High Ability Language Arts Curriculum Project Phase II

Unit: Growth: Down the Rabbit Hole
Grade Level: 7th

Original Teacher Author: Jason Brumback
Edition Date: 06.17

VERSION FOR CLASSROOM USE

Indiana Academic Standards 2014
This High Ability Language Arts Unit has been developed to provide supporting materials to help educators successfully implement the Indiana Academic English Language Arts Standards 2014 for High Ability learners. Use of these resources is optional – teachers should decide which resources work best in their school for their students. This resource document is a living document and will be revised as needed. Please report concerns or broken links to Cynthia Schuler, High Ability Education, Indiana Department of Education, cschuler@doe.in.gov.

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This unit is being provided without charge to educators.
Dedication: To the high ability students in Indiana

Acknowledgements

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Grade 8: Jason Brumback, revised**  
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IDOE High Ability and Advanced Placement

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# Indiana High Ability Language Arts Phase II Unit 7

**May 2017**

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INTRODUCTION FOR UNIT 7: GROWTH: DOWN THE RABBIT HOLE

OVERVIEW

This unit is designed around the concept of growth. Throughout the 9-week unit, students will develop a deeper understanding of the concept by looking at when and how growth occurs, the influences upon growth, the perceptions of others about an individual’s growth, and whether one can influence one’s own growth.

Alice’s Adventures in Wonderland, the centerpiece of the unit, is a classic novel that has ignited the imaginations of countless readers since its publication in 1865. In the novel, Alice is grappling with the changes she experiences when she is too big or too small for the circumstances in which she finds herself. Readings, activities, and research are presented in a way that focuses on observing examples of growth, exploring personal growth, and the student’s enhancement of his or her own growth.

Optional opening activities are provided to support students’ learning of grammar and vocabulary. These mini-lessons are meant to take 5-10 minutes and could be done at the beginning of every class period; some teachers refer to this type of activity as “bell work.” In addition to the grammar and vocabulary instruction, the sentences can be used as a springboard to class discussion or the day’s lesson. Other grammar is reinforced through lessons on misplaced modifiers that are used to a comedic effect within Alice, and word study is enhanced through examining Carroll’s use of puns and figurative language. The optional opening grammar activities are included in the unabridged version of the unit and are included as a separate file in the version entitled, “Unit 7 for Classroom Use.”

Throughout the unit, students will engage in poetry analysis, fiction and nonfiction texts, media literacy, class discussions, written responses, and a variety of learning activities. For example, students examine a parody poem and then develop their own parody; they analyze “Jabberwocky” and the included use of neologisms. Students read non-fiction selections on how caucuses work in the Iowa political process to compare with the caucus process found in the novel. Students consider an area in which they desire growth and then try to follow through for themselves. Timed writing is included to familiarize students with the format commonly expected on standardized assessments. In this unit, it is introduced with a response to an excerpt from Peter Pan about growing up. Narrative writing is used to have students examine their own ideas about identity through journaling. Students use a peer-review process, student models, teacher conferences, and self-assessment to revise their pieces.

Critical thinking, creative thinking, and collaboration are addressed through various models that are incorporated in the unit. Students will analyze reading through the use of Paul’s Reasoning Model and Bloom’s Taxonomy. Students use a problem solving process as a way to work on a Problem Based Learning scenario, presenting their findings to their classmates. Students use SCAMPER to include a creative twist on a game similar to the croquet game in Alice’s Adventures. Students use the rules of Socratic Seminars to analyze and compare the works of famous poets writing about identity and debate whether personal growth can be influenced by their own actions. Interdisciplinary
connections are made with the study of famous artists' self-portraits and what that reveals about one's view of oneself.

The unit is written in a way that offers a lot of flexibility to meet the needs of the many different classrooms in which it is taught. Each lesson offers extension opportunities for high ability students who would like to continue or challenge their learning on the topic addressed. In addition, each lesson offers differentiation options for students who may struggle with the high-level work expected in the unit and need additional scaffolding. All lessons should be modified as needed through the use of extra mini-lessons and workshops based on classroom discussions, student reflections, and writing data. The flexibility of the unit allows each instructor to modify the content in order to ensure that the learning needs of all students are met. The materials needed for this unit are available through public domain.

**CONCEPT AND GENERALIZATIONS**

The concept addressed in the unit is growth. Generalizations are determined by students in Lesson 2. Sample generalizations include:

- Growth can be physical, social, mental, statistical or emotional.
- Growth can be obvious or subtle.
- Growth takes place over time.

**UNIT OVERVIEW BY LESSON**

<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Lesson Title: Brief Description</th>
<th>Readings/Resources Used</th>
<th>Unit Goals</th>
<th>2014 Indiana Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Assessments: Students take pre-assessments to establish baseline knowledge.</td>
<td>Concept, Grammar, Expository Writing, Nonfiction Text</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Concept of Growth: In this lesson, students explore the concept of growth. Students create digital montages using examples and non-examples of growth to provide rationale for generalizations about the concept. Students self select a novel about growth and attend to</td>
<td></td>
<td>3,4,6,7</td>
<td>7.RV.1, 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.SL.1, 2.1, 2.2, 2.5</td>
</tr>
</tbody>
</table>
|   | references to growth in the individual. | Alice's Adventures in Wonderland  
British Library site where images of the original manuscript can be found: [https://www.bl.uk/romantics-and-victorians/articles/understanding-alice - shash.YWiZiZa9.dpuf](https://www.bl.uk/romantics-and-victorians/articles/understanding-alice - shash.YWiZiZa9.dpuf)  
[https://www.bl.uk/collection-items/the-nursery-alice](https://www.bl.uk/collection-items/the-nursery-alice)  
This is a version for print: [https://www.adobe.com/be-en/active-use/pdf/Alice_in_Wonderland.pdf](https://www.adobe.com/be-en/active-use/pdf/Alice_in_Wonderland.pdf)  
Or go to Gutenberg and select from a variety of formats for particular devices (note: try to look for a version with illustrations by John Tenniel) [https://www.gutenberg.org/ebooks/11](https://www.gutenberg.org/ebooks/11)  
Computer with word processor |   |
|---|---|---|
| 3 | Down the Rabbit Hole: Students are introduced to Alice and read chapters 1 & 2 of Alice’s Adventures in Wonderland. Students utilize a Socratic Seminar and Paul’s Reasoning Model to analyze the text. Students will then write a narrative journal entry in an attempt to connect Alice’s problems to their own. | 1, 3, 4, 5, 6, 7  
| 4 | Parody: This lesson will focus on the parody poem within the chapter, "How Doth the Little Crocodile", which is based on the classic poem, "How Doth the Busy Bee" by Isaac Watts. Students will explore the Alice's Adventures in Wonderland  
"Against Idleness and Mischief" by Isaac Watts."  
"The Saga Begins" by Weird Al Yankovic | 1, 3, 4, 5, 6, 7  
7.RL.1, 7.RL.2.1, 7.RL.2.3, 7.RL.4.2, 7.RV.3.3, 7.W.1, | |
<table>
<thead>
<tr>
<th>5</th>
<th>Author's Perspective: A Raucous Caucus. In this lesson, students will read about the Caucus Race in the novel. They will then read non-fiction selections to learn how caucus races work in the modern world. Students then make an inference about Carroll’s views about politics from what was said in <em>Alice</em>.</th>
</tr>
</thead>
</table>
| | Article: "How Raucous is the Caucus" by Lea Terhune
Downloaded July 3, 2015, from IIP Digital, a website of the U. S. Department of State This is provided in the lesson.
| | See the Iowa process with Legos: https://youtu.be/SJqv--jyXPg |
| | Enrichment: For students particularly interested in how the Iowa caucuses work and the differences between primaries and caucuses, have them use this resource from National Public Radio.
| 6 | When Are You an Adult? Students grapple with a Problem Based Learning scenario regarding when adulthood is attained using the Spark Problem Solving Process as a way to consider the evidence, organize their thinking, and prepare a presentation. This is the first part of a three lesson series. |
| | Alice’s Adventures in Wonderland |

**Additional Information**

- **Computer with word processor**
- **7.W.4, 7.W.3.3, 7.ML.1**
- **7.RL.1, 7.RL.2.1, 7.RL.2.2, 7.RL.3.1, 7.RL.4.2, 7.RN.1, 7.RN.2.1, 7.RN.2.3, 7.RV.3.2, 7.SL.1.6, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.5, 7.W.4, 7.W.6.2**
<table>
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<th>7</th>
<th>Students continue using the Spark Problem Solving Process as they investigate the many factors of determination of the age of adulthood. They work in small groups and develop a proposal to present as a possible solution.</th>
</tr>
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</table>
| | Neuroanatomical Transformation of the Teenage Brain: Jill Bolte Taylor  
https://www.youtube.com/watch?v=PzT_SBl31-s |
http://news.bbc.co.uk/2/hi/science/nature/5327550.stm |
| | "The Teen Brain: Still Under Construction." NIMH RSS.  
Web. 2 Sept. 2015.  
https://www.healthychildren.org/English/ages-stages/teen/Pages/Whats- |

