><strong>Taking a Stand 1</strong></td>
<td><strong>Taking a Stand 2</strong></td>
<td><strong>Taking a Stand Presentations</strong></td>
</tr>
<tr>
<td><strong>Bell Work:</strong> journal entry</td>
<td><strong>Bell Work:</strong> journal entry</td>
<td><strong>Bell Work:</strong> journal entry</td>
<td><strong>Bell Work:</strong> journal entry</td>
<td><strong>Bell Work:</strong> prep time for reading quiz</td>
</tr>
<tr>
<td><strong>Intro Activity:</strong> Students take a look of one girls poetic account of her experience with gang violence</td>
<td><strong>Movie</strong></td>
<td><strong>-Discuss:</strong> The journal entry to get</td>
<td><strong>Intro activity:</strong> the</td>
<td><strong>Reading Quiz:</strong> the</td>
</tr>
<tr>
<td><em>(<a href="http://www.poemhunter.com/poem/gang">http://www.poemhunter.com/poem/gang</a>)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
-violence/)

**Advertise It:** Anti-gang brochure- create in small groups a brochure advertising things to do instead of being in a gang-and the dangers- how to take a stand against it

**HW:** read next assigned chapters

<table>
<thead>
<tr>
<th>Clip: the students will watch two of the most critical scenes in the movie and compare them with the chapter in the book.</th>
<th>ideas going – “Does Taking a Stand necessarily need to be something seen or heard? Can one make a personal or mental stand in their own mind?” “Who’s someone you admire for taking a stand?” Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role Play:</strong> in small groups the students will act out an imperativ e part from the film/book. In this activity the students will create a new character that is taking a stand and trying to make a difference.</td>
<td>students will be able to read silently. This way they can calm down and recharge themselves for the rest of the class.</td>
</tr>
<tr>
<td><strong>Wrap up:</strong> the students will go over the requirement - checklist with the teacher to make sure everybody is on the same page.</td>
<td>students will answer short questions showing their knowledge of the novel.</td>
</tr>
<tr>
<td><strong>Intro to Second In-Process Text:</strong> <strong>Taking A Stand</strong></td>
<td><strong>Presentations:</strong> Students Present their Taking a Stand project and introduce their person to the class.</td>
</tr>
<tr>
<td><strong>Introducing Someone Who Made a Difference</strong></td>
<td><strong>Library:</strong> Students will be put in small groups and will have time in the library to research their person and work on their presentation due Friday. <strong>HW:</strong> finalize presentation</td>
</tr>
<tr>
<td><strong>Wrap up:</strong> the students will go over the requirement - checklist with the teacher to make sure everybody is on the same page.</td>
<td><strong>HW:</strong> informal essay: write a one page reflection on the book. What did you like/dislike about <em>The Chocolate War</em>? What was your favorite/least favorite scene?</td>
</tr>
</tbody>
</table>
**The Chocolate War: Do I Dare Disturb the Universe**

***Week Four***

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Photo Essay Intro</strong></td>
<td><strong>Photo Essay Research 1</strong></td>
<td><strong>Photo Essay Research 2</strong></td>
<td><strong>Exam Day</strong></td>
<td><strong>Final Celebration</strong></td>
</tr>
<tr>
<td><strong>Bell Work</strong>: journal entry- Did you and your shoulder partner like/dislike the same parts of the novel? Would you recommend this book to others? Why or Why not?</td>
<td><strong>Bell Work</strong>: journal entry Describe a photo you have that really captures a memory. How does it make you feel/why?</td>
<td><strong>Bell Work</strong>: journal entry What do you think is the benefit of what you’ve learned in this unit? How do you think this knowledge will be useful in the future?</td>
<td><strong>Bell Work</strong>: journal entry Describe your favorite character in the novel. What similarities/differences do you have with the person?</td>
<td><strong>Bell Work</strong>: journal entry How could you have prevented the chaos at Trinity?</td>
</tr>
<tr>
<td><strong>Intro Activity</strong>: the students share Friday HW with their shoulder partner.</td>
<td><strong>Intro Activity</strong>: the students will draw a final Sketch to Stretch considering their overall understanding of the theme of <em>The</em></td>
<td><strong>Intro Activity</strong>: the students will have another</td>
<td><strong>Final exam</strong>: the students will take their final exam throughout the entire period. On the exam the students will be asked to provide short answers and also one essay question.</td>
<td><strong>Presentat</strong>io<strong>n Flea Market</strong>: the students will present their final photo essay to the rest of the class. Each student has 5-8 minutes to present the photo</td>
</tr>
</tbody>
</table>
**Planning sheet:** the students will begin filling out their planning sheet.

**Research:** The students are able to use the computers in the classroom (via rotation). The students will have access to magazines/newspapers etc. to begin looking for pictures.

**HW:** the students will be asked to continue their research, look over their planning sheet and bring magazines/newspapers/supplies/photos etc. for next class.

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| Planning sheet: the students will begin filling out their planning sheet. |
| Research: The students are able to use the computers in the classroom (via rotation). The students will have access to magazines/newspapers etc. to begin looking for pictures. |
| HW: the students will be asked to continue their research, look over their planning sheet and bring magazines/newspapers/supplies/photos etc. for next class. |

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| Chocolate War. (The students will compare it to their drawing from day 2). |
| Photo essay: the students will create a rough draft of the thesis statement. All students will participate in teacher-meeting to discuss the thesis statement. (Due to time, only half of the class will have their teacher-meeting today) |
| Photo essay: the students will organize their photos and begin to work on the captions for the photos. (The second half of the class will have their teacher-meeting to discuss thesis statements) |
| - The teacher will be assisting students who have questions and also keep track of time. |
| - The students will be reminded how much time they have left along with reasonable suggestions on which question the students should be at that time. |
| - The students will pass their exams to the front of their row at the end of the class period. |
| **Photo essay:** the students will share their findings. |

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| At the end there will be a final and informal discussion about the unit debriefing the highlights of the past couple of weeks. The students can leave feedback for the teacher stressing what they liked/disliked so that the unit can be improved appropriately for future classes. |
| -- The teacher will be assisting students who have questions and also keep track of time. |
| -- The students will be reminded how much time they have left along with reasonable suggestions on which question the students should be at that time. |
| -- The students will pass their exams to the front of their row at the end of the class period. |
| HW: finalize Reader Response Journal (DUE tomorrow) and prepare for presentation. |

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| essay. | essay. | essay. |
HW: the students will be asked to continue working on their photo essay and to look over their notes to study for the final. (The students will receive their study guide for the final)

HW: the students will be asked to continue working on their photo essay and to look over their notes to study for the final.

Reader Response Journal DUE
Introduction Lesson 1 (Day 1)

Lesson Title: What do we know about Peer Pressure and Gang Violence?

Day 1/ 50 min period:

- **Lesson Overview:** In this lesson students will be introduced to the overall theme of the unit *Do I Dare Disturb the Universe* by concentrating on the students' knowledge about peer pressure and gang violence. The students will meet in small groups to fill out a KWL chart:

  K  - what do we know?

  W  - what do we want to know?

  L  - what have we learned?

- **Lesson Rationale:** This lesson activates students' prior knowledge about peer pressure and helps them organize thoughts and questions before they read *The Chocolate War*. While using KWL charts the students become active learners as they purposefully seek information about the topic. The activity will also help to bring the class to a common starting point for considering the topic of peer pressure and gang violence. The
students will be able to activate prior knowledge of the topic and draw from their own experiences, which makes learning more meaningful. At the same time students are given ownership in their learning process by identifying what they want to know about the topic.

• **Lesson Objectives:**
Upon successful completion of the lesson, students will be able to:

• pre-assess their knowledge of a topic.
• explore new knowledge of a topic.
• formulate questions.
• identify prior knowledge of a topic.
• identify what they want to know about a topic.
• use graphic organizers for note-taking.

• **Sunshine State Standards:**

LA.910.3.1.3 - using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LA.910.3.5.3 - sharing with others, or submitting for publication.

LA.910.4.2.2 - record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;

LA.910.5.1.1 The student will use fluent and legible handwriting skills.

• **Instructional Resources and Lesson Materials Needed:**

• Chart paper/Poster
• Markers
• KWL handouts + tape
• ELMO

• **Lesson Sequence:**

• **Introduction/Lead-in/ Focus:**
A good way to introduce the strategy is to show our students that teachers are humans too. This means that we show our students that we are imperfect and do not know everything. KWLs serve the purpose of showing learning never ends and this is exactly what the lesson is about. Even though one may be an “expert” on a certain subject there will always be new inventions, new criteria, new questions – and consequently new knowledge. Along with this, the lesson will be introduced by preparing the students for the unit and the focus on a novel. The students will be told that their activity will prepare them for the theme of the book.

- **Explicit Instruction:**

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will intercept all students at the door to let them pick a piece of paper with a number.</td>
<td>Students write.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>Reader Response Journal Quickwrite:</strong> Have you ever seen somebody do something wrong? What was your reaction? Did you interfere? Why or why not?</td>
<td>Students watch.</td>
<td>3 min</td>
</tr>
<tr>
<td><strong>KWL:</strong></td>
<td>Students provide ideas and questions to understand what the strategy is about.</td>
<td>3 min</td>
</tr>
<tr>
<td><strong>Modeling:</strong> I will ask the students how many of them know something about football. Then I will fill out a KWL on the ELMO naming two or three things I know about football and two or three things I would like to learn about football.</td>
<td>Students become familiar with the overall unit theme: peer pressure and gang violence.</td>
<td>3 min</td>
</tr>
<tr>
<td><strong>Guided Practice:</strong> I will ask the students to share their knowledge about football or any questions they have.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will give the students directions for their activity and the topic:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In groups: brainstorm ideas about the topic given.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Select a recorder to fill out poster KWL.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Come up with at least</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7 things for each column.
- Take notes individually so that everybody will complete a KWL chart.
- Be ready to share poster with the rest of the class.

**Feedback:** I will check for the students' understanding.

I will ask the students to look at their number. Then I will group the students by numbers. (Group one: #1-4, Group two: #5-8 etc.)

**Independent Practice:** I will walk around the class and provide individual assistance. I will also meet with each individual group and observe or if necessary participate in their discussion. I will also remind the students how much time they have left.

**Sharing:** I will ask each group to share their KWL with the rest of the class adding to what the previous group has said.

**Wrap-up:** I will hold teacher-lead discussion about the activity and ask the students why it was important for this unit.

<table>
<thead>
<tr>
<th>Students ask questions.</th>
<th>2 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students meet with their groups and select a recorder.</td>
<td>2 min</td>
</tr>
<tr>
<td>The students work on their KWL in small groups. The students will brainstorm ideas and fill out a poster version of a KWL chart to prepare their presentation. Each student will also fill in his/her individual KWL handout.</td>
<td>15 min</td>
</tr>
<tr>
<td>Groups will share information.</td>
<td>8 min</td>
</tr>
<tr>
<td>Students hang up posters on the wall.</td>
<td>5 min</td>
</tr>
</tbody>
</table>

- **Assessment and Assessment Criteria:**
The students will be carefully assessed through observation:
• Are the students are working on the KWL chart/poster but also making notes on their individual handout?
• Do the students complete their KWL chart?
• Do all students in a group participate and share thoughts?
• Do the students have at least 7 things in each column?
• Do the students come up with reasonable facts/questions for the topic?
• Do the students use appropriate language to converse with each other?

• Lesson Plan Extensions and Modification Ideas
  To truncate on the lesson one could leave out the group-poster-activity and have the students fill out their KWLs individually without presenting information to the group.

  To elaborate on the lesson the activity could be used to develop deeper thinking about the topic by adding another column “H” to the chart. In this column the students would be asked to brainstorm “how”. In this column the students can either discuss how they will learn something or how they will apply what they have learned.

