

(55 minute periods)

### Day 1: Monday

**7 minutes:** housekeeping, attendance, pass-back papers, and bell-ringer activity: DOL.

**35 minutes:** Gateway activity: Scenarios....

Within small groups students will individually read the following scenarios, which all have to do with someone coming into conflict with an authority figure. Once all group members have read the four scenarios then, *as a group*, they will *rank the scenarios in order of what characters they approve of most*. For example, if they find the mother in scenario one the most approving with then he would get a 1 and the next character they find would be the second-most approving and get a 2, and so on. *All four scenarios must have a ranking, and there are no ties*. Once all the groups have decided on their ranking we will turn to the whole class, share, and discuss the reasons groups chose what they chose.

The scenarios I have here are more “place-holders.” I will be pulling articles from the recent news that are will either be on the subject of conflict with technology and/or conflict with government.

- 1) While a mother and her young daughters are playing in the park, a group of older kids arrive and begin to play roughly and listen to loud music. The mother, concerned that her children could be injured, asks the police for help. The young people proceed to disrespect and argue with the arriving officers. Finally, one of the teens is given a citation for his unruly behavior. *Character: the mother.*
- 2) A teacher prevents Venu from coming into her room because he is breaking the school rule against wearing coats to class. After Venu refuses to comply with his teacher’s wishes to put his coat away, she refers the matter to an administrator. Venu continues to argue with the vice principal, and when told he can either put his coat in his locker or go to the office, he angrily storms out of the building. *Character: the teacher.*
- 3) Ms. Thomas, a fourth grade teacher, taught a holiday lesson in December which included a brief historical review of Christmas, a discussion of art memorializing the birth of Jesus Christ, and a study of Christmas carols in the designated music period. Ms. Thomas also told the class about Hanukkah, the Maccabee warriors and the menorah oil that lasted eight days, and passed around a dreidel to help the class understand the Jewish holiday. The parents of James Mitchell, a Muslim student in her class, complained to the principal that Ms. Thomas only included Christianity and Judaism in her holiday lesson, and ignored their child’s faith completely. *Character: the teacher.*
- 4) Every day afterschool Eva comes home and turns on her favorite video game: World of Warcraft (WOW). Her mother is worried that Eva is not getting the exercise she needs to be healthy, because she is spending all her time inside. Eva’s mother is also concerned that Eva will not develop her social skills. Eva states that she has P.E at school and feels like that will keep her healthy. Eva also states that she gets to talk to all her friends during

their WOW games, which is the way she likes it. Eva's mom is still contemplating taking away her daughters games. *Character: the mother.*

### **7 minutes: pass-put assignment and rubric of Acting-Out Journals....**

Journals\*: Each person is in charge of buying a personal journal for this five week unit. Each week you will be required to write in your journal two times and once in a partner's journal:

Weekly Journals will include:

At home: Once a week you will have to respond to the text. For this journal you will take a page and draw a line down the middle, slipping the page into two parts. On the left hand side I want you to go through the readings we have done this week and choose a quote and/or passage that calls out to you. Maybe you thought the ideas were interesting, maybe you liked the way the sentences flowed, or maybe you thought the idea reveals something about the text. Don't forget to write down the page number. Once you have done that go to the right side of the paper and answer three of the five questions. Each of the five questions needs to be answered at least once during our five weeks.

In class: Once a week you will have to respond to a question I pose in your journal. There will be five questions I will hand out to different students, so you will not all be answering the same questions. Each response has to be somewhere between 300-400 words. I want to see that you are working through the questions and I also want you to use the text as reference while answering your questions (don't forget to cite the page numbers). You will have two nights to respond to the question and then you will bring them back into class and exchange with your weekly partner. While in class you will have time to respond to your weekly partner's last post. Once you get your partner's journal you will read their last response. After you have read their answer to the question then leave one line after your partner's response you start writing back to them. This is a time for you to get see a new question and ponder your partner's response and then respond to what your partner has to say about the question. You can agree or disagree, but remember to back up your response with facts from the texts or anecdotes. I must stress that these response are to only respond to your partner's response, not anything else, and you are not to look back through your partner's journal: be respectful of each other's privacy. These responses are going to be respectful; pretend you are a college professor responding to another professor's research. The point is to get you to see another questions other than the one you answered and see what someone else's well-thought opinion is on it, and a bonus is that you get to write back and pat them on the back with in agreement or try to nudge them to see things from your perspective. There is no right or wrong answers in our journals. Responses must be at least 200 words.