2,3,5,6,7

7.RN.1,  
7.RN.2.1,  
7.RN.2.3,  
7.RN.4.2,  
7.RV.3.2,  
7.W.3.1,  
7.W.5, 7.SL.1,  
7.SL.2.1,  
7.SL.2.3,  
7.SL.2.5,  
7.ML.1
<p>| 9 | Alice Struggles: Students examine Alice's Adventures to understand her confusion. Students consider parallels to their own experiences or to the events in the outside books they are reading. | Alice's Adventures in Wonderland YouTube of Alice reciting “Father William” to the caterpillar <a href="https://www.youtube.com/watch?v=ys8mDO1NiOQ">https://www.youtube.com/watch?v=ys8mDO1NiOQ</a> | 7.RL.1, 7.RL.2, 1, 7.RL.2.2, 7.W.1, 7.W.3.3, 7.W.4, 7.W.6.2, 7.SL.1, 7.SL.2.1, 7.SL.2.3, 7.SL.2.5, |
| | Computers and Internet access / Digital display | 2, 3, 4, 5, 6, 7, 7 | |
| 10 | Exploring Identity: Self Portraits - Students evaluate self-portraits of famous artists. Students then evaluate the difference in how we view ourselves versus how we are viewed by others. Students create their own self-portraits and write an explanation of why this portrait best captures their identity. | Self portraits of famous artists are included within the lesson | 7.W.3.2, 7.SL1, 7.SL.2.1, 7.SL2.2, 7.SL2.3, 7.SL4.2, 7.ML.1, 7.ML.2.1 |
| 11 | Growth Imagined: Students identify two recent incidents - one in which they acted in a way that they were proud of and another in which they did not act with maturity. This lesson will help them think about who they might like to become. | 3, 4, 5, 6, 7 | 7.W.1; 7.W.3.3, 7.W.4, 7.W.6.1, 7.W.6.2 |
| 12 | Jumping In: A Growth Experiment. As students look at their thoughts about identity, many of them may find that who they are is largely affected by the things they do. In this lesson, students explore the concept of identity by embracing a new habit for 14 days. Students collect qualitative data, write reflective journals, and present their findings. | <a href="http://charlesduhigg.com/the-power-of-habit/">http://charlesduhigg.com/the-power-of-habit/</a> <a href="HTTP://WWW.HUFFINGTONPOST.COM/JAMES-CLEAR/FORMING-NEW-HABITS_B_5104807.HTML">HTTP://WWW.HUFFINGTONPOST.COM/JAMES-CLEAR/FORMING-NEW-HABITS_B_5104807.HTML</a> <a href="HTTP://WWW.BRAINPICKINGS.ORG/2014/01/02/HOW-LONG-IT-TAKES-TO-FORM-A-NEW-HABIT/">HTTP://WWW.BRAINPICKINGS.ORG/2014/01/02/HOW-LONG-IT-TAKES-TO-FORM-A-NEW-HABIT/</a> <a href="HTTP://WWW.FORBES.COM/SITES/JASONSELK/2013/04/15/HABIT-FORMATION-THE-21-DAY-MYTH/">HTTP://WWW.FORBES.COM/SITES/JASONSELK/2013/04/15/HABIT-FORMATION-THE-21-DAY-MYTH/</a> <a href="HTTP://WWW.NPR.ORG/2012/03/05/147192599/HABITS-HOW-THEY-FORM-AND-HOW-TO-BREAK-THEM">HTTP://WWW.NPR.ORG/2012/03/05/147192599/HABITS-HOW-THEY-FORM-AND-HOW-TO-BREAK-THEM</a> | 3, 4, 5, 6, 7 | 7.W.1, 7.W.3.2, 7.W.5, 7.W.6.2 |</p>
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<th>Lesson</th>
<th>Title</th>
<th>Content</th>
<th>Media</th>
<th>Standards</th>
<th>Support Material</th>
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<td>13</td>
<td>Media Interpretations of Alice</td>
<td>There have been many motion picture interpretations of the story. In this lesson, students review the Mad Hatter’s Tea Party as it was written, the original 1951 animation by Walt Disney, a film adaptation from the 1985, and the Tim Burton movie version from 2010.</td>
<td><img src="https://www.youtube.com/watch?v=JMZAwECGvvyk" alt="Mad Hatter Tea Party Scene" /> Mad Hatter Tea Party Scene ![Disney Tea Party Scene](<a href="https://www.youtube.com/watch?v=msvOU">https://www.youtube.com/watch?v=msvOU</a> Ugv6m8) Disney Tea Party Scene <img src="https://www.youtube.com/watch?v=AroNyp9ovUc" alt="version made for television" /> version made for television</td>
<td>1,2,3,4,5,6,7</td>
<td>7.RN.4.2, 7.RN.4.3</td>
</tr>
<tr>
<td>14</td>
<td>Misplaced Modifiers in Wonderland</td>
<td>Students analyze what is going on in Chapter 7: A Mad Tea Party and move to analyzing the effect of a misplaced modifier on the meaning of a sentence. Students illustrate the meaning of sentences containing misplaced modifiers to show a deeper understanding of usage. Students then write the sentence in the correct form.</td>
<td><img src="1,3,4,7" alt="Alice's Adventures in Wonderland" /></td>
<td>1,3,4,7</td>
<td>7.RL.1, 7.W.3.3, 7.W.6.1D</td>
</tr>
<tr>
<td>15</td>
<td>Mad Modifier Tea Party</td>
<td>Students use their knowledge of misplaced modifiers to write a comedic narrative set in the Hatter's tea party. Carroll often used word play to create a comedic affect in the novel.</td>
<td><img src="1,3,5,6" alt="Alice's Adventures in Wonderland" /></td>
<td>1,3,5,6</td>
<td>7.RL.1, 7.W.1, 7.W.3.3, 7.W.6.1D</td>
</tr>
<tr>
<td>16</td>
<td>SCAMPER Croquet</td>
<td>In the novel, the author creates a game of croquet unlike any other - flamingo mallets, hedgehog croquet balls, and bent playing cards as</td>
<td><img src="1,3,4,5,6,7" alt="Alice's Adventures in Wonderland" /></td>
<td>1,3,4,5,6,7</td>
<td>7.RL.1, 7.W.3.2, 7.SL.1, 7.SL.4.1</td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
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</tbody>
</table>
| 17  | **The Lessons of the Mock Turtle:** Students learn why the name of this is funny by itself, illustrating Carroll’s wit. The mock turtle describes what school is like in the sea. He uses a series of puns and figurative language to describe the course load to Alice. Then, using one of the fictitious subjects, students create a course description, objectives, and a lesson plan for a class in Wonderland.  
| 18  | **Timed Essay on Growing Up:** Students read a short excerpt from *Peter Pan* by J.M. Barrie. Students then write a timed essay about growing up. The purpose of the essay is to persuade the reader as to which is better, childhood or adulthood.  
*Excerpt from Peter Pan* by J.M. Barrie | 7.RL.1, 7.RL.2.1, 7.RL.2.2, 7.W.1, 7.W.3.1, 7.W.4 |
| 19  | **Jabberwocky:** Students read Carroll’s most famous work of poetry, “Jabberwocky,” a nonsense poem composed largely of neologisms (new words). Students create a comic strip that depicts the events of the poem and use  
*“Jabberwocky” by Lewis Carroll*  
*Excerpt from Through the Looking Glass* by Lewis Carroll | 7.RL.1, 7.RL.2.1, 7.RV.1, 7.RV.2.1, 7.RV.2.5, 7.RV.3.1, 7.W.1, 7.W.3.3, |
<table>
<thead>
<tr>
<th>Carroll’s technique of combining words that already exist to make new words when creating a title for their comic.</th>
<th>7.W.6.2, 7.ML.1</th>
</tr>
</thead>
</table>
| "I'm Nobody! Who Are You?" by Emily Dickinson  
"O Me! O Life" by Walt Whitman  
"The Road Not Taken" by Robert Frost  
"Part Two: Nature XLV" by Emily Dickinson  
Enrichment: Poetry slam example [https://www.youtube.com/watch?v=cxGWGohIXiw](https://www.youtube.com/watch?v=cxGWGohIXiw)  
| Growth Experiment Presentations: Students present findings from their Growth Research project from Lesson 12. Throughout the lessons, students have been gathering data about their efforts to alter their identity by trying to add a new skill or habit to their lives. In this lesson students present a summary of their findings and the data they collected. | 7.W.1, 7.W.3.3, 7.W.4, 7.W.6.2, 7.SL.1, 7.SL.2, 7.SL.2.3, 7.SL.2.4, 7.SL.4.1, 7.SL.4.2 |
| 22 | Debate on Influence on Personal Growth: In this lesson, students consider the question, "How much influence do we have on our own personal growth?" Students read articles about changing habits or improving in some way and are assigned to two opposing viewpoints on the question, "Are people really able to change their behavior or skills into something more positive?" Students participate in a debate, citing sources to defend their position. | https://psychcentral.com/blog/archives/2014/03/02/can-people-really-change/  
http://www.huffingtonpost.com/douglas-labier/can-you-ever-really-change-your-personality_b_8198566.html  
http://www.huffingtonpost.com/james-clear/forming-new-habits_b_5104807.html  
https://medlineplus.gov/magazine/issues/spring12/articles/spring12pg18-19.html  
| 23 | NOT a Book Report: Sharing a Good Read: In this lesson, students share highlights of their choice reading novel, which they chose as a homework assignment in Lesson 2. In a round robin format, students should hear several peers’ recommendations to create a growing list of potential novels to read in the future. |  
 | 1, 3, 5, 6, 7, 7.RL.1, 7.SL.1, 7.SL.2.1, 7.SL.2.3 |
| 24 | Growth Portfolios: In this lesson, students create digital or print portfolios of their work to demonstrate growth and share them with stakeholders. |  
 | 4, 5, 6, 7, 7.RV.2.5, 7.W.1, 7.SL.4.2 |
| 25 | Those post assessments corresponding to The grammar post-assessment  
The concept post-assessment |  
 | N/A |
administered pre assessments to establish growth.

The expository writing post-assessment
The fictional reading post-assessment

MATERIALS NEEDED IN UNIT 7

Most resources are found online, and links or aggregated websites are included for all such lessons. Handouts are included in the lessons and the teacher will need to supply those to the students either in hard copy or in electronic format.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Materials Needed</th>
</tr>
</thead>
</table>
| 7    | All    | *Alice’s Adventures in Wonderland* by Lewis Carroll is available in the public domain  
INDIANA ACADEMIC STANDARDS FOR GRAMMAR

Demonstrate command of English grammar and usage, focusing on:

Pronouns –
Students are expected to build upon and continue applying conventions learned previously.

Verbs –
Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.

Adjectives and Adverbs –
Students are expected to build upon and continue applying conventions learned previously.

Phrases and Clauses –
Students are expected to build upon and continue applying conventions learned previously.

Usage –
Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

Capitalization –
Students are expected to build upon and continue applying conventions learned previously.

Punctuation –
Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

Spelling –
Students are expected to build upon and continue applying conventions learned previously.

* see Appendix Grammar Standards for grammar expectations for grades K-10

2014 INDIANA ACADEMIC STANDARDS ALIGNMENT REPORT

UNIT 7

UNIT TITLE: DOWN THE RABBIT HOLE

Date of Alignment: 7.3.17

Standards that are well-covered within the unit and will need only practice and reinforcement in the remainder of the school year.
7.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).
7.RL.4.2: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

7.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
7.RN.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
7.RN.4.3: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

7.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.
7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.
7.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

7.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
7.W.3.1: Write arguments in a variety of forms that –
● Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
● Establish and maintain a consistent style and tone appropriate to purpose and audience.
● Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
● Provide a concluding statement or section that follows from and supports the argument presented.

7.W.3.2: Write informative compositions on a variety of topics that –
● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
● Establish and maintain a style appropriate to the purpose and audience.
● Provide a concluding statement or section that follows from and supports the information or explanation presented.

7.W.3.3: Write narrative compositions in a variety of forms that –
● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
● Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
● Provide an ending that follows from and reflects on the narrated experiences or events.

7.W.4: Apply the writing process to –
● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
● Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.