Britta Schmaeh
Kelsey Sulinski

Introduction Lesson 2 (Day 2)

Lesson Title: Chocolate War Tea Party

Day 2/ 50 min period:

1. Lesson Overview: Students will have a chance to consider The Chocolate War before actually reading it. They will actively participate with the novel by getting up and moving around the classroom as they each have an index with a phrase or a short paragraph from the novel. They will converse with each other and ultimately come up with a “We think” statement” of what they think the novel will be about.

2. Lesson Rationale: This lesson will allow students to make predictions, which is an effective before reading strategy that will benefit them with future novels as well. This lesson also allows for students to get up and move around and meet and greet other classmates. This lesson also allows them to correlate their predictions with their own personal experiences and make inferences with unfamiliar texts, which will again benefit them in the future in school and in life.

3. Lesson Objectives:
Upon successful completion of the lesson, students will be able to:

- enhance social communication skills
- enhance academic communication skills
- see casual relationships
- draw on their prior experiences
- make predictions
- compare and contrast
- practice sequencing
- make inferences


4. Sunshine State Standards:

LA.910.1.6.6 - distinguish denotative and connotative meanings of words;

LA.910.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;

LA.910.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, summarizing, or outlining);

LA.910.3.5.3 - sharing with others, or submitting for publication.

5. Instructional Resources and Lesson Materials Needed:

- Index cards
- Gist Statement Handout
- Modeling index cards: Cinderella
- ELMO
- Quote on the board
- Crayons/Markers for drawing
- books
**Introduction/Lead-in/ Focus:**

I will ask my students what they normally do at a party. The goal of this question is to introduce the major activity of the day called Tea Party. Every student has probably attended some kind of party in their lives. By addressing a free-time and fun event, I am trying to get my students attention. After listening to the answers my students offer, I will say something like: “Great. When I go to a party I walk around, visit with one person, and then move to the next. So I only pick up bits and pieces of conversations here and there. I talk – and then I listen to the other person. This is exactly what we are doing in class today. We are going to have a little party. Let me show you...”

### 6. Lesson Sequence (include approximate times for each segment):

**Explicit Instruction:**

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reader Response Journal Quickwrite:</strong> A quote that gets students thinking about one of the themes of chocolate war.</td>
<td>Students will write.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>Tea Party:</strong> Modeling: After introducing the topic for the day, model the activity we are going to be working on. I am going to role play as two different people each with an index card containing a line from a story. I will do a “think-aloud” pretending to converse as two people</td>
<td>The students watch.</td>
<td>3 min</td>
</tr>
</tbody>
</table>
sharing the lines, discussing how they might be related, and speculating on what the story might be about based on my prior knowledge and the text.

*Guided Practice*: I will lead a whole-class discussion where students bring in their own predictions based on the two lines they have heard. I will coach the students to bring in prior knowledge and how to consider the text they’ve heard to make accurate predictions of what they story may be about.

Now I am going to give directions to the students to engage in the tea party activity themselves.

1. Everyone will receive an index card with a line on it from *The Chocolate War* which we will be reading
2. Each student will then walk around the room sharing their line with as many student as possible and listening to other students lines
3. Start discussing with other classmates, after sharing your line and hearing others, how you think they may be connected
4. Students will get in groups based on the color of their index card and brainstorm/write a “We think statement” and then share it with the rest of the class

*Feedback*: I will check for understanding and if there is any confusion with the directions

I will distribute index cards and circulate around the room listening and assisting.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>The students will take turns sharing their predictions and thoughts.</td>
<td></td>
</tr>
<tr>
<td>5 min</td>
<td>Students listen to the directions.</td>
<td></td>
</tr>
<tr>
<td>2 min</td>
<td>Students can ask question.</td>
<td></td>
</tr>
</tbody>
</table>

5 min 5 min 2 min
After 1-4 is completed, I will collect the students *We Think* statements on the ELMO so they can all be seen at one time. I will then allow for a Whole-Class discussion on why students came up with different predictions for the same story and direct them towards textual to better consider their predictions for *The Chocolate War*.

**Wrap-up:** Each individual student will choose their favorite *We Think* statement and create a drawing based on what they think the story will be about (They will also draw a picture at the end of the novel to compare the two).

I will introduce the students to *The Chocolate War*. I will provide a brief synopsis of the theme of the book and how it is connected to the KWL the students have created on day 1. And I will distribute the books.

**HW:** read first assigned chapters.

<table>
<thead>
<tr>
<th>Independent Practice: Students will complete directions 1-4.</th>
<th>12 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate in class discussion.</td>
<td>5 min</td>
</tr>
<tr>
<td>Students complete their drawing.</td>
<td>4 min</td>
</tr>
<tr>
<td>I will introduce the students to <em>The Chocolate War</em>. I will provide a brief synopsis of the theme of the book and how it is connected to the KWL the students have created on day 1. And I will distribute the books.</td>
<td>3 min</td>
</tr>
</tbody>
</table>

7. **Assessment and Assessment Criteria:**

Students will be assessed through:

- Observation (participation and classroom behavior) as they share their index cards and work in groups on their *We Think* statement:
  - Do the students move around?
  - Do the students read their cards to each other AND respond to it?
  - Do the students make predictions/share thoughts on what the story is about? (“I think…”, “maybe…”, “I wonder…”)
  - Do the students make connections with the text (recognize patterns etc.)?

- Their final product of their picture and *We Think* statement (not for a grade) just towards participation/completion:
  - Is the *We Think* statement written in complete sentences?
  - Does the picture convert the message on what the student thinks the book is about?
8. Lesson Plan Extensions and Modification Ideas

To shorten the lesson I would take out the quick write and simply have them think about a statement and possibly have the students only share note cards with group member at their table instead of moving around. To extend the lesson I may have students look at the first chapter of The Chocolate War and reconsider the We Think statements they created in class and see if they still feel the same way about what they think is going to happen in the rest of the novel. They could rewrite a new We Think statement or a short journal entry with their new predictions.

Britta Schmaeh
Kelsey Sulinski

Lesson 3 (Day 3)

Lesson Title: Double-entry journals: reading in the classroom

Day 3/ 50 min period:

- **Lesson Overview:** The gist of this lesson is to capture the students' first thoughts about the novel by concentrating on the characters the students have just gotten to know. In small groups the students will create basic character bulletin boards. This lesson also introduces the students to an effective note taking strategy. The students will be engaged in an in-class reading activity to analyze what they read by using double-entry journals. The students will receive a handout that is divided into two sections lengthwise. The top of the left-hand column says “What's in the text” and the right-hand column says “My Response”. While continuing to read The Chocolate War, the students will record quotes from the text and respond to it. Their response may be a question or a drawing, for example, whatever helps the students to remember something.

- **Lesson Rationale:** The character bulletin board is used to help the students comprehend who they are dealing with in this novel. It will help them to see the characters more easily as they closely analyze important characteristics of the various personalities. The main activity used in this lesson combines note-taking and journaling. Double-entry journals show students how to interact personally with texts, by reflecting on and writing about their understanding of what they are reading. They can use the text to form their own opinion and then use evidence from the text to support their opinions. The activity also allows students to draw from their personal experiences and thoughts from the texts, which makes learning more meaningful and interesting. Students are giving the opportunity to process the material and relate to events and characters from the text, which increases the students' reading comprehension.

- **Lesson Objectives:**
  Upon successful completion of the lesson, students will be able to:

  - study concepts or vocabulary.
  - visualize texts and character descriptions.
  - create character illustrations.
  - express and justify an opinion using text.
  - understand or respond to the text they are reading.
  - make inferences and draw conclusions.
  - monitor and comment on understanding.

- **Sunshine State Standards:**

  LA.910.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;

  LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;

  LA.910.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
LA.910.3.5.3 - sharing with others, or submitting for publication.

- **Instructional Resources and Lesson Materials Needed:**
  - ELMO
  - Poster boards
  - Dialectic Journal Handouts
  - *The Chocolate War*
  - Art supplies

- **Lesson Sequence:**

  - **Introduction/Lead-in/ Focus:** To introduce the lesson there will be a short introduction activity in which the students debrief their understanding of the characters they have been introduced to so far. The students will be working in groups of three. In their groups the students will create a character bulletin board to form pictures in their minds of the characters in the book.

- **Explicit Instruction:**

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Reader Response Journal Quickwrite:</em> How do you feel about Archie? What first impression do you have of him and why?</td>
<td>Students write.</td>
<td>10 min</td>
</tr>
</tbody>
</table>
| *Character Bulletin Boards:*  
  *Model:* I will ask the students how many of them know *Shrek*. If any of my students do not know the character I will tell them they will learn more about him because of the activity I am going to show them. I will put a blank piece of paper on the ELMO. I will use visuals but also short phrases to describe *Shrek* to the class. | Students watch. | 3 min |
**Guided Practice:** I will ask the students to share ideas about *Shrek* or other characters they know.

After finishing my visual I will ask the class what they observed: What did I do? And why do you think this could be helpful to me? Then I will direct the students to their assignment:

- Choose one of the characters you have read about.
- What do you see when you think about this character?
- Is he happy, sad, tall, small, athletic etc.

**Feedback:** I will make sure all students understand what they are going to be working on.

**Independent Practice:** I will distribute poster boards and art supplies to the students. I will circulate around the room and assist students with questions.

**Sharing:** I will ask the students to hang up their character bulletin boards in the class so that everybody has the chance to review them during this unit.

**Double-entry Journals**

**Model:**
I will put an extract from *The Chocolate War* (from the chapters the students have already read) on the ELMO. I will use a *think-aloud* to show the students how I would fill out my double-entry journal.

**Guided Practice:**
I will ask volunteers to read the next

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students help to debrief the meaning of the activity.</td>
<td>2 min</td>
</tr>
<tr>
<td>Students can ask questions.</td>
<td>1 min</td>
</tr>
<tr>
<td>In small groups the students create a character bulletin board.</td>
<td>6 min</td>
</tr>
<tr>
<td>Students hang up poster boards.</td>
<td>1 min</td>
</tr>
<tr>
<td>Students watch.</td>
<td>3 min</td>
</tr>
<tr>
<td>Students practice.</td>
<td>3 min</td>
</tr>
</tbody>
</table>
few lines and to think about what it makes them think of/wonder etc.

**Feedback:**
I will ask the students if they have any further questions.

I will remind the students they can turn to their shoulder partner during this activity.

**Independent Practice:**
I will circulate and assist individuals while working on their double-entry journal.

**Sharing:**
I will lead/monitor a short discussion.

I will ask the students to share some of their responses. I will also ask for evidence from the text.

HW: read next assigned chapter.

<table>
<thead>
<tr>
<th></th>
<th><strong>Students can ask questions.</strong></th>
<th>1 min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Students read and fill out double-entry journal.</strong></td>
<td>12 min</td>
</tr>
<tr>
<td></td>
<td><strong>Students share their findings and explain what part of the text made them think of their response.</strong></td>
<td>6 min</td>
</tr>
</tbody>
</table>

- **Assessment and Assessment Criteria:** The students will be assessed through close observation and completion of the double entry journals.

  - Do the students respond to the text?
  - Do the students justify their comments with textual evidence?
  - Do the students pay attention to key vocabulary?
  - Do the students make inferences?
Lesson Plan Extensions and Modification Ideas

To truncate on the lesson the students would simply fill out their double entry journal, leaving out the character bulletin board. This way the students would only focus on one during reading strategy.

To elaborate on the lesson the students could fill out the double-entry journals in groups. This way they can share responses and their thoughts about what they have read. They could do this as some sort of fish bowl activity. The students can also take turns to read aloud to extend the activity.

Britta Schmaeh
Kelsey Sulinski

Lesson 4 (Day 4)

Lesson Title: What does it mean to disturb the universe? Allusions and question poetry.

Day 4/ 50 min period:

- Lesson Overview: In this lesson, students will look at poetry to help them better understand the meaning of *The Chocolate War*. They will learn about allusions and the role they play in the novel. Students will examine “The Love Song of J. Alfred Prufrok” by T.S. Elliot to grasp where the main quote in novel came from and why the allusion to it is so important. They will also take a look at question poems such as “Enigma” by
Pablo Neruda and create their own to answer the overlaying question of the novel, “Do I Dare Disturb the Universe?”