### **Keep in Mind While Journaling:**

- I want this writing to help you get a deeper understanding of difficult issues and questions, so I will not be grading you on your grammar, mechanics, or sentence structure. I want you to just write without having to worry about your writing. Just worry about working through the question, and coming up with a working answer.

- This is a place for you to dig into and mull over ideas, questions, thoughts, where you need more time to develop thoughts or responses or are confused about what is happening. I do not want you to summarize what was happening in the text, unless necessary to explain your response. This journal is a place for you to openly discuss topic that were too sensitive to bring up in class. If you feel like you want your journal to be private then put an "X" at the top of the paper, and I will not read that journal entry. *Two disclaimers on that statement:* if you are putting an "X" on the top of each journal entry we will need to discuss other possibilities, because I need to have a clear understanding of your critical thinking skills while journaling; also, *I am required by the state to share any thoughts or suggestions of violence, substance or sexual abuse, suicide, or other harmful behaviors with the school counselor.*

- At the end of this unit you will have a chance to look over all your journals and write a “forward” to your personal journal. This forward will answer and reflect on a few specific questions on your growth throughout the five weeks. I will give more directions and a rubric when we get closer to the end of the unit

-For students who have special accommodations we will work one-on-one to figure out a personal solution for the journals.

\*See attached Rubric

**5 minutes:** Sign out copies of *Feed* and *1984*. Let students know the expectations of being ‘best-friends’ to their books because they need to last the district many years. Also, if time, have students cover them with notebook paper.

**2 minutes:** Describe homework: Tonight read everything from the inside cover and stop when you get to the actual story on both books. From what you learn about the book from the forward and the author’s letter decorate the cover of your book and bring it back to class the next day to share why you decorated it the way you did. \*Use your skills to infer what the story will be about.

## **Day 2: Tuesday**

**7 minutes:** housekeeping, attendance, and bell-ringer activity.

**10 minutes:** Sharing in small groups how covers were decorated. One student will take notes on what their group inferred—from the pre-reading—about what the books were about.

**7 minutes:** In large group discussion, each groups’ note taker will share what their groups inferred about the two books. I will be writing ideas on a large white poster board.

**25 minutes:** Read as much as possible in *Feed*—*probably get finish section 1*; Round robin reading where each student reads a paragraph. We should only make it around the classroom once in the 25 minutes.

**6 minutes:** In their Acting-Out Journals students will write down the characters they have met so far in the novel. Tonight for homework I will pick the major characters and have students write characteristics of the characters (that we know just from today’s reading) in their journals.

## **Day 3: Wednesday**

**7 minutes:** housekeeping, attendance, and bell-ringer activity.

**3 minutes:** Get out novels, *Feed*, and journals while I come around and stamp homework.

**10 minute:** Mini lesson on syntax and funicular—setting the mood of the scene. Since there is a lot of “made-up words” in this futuristic novel we will discuss what they mean, write them down in our notes.

**30 minutes:** Read half way through section two.

**7 minute:** Tonight, go home and do the “at home” section of the journal. (Go over what that entails, expectations, and an example.)

## Day 4: Thursday

**7 minutes:** housekeeping, attendance, and bell-ringer activity.

**3 minutes:** Get out novels, *Feed*, and journals while I come around and stamp homework.

**20 minutes:** One person is the recorder, one person is the reporter when we turn to large group discussion, one person is the timer, and one person is the leader. Discuss the following questions: spend about 5 minutes on each question, and don't forget to cite your facts to back up your opinion from the book.