7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study
● Formulate a research question
● Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
● Assess the credibility and accuracy of each source.
● Quote or paraphrase the information and conclusions of others.
● Avoid plagiarism and follow a standard format for citation.
● Present information, choosing from a variety of formats.

7.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
7.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.
7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
7.SL.2.4: Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one’s own views.
7.SL.3.1: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.4.2: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.

7.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Standards that are covered but which will need additional focus in other units.
7.RL.3.1: Analyze how a work of literature’s structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.
7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.
7.RL.4.1: Compare and contrast a written story, play or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

7.RN.2.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
7.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.
7.RN.4.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.
7.RN.4.2: Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

7.RV.2.2: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
7.RV.2.5: Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.
7.RV.3.3: Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.

7.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.

7.ML.2.1: Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.

**Standards that have not been addressed or that will need some specific focus in other units unless the optional introductory activities are included.**
7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
7.RN.3.2: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

7.RV.2.3: Distinguish among the connotations of words with similar denotations.
7.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).

7.W.6.1: Demonstrate command of English grammar and usage, focusing on
7.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

7.ML.2.2: Analyze the ways that the media use words and images to attract the public's attention.
TEACHING TIPS FOR UNIT 7 – DOWN THE RABBIT HOLE

- Discussion questions, journal prompts, and Alice’s Adventures in Wonderland. These may also be used as reading checks or assessments if deemed appropriate or necessary. It may be helpful to get students started in the text by listening to the Librivox recording read by Peter Yearsley until they become more comfortable with the language of the time period.

- If having difficulty in loading a link provided, please try a different browser, such as Firefox. All links were working easily when this was printed, but different computers interacting with different browsers may require some trial-and-error to find what works best for the individual.

- Consider making and displaying poster-sized copies of the instructional models used throughout the unit. They are handy references for students as they analyze what they read, analyze vocabulary, and write. The teacher may also wish to make appropriate modifications to these models in order to help students use them more readily.
  - Socratic Seminar Guidelines
  - Vocabulary Web
  - 4-Level Sentence Analysis
  - Paul’s Reasoning Model
  - SEES Paragraph Model
  - Spark Problem Solving Process
  - Debate
  - SCAMPER

- Whenever appropriate, allow for student choice. While specific narrative writing types are suggested, students can write a variety of genres that meet the learning goals of the lesson. Students can also choose to handwrite their narrative pieces or use a computer.

- Incorporate technology whenever possible. The lessons were created with the idea that if technology is available, it should be used. If a school or individual teacher uses an online learning management system (Blackboard, LEARN, Canvas, etc.), parts of the lessons can be delivered through that platform. Students may also submit writing through the LMS. The lessons, however, offer teachers alternatives in recognition of a range of technology availability.

- Students will view a variety of media throughout the unit. While the media is tied specifically to the lesson’s focus, it can also serve to address the Media Literacy standards. Through some strategically posed questions, teachers can assess students’ ability to evaluate the accuracy of information presented and identify target audiences in media presentations.
LESSON 1: PRE-ASSESSMENT

a. OVERVIEW OF THE LESSON
   • Administer the pre-assessments to establish baseline knowledge. It is important that these be administered prior to any instruction.
     o Concept
     o Grammar
     o Expository Writing
     o Nonfiction Reading
   • When these are complete, an initial discussion of the Concept of Growth will begin.

b. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To establish baseline knowledge for later assessment of growth
   • To guide instruction and grouping of students

c. INDIANA ACADEMIC STANDARDS

d. INSTRUCTIONAL TIME NEEDED
   • 90 minutes

e. GROUPING ARRANGEMENTS
   • Students complete these individually

f. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • Pre-assessments included here

g. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   Note: Consider dividing the test into two 45-minute periods.
   • Review the options for pre-assessment and determine which you wish to use for measurement of growth.
   • Teacher should grade pre-assessments with the rubrics provided and retain for comparison after post-test is given at the end of the unit.

h. HOMEWORK
i. **INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

j. **LESSON HANDOUTS OR ASSESSMENTS ATTACHED**
   - Handout 7:1.1 Pre-Assessment: Part A
   - Handout 7:1.2 Pre-Assessment: Part B
   - Handout 7:1.3 Rubric (for teacher use)

XII. **DIFFERENTIATION SUGGESTIONS FOR MIXED ABILITY CLASSROOMS**
   - All pre-assessments are likely to provide valuable information for instructional planning and to determine growth from the beginning to the end of the unit for all students for Grade 7.
**Handout 7:1.1**

**Pre-Assessment IHALA Phase II Grade 7 PART A**

Note to Teachers: The pre-assessment should be given prior to any instruction from the unit provided to students in your classroom. Give Part A for Lesson 1. Teach Lesson 2 of the unit and then give Part B before teaching Lesson 3. Or, give Part A a week before beginning the unit and Part B for Lesson 1.

When ready to begin, tell your students: “Today we will complete a pre-assessment related to what we will be doing in this next unit. I am interested in knowing what you may already know; however, I do not expect that you will already know all of the answers to the questions. After we finish the unit, I expect that you will know many of these answers. Just answer the questions the best you can today.”

Student Name_________________________________________________ Date Given______________

---

**Part A**

<table>
<thead>
<tr>
<th>Section I Concept of Growth</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is growth? In the space below, write as many examples of identity as you can come up with in the next five minutes.</td>
<td></td>
</tr>
</tbody>
</table>
2. Describe how growth is related to the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personal appearance</td>
<td></td>
</tr>
<tr>
<td>b. relationships</td>
<td></td>
</tr>
<tr>
<td>c. social media</td>
<td></td>
</tr>
</tbody>
</table>

3. What are three things that are true about growth? These should be statements that would be true for all the examples you have given in number 1.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Growth</td>
<td></td>
</tr>
<tr>
<td>b. Growth</td>
<td></td>
</tr>
<tr>
<td>c. Growth</td>
<td></td>
</tr>
</tbody>
</table>

Total Score for Concept Section (20 possible)
## Section II Grammar

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the following paragraph, correct the mistakes in grammar and usage. Write the correction above the mistake.</td>
<td></td>
</tr>
</tbody>
</table>

While I was sitting in the afternoon sun the heat became too much to bear. I walked inside to get a glass of lemonade, and came back outside for the first glimpse of the marathon runners going past our house. Just then a runner twists her ankle in a red shirt. Hoping she would get up, my first aid kit was sitting nearby ready to help but thankfully she got back to her feet and kept going. The runners were looking fatigued and I decided to share the rest of the freshly squeezed lemonade that I had made earlier. As they past I held out small paper cups of the lemonade and there smiles said it all!

<p>| Total Score for Grammar Section (20 possible) |   |</p>
<table>
<thead>
<tr>
<th>Section III Expository Writing</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how your growth has changed since your early childhood.</td>
<td></td>
</tr>
<tr>
<td>Plan your work on this page and write your response on the lines that follow the planning area; these lines continue on the next page.</td>
<td></td>
</tr>
</tbody>
</table>
Handout 7:1.2
Pre Assessment Part B
Student Name __________________________ Date Given __________________________

<table>
<thead>
<tr>
<th>Section IV Nonfiction Reading</th>
<th>Student Score</th>
</tr>
</thead>
</table>

Reading from
[https://www.archives.gov/presidential-libraries/about/history.html](https://www.archives.gov/presidential-libraries/about/history.html)

Read the selection below and respond to the questions.

The Presidential Library system formally began in 1939, when President Franklin Roosevelt donated his personal and Presidential papers to the Federal Government. At the same time, Roosevelt pledged part of his estate at Hyde Park to the United States, and friends of the President formed a non-profit corporation to raise funds for the construction of the library and museum building.

Roosevelt's decision stemmed from a firm belief that Presidential papers are an important part of the national heritage and should be accessible to the public. He asked the National Archives to take custody of his papers and other historical materials and to administer his library.

Before the advent of the Presidential Library system, Presidents or their heirs often dispersed Presidential papers at the end of the administration. Though many pre-Hoover collections now reside in the Library of Congress, others are split among other libraries, historical societies, and private collections. Sadly, many materials have been lost or deliberately destroyed.

In 1950, Harry S. Truman decided that he, too, would build a library to house his Presidential papers and helped to galvanize congressional action. In 1955, Congress passed the Presidential Libraries Act, establishing a system of privately erected and federally maintained libraries. The Act encouraged other Presidents to donate their historical materials to the government and ensured the preservation of Presidential papers and their availability to the American people.

Under this and subsequent acts, more libraries have been established.
In each case, funds from private and nonfederal public sources provided the funds to build the library. Once completed, the private organization turned over the libraries to the National Archives and Records Administration to operate and maintain.

Until 1978, Presidents, scholars, and legal professionals held the view dating back to George Washington that the records created by the President or his staff while in office remained the personal property of the President and were his to take with him when he left office. The first Presidential libraries were built on this concept. NARA successfully persuaded Presidents to donate their historical materials to the Government for housing in a Presidential library managed by NARA.

The Presidential Records Act of 1978 established that the Presidential records that document the constitutional, statutory, and ceremonial duties of the President are the property of the United States Government. After the President leaves office, the Archivist of the United States assumes custody of the records. The Act allowed for the continuation of Presidential libraries as the repository for Presidential records.

The Presidential Libraries Act of 1986 also made significant changes to Presidential libraries, requiring private endowments linked to the size of the facility. NARA uses these endowments to offset a portion of the maintenance costs for the library.

<table>
<thead>
<tr>
<th>1. Write a two or three sentence summary of the reading.</th>
</tr>
</thead>
</table>
2. After reading the selection, why do you think NARA was able to successfully persuade Presidents to donate their historical materials to the Government for housing in a Presidential library managed by NARA? Explain your answer using evidence from the text.