- **Lesson Rationale:** Learning about the power of allusions is a tool that students can use for the rest of their lives. When reading any type of text it’s important to take a deeper look into things so they can be better understood. Researching something that is eluded to in a text can create a better understanding of it and double a student’s knowledge of a text at hand and a previous text that is being referenced. The question poem is also a great way to get students thinking about a question from a text and possible answers to that question. It allows them to predict how that question may be answered in the text or how they themselves may tackle a question they’ve been contemplating.

- **Lesson Objectives:**

  Upon successful completion of the lesson, students will be able to:

  - Define an allusion and its importance in a text.
  - compare in order to show unlikeness or differences between topics and characters.
  - create a question poem.
  - understand or respond to the text they are reading.
  - make inferences and draw conclusions.
• **Sunshine State Standards:**

LA.910.1.6 - use new vocabulary that is introduced and taught directly;

LA.910.2.1.5 - analyze and develop an interpretation of a literary work by describing an author's use of literary elements and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);

LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details

LA.910.3.5.3 - sharing with others, or submitting for publication.

LA.910.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;

• **Instructional Resources and Lesson Materials Needed:**

• Dictionary definition - Allusion
• Copy of “The Love Song of J. Alfred Prufrock” by T.S. Elliot
• Copy of Pablo Neruda’s poem “Enigmas”

• **Lesson Sequence:**

• **Introduction/Lead-in/ Focus:** The lesson will be introduced by a short discussion about allusions and what they are. The students will participate in a teacher-led discussion on any allusion they may know of whether is be something they’ve read or even something
their parents also refer to etc. to get an idea of the power of an allusion. I will also begin to explain how the line “Do I Dare Disturb the Universe” comes from a poem by T.S. Eliot and that it is an allusion in the novel *The Chocolate War*.

• Explicit Instruction:

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reader Response Journal Quickwrite:</strong> Think about Goober and how he is going to “disturb the universe” of Brother Leon’s classroom. Have you ever been dared to do something that you knew may disturb things? Did you do it, why or why not? What was the outcome?</td>
<td>Students write</td>
<td>5 min</td>
</tr>
<tr>
<td><strong>Defining “Allusion”</strong> I will define the word on the board and give examples. <em>Model:</em> I will ask the students if they’ve ever heard anyone say “That’s his achille’s heel” and explain that this is an <strong>allusion</strong> to greek mythology and explain the meaning of it. I will tell them how knowing what this allusion means would help them understand why that would refer to someone’s weakness etc. <strong>Discussion:</strong> I will ask students to share their thoughts and possible examples in a teacher led discussion.</td>
<td>Students listen and share their thoughts.</td>
<td>6 min</td>
</tr>
<tr>
<td><strong>Guided Practice:</strong> As a class we will do a read aloud of “The Love Song of J. Alfred Prufrock” and in small groups the students will discuss the meaning of this allusion in the novel. I will circulate the room talking with each group about their ideas.</td>
<td>Students read aloud in turns. Students discuss in small groups the poem and the meaning of the allusion to it in the novel.</td>
<td>10min</td>
</tr>
</tbody>
</table>
Feedback: I will check for understanding.

Modeling: I will give a brief overview of a question poem by reading them “Engima’s” by Pablo Neruda and verbally model my own question poem with the question “Dare I Disturb the Universe.” I will say a few of my own lines answering that question.

Independent Practice: Students will work with their shoulder partner to do a think pair share considering how the character in the poem “The Love Song of J. Alfred Prufrock” is going through a struggle similar to Jerry. They will then create a 6-10 line question poem answering the question, “Dare I Disturb the Universe?” either relating to Jerry, another character in the book, or something else they can relate to. They will share their poems with the class.

| Groups will elect one member to quickly share a few thoughts on how knowing this poem impacts their understanding of it in relation to Jerry in *The Chocolate War*. | 5min |
| Students will listen and ask any questions that may have. | 5 min |
| Students will work with their partners to think-pair-share and create question poem. Students will share poem with the class. | 20 min |

**Assessment and Assessment Criteria:**

The students will be assessed through close observation and completion of their question poems.

- Do the small groups provide thoughtful ideas on the meaning of the Elliot poem and how it’s important in the novel?

- Do the students justify their comments with textual evidence?
- Do the students pay attention to key vocabulary?

- Do the students make inferences?

- Do the students create thoughtful “question” poems following the format of Neruda’s poem?

- **Lesson Plan Extensions and Modification Ideas**
  To truncate on the lesson one could take out the question poem portion and just elaborate on allusions and do a different activity focusing solely on that.

  To elaborate on the lesson the students could individually write their own question poem based on a topic of their choice that was required to be 15-20 lines and was assigned as homework.

Adapted From Burke (2008) Poetry- Question poems

**Enigmas**

You've asked me what the lobster is weaving there with his golden feet?
I reply, the ocean knows this.
You say, what is the ascidia waiting for in its transparent bell? What is it waiting for?
I tell you it is waiting for time, like you.
You ask me whom the Macrocystis alga hugs in its arms?
Study, study it, at a certain hour, in a certain sea I know.
You question me about the wicked tusk of the narwhal, and I reply by describing how the sea unicorn with the harpoon in it dies.
You enquire about the kingfisher's feathers, which tremble in the pure springs of the southern tides?
Or you've found in the cards a new question touching on the crystal architecture of the sea anemone, and you'll deal that to me now?
You want to understand the electric nature of the ocean spines?
The armored stalactite that breaks as it walks?
The hook of the angler fish, the music stretched out
in the deep places like a thread in the water?

I want to tell you the ocean knows this, that life in its
ejewel boxes
is endless as the sand, impossible to count, pure,
and among the blood-colored grapes time has made the
petal
hard and shiny, made the jellyfish full of light
and untied its knot, letting its musical threads fall
from a horn of plenty made of infinite mother-of-pearl.

I am nothing but the empty net which has gone on ahead
of human eyes, dead in those darknesses,
of fingers accustomed to the triangle, longitudes
on the timid globe of an orange.

I walked around as you do, investigating
the endless star,
and in my net, during the night, I woke up naked,
the only thing caught, a fish trapped inside the wind.

Translated by Robert Bly  ---**Pablo Neruda**

The Love Song of J. Alfred Prufrock by T.S. Elliot

*S'io credesse che mia risposta fosse
A persona che mai tornasse al mondo,
Questa fiamma staria senza piu scosse.
Ma perciocche giammai di questo fondo
Non torno vivo alcun, s'i'odo il vero,
Senza tema d'infamia ti rispondo. (1)*

Let us go then, you and I,
When the evening is spread out against the sky
Like a patient *etherized* (2) upon a table;
Let us go, through certain half-deserted streets,
The muttering retreats
Of restless nights in one-night cheap hotels
And sawdust (3) restaurants with oyster-shells:
Streets that follow like a tedious argument
Of insidious intent
To lead you to an overwhelming question . . .
Oh, do not ask, "What is it?"
Let us go and make our visit.

In the room the women come and go
Talking of Michelangelo. (4)

The yellow fog that rubs its back upon the window-panes,
The yellow smoke that rubs its muzzle on the window-panes
Licked its tongue into the corners of the evening,
Lingered upon the pools that stand in drains,
Let fall upon its back the soot that falls from chimneys,
Slipped by the terrace, made a sudden leap,
And seeing that it was a soft October night,
Curled once about the house, and fell asleep.

And indeed there will be time
For the yellow smoke that slides along the street,
Rubbing its back upon the window-panes;
There will be time, there will be time
To prepare a face to meet the faces that you meet;
There will be time to murder and create,
And time for all the works and days of hands
That lift and drop a question on your plate;
Time for you and time for me,
And time yet for a hundred indecisions,
And for a hundred visions and revisions,
Before the taking of a toast and tea.

In the room the women come and go
Talking of Michelangelo.

And indeed there will be time
To wonder, "Do I dare?" and, "Do I dare?"
Time to turn back and descend the stair,
With a bald spot in the middle of my hair--
[They will say: "How his hair is growing thin!"]
My morning coat, my collar mounting firmly to the chin,
My necktie rich and modest, but asserted by a simple pin--
[They will say: "But how his arms and legs are thin!"]
Do I dare
Disturb the universe?
In a minute there is time
For decisions and revisions which a minute will reverse.

For I have known them all already, known them all:--
Have known the evenings, mornings, afternoons,
I have measured out my life with coffee spoons;
I know the voices dying with a dying fall
Beneath the music from a farther room.
So how should I presume?

And I have known the eyes already, known them all--
The eyes that fix you in a formulated phrase,
And when I am formulated, sprawling on a pin,
When I am pinned and wriggling on the wall,
Then how should I begin
To spit out all the butt-ends of my days and ways?
And how should I presume?

And I have known the arms already, known them all--
Arms that are braceleted and white and bare
[But in the lamplight, downed with light brown hair!]
Is it perfume from a dress
That makes me so digress?
Arms that lie along a table, or wrap about a shawl.
And should I then presume?
And how should I begin?

. . . . .
Shall I say, I have gone at dusk through narrow streets
And watched the smoke that rises from the pipes
Of lonely men in shirt-sleeves, leaning out of windows? . . .

I should have been a pair of ragged claws
Scuttling across the floors of silent seas.

. . . . .

And the afternoon, the evening, sleeps so peacefully!
Smoothed by long fingers,
Asleep . . . tired . . . or it malingers,
Stretched on the floor, here beside you and me.
Should I, after tea and cakes and ices, (5)
Have the strength to force the moment to its crisis?
But though I have wept and fasted, wept and prayed,
Though I have seen my head [grown slightly bald] brought in upon a platter, (6)
I am no prophet--and here's no great matter;
I have seen the moment of my greatness flicker,
And I have seen the eternal Footman hold my coat, and snicker,
And in short, I was afraid.

And would it have been worth it, after all,
After the cups, the marmalade, the tea,
Among the porcelain, among some talk of you and me,
Would it have been worth while,
To have bitten off the matter with a smile,
To have squeezed the universe into a ball
To roll it toward some overwhelming question,
To say: "I am Lazarus, (7) come from the dead
Come back to tell you all, I shall tell you all"
If one, settling a pillow by her head,
Should say: "That is not what I meant at all.
That is not it, at all."

And would it have been worth it, after all,
Would it have been worth while,
After the sunsets and the dooryards and the sprinkled streets,
After the novels, after the teacups, after the skirts that trail along the floor--
And this, and so much more?--
It is impossible to say just what I mean!
But as if a magic lantern (8) threw the nerves in patterns on a screen:
Would it have been worth while
If one, settling a pillow or throwing off a shawl,
And turning toward the window, should say:
"That is not it at all,
That is not what I meant, at all."

. . . . .

No! I am not Prince Hamlet, (9) nor was meant to be;
Am an attendant lord, one that will do
To swell a progress, start a scene or two,
Advise the prince; no doubt, an easy tool,
Deferential, glad to be of use,
Politic, cautious, and meticulous;
Full of high sentence, but a bit obtuse
At times, indeed, almost ridiculous--
Almost, at times, the Fool.

I grow old . . . I grow old . . .
I shall wear the bottoms of my trousers rolled.

Shall I part my hair behind? Do I dare to eat a peach?
I shall wear white flannel trousers, and walk upon the beach.
I have heard the mermaids singing, each to each.
I do not think that they will sing to me.
I have seen them riding seaward on the waves
Combing the white hair of the waves blown back
When the wind blows the water white and black.

We have lingered in the chambers of the sea
By sea-girls wreathed with seaweed red and brown
Till human voices wake us, and we drown.