- 1) Are you attached to your cell phone? Or do you know someone who is constantly on their cell phone? How do you feel when you are trying to talk to that person and they are not paying attention to what you are saying, because they are busy on their phone? Is that person you?
- 2) What would be the positives and negatives about having a personal cellphone/shopper/search engine always on in your mind?
- 3) How do you feel when someone invades your personal space, like your phone, your journal, the things in your room?

**15 minutes:** Turn back into whole group discussion: big circle. Reporters will be called on to say what their group members thought about certain questions. Then we will open it up to the whole class. I will be facilitating the answers with questions on how it relates to the novel, and if the students made those connections to the text within their own thoughts on the topics.

**5 minutes:** Homework for tonight is to finish reading the 2<sup>nd</sup> section (until page 73). They respond to the following question, using at least two quotes from the text: If you are an A: *"Why do you think the author chose the names he did for his characters, such as Titus, Link, Violet, and so on? What might their names say about the world they live in?"* If you are a B: *"Why do you think Titus is attracted to Violet? Think beyond her appearance."*

## Day 5: Friday

**7 minutes:** housekeeping, attendance, and bell-ringer activity.

**5 minutes:** Meet and greet with your partner for this week, get journals, take out homework, and flip to the next free page.

**30 minutes:** Explain activity and demonstrate.

With your partner do the following things:

- 1) Have one of you read your question and answer to your partner, and whoever is not reading is jotting down words or notes they think they might want to respond too. These are ideas and opinions your partner has that you either agree or disagree with.
- 2) Switch readers and the person who was reading is now listening and jotting down notes.
- 3) After you both have read, then hand your journal to your partner, and respond (using your notes you jotted down) to their journal entry.
- 4) Put your journals in your bin

**10 minutes:** write an ad for your favorite snack/movie/book/band/clothing brand that would play on The Feed for the characters to see.

**5 minutes:** clean up and debrief what is happening next week. Also assign the next reading assignment over the weekend: read from page 73 to 135

### **Day 6: Monday**

**7 minutes:** housekeeping, attendance, and bell-ringer activity.

**3 minutes:** get out books get into big group discussion (circle up)

**30 minutes:** Large group discussion on fighting against The Feed

**15 minutes:** Journal Prompt: When have you fought against something everyone was doing?

**5 minutes:** Homework: read from 135-196

### **Day 7: Tuesday**

**7 minutes:** housekeeping, attendance, and bell-ringer activity.

**3 minutes:** Define the word on the board: "Mal" while I come around and stamp journals

**45 minutes:** Body biographies. In groups you will make a large trace of one of your group member's bodies. On a separate piece of paper I want you to name all the characters we have met so far. Remembering each of their qualities, I want you to put the seven most important characters next to the part of the body that best describes that character. Using the book, tell me why, and what characteristics makes that person like that part of the body. Be appropriate.

**2 minutes:** clean up and we will present these tomorrow.

### **Day 8: Wednesday**

**7 minutes:** housekeeping, attendance, and bell-ringer activity.

**15 minutes:** Groups will present their body biographies

**25 minutes:** Get with your partner of the week and have "coffee shop talk", while answering the question on the board.

**8 minutes:** Pass back journals. Explain what one of the culminating projects (Brochure) is going to be, which is due in one week. Homework: Read from 135-203

### **Day 9: Thursday**

**7 minutes:** housekeeping, attendance, and bell-ringer activity.

**Rest of class:** Watch *The Truman Show*, while taking notes on how Truman feels about life before he notices anything is wrong with "the way things are."

**2 minutes:** Homework: Read 203-244 (DO NOT READ ANY FURTHER!!!)

### **Day 10: Friday**

**7 minutes:** housekeeping, attendance, and bell-ringer activity.

**25 minutes:** Read round robin the read the rest of the novel.

**20 minutes:** Small group discussion about how you liked the ending. Titus versus Violet. Tragic?

**3 minutes:** Homework: At-home journal entry.