<table>
<thead>
<tr>
<th>1. After reading the selection, why do you think NARA was able to successfully persuade Presidents to donate their historical materials to the Government for housing in a Presidential library managed by NARA? Explain your answer using evidence from the text.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. After reading the selection, why do you think NARA was able to successfully persuade Presidents to donate their historical materials to the Government for housing in a Presidential library managed by NARA? Explain your answer using evidence from the text.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. In your own words, explain what is meant by the sentence, “Harry S. Truman decided that he, too, would build a library to house his Presidential papers and helped to galvanize congressional action.”?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. In your own words, explain what is meant by the sentence, “Harry S. Truman decided that he, too, would build a library to house his Presidential papers and helped to galvanize congressional action.”?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. What does this passage tell us about growth?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. What does this passage tell us about growth?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Score for Nonfiction Reading (20 points possible)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Score for Concept (20 Points Possible)</th>
</tr>
</thead>
</table>

32
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score for Grammar</td>
<td></td>
</tr>
<tr>
<td>(20 Points Possible)</td>
<td></td>
</tr>
<tr>
<td>Total Score for Nonfiction Reading</td>
<td></td>
</tr>
<tr>
<td>(20 Points Possible)</td>
<td></td>
</tr>
<tr>
<td>Total Score for Expository Writing</td>
<td></td>
</tr>
<tr>
<td>(20 Points Possible)</td>
<td></td>
</tr>
<tr>
<td>Total Score (80 Points Possible)</td>
<td></td>
</tr>
</tbody>
</table>
Handout 7:1.3 (for Teacher Use Only)
Scoring Rubrics and Answer Keys

Part A
Section I – Concept Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of the Concept</td>
<td>Give one point for every good example up to a maximum of 8 points</td>
</tr>
<tr>
<td>Application of Concept to Real World Issues</td>
<td>Give 2 points for each strong applications of the concept of perspectives. (6)</td>
</tr>
<tr>
<td>Generalizations</td>
<td>Give 2 points for each appropriate generalization about perspectives. (6)</td>
</tr>
</tbody>
</table>

Maximum total of 20 points possible - Enter score on last page of student test. This scoring is not for a grade, but for indicating growth in this particular area and for assessing where students are beginning.

Section II Grammar and Usage Answer Key

Other corrections may be acceptable. 20 possible pts.

While I was sitting in the afternoon sun, the heat became too much to bear. I walked inside to get a glass of lemonade and came back outside for the first glimpse of the marathon runners going past our house. Just then a runner in a red shirt twisted her ankle. Hoping she would get up, I had my first aid kit sitting nearby, and I was ready to help. Thankfully, she got back to her feet and kept going. The runners were looking fatigued, and I decided to share the rest of the freshly-squeezed lemonade that I had made earlier. As they passed, I held out small paper cups of the lemonade, and their smiles said it all!

There are about 20 errors, depending on how certain items are handled. Give 1 point for each error for a maximum total of 20 points possible. Enter score on last page of student test.
Section III Expository Writing Rubric -20 points possible - Enter score on student test.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 points</th>
<th>3 – 4 points</th>
<th>1-2 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Statement/Opinion</td>
<td>I wrote a very clear statement about my topic with some supporting reasons.</td>
<td>I wrote a very clear statement about my topic.</td>
<td>I wrote a short sentence with little detail.</td>
<td>I did not give an opening statement about my topic.</td>
</tr>
<tr>
<td>Reasons and Elaboration</td>
<td>I wrote 4 or more good details and each were well explained.</td>
<td>I wrote 3 good details and each were well explained.</td>
<td>I wrote 1 or 2 details, and at least one of them was explained.</td>
<td>I did not give details or I did not explain them well.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>I wrote a strong conclusion that restated my position or my summary.</td>
<td>I just restated my first opinion or topic.</td>
<td>My conclusion did not match my first statement.</td>
<td>I did not give a conclusion.</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>I used correct grammar, spelling, and mechanics.</td>
<td>I made 1 or 2 misspellings or other errors.</td>
<td>I made 2 - 4 misspellings or errors.</td>
<td>I made 5 or more errors.</td>
</tr>
</tbody>
</table>

Part B

Nonfiction Reading Answer Key - Possible responses (student responses will vary)

I. Write a two - three sentence summary of the reading.
   Franklin Delano Roosevelt started the idea of having presidential libraries when he donated his personal and Presidential papers to the Federal Government. When Harry S. Truman decided to also donate his papers, Congress passed an act that allowed for private building of Presidential libraries to be maintained by the federal government. These libraries are maintained by the National Archives and Records Administration (NARA), and they house Presidential records, some of which are property of the U.S. Government based on the Presidential Records Act of 1978.

II. After reading the selection, why do you think NARA was able to successfully persuade Presidents to donate their historical materials to the Government for housing in a Presidential library managed by NARA? Explain your answer using evidence from the text.

35
Because so many materials had been lost or destroyed, NARA saw value in preserving what Roosevelt felt were “papers that are an important part of the national heritage and should be accessible to the public.” Truman, too, wanted to “ensure the preservation of Presidential papers and their availability to the American people.” NARA managed the first libraries on the original concept that the President’s papers were his own, but they would be donated to and housed by the Government.

III. In your own words, explain what is meant by the sentence, “Harry S. Truman decided that he, too, would build a library to house his Presidential papers and helped to galvanize congressional action.”?

Truman’s donation of his Presidential papers put Congress in a position of taking action to establish a system of privately built but federally maintained libraries. (similar answers acceptable)

IV. What does this passage tell us about growth?

Possible answers, but there may be others:

- Presidents saw their documents as part of their growth during their time in the office.
- Making the papers available to the public in libraries allows American people to see the collective growth of the President.
- Presidential works have helped form the growth of our nation.
- Each library is built privately and all have contributed to the collective growth of information available.
Section IV Nonfiction Reading Rubric – 20 points possible
Enter score on last page of student test.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 points</th>
<th>3-4 points</th>
<th>1-2 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q#1 Synthesis</td>
<td>I very effectively interpret the selection in a concise way.</td>
<td>I effectively summarize the selection in a fairly concise way.</td>
<td>I wrote a somewhat effective summary, but it is not concise.</td>
<td>I wrote no response or a response that does not summarize the passage.</td>
</tr>
<tr>
<td>Q#2 Inference</td>
<td>I wrote a highly appropriate and well-described inference.</td>
<td>I wrote an appropriate and fairly well described inference.</td>
<td>I wrote an inference that is not among the most important or my idea is not well explained.</td>
<td>I wrote no idea from passage that is not important and not well explained.</td>
</tr>
<tr>
<td>Q#3 Analysis</td>
<td>I wrote a very effective analysis of selected quote.</td>
<td>My analysis includes details from the reading.</td>
<td>My analysis is not well supported with details from the reading.</td>
<td>My analysis is not clear and lacks support from the reading.</td>
</tr>
<tr>
<td>Q#4 Conceptual Understanding</td>
<td>I wrote very insightful concept statement that is well supported from the selection.</td>
<td>I wrote a concept statement that is insightful and supported from the selection.</td>
<td>I wrote a concept statement that is not well supported with details from the reading.</td>
<td>I wrote a concept statement that is not clear and lacks support from reading.</td>
</tr>
</tbody>
</table>

Total  /20
LESSON 2: THE CONCEPT OF GROWTH

I. OVERVIEW OF THE LESSON

In this lesson, students will explore the concept of growth and create a series of generalizations, to be referenced throughout the unit of study. Students will create digital montages using examples and non-examples of growth to provide rationale for their generalizations. Students will self select a novel about growth and attend to references to growth in the individual. This can be read independently during the course of the unit.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

• To determine generalizations around the concept of growth
• To determine a working definition of the word growth

III. INDIANA ACADEMIC STANDARDS

• 7.RV.1, 7.RV.2.1, 7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.5

IV. INSTRUCTIONAL TIME NEEDED

• Two 45-minute class periods, including the Introductory activity. It may take the class some time to collect the examples, develop generalizations, and present their ideas.

V. GROUPING ARRANGEMENTS

• Large group discussion activity as a warm-up
• Individual brainstorming
• Groups of four to discuss generalizations – group these according to readiness as evidenced in the pre-assessment
• Large group discussion to build consensus of 3-4 generalizations and a definition for the concept of growth

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

• Projector
• White board or chart paper
• Pens
• 7:2.1 Handout- Photograph
• 7.2.2 Handout- ABC Chart
Note to Teacher: The concept of growth is integral to the entire unit. The unit culminates in a project that asks students to think deeply about their own growth, so they need to have a good understanding of growth from the first lesson and then deepen their understanding throughout the following lessons. This will allow them to achieve the level of understanding that they will need to be successful in their final project.

Lesson:

• Begin with a general whole-class discussion on growth, pointing out a few of the ideas presented in the pre-assessments in order to stimulate student thinking.

• In readiness groups created by the teacher, students may use online searches combined with the use of a digital camera (if available) to compile a collection of 15 pictures or words that represent growth. Students should place their pictures together into a montage using presentation software. Ask the students to find pictures of things that represent growth. If you do not have computers or a digital photo device, students may create posters with markers and insert their own drawings, pictures, or words. Students may also use clippings from magazines if available, or may create fancy printed words with software.

• Using multiple slides, take the photos from step one and place them into categories. For example, one slide may be all of the photos relating to physical growth, while another may contain photos relating to business, population, or economic growth; some might relate to cognitive or scholastic growth; some might relate to emotional or social growth.

• Using online search or a digital device, groups should then find or take pictures that represent non-examples of growth. Place these items on a new slide.

• As a whole class, consider the idea of making generalizations about growth. A generalization is a simple, concise statement that is nearly always true. It should be true across their examples, including across disciplines. It should be true across time. Ask if anyone has an idea they would like to try out as a generalization, then determine if it is true a) for almost all of the examples; b) is true regardless of category or in other disciplines (science, social studies, etc.); c) is true over time.

• Groups should create a list of 3-4 generalizations about growth and put them into the presentation after the examples.

• Each group should present its examples, categories, non-examples, and generalizations as well as their thought process.

• A collection of the best generalizations (meeting the criteria and agreed upon by the class) should be posted in the room for the remainder of the unit.

  - Possible Generalizations:
• Growth can be physical, social, mental, statistical or emotional.
• Growth can be obvious or subtle.
• Growth takes place over time.

- Introduce students to the Book Choice on Growing Up for their independent reading during this unit. This reading will be in addition to reading Alice’s Adventures in Wonderland, which is not lengthy. After assessing the students’ capabilities through the Pre-Assessments, prepare a list of possibilities for them to consider if they do not have a quality suggestion of their own. Work with your librarian to select the possibilities for the list. (See section IX.)
- After Day Two’s homework, debrief the findings from both night’s homework: Do other people view you in the same way you view yourself? What does this say about growth?

VIII. HOMEWORK

- Day One: Students should record their personal view of their own growth in the physical, academic, interpersonal, and behavioral aspects. Use the top part of Handout 7:2.1
- Assign Day One but due when it works out best for reviewing recommendations. Select a book related to growing up that appeals to you for your independent reading. See Handout 7: 2.3
- Day Two: Family members and friends are familiar with a person over time. Ask students to have a conversation with at least 3 friends and/or family members. In this conversation, students should ask others if they have recognized growth in the student. Ask students to write down the responses. In a well-developed paragraph, compare their personal view with that of others. (Use Handout 7:2.2 to organize thinking)

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- Provide an opportunity to recognize growth in someone the student finds interesting. Ask students to read a biography or a novel about a child of an age similar to themselves who experiences growth through challenging experiences. These are novels that move a child to adolescence. (not coming-of-age from adolescence to adulthood) If selecting a biography, significant childhood experiences should be a part of the time period covered. They should put a post it or bookmark on the pages that indicate growth. Later in the unit they will be given opportunities to write about and discuss the growth
in the individual about whom the book was written. Have students select something they will want to read. The length and reading level can be of their choosing unless they are selecting something far beneath their capability. A guest visit by a librarian who might make several suggestions for books fitting this description would be helpful.