Britta Schmaeh
Kelsey Sulinski

Lesson 5 (Day 5)

Lesson Title: Comparing and Contrasting characters

Day 5/ 50 min period:

- Lesson Overview: In this lesson the students will be tested on their understanding of the book and their commitment to keeping up with the readings. Then, the will choose two characters from the book. In groups of three the students will use a Venn Diagram to
organize information about the characters showing in which ways they are similar/different. Last but not least, the students are given the opportunity to read silently.

- **Lesson Rationale:** Giving reading a quiz to students is an effective way for teachers to monitor the students' reading skills. It helps teachers to discover possible reading problems among the students and to make sure they are progressing. Additionally, the students themselves will detect possible misunderstandings or questions regarding the book. The quiz will be as stress free as possible and contain very basic detail questions to let the teacher know that all students comprehended the text. Because such reading quizzes will be every Friday, they will also help reduce the students' test anxiety. The graphic organizer will help the students prepare for their first in-process text. The students will be writing about an event from two perspectives. By comparing and contrasting two characters the students collect ideas for the upcoming assignment. It will help them to gain a first insight into the heads/lives/feelings of two characters. Finally, the students are given time to read so that they can have less homework during the weekend. It will also help the students to calm down and recover from a stressful school week.

- **Lesson Objectives:**
  Upon successful completion of the lesson, students will be able to:

  - examine two or more people, ideas, feelings, etc.
  - compare in order to show unlikeness or differences.
  - analyze similarities and differences between two people.
  - use a Venn Diagram to organize information.
  - make use of textual evidence.
  - understand or explain relationships.

- **Sunshine State Standards:**

LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
LA.910.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

LA.910.3.5.3 - sharing with others, or submitting for publication.

LA.910.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;

• Instructional Resources and Lesson Materials Needed:
  
  • Quizzes
  • ELMO
  • Venn Diagram chart
  • Books

• Lesson Sequence:

• Introduction/Lead-in/ Focus: The lesson will be introduced by a short discussion after the reading quiz. The students will participate in a teacher-led discussion sharing their thoughts/questions/first impressions etc. on the novel The Chocolate War. This way the teacher will get an idea of the students' feelings toward the reading and possible changes/accommodations that can be made during the next couple of weeks.

• Explicit Instruction:

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell Work: I will ask the students to revisit their notes and journal entries</td>
<td>Students work silently and can ask questions.</td>
<td>5 min</td>
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</tbody>
</table>
to prepare for the test.

**Reading Quiz:** I will handout the quiz and remind the students to keep their eyes on their own quiz. I will tell the students to raise their hand if they have a question. I will ask the students to not turn around the quiz until every student received it. Then I will give the students time to complete the quiz reminding them of their time limit.

I will ask the students to stop and hand their quizzes to the first person in the row. I will collect the quizzes.

**Discussion:** I will lead a short discussion to give the students a chance to share their thoughts and ideas of the book.

**Graphic Organizers:**

**Modeling:** I will use the ELMO to show the students how to fill out the Venn Diagram. I will compare and contrast two subjects because all students know math and PE class. I will list some similarities and some contrasts between the two subjects so that the students understand the basic idea of the graphic organizer.

**Guided Practice:** I will ask the students for their own ideas on the two subjects.

I will assign the students into groups. All students are going to work with the students sitting in their row.

I will provide the students with the directions and the handout.

- in groups of three fill out the Venn Diagram.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Students work on quiz.</td>
<td>5 min</td>
</tr>
<tr>
<td>Students pass up their quizzes.</td>
<td>1 min</td>
</tr>
<tr>
<td>Students share reading experiences.</td>
<td>5 min</td>
</tr>
<tr>
<td>Students watch.</td>
<td>2 min</td>
</tr>
<tr>
<td>The students add information to the Venn Diagram.</td>
<td>2 min</td>
</tr>
<tr>
<td>The students arrange seats so that they can work in their groups easily.</td>
<td>1 min</td>
</tr>
</tbody>
</table>

2 min
• Choose any two characters from the novel.

**Feedback:** I will check for understanding.

**Independent Practice:** I will walk around the room to assist the students and individual groups. I will make sure the students are on task and remind them of their time limits.

**Silent Reading:**
I will make sure I am easily accessible for all students if they have any concerns or questions.

HW: think of an event in the story in which two characters may have different views/feelings. In your journal write about an event in which you probably felt differently than the other person that was involved. What happened? And why do you think you had two different perspectives?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Students can ask questions for clarification.</td>
<td>1 min</td>
</tr>
<tr>
<td>Students fill out Venn Diagrams in groups of three.</td>
<td>8 min</td>
</tr>
<tr>
<td>Students read silently and continue their double-entry journal.</td>
<td>25 min</td>
</tr>
</tbody>
</table>

• **Assessment and Assessment Criteria:**
The students will be assessed through the completion of the quiz and the students' individual performance. The students must concentrate on their own quiz. During the remaining time of the lesson, the students will be assessed through observation paying close attention to the students' teamwork efforts and behaviors in the classroom: do they read, do they give their classmates the chance to read etc.

1. Do the students concentrate on their own quiz?
2. Do the students work together as a team? Are all members participating?
3. Do the students read silently? Do the students continue their DEJ?
4. Do the students note at least four similarities/differences of the characters?
5. Do the students back up their comments with textual evidence?
6. Do the students compare/contrast at least two characters?
7. Do the students use appropriate language in their groups?
• **Lesson Plan Extensions and Modification Ideas**
  To truncate on the lesson one could take out the quiz and ask the students to simply fill out the graphic organizer on their own.

  To elaborate on the lesson the students would be asked to create multiple Venn Diagrams or different graphic organizers that allow them to compare and contrast three or four characters from the book.

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**Lesson 6 and 7 (Day 6 and 7)**

Lesson Title: “I Am Not A Coward” – Gulrukh Tausif

Day 6 and 7/ two 50 min periods:

Date/Sequence/Duration:

Britta Schmaeh
Kelsey Sulinski
• **Lesson Overview:** In this lesson the students will participate in a student-lead discussion in form of a Socratic circle activity. The students will be divided into two groups, of which one will be the inner circle and the other one the outer circle. Before beginning the Socratic circle both groups are going to read the short story “I Am Not A Coward”. The inner circle will read the short story concentrating on the “victim” (Zaheer), the outer circle will concentrate on the “bully” (Babar). While reading the students will take notes. Then the students will present their findings/thoughts etc. during the discussion.

• **Lesson Rationale:** The Socratic circle is an excellent strategy to enhance classroom discussions and help the students gain insights from not only the author and text, but also one another. While participating in Socratic circles students build academic skills (in the areas of reading, listening, critical thinking, reflection etc.) and social skills (team building, conflict resolution etc.). Activities like the Socratic circle spark interest because students are guiding their own learning. Providing students with ownership and responsibilities is an effective teaching strategy because it makes learning meaningful and memorable. With the help of the student-lead discussions the students are also given the opportunity to combine information from *The Chocolate War* with other readings. This lesson also prepares the students for their upcoming assignment to write about an event from two different perspectives.

• **Lesson Objectives:**
Upon successful completion of the lesson, students will be able to:

- critically and actively listen to peers.
- analyze literary elements texts (characters, themes, symbols etc.).
- articulate personal opinions effectively.
- participate constructively in a group discussion.
- read texts from different perspectives.
- present an argument.
- evaluate effectiveness/reliability of an opposing argument.

• **Sunshine State Standards:**
LA.910.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.5.2.1 - select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

LA.910.5.2.2 - research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

LA.910.5.2.3 - use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

- **Instructional Resources and Lesson Materials Needed:**
  - “I Am Not A Coward” – Gulrukh Tausif
  - Slips of paper + bowl
  - ELMO
  - Sample questions
  - Discussion questions for Socratic circle
  - Timer

- **Lesson Sequence:**

  - **Introduction/Lead-in/ Focus:** To introduce the lesson the students will be asked to talk to their shoulder partner and share a personal experience - either nonfictional (from real life) or fictional (from a movie) about “choices”. The students will be able to base their conversation on sample questions projected on the ELMO: What does it mean to make a choice? What do you normally base your decisions on? Are there only “good” choices or have you heard of “bad” choices?
    
    → This will get the students thinking and automatically leads into the topic of the short story the students are about to read.
**Explicit Instruction:**

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(DAY ONE)</strong></td>
<td></td>
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<tr>
<td>I will ask the students to draw a slip of paper from the bowl placed on my desk as they come in (the papers do either say “I” or “O” to randomly place the students in the inner/outer circle).</td>
<td></td>
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</tr>
<tr>
<td><strong>Reader Response Journal Quickwrite:</strong> What does it mean to be a “follower”? Do you think it is positive/negative and why?</td>
<td>Students write.</td>
<td>10 min</td>
</tr>
<tr>
<td><strong>Talk with Shoulder Partner:</strong> I will put sample questions on the ELMO and ask the students to share their thoughts/experiences about choices. I will remind the students to only share what they feel comfortable sharing with their peers.</td>
<td>Students talk to their shoulder partner.</td>
<td>5 min</td>
</tr>
<tr>
<td><strong>Socratic Circle:</strong></td>
<td></td>
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<tr>
<td>I will direct students to the main activity of the day providing them with the importance of discussions and student responsibilities.</td>
<td>Students listen.</td>
<td>2 min</td>
</tr>
<tr>
<td><strong>Modeling:</strong> I will take an event described in <em>The Chocolate War</em> in chapter two because all students have read it by now. I will give use a <em>think-aloud</em> to give a brief overview of Obie and how he feels about Archie. I will tell the students to take notes and just listen. Then I will ask the students to tell me what they have observed.</td>
<td>Students listen and practice the role of the outer circle.</td>
<td>4 min</td>
</tr>
</tbody>
</table>
**Guided Practice:** I will ask the students to add to the discussion by sharing how Archie may feel about Obie.

I will give the students the directions for the day:
- class will be divided into two groups based on the letter on the slip.
- “I”/inner circle will read story focusing on Zaheer.
- “O”/outer circle will read story focusing on Babar.
- take notes.
- after reading the story we will arrange circles.

→ during the Socratic circle the inner circle will discuss the story from Zaheer's perspective: how does he feel, what does he do, what is his role etc. (the outer circle will take notes) Then the groups exchange seats and the outer circle-students will discuss the same questions from Babar's point of view.

**Feedback:** I will check for the students' understanding and make sure everybody can ask questions for clarification. I will also make sure each student knows his/her role (Zaheer or Babar) using hand signals.

I will distribute the short story and give the students time to read the story and take notes.

I will ask the students to meet with their group.

I will assist students and monitor the group's behavior/team work etc.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students practice the role of the inner circle.</td>
<td>4 min</td>
</tr>
<tr>
<td>Students listen.</td>
<td>4 min</td>
</tr>
<tr>
<td>Students ask questions. Students raise hands to signal if they are in the Zaheer or Babar group.</td>
<td>3 min</td>
</tr>
<tr>
<td>Students read and take notes.</td>
<td>10 min</td>
</tr>
<tr>
<td>Each group (inner/outer circle) meets with all group members in the opposite half of the room.</td>
<td>1 min</td>
</tr>
<tr>
<td>The group members have time to share their findings, ask questions etc. to plan the discussion that</td>
<td>8 min</td>
</tr>
</tbody>
</table>
**DAY TWO**

I will give the students the opportunity to meet with their group members and have a second look at their notes.

I will direct the new seat arrangement.

*Independent Practice*: I will maintain the role of the time-taker and observe the students' behavior/participation in the discussion.

**HW**: journal entry
Debrief what you have learned...
What does it mean to view a situation from two different perspectives?

<table>
<thead>
<tr>
<th>Follows the next day.</th>
<th>Students refresh memories.</th>
<th>10 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form circles.</td>
<td>Students discuss questions from their assigned point of view.</td>
<td>2 min</td>
</tr>
<tr>
<td>When the timer goes off, the outer circle shares their findings and observations. Then the students switch roles and start the discussion over focusing on the second character from the story.</td>
<td>Students write.</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 min</td>
</tr>
</tbody>
</table>

- **Assessment and Assessment Criteria**: The students will be assessed through observation. The teacher will pay attention to the students' classroom behavior, team efforts, participation in the discussions etc. The students will not receive a grade for their participation in the Socratic circle, however, the teacher will fill out informal evaluation forms giving the students feedback including both praise and suggestions for the future.

- Do *both* students share an experience when talking with their neighbor?

- Do the students listen to their peers and consider their thoughts?

- Do the students take notes?
- Do the students pay attention to the text (characters, symbols etc.)?

- Do the students let each other talk and listen respectfully?

- Do the students participate in the Socratic circle?

• **Lesson Plan Extensions and Modification Ideas**
  To truncate on the lesson one could rewrite it and turn it into a one day lesson. In this case one could leave out the shoulder talk. Then the teacher could also have the students read the story in the same manner simply analyzing and interpreting. Then the Socratic circle would simply be a student-lead discussion in which the students share their understanding of the text without focusing on opposing viewpoints.

  To elaborate on the lesson the students could use the knowledge and understanding they have gained through the discussion to write a letter (either to Zaheer or Babar), in which they agree or disagree with the characters behavior.

---

**by Gulrukh Tausif**

I Am Not A Coward.

"Run, run. Hide quickly, He's coming!"

"What's wrong, Faraz?" Zaheer asked one of the younger kids. "Why is everyone running away?"

It was evening time and the children were outside playing in the street. Some rode their bicycles while others played cricket or basketball. Zaheer was new to the neighborhood. He was a well-mannered boy and made friends quickly.

"It's Mali Chiragh Deen," replied Faraz. "Babar has spoiled the flowerbed of Colonel Hamid's garden again. Mali Chiragh Deen is going to be very angry. Better hide quickly!" Faraz shouted as he disappeared into his own house.

Zaheer watched as an old man in his sixties cycled over. His face was purple with rage and as soon as he saw Zaheer, he made a beeline for him.
"You mischievous little monkey! How dare you spoil my hard work?"

He caught hold of Zaheer's collar and shook him hard.

"But I did not do anything, Mali Baba," said Zaheer trying to extricate himself from Chiragh Deen's clutches, but the old gardener was beside himself with fury. He shook Zaheer once more before letting him go and, muttering angrily under his breath, went to do his chores.

Chiragh Deen took great pride in his work. Every garden in the neighborhood was beautifully cultivated with neatly pruned hedges and blossoming flowerbeds. Chiragh Deen mowed and watered the grass regularly and no weeds were allowed to grow. All the gardens bore testimony to his skill and hard work. If only the young rascals would leave him alone!

Seeing that the coast was clear, the children came out once again. Amongst them was Babar who simply loved to tease the old man. Sometimes he would hide his gardening tools or wreck the flowerbeds. He had even cut the old gardener's watering hose in half. Babar was a bit of a bully and no one liked to get on his wrong side. So whenever he started one prank or the other, the other boys usually followed suit. Sometimes one of the boys would keep a look-out while the others punctured Chiragh Deen's bicycle. No wonder Mali Chiragh Deen viewed them all as rude, ill-mannered boys.

Babar grinned broadly at Zaheer's discomfort and embarrassment. "Shook you well enough, didn't he? Why didn't you kick him and run away?"

Zaheer was shocked at Babar's casual tone. "I can't kick an old man. And why did you trash the flowerbed?"

"Just for fun." Babar shrugged his shoulders. "He's such a mean old man. Always shouting at us as if he owns the whole neighborhood. So we make him pay. Would you like us to puncture his bike as revenge for what he did to you?"

"I think it was wrong of you to destroy the flowerbeds. He is an old man working for his living.." Zaheer's words were cut short by Babar's malicious smirk.

"You're saying this because you are a coward," said Babar, "You are afraid of old Mali Chiragh Deen."

His words stung Zaheer. "No, I am not afraid of him. I just think it's unfair," he started rather hotly.

"Then prove it. You must steal his new shears. If you steal them, I will take back my words and if you don't, the whole neighborhood will know that you are a coward," Babar taunted.

There was silence around them. Young kids were listening intently. Zaheer felt the pressure to prove himself.

"All right," he agreed. "Tomorrow when Mali Chiragh Deen comes for work, I will take his shears and you will have to apologize for your words."

Next day, there was a buzz among the children. Some were amazed by Zaheer's courage and some doubted his ability to go through the whole thing. When Zaheer came out of his house around 5 o'clock, everyone was watching him. He noticed Mali Chiragh Deen's bicycle outside Colonel Hamid's house.
He strolled towards it casually, feeling a dozen pairs of eyes watching his every move. His heart started beating a little faster. What if I get caught? Surely Mali Chiragh Deen would give him a sound thrashing. What if he complains to my father? Zaheer felt sick with apprehension. In his heart he knew what he was about to do was wrong and mean. He wished he had not fallen prey to Babar's taunts. But now it was too late. With everyone watching his every move, he was determined to prove that he was not a coward.

When Zaheer reached the gate, the gardener was rolling out his prayer mat. Mali Chiragh Deen started his Asr prayers and Zaheer noticed that his tool satchel was lying next to his mat. What a stroke of good fortune! He could now pinch the shears easily and get out before Chiragh Deen could do anything. This challenge was going to be a piece of cake!

As Zaheer bent down to open the satchel, he noticed Chiragh Deen's wrinkled hands. Years of hard labour had left his fingers calloused and stained. He noticed the furrows in the old man's cheeks where sweat mingled with his white beard. He suddenly felt extremely ashamed of himself. What kind of courage was it to steal from an old, defenseless man? What am I trying to prove here? Will I become a hero if I steal tools from a man who is busy praying? He turned round and started walking towards where Babar was hiding.

"I won't do it Babar," he said loudly. "And what's more I won't let you do it either."

Babar and the other boys emerged from behind a tree. "We knew you are a coward, Zaheer. Let me show you how it is done."

As Babar darted forward, Zaheer caught hold of his arm. "I said I won't let you do it either. You better leave the old man alone if you know what is best for you."

Something in Zaheer's voice made Babar afraid. He noticed a steely determination in Zaheer's eyes. Like all bullies, he was really a coward at heart. He licked his lips and looked at his friends. None of them wanted to pick a fight.

"Stealing does not make you brave, Babar. It makes you a thief. It is playing mischief with a person who cannot hit back that makes you a coward." Zaheer spoke again.

Shame-faced Babar turned away. He knew Zaheer was right.

Faraz was still hanging around. "Wow! Zaheer. It was really brave of you to stand up to Babar like that, and you did it for Mali Chiragh Deen who was especially hard on you yesterday," he said with admiration.

"Come on, I'll show you my new video game." He tugged at Zaheer's hand.

It wasn't Faraz alone but from that day on, the other boys too viewed Zaheer with new respect.
Lesson 8 (Day 8)

Lesson Title: Looking at things from two different perspectives? The view from both sides.

Day 8/ 50 min period:
1. **Lesson Overview:** We have been discussing various characters in the *Chocolate War*. This assignment will have students choose an event in the story and write about it from two different character’s perspectives. This will allow students to elaborate on their understanding of how people can be affected or see various situations in different ways. The event must include at least two different perspectives and be at least two pages in length. The event must be one from *The Chocolate War* and the perspectives they convey must refer to textual evidence (examples from the book that prove that character feels this way).

2. **Lesson Rationale:** It’s important for students to consider that when events occur between multiple people, there can be different feeling and points of view for each person. Whether is be in a text or in real life, it is important for students to consider various points of view. This activity will also help students gain a deeper understand of the character in *The Chocolate War* which will in turn help them gain a better understanding of this particular novel. This strategy will also help them better understand future works of literature and future situations they may encounter in their personal lives.

3. **Lesson Objectives:**

Upon successful completion of the lesson, students will be able to:

- See multiple perspectives from various characters during an event in the novel.
- Explore, develop, and express their ideas through writing.
- Create an account of an event from *The Chocolate War* with textual support for each character’s perspective.
- Make inferences and draw conclusions.
4. **Sunshine State Standards:**
LA.910.3.1.1: prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

**LA.910.4.1.2:** incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details

LA.910.3.1.3: prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

5. **Instructional Resources and Lesson Materials Needed:**

- The Chocolate War novel
- Handout of a blank Character Target Notes sheet
- ELMO overhead

6. **Lesson Sequence:**

- **Introduction/Lead-in/ Focus:** The lesson will be introduced by doing a Character Target Notes Worksheet. I will model how to do this with a popular well known character in a well known situation and allow the students to do one or two of these to help them brainstorm for their account of an event from various perspectives in *The Chocolate War*. I will explain that they will think of an event from The Chocolate and do Character
Target for two different characters to get an idea of both of their perspectives on the event.

- **Explicit Instruction:**

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<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Reader Response Journal Quickwrite:</strong> Think about a time when you didn’t see eye to eye with someone on something? Why were your perspectives different? What was the effect?</td>
<td>Students write</td>
<td>5 min</td>
</tr>
<tr>
<td><strong>Modeling</strong> I will show the students a blank copy of the worksheet for <strong>character target notes</strong> and show them how to do one on the ELMO overhead. I will choose a character like Cinderella and the event of going to the ball. I will pick things she has said or actions she’s made and explain what they mean about her character during this event as I fill out the Target notes. I will then choose do another character target notes worksheet for one of the evil step-sister’s and ask the students to discuss aloud the differences in perspectives of Cinderella and her sister about the event of going to the ball to meet the Prince.</td>
<td>Students listen and share their thoughts.</td>
<td>8 min</td>
</tr>
<tr>
<td><strong>Guided Practice:</strong> I will then explain to them the assignment at hand as they will be taking an event from The Chocolate War and writing an essay considering two different character’s perspectives on this event. I will ask them to create their own Target notes</td>
<td>Students listen and begin working on their Character Target Notes</td>
<td>15 min</td>
</tr>
</tbody>
</table>
for an even in the Chocolate war- one notes sheet for each character they choose. I will circulate and assist any students

*Independent Practice*: Students will take their Character notes and begin writing a draft of the event they chose discussing both characters’ perspectives. I will assist any students who need help getting started

| Students begin drafting and ask any necessary questions. | 20min |

7. **Assessment and Assessment Criteria:**
Students will be assessed through:

Observation: Are they working on their character target notes taking thorough notes and referencing the text? Are they working on their drafts for their essay using textual support and asking for help if they are stuck?

Their Final product…
Their account of the event will be assessed based on the rubric created in our goals and rubrics for “Writing from someone else’s perspective.”

8. **Lesson Plan Extensions and Modification Ideas**

   To truncate on the lesson one could write the account of event as one brief paragraph on something shorter that happened in the book and not go as in depth. It could possibly then be an in-class activity.

   To elaborate on the lesson the students could write an essay considering more than two characters perspectives or also write an essay about themselves and a time when they had a different perspective than someone else during a personal event.

Adapted Partially from Burke (2008), Teaching Dramatic Texts.
CHARACTER TARGET NOTES WORKSHEET adapted

from http://whatelse.pbworks.com/Target-Notes
Lesson 9 (Day 9)

Lesson Title: Peer review day

Day 9/ 50 min period:

- **Lesson Overview:** The main focus of this lesson is to give students the opportunity to review their peers' assignments and to receive feedback from their peers. The students will participate in a small writing group activity to read and evaluate the work written by their peers. The students will fill out a “peer review form” to provide their peers with feedback. Each student will read three essays, and therefore, fill out and receive three peer review forms.