X. LESSON HANDOUTS OR ASSESSMENTS ATTACHED

- Handout 7:2.1 Growth Observations
- Handout 7:2.2 SEES organizer
- Handout 7.2.3 Reading Selection that includes Growth

XI. DIFFERENTIATION SUGGESTIONS FOR MIXED ABILITY CLASSROOMS

- This lesson content should be accessible to all students in an Honors class, including those not identified as having high ability in language arts.
- When reviewing the well-constructed paragraphs, provide feedback on the organization of the ideas as well as the depth of the observations. Some students may emerge as good, deep thinkers, but are not being identified because of weaker writing skills. Cultivate such students so their strong thinking can be more easily recognized.
- When selecting a book to read a novel about someone of a similar age to themselves, book selections can be differentiated by level and complexity. Seek guidance from the pre-assessments, known reading levels, and the librarian for appropriate books to recommend.
**Handout 7:2.1**  
**Student:** ____________________________

**Growth Observations**  
**Date:** ______________  **Period:** ________

**Day One:** How do you see yourself in terms of your own growth and maturity in terms of physical, academic, social, or behavioral aspects? What evidence can you provide for your responses?

<table>
<thead>
<tr>
<th>Aspect of Growth:</th>
<th>Evidence of Growth:</th>
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**Day Two:**

<table>
<thead>
<tr>
<th>Person Responding and their age or relationship to you</th>
<th>What did they see as growth and what example or evidence did they offer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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HANDOUT 7:2.2

STUDENT: _______________________________

READING ON GROWTH

DATE: ___________________ PERIOD: _________

ASSIGNMENT:
Select a novel in which the main character is growing up or a biography that includes in-depth information on the person's childhood experiences. It should be in a comfortable reading range for you, at least 7th grade reading level. It should be at least 200 pages. This selection is meant to tie to the unit's concept of growth and be a selection of your choice that encourages personal, independent reading. If you need suggestions to consider, do an online search for novels or biographies for young teens or about growing up. Read the reviews before narrowing your choices. Ask your teacher or librarian for suggestions. While reading, look for evidence of growth in the individual. Leave a bookmark or post it note on the pages where you notice growth. Later in this unit, you will have an opportunity to discuss the novel and provide examples of personal growth in the main character's life.

Title of book: ___________________________________________________________

Genre: ________________________________________________________________

Teacher approval: _____________________________________________________

Parent approval: ______________________________________________________
S.E.E.S. Paragraph Organizer
Handout 7:2.3

**Statement**
State your claim as the opening sentence.

**Explanation**
Explain why you believe what you do.

**Evidence**
Cite specific evidence or give specific examples to support your claim.

**Summary**
Summarize the paragraph with a concluding sentence.
LESSON 3: DOWN THE RABBIT HOLE

I. OVERVIEW OF THE LESSON
Students are introduced to Alice and read chapters 1 & 2 of Alice’s Adventures in Wonderland. Students use a Socratic Seminar and Paul’s Reasoning Model to analyze the text. Students will then write a narrative journal entry in an attempt to connect Alice’s problems. The narrative journal should demonstrate the student’s understanding of what it is like to be too old to do some things they liked to do as a younger child, and also what it is like to be too young to do certain things they would like to do. Much like Alice, they are either too big, or too small to reach what they sometimes want.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
- To read and analyze literary text
- To use Socratic Seminar as a technique for a text based analysis
- To use Paul’s Reasoning model to facilitate analysis
- To write a narrative relating Alice’s identity dilemmas with their own

III. INDIANA ACADEMIC STANDARDS

IV. INSTRUCTIONAL TIME NEEDED
- Two - Three 45-minute class periods
  - Day One- Introduce Alice and provide background for using a Socratic Seminar and using Paul’s Reasoning Model. Listen to Alice being read.
  - Day Two- Conduct the Seminar using Paul’s Reasoning Questions and assign Journal Prompt
  - Possible Day Three- Work with the Writing Prompt (this will depend upon how much scaffolding is needed for your particular students based upon the Pre-Test results)

V. GROUPING ARRANGEMENTS
- Individual for the writing prompt
• Small groups based upon the results of the pre-assessment for reading for some of the discussion preparation.
• Whole class for background information and introduction to the text

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

• British Library site where images of the original manuscript can be found: https://www.bl.uk/romantics-and-victorians/articles/understanding-alice__sthash.YWiZiZa9.dpuf

• https://www.bl.uk/collection-items/the-nursery-alice
  These are the illustrations of John Tenniel, not the ones made by Lewis Carroll.

• This is the free version from Gutenberg. https://www.gutenberg.org/files/11/11-h/11-h.htm

• It would be good to allow them to hear what it sounds like when read aloud. The rendition read by Peter Yearsley is very nice. https://librivox.org/alices-adventures-in-wonderland-by-lewis-carroll-3/

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Note to teacher: In this lesson you will set the stage for the depth and format of class discussions based upon the reading. You will provide students with the origin of the story, the original to read, a good version to listen to on Libravox, and the schedule and questions for the reading throughout the unit. Hopefully they will approach Alice with an appreciation for Alice’s timeless appeal, the clever wit of the author, and the connection to their own dilemmas in growing up. Continue to reference the presence of our unit concept of Growth, including the generalizations previously generated by the class.

Day One:
• Teacher will introduce Alice’s Adventures in Wonderland with the following information:

  When we begin studying a work of classic literature, it is important for our understanding to examine the work in the manner of a linguist (one who studies language and its usage), an historian, and as one who studies literature. It brings so much more to our understanding if we know more about the setting in which the story took place, who the author was and why he wrote it, and the social issues of the time period. In this way, we deepen our understanding of the work, enabling us to see and appreciate the richness of the piece of literature.
Alice’s Adventures in Wonderland is a well-known work around the world and has been since it was first published in 1865. Most of you have heard of Alice, but how many of you have read it? Why would we read an English children’s book from the Victorian era? We shall explore this question together and hopefully you will be able to answer that for yourself by the end of the unit. The author, Lewis Carroll, had a real name of Charles Dodgson. As a child he had loved to tell stories, create word games, poems, and puzzles to entertain his 10 siblings, even producing a magazine for his family. He thought the use of illustrations was very appealing to children. He did not, however, intend to write or publish a children’s book.

Dodgson was a professor (then called a tutor) of mathematics at what is now called the University of Oxford. The Dean of the college had four daughters and from time to time, Dodgson would be in their company and entertain them with stories he invented. They all became great friends. As Oxford is situated on the River Thames in England, a popular pastime was (and still is) going boating. During the lazy summer afternoons, Dodgson and the girls would occasionally be boating or on the banks of the river or in the beautiful gardens nearby listening to Dodgson’s stories. Alice’s Adventures in Wonderland came to be because of the insistence of one of the daughters, whose name was Alice, that Dodgson write down the story of a particular afternoon in 1862. Alice so loved the story of a girl named Alice slipping down the rabbit hole and the creatures and adventures she encountered. He wrote the tale down, illustrated it, and gave it to her for Christmas in 1864. It was originally titled, “Alice’s Adventures Under Ground.” Friends encouraged Dodgson to publish the story. He changed the original, added two more stories, one of which was the Tea Party, and asked John Tenniel to do the illustrations. It was published with the title of Alice’s Adventures in Wonderland in 1865. It is known the world over and serves as one of the most-loved pieces of children’s literature. It is cleverly done and has many ideas to explore, just as do many timeless stories.

- Go to the website listed below to the section entitled Big and Small where there are many pictures of the original manuscript. Project images to show the original manuscript with Lewis Carroll’s illustrations. This original manuscript is owned by the British Library. The more common illustrations showing Alice as a blonde were done later for the published version.
  
  Thus grew the tale of Wonderland:
  Thus slowly, one by one,
  Its quaint events were hammered out –
  And now the tale is done. –
See more at: https://www.bl.uk/romantics-and-victorians/articles/understanding-alice

- Provide students with their resources to read Alice.
  - This is a version for print: https://www.adobe.com/be_en/active-use/pdf/Alice_in_Wonderland.pdf
  - Or go to Gutenberg and select from a variety of formats for particular devices (note: try to look for a version with illustrations by John Tenniel)
    https://www.gutenberg.org/ebooks/11
  - Handout 7:3.1 with the timetable for reading the chapters.
- Teacher will provide questions based on Paul’s Model of Reasoning (see the reading timetable with questions) as the homework for this class, using the first two chapters of the novel for content.
- Then the teacher will tell the students that the reading will be discussed using the format of the Socratic Seminar. Explain how that will work in our future discussions so they can prepare their responses to Paul’s Reasoning to use during the Seminar the following day.
- Socratic Seminar explanation: Students sit in one large circle or, if the class is too large for that, in an inner circle with a circle of other students behind those in the inner circle. If using the inner/outer circle model, students will trade places at some point in the discussion. A variation of this is the inner person and the outer person function as a team, with thinking and preparation by both, but only the inner person speaks in the seminar.

**Note to Teacher:** Role of the teacher in using Socratic Seminar:
- Providing students with a short amount of time to finalize thoughts/answers prior to beginning the discussion.
- Observing, modeling with previously prepared prompts only when there is a lull in the conversation, but otherwise leaving it to the students to keep the discussion moving. Let them wait 60 seconds before jumping in to rescue.
- Not summing up with what the teacher thinks are the important take-aways or by providing students with the answer that will be required on the test (this diminishes the value of the discourse)
- Establishing a safe environment for exchange of viewpoints, fostering open-mindedness, and promoting deeper understanding of the text.

**Student Rules for the discussion:**
Listen carefully. (No speaking until the current speaker has finished. Use the conch (ala Lord of the Flies) or ask the speaker to select the next respondent from among those indicating a desire to speak next.)

Refer directly to the text.

Build on previous comments in a respectful way. (Post possible response starters in the room.)