- **Lesson Rationale:** The students are about to turn in their first in-process text. The students need as much assistance as possible to succeed and receive a good grade. To prepare the students sufficiently there will be a peer review. Not all students live in the same household, which means some students may have more support at home than do others. Not every student will be able to find someone who can proofread their essay and other student may simply not make the effort to ask someone. Therefore, this lesson enables all students to have reliable access to the opinion of their peers. In the writing groups all students will receive feedback, and therefore, have the chance to consider possible errors. Because each student will always receive some positive feedback the activity is motivating and encouraging. A lot of students do not view themselves as good writers, for example, and they will be happy to read what they have done well. Through the peer review and thinking about each others' writings, the students get actively involved in their own learning. By having the students read their peers' essays and talk together about the processes of drafting and revising, the students are becoming more self-conscious about their own writing process and begin to take control over that process.

- **Lesson Objectives:**
Upon successful completion of the lesson, students will be able to:

- explore, develop, and express their ideas through writing.
- practice the behaviors of effective, strategic readers.
- practice the behaviors of proofreading.
- make meaningful suggestions to their peers.
- communicate ideas and thoughts about writing.
- make positive and negative suggestions.
- reconsider information.
- expand on previous knowledge.
- **Sunshine State Standards:**

LA.910.1.7.2 - analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.910.1.7.7 - compare and contrast elements in multiple texts;

LA.910.2.2.1 - analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;

LA.910.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

- **Instructional Resources and Lesson Materials Needed:**
  - Character bulletin boards
  - Post-it notes
  - Student drafts
• Peer Review Forms  
• Timer

• **Lesson Sequence:**

• **Introduction/Lead-in/ Focus:** To lead into the lesson there will be a short activity in which the students are engaged and able to move around the classroom. Because the students have been spending time on writing about events from different perspectives they have also widened their understanding of the characters from the book. Therefore, the students will have the chance to move around the class, review their own (and their peers') character bulletin boards in order to expand them. What have you learned about the characters that is different? How do you view/see the characters now? Etc.

• **Explicit Instruction:**

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>As the students enter the room they will each receive an index card.</td>
<td>Students write.</td>
<td>10 min</td>
</tr>
<tr>
<td><em>Reader Response Journal Quickwrite:</em> What does it mean to be a “follower”? Do you think it is positive/negative and why?</td>
<td>Students walk around the room. Students add to posters by writing information on post-it notes. This way the students can always distinguish between they thoughts they had before and after and what they have learned further into the novel.</td>
<td>6 min</td>
</tr>
<tr>
<td><strong>Character Bulletin Board extension:</strong> I will remind the students that they have read quite a bit of the book and gotten to know the characters even better. How do you feel now? What have you learned about Jerry/Archie/Obie etc.? I will ask the students to move around the room and reconsider the character bulletin board posters. Is there something you would like to add/change...?</td>
<td>Students listen and share their thoughts about the activity.</td>
<td>2 min</td>
</tr>
<tr>
<td><strong>Moment of Thoughts:</strong> I will ask the students to get back to their seats and</td>
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</table>
think about what they have learned. I will explain why the activity was important: “The more you read the more you understand and know about the characters.”

**Peer Review:**

*Writing Groups*: Now is the time to make use of the index cards the students picked up when entering the room. The students will be divided into groups of 3. The index cards contain only one word (dog, cat, Mustang, Porsche, red, blue etc.) I will ask them to look at their card and listen to the categories I name (pets, cars, colors etc.). I will point out where the groups meet. This way, the class will be divided in a fair matter without showing any kind of favoritism or inequality.

I will ask my students to share their writings in the writing groups. I will give them the following instructions:
- Read your fellow student's essays carefully.
- Pay attention to the details they are giving/evidence from the text.
- Name at least one thing they have done especially well. Be specific. Don't just say something like 'I like it'. Clearly say *what* you like.
- And then, figure out what you think he or she could have done better.
- Write feedback on the peer review form and return it to the author at the end of the lesson.

**Wrap-up**: I will make sure each student receives his/her feedback forms.

HW: take time to look at feedback from peers and revise essay assignment. DUE the next day.

<table>
<thead>
<tr>
<th>Students form groups.</th>
<th>2 min</th>
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</thead>
<tbody>
<tr>
<td>Each group will collect their three essays and exchange them with the group next to them. (This way the students will not be reading their own stories)</td>
<td>30 min</td>
</tr>
<tr>
<td>Each group will receive peer review forms.</td>
<td></td>
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<tr>
<td>The students will read three essays having 10 minutes each to read and compete the peer review form.</td>
<td></td>
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</tbody>
</table>
• **Assessment and Assessment Criteria:**
The students will be assessed through observation. Each student is required to fill out three peer review forms and provide respectful feedback. While the students work the teacher will pay attention to the students' classroom behavior. The students will receive a completion grade for turning in the peer reviews.

• Do the students post at least one or two notes during the first activity?
• Do the students share what they have learned about a character?
  1. Do the students read three essays and complete three peer reviews?
  2. Do the students include both positive and negative feedback?
  3. Do the students use detail to explain why they like/dislike something?
  4. Do the students treat their peers' essays respectfully?
  5. Do the students communicate their ideas in complete sentences?

• **Lesson Plan Extensions and Modification Ideas**
  To truncate on the lesson the peer review could be a whole-class activity in which all students sit in a big circle passing around each others papers (give it to the next person when timer goes off). Instead of filling out a peer review form the students could simply use post-it notes. One post-it note would be used to indicate one thing they really like about the essay and another with some kind of suggestion.

  To elaborate on the lesson all students could fill out a peer review form about their own writing with questions, worries, concerns but also comments about what they really like about their essay. This way the students who peer review the draft essay can also pay attention to the authors' personal feelings and concerns about the essay, which could extend the the peer review.
Peer Review Form

Name of person writing this review

Name of author of draft being reviewed

<table>
<thead>
<tr>
<th>Point to parts of the essay that stood out to you.</th>
<th>Do you have some suggestions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ What do you LIKE about the essay (indicate why).</td>
<td>→ What do you think could make the essay even BETTER?</td>
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</table>

Lesson 10 (Day 10)

Lesson Title: TAKE A STAND by Warzone

Day 10/ 50 min period:

- **Lesson Overview:** In this lesson students will be tested on their understanding of the book and their commitment to keeping up with the readings.

- **Lesson Rationale:** Giving reading a quiz to students is an effective way for teachers to monitor the students' reading skills. It helps teachers to discover possible reading problems among the students and to make sure they are progressing. Additionally, the students themselves will detect possible misunderstandings or questions regarding the book. The quiz will be as stress free as possible and contain very basic detail questions to let the teacher know that all students comprehended the text. Because such reading quizzes will be every Friday, they will also help reduce the students' test anxiety.

- **Lesson Objectives:**
  Upon successful completion of the lesson, students will be able to:
• examine two or more people, ideas, feelings, etc.
• analyze the text and recall events, places, and people.
• make use of textual evidence.
• understand or explain relationships.
• analyze the symbolism and meaning of music/lyrics.
• identify key parts of a song and sketch a picture to represent the song.
• relate the meaning of a song to meaning in *The Chocolate War*.

• *Sunshine State Standards:*

LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;

LA.910.2.1.5 - analyze and develop an interpretation of a literary work by describing an authors use of literary elements and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);

LA.910.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;

LA.910.5.2.1- select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

• *Instructional Resources and Lesson Materials Needed:*
• Copy of the song “Take a Stand” by Warzone

• Lesson Sequence:

• **Introduction/Lead-in/ Focus:** The lesson will be introduced by a short discussion after the reading quiz. I will talk to the students after the chapters they have read thus far and the importance of sometimes taking a stand as it relates to Jerry and other characters in *The Chocolate War*.

• **Explicit Instruction:**

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Bell Work:</em> I will ask the students to revisit their notes and journal entries to prepare for the test.</td>
<td>Students work silently and can ask questions.</td>
<td>5 min</td>
</tr>
<tr>
<td><em>Reading Quiz:</em> I will handout the quiz and remind the students to keep their eyes on their own quiz. I will tell the students to raise their hand if they have a question. I will ask the students to not turn around the quiz until every student received it. Then I will give the students time to complete the quiz reminding them of their time limit.</td>
<td>Students work on quiz.</td>
<td>5 min</td>
</tr>
<tr>
<td>I will ask the students to stop and hand their quizzes to the first person in the row. I will collect the quizzes.</td>
<td>Students pass up their quizzes.</td>
<td>1 min</td>
</tr>
<tr>
<td><strong>Discussion:</strong> I will lead a short discussion on students’ thoughts of the book thus far. There favorite parts</td>
<td>Teacher-led discussion about the book and about “taking a stand”.</td>
<td>10 min</td>
</tr>
</tbody>
</table>
and predictions etc. I will then ask them what they think it means to “take a stand” and who in the book is dealing with this issue?

**Song Lyrics:**

*Modeling:* I will take the lyrics to the song “Take a Stand” by Warzone and place them on the overhead for the class to see. I will go through the first few lines with them showing them the words or phrases I would choose that seem important and meaningful to me- I will underline/circle my choices. I’ll share my thoughts on the meaning of the lyrics as well and then do a think-aloud of how I decide on a picture to represent the lyrics in reading. For example the first few lyrics talk about having a mind of your own, but sometimes getting brainwashed so I may draw a picture of a brain that’s trapped in a jail cell to represent that for me.

*Guided Practice:* I will then go to the next couple lines in the song and read them aloud. I will ask the students what they deem meaningful and underline/circle their choices. I will also ask them ideas for how to represent the next couple lines with a picture and draw their ideas on the board.

*Independent Practice:* I will pass out individual copies of the song lyrics and ask them to read the rest of the lyrics of the song as I play the song out loud. They will then go back and circle/underline important words and phrases. They will also sketch a picture that represents the meaning of the song to them and write a short paragraph.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
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<tbody>
<tr>
<td>Students listen and take notes.</td>
<td>5min</td>
</tr>
<tr>
<td>Students participate and give ideas and suggestions.</td>
<td>5min</td>
</tr>
<tr>
<td>Students listen to and read song lyrics. Students work on the lyrics, their picture, and paragraph. Students present if they choose.</td>
<td>15-20min</td>
</tr>
</tbody>
</table>
paragraph about how they think this song could relate to Jerry or another character in *The Chocolate War*. They will have the option to share their picture and paragraph at the end of class.

- **Assessment and Assessment Criteria:**
  The students will be assessed through the completion of the quiz and the students' individual performance based on the rubric created for the quizzes found in the Goals and Rubrics section. The students must concentrate on their own quiz. During the remaining time of the lesson, the students will be assessed through observation paying close attention to the students' individual efforts and behaviors in the classroom while working on the song lyrics, their picture, and their paragraph: do they circle and underline key parts of the song, do they sketch a thoughtful and meaningful picture, do the compose a paragraph with textual evidence relating the song to a character in *The Chocolate War*?

- **Lesson Plan Extensions and Modification Ideas**
  To truncate on the lesson one could take out the class discussion and jump right into the song lyrics. One could also take only an excerpt from a song instead of all the lyrics so there is less to analyze.

  To elaborate on the lesson the students could bring in their own song the next class period and share why it’s meaningful to them and possibly draw another picture to represent their personal song.
People say they've got minds of their own
They'll get sucked in - then they'll know
They get brainwashed into doing things
Things that they never really believed
Get up fight back - take a stand
Time is now - take a stand
Before it's too late - take a stand
Get up fight back
They hear - they see - take a stand
They're looking for an easy way out
Got to make sure they don't sap the will from you
Got to make sure they don't make a fool out of you
Get up fight back - take a stand
Time is now - take a stand
Before it's too late - take a stand
Get up fight back

You've got to - take a stand
Until you die - take a stand
In my grave - take a stand
I'll never give in - take a stand
Lesson 11 (Day 11)

Lesson Title: A look into gang violence- lets advertise how to prevent it!

Day 11/ 50 min period:

9. Lesson Overview: In this lesson students will explore the harsh reality on going violence. They will create a brochure advertising proactive ways to take a stand against the harmful things that can occur by joining a gang. It will show others how to take a positive and safe stand against joining and encouraging gangs. We will also first look at a poem relating to gang violence that recounts one person’s experience with gangs.

10. Lesson Rationale: It’s very important for students at this age to know of the horrors that can come from gangs and gang violence. No high-school is immune from this type of tragedy and the best way to prevent it is to make students aware and help them find proactive alternatives. By reading a poetic account of someone else’s experience students will realize that it’s a real issue even if they’re not currently experiencing it. By creating a brochure they will come up with proactive save ways to take a stand against gang violence and this method will allow students to feed off their peers and create a sort of camaraderie against gang violence.

11. Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

• Students will understand more about gangs/violence.
- Create a thoughtful brochure containing feasible ways to take a stand against gangs/violence.
- Show a better understanding of the novel and respond to it with more background knowledge on gangs.
- Understand the poetic aspects of the poem about gang violence and that person’s personal account.

12. **Sunshine State Standards:**

LA.910.1.6 - use new vocabulary that is introduced and taught directly;

LA.910.3.5.3 - sharing with others, or submitting for publication.

LA.910.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;

13. **Instructional Resources and Lesson Materials Needed:**

- Copy of the poem “Gang Violence” by Ti'ara D. Perry
- Construction Paper/colored pencils/markers (for brochure)

14. **Lesson Sequence:**

**Introduction/Lead-in/ Focus:** The lesson will start by putting the “Gang Violence” poem on the overhead and reading it to the class to start off a teacher led-discussion. The intensity of the poem should get the students immediately interested in the topic.
Explicit Instruction:

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Reader Response Journal Quickwrite:</strong> What is your definition of a gang? What influences have formed this definition for you and why?</td>
<td>Students write</td>
<td>5 min</td>
</tr>
<tr>
<td><strong>Modeling</strong> I will start by putting the “Gang Violence” poem by Perry on the overhead. I will slowly read it out loud and emphasize the important parts. I will model by expressing my ideas and thoughts about gang violence.</td>
<td>Students listen and share their thoughts.</td>
<td>8 min</td>
</tr>
<tr>
<td><strong>Discussion:</strong> I will lead a teacher-led discussion and ask their thoughts about the poem, the person who wrote it, and the techniques she used to get her point across.</td>
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<tr>
<td><strong>Guided Practice:</strong> I will then start a list up on the board of proactive ways to help prevent gang-violence and start with some suggestions such as providing more after school activities etc. and have students raise their hands with their ideas and write those on the board as well. I will explain to students that they are going to work in small groups to create a brochure (with an idea from each member) providing proactive ideas for preventing gang-violence.</td>
<td>Students suggest their ideas</td>
<td>6 min</td>
</tr>
<tr>
<td><strong>Independent Practice:</strong> Students work in small groups to create their brochures with the construction paper, markers etc. I will circulate the room to help answer any questions or help stimulate any groups with some</td>
<td>Students work in groups</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>Students present their brochures</td>
<td>10 min</td>
</tr>
</tbody>
</table>
15. Assessment and Assessment Criteria:
Students will be assessed through close observation and completion/presentation of their brochures

- Do students work constructively in their small groups offering brochure ideas?
- Do students present their brochures, each member speaking a providing their own individual idea?
- Do they discuss the poem and offer ideas on the board about stopping gang violence?

16. Lesson Plan Extensions and Modification Ideas
To truncate on the lesson one could not read the poem at the beginning and possibly just show a bold picture of gang-violence to get the student’s minds going.

To elaborate on the lesson one could add a sketch to stretch at the end of how the students feel about the poem and gang violence in general to help solidify their ideas.
Gang Violence, Ti'ara D. Perry

They say once your in, there’s no way out
Unless you’re wounded in a bed, or six feet under ground
You step out into the streets
Getting shot, without a witness to see
Just lying there all blooded up
With blackened pupils, and still breath
Your homies comes across to see
To realize their member has been shot and deceased
But it’s not over, but then it may
“An eye for an eye”, Is what they say

Black on black crimes
Latino’s killing their own
Whites fighting themselves
Mexicans stunt on their own
Killing for what’s theirs
And for what they want for themselves
You step on their turf, be prepared to meet death

No one else can see him
Just your eyes alone
Only they can feel his presence
Tonight you won’t be going home
What you bragged
You weren’t afraid of
Has come to see if it’s true
Death puts his hands upon your shoulder
You don’t know what to do

As you look into his empty eyes
You remember the takings of other’s lives
Then you come to realize
That your own people weren’t there
To save your life
Who do you have to look at now?
Did they ever care once before?
Or left you at your own bound

You think hanging in gangs is cool
But if you were smart
You wouldn’t think like a fool
Gangs you believe you’re committed to
Are only playing games
And making up their own rules
You do this to yourself
Because you have no one to depend on
But the decisions you choose and chose to do leave you nowhere
But inside a whole
Now you’re gone and your family’s in pain
Lesson 12 (Day 12)

Lesson Title: The book and the film

Day 12/ 50 min period:

- **Lesson Overview:** In this lesson the students will be given the opportunity to compare and contrast the book with a film. The students will watch a critical scene they have just read about. Then, the students will be able to identify differences and similarities between the book and the film. Furthermore, the students will engage in an activity in which they become their own “film makers”. The students will take the imperative event from the book they have just watched and reformulate it into a short role play. The students will also create a new character who is taking a stand in the scene trying to make a difference at Trinity High School.

- **Lesson Rationale:** This lesson provides students with the opportunity to evaluate the film version of the piece of literature they are discussing. By asking students to compare and contrast the book with its movie counterpart they are beginning to see the main differences of literature and media. And the activity in which they are comparing and contrasting, the students are given the opportunity to think critically about different forms of media. The students will be able to consider the advantages they are given when reading a book because it is usually much more detailed than a film. The students will also be able to use the information and ideas from the film for their second activity. Furthermore, the students are asked to put themselves into the shoes of other characters, which will help them to use their previously gained knowledge of considering situations from different viewpoints. As the students think of a character who takes a stand they are also slowly preparing themselves for their next in-process text.

- **Lesson Objectives:**
  Upon successful completion of the lesson, students will be able to:

  - identify characters, setting, plot, and resolution in a movie based upon the book.
  - describe similarities and differences between elements of the book and the movie.
  - adapt and perform a scene from the book.
• put themselves into the perspectives of characters from the book.
• write a script.
• use voice and body language to convey a message to the audience.

• Sunshine State Standards:

LA.910.2.1.7 - analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;

LA.910.3.5.3 - sharing with others, or submitting for publication.

LA.910.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

LA.910.5.2.3 - use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

• Instructional Resources and Lesson Materials Needed:

• Copy of movie
• *The Chocolate War*
• Television and DVD player
• Comparison and contrast handout
• ELMO
• Role play guidelines

• Lesson Sequence:

• Introduction/Lead-in/ Focus: To introduce this lesson there will be a short discussion. The students will be asked if there are any stories they have both read and seen on television. Students at this age are often excited about television and this will get their attention. Hopefully it will arouse interest so that the students are also excited to be able to watch a critical scene of the book they are just reading.

• Explicit Instruction:

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
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</table>
**Reader Response Journal Quickwrite:**
Write a letter to Jerry or Archie. What would you want to tell him?

**Movie Clip:** I will lead a short discussion in which I will ask the students about possible differences between a film and a book. What advantages/disadvantages may either one have?

**Modeling:** I will pick out a very short film scene. I will ask the students to concentrate on the details. What is different from what they have read. Then I will put one of the comparison and contrast handouts on the ELMO. I will begin to fill in some information using a “think-aloud” so the students know what I am doing.

**Guided Practice:** Now I will ask the students if they have made any other observations trying to encourage them to share it with me and the rest of the class.

I will provide the students with the comparison and contrast handout.

**Feedback:** I will check for student comprehension.

**Independent Practice:** I will make sure every student has a handout. I will ask the students to signal me that they are ready by raising their hand. This way I know everybody is paying attention to the film scene.

I will provide the students with the page number of the same scene in their book. I will ask the students to refresh their memory and read over the scene again.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Students write.</td>
<td>10 min</td>
</tr>
<tr>
<td>Students provide ideas and thoughts about films and books.</td>
<td>3 min</td>
</tr>
<tr>
<td>Students watch film scene.</td>
<td>5 min</td>
</tr>
<tr>
<td>Students share observations.</td>
<td>3 min</td>
</tr>
<tr>
<td>Students can ask questions for clarification.</td>
<td>2 min</td>
</tr>
<tr>
<td>Students take notes.</td>
<td>10 min</td>
</tr>
<tr>
<td>Students read.</td>
<td></td>
</tr>
</tbody>
</table>
I will circulate around the room making sure that all students are on track.

**Role Play:** I will ask the students to write a short script about the scene they have just seen/read. I will provide the students with the instructions and the handout with guidelines. The main aspect of the activity is to:

- include what is most meaningful (consider the notes/handout from previous activity).
- think about this: what could somebody do to make a difference at Trinity? What could somebody do to help Jerry/Goober? What could somebody do about Brother Leon?
- either add a character that is not in the book/film or change a character so that somebody is taking a stand.
- be prepared to share your play with the rest of the class which means assign roles: who is who?

**Wrap up:**

**Sharing:** I will ask the students to come to the front of the classroom to perform their play. I will encourage all students and make sure they know this does not have to be perfect. I will make sure to provide feedback after every performance and tell the students what I especially liked.

**HW:** read next assigned chapters.

| Students fill out the comparison and contrast handout based on what they have just seen/read. | 10 min |
| In groups the students will write a script and prepare a short role play to share with the rest of the class. (The students will be divided into groups randomly by counting down) | |
| Students will review guidelines and make group efforts to come up with lines. | |
| Students perform with their groups. | 7 min |

- **Assessment and Assessment Criteria:**
The students will be assessed through close observation and on the basis of their performance:
- Do the students identify details about the characters and the plot in both book and film?
- Do the students describe differences/similarities between the book and the film?
- Do the students fill out their comparison and contrast handout?
- Do the students include all group members into the role play?
- Do the students manipulate the scene so that somebody is taking a stand?

• **Lesson Plan Extensions and Modification Ideas**
  To truncate on the lesson the students would simply watch multiple scenes to fill out their comparison and contrast handout. The role play activity would be postponed until following school next day.

  To elaborate on the lesson the students would not only fill out the comparison and contrast handout but they would also write a response summarizing their findings on the differences and similarities between the book and the movie. And finally, they would lead a student-lead debate to discuss the advantages/disadvantages of reading the book instead of viewing the film.
Getting into the Class Theater

You and your group will choose part of the book and make it into a script or play. Here are some guidelines.

- Decide which part of the book to present.
- Determine how many speakers you will need. Be sure to include a narrator if you need one.
• Decide which lines each character will speak. You can change or remove words to make your script work. Be sure to have a reason for any changes that you’re making.

• Determine how you and your group will perform. Will you be sitting or standing? How will you arrange yourselves?

• Make sure to either include a new character or change a character's personality. You want to have a character who speaks up, trying to make a difference.

• Practice reading your section alone and with the rest of the group.

• Make sure you are saying each word clearly and with expression. Adjust your volume to the needs of the audience.

Britta Schmaeh
Kelsey Sulinski

Lesson 13 (Day 13)

Lesson Title: Taking A Stand- Intro to Second in Process Text- Introducing a Person who took a stand.

Day 13/ 50 min period: Students will work continue this lesson on some of Day 14
1. **Lesson Overview:**

   Students in small groups will choose a person off of a suggested list of significant people who have taken a stand (If they choose to do someone else it will have to be approved). Students will research the person in small groups and create a visual to present this person to the class (i.e. a poster, PowerPoint, art etc.). The students will divide up roles and complete a peer evaluation of themselves and the other group members to make sure everyone participates equally.

2. **Lesson Rationale:**

   When students can relate their reading to real life people who have gone through similar experiences, it validates their understanding of a fictional text. By understand a famous person who has taken a stand they will better understand the characters in *The Chocolate War* who are taking a stand and also people who take a stand in their personal lives, especially themselves.