Ways to Enter the Discussion: (Teacher Tip: Post these in the room for student reference)

- I agree/disagree with (insert name) because...
- I can add to (insert name)’s point and say that...
- There is evidence for what (insert name) is saying in the reading. On line____, you can see....
- Can you clarify what you mean by....?
- Would you agree with the statement (insert your idea)?
- I think I understand what you are getting at, but I am not sure. Can you explain it a little bit more?
- Can you show me the part of the reading that made you think that?
- I interpreted things differently. What I think is........
- You make an interesting point, but I have a different opinion. My opinion is...

Ideas for increasing engagement:

- Before beginning: Are there any words or terms that we need to define before beginning?
- Outer circle uses a rubric for constructive feedback and collaborates with inner circle partner on improvement. (If number of students or classroom space requires this.)
- Hot seat in the inner circle where an outer circle person can ask to temporarily be allowed to contribute a thought and then jump back to their place in the outer circle.
- Extra credit points awarded by teacher or group for especially well formulated additions.

Use Paul’s Reasoning Model to teach students how to formulate the questions of analysis. These can be posted as well. By asking the type of questions posed in the model (see the handouts), students will have a deeper level of analysis than typical literature questions relating to plot and setting.

Day Two –

Conduct a Socratic Seminar using Paul’s Reasoning Questions from Chapters 1 & 2

- Possible student responses to Paul’s Questions:
What is the central issue(s) or problem(s) that Alice is facing in chapters 1 & 2?

- A: She is either too big or too small to do what she wants to do.

What are the consequences and implications of Alice’s decisions so far? What are the possible consequences going forward?

- A: She has left her home and entered a strange and possibly dangerous situation. Without any thought, she has rapidly changed her size and put herself in danger.

What inferences can you make about Alice’s character? We make inferences by making observations and attempting to make connections.

- A: She is impulsive and reckless. She eats and drinks things even when she does not know what they are. She pursues what she wants without acknowledging consequences.

What information or examples do we have to support the inferences about Alice?

- A: She goes down a rabbit hole. She eats and drinks things without knowing what they are.

From whose point of view is the story told? How does the point of view affect the story?

- A. The story is mostly told from third person point of view. The readers see the story through the eyes of the narrator. The readers are watching the story unfold instead of experiencing it first hand.

What assumptions have you made about Alice so far? Do you feel that your assumptions are valid?

- A. She doesn’t really seem to know who she is or what she wants. She questions her own thoughts and worries about things that seemingly are not important.

How are Alice’s Adventures an analogy? What is an analogy?

- An analogy is a comparison of two things that are different, but that have corresponding similarities. (Some might say it is an allegory, which is a story that has a surface meaning and then a corresponding deeper meaning.)
- Alice finds puzzles she cannot solve and situations that make no sense. She is both too big at times and too small at others. There is a comparison between Alice’s stage of childhood and what she encounters in Wonderland.
• Introduce the Journal students will keep as they practice their narrative writing throughout the unit.
  • Students will write a narrative journal entry to make connections to the concept of growth and Alice's troubles with growing up. A sample Journal Response is included. You may share this with your students the next day or you can select one of those submitted and ask the student if you may use it as an exemplar for the next year.

VIII. HOMEWORK

Day One
  • Finish reading Chapters 1 & 2
  • Prepare to discuss Chapters 1 & 2 in a Socratic Seminar using Paul's Reasoning. Complete the organizer with your references to the text. Handouts 7:3.2 & 3
  • Prepare to discuss where the concept of growth is in evidence.

Day Two
  • Construct a narrative journal response. See the Handout 7.3.4. Teachers should collect these journal entries and differentiate the corrections and comments at the level of the student writing. Different students will need to be working on different aspects of writing. Identify an area for growth for each student to target. Work on structure of the sentences and paragraphs, strong word choice, effective openings, good conclusions, etc.

IX. INTERDISCIPLINARY CONNECTIONS OR ENRICHMENT POSSIBILITIES

• Explore the topic of how Carroll's personal experiences and location provided background for writing by reading this travel article. The author visited Oxford to look specifically for the sites related to Alice's Adventures. Ask students to read this article and then suggest they compare an author of their choice in a similar way


• Invite an expert on British History or the Victorian period in particular to discuss Lewis Carroll's views on politics and the legal system. This will enable the most capable and/or interested students to question an expert in depth. Ask the expert if there are additional resources to recommend for those with greater interest.
• Investigate whether there is an expert on linguistics who could come or have a Skype interview with the class on the importance of word choice and how uses of words differed over time.
X. **Lesson Handouts or Assessments Attached**

- 7:3.1 Handout- Reading schedule with questions for discussion
- 7:3.2 Handout- Paul’s Reasoning Wheel (Note to Teacher: put Handouts 2 and 3 back-to-back. This is to show them it is commonly depicted by a Wheel, but an organizer works just as well.)
- 7:3.3 Organizer for Paul’s Reasoning Answers
- 7.3.4 Handout – Journal Response #1 Directions
- 7.3.5 Handout Sample Student Response (teacher’s discretion on how to use this)

XI. **Differentiation Suggestions for Mixed Ability Classrooms**

- This lesson content should be accessible to a certain extent to all students in an Honors class, including those not identified as having high ability in language arts. For example, a guest speaker on the Victorian Era would be a benefit to all and enable questions to be asked by the most able learners as well as a greater understanding by more typical learners.
- If the more typical students need further differentiation and your scheduling does not allow for a slower pace, have students focus first on identifying the central issue, the possible consequences of actions, and the assumptions the reader can make about Alice based on her actions.
- Differentiate the feedback on the writing for all students, identifying areas to work on according to strengths and weaknesses identified in the writing pre-assessment.
<table>
<thead>
<tr>
<th>Alice’s Adventures in Wonderland</th>
<th>Questions to contemplate; notes to consider</th>
</tr>
</thead>
</table>
| Chapter 1 “Down the Rabbit Hole” pp. 1-14 | • What is the central issue(s) or problem(s) that Alice is facing in chapters 1 & 2?  
• What are the consequences and implications of Alice’s decisions so far? What are the possible consequences going forward?  
• What inferences can you make about Alice’s character? We make inferences by making observations and attempting to make connections.  
• What information or examples do we have to support the inferences about Alice?  
• From whose point of view is the story told? How does the point of view affect the story?  
• What assumptions have you made about Alice so far? Do you feel that your assumptions are valid? |
| Chapter 2 “The Pool of Tears” pp. 15 - 28 |  
| Chapter 3 “A Caucus-Race and a Long Tale” pp. 29 - 40 | • What is the purpose of mouse’s story of William the Conqueror?  
• What other word play is at work in this chapter?  
• What kind of difficulty is Alice having with communication in her new setting? |
| Chapter 4 “The Rabbit Sends in a Little Bill” pp. 41-58 | • Where do we see the concept of identity in this chapter?  
• What is the implication of Alice’s comment, “When I used to read fairy tales, I fancied that kind of thing never happened, and now here I am in the middle of one!” |
| Chapter 5 “Advice from a Caterpillar”” pp. 59-66 | • What assumptions can we make about the caterpillar?  
• How does the caterpillar further frustrate Alice in her attempts at communication and logic? |
The caterpillar asks Alice to recite the poem, “You Are Old, Father William.” The original poem of this parody was written by Robert Southey, and is entitled, "The Old Man's Comforts and How He Gained Them." It is available in the public domain. Compare the original to Carroll’s version in this chapter, which is now more well-known than the original. Note the concept of identity – old age – in both versions.

"You are old, father William," the young man cried, "The few locks which are left you are grey; You are hale, father William, a hearty old man; Now tell me the reason, I pray."

"In the days of my youth," father William replied, "I remember'd that youth would fly fast, And abus'd not my health and my vigour at first, That I never might need them at last."

"You are old, father William," the young man cried, "And pleasures with youth pass away. And yet you lament not the days that are gone; Now tell me the reason, I pray."

"In the days of my youth," father William replied, "I remember'd that youth could not last; I thought of the future, whatever I did, That I never might grieve for the past."

"You are old, father William," the young man cried, "And life must be hast'ning away; You are cheerful and love to converse upon death; Now tell me the reason, I pray."

"I am cheerful, young man," father William replied, "Let the cause thy attention engage; In the days of my youth I remember'd my God! And He hath not forgotten my age."
| Chapter 6 “Pig and Pepper” pp. 67-94 | • Note the juxtaposition and word play that the Footman uses in the invitation to croquet: "For the Duchess. An invitation from the Queen to play croquet." and then, "From the Queen. An invitation for the Duchess to play croquet."  
• What words might you use to describe the Duchess? Provide textual reasoning for your choices.  
• “Speak Gently”, by Victorian poet David Bates, reads, in part:  
  - Speak gently to the little child! Its love be sure to gain; Teach it in accents soft and mild: -- It may not long remain.  
• What is the significance of this poem in relationship to the “lullaby” that the duchess sings to the baby? |
| Chapter 7 “A Mad Tea-Party” pp. 95-111 | • What madness does Alice encounter at the Mad Tea-Party?  
• Explain the personification in this chapter.  
• What is the dual meaning of treacle and what might the dual meaning imply in this chapter? |
| Chapter 8 “The Queen’s Croquet-Ground” pp. 112-129 | • Alice has sought for the garden since Chapter 1. Now that she has reached it, what does she discover about the garden?  
• Explain the contradiction in “order” between animals and Alice.  
• What is the implication of the Queen’s order to behead the Cheshire Cat? |
| Chapter 9 “The Mock Turtle’s Story” pp. 130-146 | • Write a 2-3 sentence summary of how the croquet game ends.  
• What examples of word play are in this chapter? |
| Chapter 10 “The Lobster Quadrille” pp. 147-161 | • What is a quadrille?  
• Highlight examples of more word play in this chapter.  
• Note that the song for the quadrille is written (sung) as a heroic couplet. (two rhyming lines in iambic pentameter) |
| Chapter 11 “Who Stole the Tarts?”  
pp. 162-175 | - Why does Alice keep “catching” herself and cutting off what she is about to say to the sea creatures?  
- What assumptions had Alice made about the Gryphon and Mock Turtle originally, and how are those assumptions changed? |
| --- | --- |
| Chapter 12 “Alice’s Evidence”  
pp. 176-192 | - Alice is relieved to see what appears to be a regular court of law in this chapter. Her search for logic and order seems to have finally come to an end. However, that is not the case. How does the trial mirror the caucus race from Chapter 3?  
- Who are the “players” in the trial regarding the stolen tarts?  
- What is “Alice’s evidence,” as the title of this chapter suggests? Support your ideas with context. |
### Alice’s Adventures in Wonderland