3. **Lesson Objectives:**

   Upon successful completion of the lesson, students will be able to:

   - Gain a better understanding of what it means to take stand.
   - Become more knowledgeable about a famous person who was taken a stand.
   - Create a thoughtful and researched presentation to introduce their person to the class.
   - Relate the person who they are researching to taking a stand in *The Chocolate War* and in their own lives.

17. **Sunshine State Standards:**

   LA.910.3.5.3 - sharing with others, or submitting for publication.

   LA.910.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;
LA.910.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

18. **Instructional Resources and Lesson Materials Needed:**

- Library Resources- Computer/Books
- PowerPoint program or Construction Paper/poster/markers/colored pencils
- ELMO overhead
- Copy of MLK I have a Dream speech/video of it or just audio

19. **Lesson Sequence:**

- **Introduction/Lead-in/ Focus:** The lesson will be introduced by talking about Dr. Martin Luther King Jr. He is a man well known for taking a stand to gain more rights for colored people. I will play his “I Have a Dream” speech for the students so they have an idea of what he said to take his stand. I will play his speech out loud while I post the words on the overhead.

- **Explicit Instruction:**

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
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<tbody>
<tr>
<td>Reader Response Journal Quickwrite: “Does Taking a Stand necessarily need to be something seen or heard? Can one make a personal or mental stand in their own mind?” “Who’s someone you admire for taking a stand?” Why?</td>
<td>Students write</td>
<td>5 min</td>
</tr>
</tbody>
</table>
**Modeling**
I will play the MLK speech and project the lyrics for the students to read as they listen. Afterwards I will go through the speech and discuss my thoughts on how I feel MLK really took a stand and what he did/said. I will model for them some of the things about MLK that they will need to include in their presentation on their person who took a stand. I will provide a handout with the directions for the presentation and put students in small groups.

**Guided Practice**
**Discuss:** Students will discuss with me what it means to take a stand and go over their journal topic. They will provide adjectives of some who “takes a stand” and I will write these on the board as they suggest them. They can also ask any questions about the assigned project presentation.

**Independent Practice:** I will then take the students to the Library to work in their small groups researching for their presentation due day 16.

- Students listen and share their thoughts. They then are assigned to and get in their small groups. 10 min

- Students Discuss and ask Questions. 10 min

- Students go to Library and research in their small groups for the rest of class. 25 min

20. **Assessment and Assessment Criteria:**
Students will be assessed through:

Observation:

- Are they paying close attention to the MLK speech and offering adjectives that describe someone who takes a stand?

- Are they work efficiently and quietly at the library in their small groups?
- Are they utilizing books and computers to research their person?

The ultimate assessment of the presentation will be done using the rubric in our goals and rubrics for taking a Stand- in Process text number 2.

21. Lesson Plan Extensions and Modification Ideas

To truncate on the lesson one could simply talk about MLK or not present the entire speech to the class.

To elaborate on the lesson the students could write their own speech as MLK did on a topic they feel is worth taking a stand for- to lead into the In-Process text presentation.

Britta Schmaeh
Kelsey Sulinski

Lesson 14 (Day 14)

Lesson Title: Taking a stand day 2

Day 14/ 50 min period:

- **Lesson Overview:** In this lesson the students will be able to work on their second in-process text. The students will be engaged in a very short introduction activity to loosen up at the beginning of the lesson. The students are given the chance to catch up
with their reading or simply relax while reading silently. The students are going to be working on an important presentation during the rest of the lesson and will need every opportunity to recover from stress caused in previous classes.

- **Lesson Rationale:** The students will be able to work on their taking-a-stand presentation in class on this day to obtain all necessary assistance from their teacher. The students will be giving a presentation in front of the rest of the class and will also receive a grade – this can be quite stressful for high school students. Not all of them are comfortable standing up in front of the class. And therefore, this lesson is meant to be rewarding. The students have been working hard throughout the past couple of weeks. They will be happy to get as much assistance from their teacher as possible. It is important for teachers to support and coach their students not to frighten them. And this is why the students are able to continue working on their presentation in class rather than at home – alone. Not every student has the necessary resources at home or guardians who can help them with such an assignment. And therefore, this lesson is held to provide all students with the *same* resources and assistance.

- **Lesson Objectives:**

  Upon successful completion of the lesson, students will be able to:

  - ask precise and on-topic questions.
  - organize and plan presentation materials.
  - work independently.
  - create precision by elaborating ideas through supporting details.
  - use organizational patterns to convey a message.
  - evaluate drafts from previous lesson.

- **Sunshine State Standards:**

  LA.910.3.3.1 - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
LA.910.3.3.2 - creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;

LA.910.3.3.3 - creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language;

LA.910.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

LA.910.5.2.2 - research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

- **Instructional Resources and Lesson Materials Needed:**
  - Rubric and checklist
  - Presentation materials
  - Research materials
  - *The Chocolate War*

- **Lesson Sequence:**
  - **Introduction/Lead-in/ Focus:** To introduce the main activity of this lesson the students will be debriefing what they have worked on during the previous lesson. They will be asked to take out their drafts and consider what they like/dislike about it.

  - **Explicit Instruction:**
What I do… | What the students do… | Time
---|---|---
**Reader Response Journal Quickwrite:**
What would you do as a student of Trinity. If Archie gave you an assignment would you accept it? Why or why not?
Students write. | **10 min**

**Silent Reading:**
I will also take out my copy of *The Chocolate War* and model the behavior the students are asked to take on. This way I am much more than a teacher because I present myself as a learner to promote mutual respect. Instead of organizing materials, checking emails etc. I will refresh my memory and reread a chapter of the book.
Students read silently. | **5 min**

**Presentation Prep Time:**
I will walk around the room throughout the lesson providing assistance for all students. I will make sure I am not annoying any students or stalking them but simply be easily accessible.
Students will use class time to prepare their presentations, organize materials, ask questions, evaluate drafts, edit/revise drafts etc. All students will be able to work at their own pace.
| **30 min**

**Wrap up:**
I will go over the requirements for the presentation and provide the students with a checklist. This way I can make sure the students know what they have to include. I will also go over the rubric with the students since I want them to succeed with this assignment.
Students will listen and are able to ask any last-minute questions for further clarification.
| **5 min**

**HW:** finalize presentations and rehearse so that you are well prepared for the next day.

- **Assessment and Assessment Criteria:**
The students will be assessed through close observation:
• Do the students work without distracting their peers?
• Do the students treat each other respectfully when trying to seek my attention?
• Do the students elaborate on their ideas with the use of details?
• Do the students evaluate their drafts from the previous day?
• Do the students ask each other for assistance/feedback?

• **Lesson Plan Extensions and Modification Ideas**
  
  To truncate on this lesson the students would simply review their drafts in small groups. The students would exchange feedback but would not have the opportunity to work on their presentation in class.

  To elaborate on the lesson the students would engage in another peer review and the lesson would take place during two 50 minute periods. The students would reevaluate their drafts and work on their presentation during one lesson. During the next lesson they would meet in their writing groups to read each others presentations and provide feedback.

Britta Schmaeh
Kelsey Sulinski

Lesson 15 (Day 15)

Lesson Title: Introducing your person who took a Stand and Reading Quiz

Day 15/ 50 min period:

• **Lesson Overview**: In this lesson the students will be tested on their understanding of the book and their commitment to keeping up with the readings. Then, they will present their second in-process text “Taking a Stand” by introducing their person to the class.
• **Lesson Rationale:** Giving reading a quiz to students is an effective way for teachers to monitor the students' reading skills. It helps teachers to discover possible reading problems among the students and to make sure they are progressing. Additionally, the students themselves will detect possible misunderstandings or questions regarding the book. The quiz will be as stress free as possible and contain very basic detail questions to let the teacher know that all students comprehended the text. Because such reading quizzes will be every Friday, they will also help reduce the students' test anxiety. The presentations will allow every student to learn about even more people who have taken a stand aside from the one their group did. The more they know about taking a stand the more they can relate it to the personal lives and also to the characters in *The Chocolate War*.

• **Lesson Objectives:**
  Upon successful completion of the lesson, students will be able to:

  • examine various ways one can ‘take a stand’.
  • compare in order to show unlikeness or differences.
  • analyze similarities and differences between two people.
  • make use of textual evidence.
  • understand at least 4-5 people in history who have taken a stand.

• **Sunshine State Standards:**

  LA.910.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
LA.910.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

LA.910.3.5.3 - sharing with others, or submitting for publication.

LA.910.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;

• Instructional Resources and Lesson Materials Needed:

• Computer/Projector- if students are doing PowerPoint presentation

• Lesson Sequence:

• **Introduction/Lead-in/ Focus:** The lesson will be introduced by a short discussion *after* the reading quiz. The students will participate in a teacher-led discussion sharing their thoughts on the novel *The Chocolate War* as a whole- which will later be an informal essay assignment over the weekend. This way the teacher will get an idea of the students' feelings toward the reading and possible changes/accommodations that can be made for the next time it is read. Then we will go right into the presentations.

• **Explicit Instruction:**

<table>
<thead>
<tr>
<th>What I do…</th>
<th>What the students do…</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Bell Work:</em> I will ask the students to revisit their notes and journal entries to prepare for the test.</td>
<td>Students work silently and can ask questions.</td>
<td>5 min</td>
</tr>
<tr>
<td><em>Reading Quiz:</em> I will handout the quiz</td>
<td>Students work on quiz.</td>
<td>5 min</td>
</tr>
</tbody>
</table>
and remind the students to keep their eyes on their own quiz. I will tell the students to raise their hand if they have a question. I will ask the students to not turn around the quiz until every student received it. Then I will give the students time to complete the quiz reminding them of their time limit.

I will ask the students to stop and hand their quizzes to the first person in the row. I will collect the quizzes.

**Discussion:** I will lead a short discussion to give the students a chance to share their thoughts and ideas of the book.

**Presentations:** Student will have the majority of the rest of the class to introduce us to their person who took a stand.

**Wrap-Up:** I will explain the homework assignment for the weekend. Students will write a one-page informal essay/reflection about what they like/disliked about *The Chocolate War.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pass up their quizzes.</td>
<td>1 min</td>
</tr>
<tr>
<td>Students share reading experiences.</td>
<td>5 min</td>
</tr>
<tr>
<td>Students present.</td>
<td>30 min</td>
</tr>
<tr>
<td>Students listen and take notes.</td>
<td>4 min</td>
</tr>
</tbody>
</table>

**Assessment and Assessment Criteria:**
The students will be assessed through the completion of the quiz and the students' individual performance. The students must concentrate on their own quiz. The quizzes rubric in our goals and rubrics will be used. The presentations will be graded based on the Taking a Stand in-process text rubric in goals and rubrics.
Lesson Plan Extensions and Modification Ideas
To truncate on the lesson one could take out the quiz and move right to the presentations.

To elaborate on the lesson the students would be asked to possibly start their take-home essay in class about what they like/dislike in *The Chocolate War*.

Quiz 1

Write your answers in complete sentences.
1. Who is the president of The Vigils?

2. Who is the leader of The Vigils?

3. How does Janza become involved with The Vigils?

4. Why is Obie against Archie selecting Jerry for an assignment?

5. What happens to Brother Eugene after his classroom falls apart?

Name __________________

Date ________________

Quiz 2

Write your answers in complete sentences.

1. Jerry's father does what for a living?
2. What position does Jerry try out for on the football team?

3. Who is Jerry's only ally throughout the book?

4. Why is Brother Leon so intent on selling the chocolates?

5. How does Brother Leon find out that Archie is behind Jerry’s refusal to sell chocolates?

Name ___________________

Date _________________

Quiz 3

Write your answers in complete sentences.
1. Why do all the students show up and participate in the assembly?

2. Why does Obie pull out the black box at the assembly?

3. How does Archie feel about having to draw marbles at the assembly?

4. How does Archie talk Jerry into participating in the boxing match?

5. Why doesn't anyone stop the fight when it gets out of hand?