<table>
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<tr>
<th>Chapter 1 “Down the Rabbit Hole” pp. 1-14</th>
<th>Questions to contemplate; notes to consider</th>
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<tr>
<td>• What is the central issue(s) or problem(s) that Alice is facing in chapters 1 &amp; 2? Alice experiences an incomprehensible slow fall into a hole; her curiosity has her chasing the White Rabbit who continues to elude her; she shrinks and grows (body transformations); finds herself in a pool of her own tears; confusion about her own identity;</td>
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<tr>
<td>• What are the consequences and implications of Alice’s decisions so far? What are the possible consequences going forward? Alice must either accept the illogical situation she faces or possible consider that she’s lost her mind. Note the paradox here – logical nonsense.</td>
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<tr>
<td>• What inferences can you make about Alice’s character? We make inferences by making observations and attempting to make connections. Alice uses her own real-life logic in an attempt to reconcile her illogical experiences; she seems to be facing an identity crisis of sorts – possibly symbolizing adolescent’s struggle with identity</td>
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<tr>
<td>• What information or examples do we have to support the inferences about Alice? “She is she, and I am I”; recites lessons to prove that she is still Alice; has a conversation with herself</td>
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</tr>
<tr>
<td>• From whose point of view is the story told? How does the point of view affect the story? The narrator is unnamed; story is told in (mostly) third person point of view with occasional first and second person point of view; third person keeps a neutral point of view, first person accounts bring about the identity and emotions of the speaker. Ex: Alice reflecting on being drowned in her own tears</td>
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<tr>
<th>Chapter 2 “The Pool of Tears” pp. 15 - 28</th>
<th>Questions to contemplate; notes to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What assumptions have you made about Alice so far? Do you feel that your assumptions are valid? Answers</td>
<td></td>
</tr>
</tbody>
</table>
will vary, but perhaps some students will indicate that Alice is “crazy,” is having a hallucination, is experiencing an identity crisis—whatever their answers, have students back them up with context for validity.

<table>
<thead>
<tr>
<th>Chapter 3 “A Caucus-Race and a Long Tale” pp. 29 - 40</th>
</tr>
</thead>
</table>
| • What is the purpose of mouse’s story of William the Conqueror? *It will dry them all off – it’s the driest (pun!) thing he knows.* *(This section is worthy of read-aloud.)*  
  *Caucus race—* in political terms a caucus is a party committee meeting, and a race is a competition between two or more people. It is also an idiom (British in origin) for any type arbitrary or futile activity *(running around in a circle, for example).* But the animals “caucus” to come up with a winner that Alice must name. Since there is no purpose to the race, everyone wins. Caucus race has come to mean a win-win situation.  
  *Also, tale/tail, not/knot,* *“said the young crab, a little snappishly.”*  
  *It is worthwhile to ask students to be aware of Carroll’s use of words throughout the rest of the book.*  
| • What other word play is at work in this chapter?  
  *Caucus race—* in political terms a caucus is a party committee meeting, and a race is a competition between two or more people. It is also an idiom (British in origin) for any type arbitrary or futile activity *(running around in a circle, for example).* But the animals “caucus” to come up with a winner that Alice must name. Since there is no purpose to the race, everyone wins. Caucus race has come to mean a win-win situation.  
  *Also, tale/tail, not/knot,* *“said the young crab, a little snappishly.”*  
  *It is worthwhile to ask students to be aware of Carroll’s use of words throughout the rest of the book.*  
| • What kind of difficulty is Alice having with communication in her new setting? *The misinterpretation of her apology; talking about Dinah, her cat, who catches and eats mice and birds, the very audience to whom she is speaking.* |

<table>
<thead>
<tr>
<th>Chapter 4 “The Rabbit Sends in a Little Bill” pp. 41-58</th>
</tr>
</thead>
</table>
| • Where do we see the concept of identity in this chapter? *Alice says that she’ll write a book when she’s grown up, and then realizes her size, where she thinks she already is grown up, but will never age; she also is misidentified by the White Rabbit, who thinks she’s his housemaid, Mary Ann. All of these allusions point to the “real-world” difficulty of moving from childhood to adulthood.*  
| • What is the implication of Alice’s comment, “When I used to read fairy tales, I fancied that kind of thing never happened, and now here I am in the middle of
one!"  Be careful what you wish for; she says, "it was much pleasanter at home" when, by contrast in the first chapter, we had learned of her disdain for her current life; now Alice is struggling with her wish to avoid adulthood and remain a child with fewer worries.

Chapter 5 “Advice from a Caterpillar”
pp. 59-66

- What assumptions can we make about the caterpillar? He is rude, evidenced by his harsh exchanges with Alice.
- How does the caterpillar further frustrate Alice in her attempts at communication and logic? He asks Alice to “explain herself,” and she responds that she cannot explain herself because she doesn’t know who she is anymore. When she compares her changes to those the caterpillar will undergo as he turns first to a chrysalis and then a butterfly, he claims that he won’t be bothered by that change in identity. He uses the very rude, “Who are you?” Alice’s real-world background is to remain polite in the face of this impolite question, but it does not work; again, she offends with reference to the caterpillar’s 3 inch stature.
- The caterpillar asks Alice to recite the poem, “You Are Old, Father William.” The original poem of this parody was written by Robert Southey, and is entitled, “The Old Man’s Comforts and How He Gained Them.” It is available in the public domain. Compare the original to Carroll’s version in this chapter, which is now more well-known than the original. Note the concept of identity – old age – in both versions.

"You are old, father William," the young man cried,  
"The few locks which are left you are grey;  
You are hale, father William, a hearty old man;  
Now tell me the reason, I pray."

"In the days of my youth," father William replied,  
"I remember’d that youth would fly fast,  
And abus’d not my health and my vigour at first,  
That I never might need them at last."
"You are old, father William," the young man cried,  
"And pleasures with youth pass away.  
And yet you lament not the days that are gone;  
Now tell me the reason, I pray."

"In the days of my youth," father William replied,  
"I remember'd that youth could not last;  
I thought of the future, whatever I did,  
That I never might grieve for the past."

"You are old, father William," the young man cried,  
"And life must be hast'ning away;  
You are cheerful and love to converse upon death;  
Now tell me the reason, I pray."

"I am cheerful, young man," father William replied,  
"Let the cause thy attention engage;  
In the days of my youth I remember'd my God!  
And He hath not forgotten my age."

Chapter 6 “Pig and Pepper”  
pp. 67-94

- Note the juxtaposition and word play that the Footman uses in the invitation to croquet: "For the Duchess. An invitation from the Queen to play croquet." and then, "From the Queen. An invitation for the Duchess to play croquet."

- What words might you use to describe the Duchess? Provide textual reasoning for your choices. Barbarous; contemptible; violent; —sings horrible “lullaby,” shakes and throws the baby, calls baby a pig, hands over the baby to Alice in favor of croquet

- “Speak Gently”, by Victorian poet David Bates, reads, in part:

  Speak gently to the little child!  
  Its love be sure to gain;  
  Teach it in accents soft and mild: --  
  It may not long remain.

- What is the significance of this poem in relationship to the “lullaby” that the duchess sings to the baby? Nothing is as it should be in Wonderland where the
**Chapter 7 “A Mad Tea-Party” pp. 95-111**

- What madness does Alice encounter at the Mad Tea-Party? A suggestion to have some wine, when there isn’t any; no “time” to clean the cups so they move around the table; riddles without answers; arguments over semantics (say what you mean, mean what you say – and others); time is personified and puns surround that notion (beating time); Mad Hatter’s time stuck at 6:00, Alice can’t take “more” when she hasn’t had any – followed by a play on those words, “drawing” treacle

- Explain the personification in this chapter. **Time is not an “it,” but rather a “him.”** Time has punished the Mad Hatter by stopping at 6:00 – teatime. When Alice said that she had to “beat time” in music class, even though she had never spoken to him.

- What is the dual meaning of treacle and what might the dual meaning imply in this chapter? **Molasses or a syrup of sorts, but also sentimentality or an antidote to poison; the treacle well, where, in Doormouse’s story, the three sisters live on treacle.**

**Chapter 8 “The Queen’s Croquet-Ground” Sir Tristram and the Fair Iseult” pp. 112-129**

- Alice has sought for the garden since Chapter 1. Now that she has reached it, what does she discover about the garden? **Despite its beauty, the garden seems to be a fearful place; playing cards (spades – play on words) are the gardeners and are painting white roses, red; it is ruled by the Queen of Hearts; continuing threats of beheading; croquet game makes no sense with hedgehogs as the balls and flamingoes as the clubs.**

- Explain the contradiction in “order” between animals and Alice. **In her “real world,” humans would be training or teaching the animals; in Wonderland, Alice is learning from, or thinks she is learning from, the White Rabbit and the Cheshire Cat – a reverse in the social status that makes sense to Alice.**
| Chapter 9 “The Mock Turtle’s Story”  
pp. 130-146 | • What is the implication of the Queen’s order to behead the Cheshire Cat? **The cat is just a floating head that appears and then fades away, making “off with his head” an impossible task.**  
  
• Write a 2-3 sentence summary of how the croquet game ends. **The Queen eventually sent all the players off to the executioner, leaving only herself, Alice, and the King left in the game. Since there were no archers left, the Queen sent Alice off to see the Mock Turtle, and the King left and quietly pardoned all the rest of the players.**  
  
• What examples of word play are in this chapter? **Mock Turtle once was a real turtle; was taught by a Tortoise, called so because he “taught us”; lessons got shorter because they were lessens.** |
| Chapter 10 “The Lobster Quadrille”  
pp. 147-161 | • What is a quadrille? **A square dance performed typically by four couples (quad)**  
  
• Highlight examples of more word play in this chapter. **Whiting is called so because it does the shoes and boots under the sea (in Alice’s real-world, boots and shoes are done with “blacking”. Under the sea, boots and shoes have soles and eels. No fish would go on a journey without a porpoise (purpose).**  
  
• Note that the song for the quadrille is written (sung) as a heroic couplet. (two rhyming lines in iambic pentameter)  
  
• Why does Alice keep “catching” herself and cutting off what she is about to say to the sea creatures? **She was about to reference eating one of them – first the lobster, and then the whiting (covered in crumbs).**  
  
• What assumptions had Alice made about the Gryphon and Mock Turtle originally, and how are those assumptions changed? **She thought she finally had found some like-minded, rational friends who sympathize with her, but she learns in this chapter that they do not relate to her difficulties at all.** |
| Chapter 11 “Who Stole the Tarts?”  
pp. 162-175 | • Alice is relieved to see what appears to be a regular court of law in this chapter. Her search for logic and
order seems to have finally come to an end. However, that is not the case. How does the trial mirror the caucus race from Chapter 3? *The search for order is lost in the courtroom, just as it was in the caucus race. The caucus race has no winner, and this trial has no verdict.*

- Who are the “players” in the trial regarding the stolen tarts? *The knave is accused of stealing the Queen’s tarts; White Rabbit is the court herald; Mad Hatter is the first witness; guinea pigs laugh in the courtroom and are “suppressed” (sat upon); Cook is the next witness; and at the end of the chapter, Alice hears her name called as the next witness.*

<table>
<thead>
<tr>
<th>Chapter 12 “Alice’s Evidence” pp. 176-192</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is “Alice’s evidence,” as the title of this chapter suggests? Support your ideas with context. <em>Alice has evidence that her adventures in Wonderland are unreal; her full height gives her control over the illusions she has been having. Alice calls the King out on his meaning to the Knave’s nonsense poem; The Queen calls, “Off with her head,” to which Alice says, “You’re nothing but a pack of cards!” Alice’s return to the riverbank is evidence that the adventures in Wonderland were all a dream.</em></td>
</tr>
</tbody>
</table>
HANDOUT 7.3.2

Write your ideas in the spaces provided, out in the margins, or on the back of the paper.

Purpose/Goal
What was the author’s goal in writing this article? Do you think he or she meets this goal? Why or why not?

Point of View
What points of view are presented in this article? What biases do you find in these points of view?

Evidence/Data
What data or other pieces of evidence does the author provide? How do these support his or her point of view? How do you know these are reliable?

Inferences
What inferences does the author draw in the article? What inferences can you draw from the evidence presented in this article?

Implications/Consequences
What does the author see as the implications of this article? What do you see as the implications of this article? Why?

Concepts/Ideas
What are some of the larger concepts and ideas the article covers?

Issue/Problem
What issue or problem is this article addressing?

PAUL’S
Assumptions
What assumptions does the author make while writing the article?

PAUL’S
Assumptions
What assumptions does the author make while writing the article?

### 7:3.3 Handout  
**Paul’s Reasoning Model in an Organizer Format**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Author:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Purpose/Goal/Issue:</strong> What is the author’s purpose in writing this story?</th>
<th><strong>Points of View:</strong> From whose point of view is the story told? How does the point of view affect the story?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Inferences:</strong> What inferences can you make about Alice's character? We make inferences by making observations and attempting to make connections.</th>
<th><strong>Concepts/Ideas:</strong> What is this story about?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Issue/Problem:</strong> What is the central issue(s) or problem(s) that Alice is facing in chapters 1 &amp; 2?</th>
<th><strong>Assumptions:</strong> What assumptions have you made about Alice so far? Do you feel that your assumptions are valid?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Evidence/Data:</strong> What information or examples do we have to support the inferences about Alice?</th>
<th><strong>Implications/Consequences:</strong> What are the consequences and implications of Alice's decisions so far? What are the possible consequences going forward?</th>
</tr>
</thead>
</table>

http://www.criticalthinking.org/ctmodel/logic-model1.htm
HANDOUT 7.3.4

JOURNAL ASSIGNMENT #1

Throughout this unit, you will write journal entries in order to further explore the concepts displayed in our reading. Some of your journal entries will be scored and/or used to assist you in developing your writing. If possible, keep your journals in an online format, such as Google Docs, and share them with your class or group.

Journal entries should meet the following criteria:
* Entries should be a minimum of 200 words in length.
* Entries should complete the task or question at hand.
* Entries should follow the conventions of standard grammar.
* Entries should explore concepts creatively without restrictions of thought. Be creative and take chances. See the sample journal for an example.

Topic for Journal #1:
In the first chapters of Alice’s Adventures in Wonderland, Alice finds that she is either too big or too small to reach her desired destination. Today, you will write a narrative story about a character (you may base the character on yourself, if you like), who is a teenager in a similar situation. Have you ever found yourself wanting to do something that you did when you were younger that you are now too old to do? Have you ever found that you couldn’t do something you wanted to do because you were not old enough? Write a narrative from a 1st person point of view in which your character explains how he or she is either too young or too old to things he or she wants to do. Be creative, and try to relate to Alice’s troubles.
Throughout my elementary school days, I never had friends come over to my house. We live on the outskirts of town, and I was the last stop on my bus’s route. Being an only child, my parents naturally gave into my every whim when I showed passion about something. My passion just happened to be based in a galaxy far, far away. My room became my personal Jedi Temple, filled to the ceiling with figurines, Legos, and lightsabers. My bed was actually a model X-Wing fighter. When I was five, every night I climbed in to bed I dreamed of flying through the trenches of the Death Star, turning off my scanners, and making a shot that was one-in-a-million.

At the beginning of middle school, I made friends with a few guys in my math class, and as it turns out, their parents were cool enough to let them ride mopeds even though they weren’t old enough (my parents would never do that). They wanted to come over to play some video games and introduce me to some of their favorite bands. When they came over, I invited them upstairs into my room. Really, they were the first kids who had ever been up here.

When I opened the door, they gave each other a look and started to snicker. "What’s funny?" I asked.

"Dude, your room is full of toys, and your bed is a space jet. What are you, five?"

"For your information, that is an X-Wing fighter, and you only wish you could be so cool. What is so cool about your room that you should be allowed to laugh at mine?"

"First of all, my room doesn't have any kids’ stuff. I have posters of bands floor to ceiling. My guitar and amp are in the corner next to my stereo and headphones. I also have an album signed by the Foo Fighters that is hung over my bed. Next week, I'm totally going to sneak into their show at the club downtown. And that is way cooler than being a fake Jedi and sleeping in a spaceship. Be thankful you don't have a girlfriend, dude. You could never bring her here!"

"Well, I don't have a girlfriend, but I will...someday. Jamie, in algebra, she is totally my type. Think she likes Star Wars?"

"Pfttttt... No way! I'll tell you what she does like though -- the Foo Fighters. She has a badge on her backpack. You should tell her we can get her into the show and come along. She would think you were the greatest Jedi ever!"

"Yeah, right. You and I both know that Foo Fighters show is at the En Vogue Theatre. You have to be 21 to get in there. Newsflash: We're 13!"

"Do you want to impress Jamie or not? We just have to find a way to sneak in. My cousin works there on weekends. He could get us in!"

"I don't know, man. I don't know how we could possibly be in there and pass for 21 year olds. That would be crazy, but maybe we could just stay here and play Lego Star Wars?"
LESSON 4: GROWTH: THE PARODY

I. OVERVIEW OF THE LESSON

Students will return to chapter 2 of the novel. This lesson will focus on the parody poem within the chapter, "How Doth the Little Crocodile", which is based on the classic poem, "How Doth the Busy Bee" by Isaac Watts. Students will explore the author’s purpose in creating the parody. Then, students will create their own parodies based on famous poems, songs, or children's books that they know.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To understand the influence of the period in history on children's literature
- To evaluate author's purpose and to explore the nature of parody

III. INDIANA ACADEMIC STANDARDS


IV. INSTRUCTIONAL TIME NEEDED

- 90 minutes

V. GROUPING ARRANGEMENTS

- Whole class and small group. When working in small groups, group students by ability or readiness.
- Reading Selections, Websites, Materials, and Equipment Needed
- A copy of Alice's Adventures in Wonderland
- Computers with word processor, if possible
- Weird Al Yankovic: "The Saga Begins" parody found at this link:
  - https://www.youtube.com/watch?v=BFq1t1ZEBI

V. Handouts:

- Handout 7:4.1 Poem Comparison
- Handout 7.4.2 Creative Writing: Write Your Own Parody
- Handout 7:4.3 Parody Grading Rubric
- Handout 7.4.4 Poem Comparison Answer Key

VI. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
Lesson:
1. Have students sit in Seminar format again.

Writers of materials for children have long sought to instill a lesson within a story. These were commonly referred to as “moral tales.” Even when one looks back on Aesop’s Fables from Ancient Greece, stories were said to have a moral or a lesson to be learned. Eventually these became more elaborate stories with well-developed characters who could be faced with moral dilemmas, but who chose well and were so rewarded. Good triumphs in the end. In the 1800’s many of these were written for the middle class and taught lessons on hard work, honesty, politeness, etc. However, some authors wanted there to be stories that would be less predictable and encourage the imagination.

3. Elect to read aloud or listen to Peter Yearsley’s Librivox recording while students follow along in their versions.
4. Use the Poem Comparison handout to compare Carroll’s poem to the original and then answer reasoning questions to dissect the text and to determine author's purpose.

Reasoning Questions & Sample Responses
1. What is the purpose of “Against Idleness and Mischief”? What does the poet see as a problem that should be prevented?

People, especially children, should keep themselves busy with productive tasks. The poet feels that idleness should be prevented because it leads to bad behavior.
What are the consequences and implications of being idle according to Watts?
The consequence is that Satan will find mischief for you to do.
What is the concept of main ideal of Carroll’s parody? How is the crocodile different from the bee? Can you cite examples from the poem to support your claim about each of them?
The crocodile looks to increase his own riches and importance. He wants to improve his shining tail. The busy bee works all day to remain good and out of mischief. Work is seen as a good thing. The crocodile sits and allows things to come to him. He welcomes little fish into his waiting jaws.
Watts demonstrated the Victorian belief that children should be busy and work hard whenever possible. What might Carroll be saying through the metaphor of the crocodile about the people who oversee this work (the bosses)? How does Carroll...
view the concept of being a laborer like the bee? How does the biblical allusion affect this idea?
The people who oversee child labor are like monsters. They seek to increase their own riches, and they will "eat up" the little fishes (children) that cross their paths.

2. To introduce students to the concept of parody, show them Weird Al's "The Saga Begins", a parody of the song, "American Pie". What was Weird Al's purpose in constructing this parody?

3. Carroll's poem was a parody. What is the definition of a parody? How or why is Crocodile a parody? Do you know of any other parodies?

4. Students will work in small groups to write a parody to a well-known song or poem, reworking the lyrics. First the group will brainstorm a list of ideas of characters, movies, games, art work, objects, etc. that are well-known and that could serve as the subject for a parody. Next the group shall narrow their ideas down to one to work on. They should be prepared to explain how this is a parody and how it is related to and different from the original piece or person. Look at differentiation tip.

VII. HOMEWORK

• Finish the parody for discussion and sharing the day after tomorrow. The rubric may be used by both students and teachers.
• Read Chapter 3: “A Caucus Race and a Long Tale”

VIII. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

• Extension for the Interested: Find an example of a parody of a famous historical document or song and bring in a copy or web link to share with the class.
• Extension for the Highly Able and Connection to the Real World: Investigate how Weird Al is able to “get away with” his parodies without seeming concern for copyright. Report back to the class.

IX. LESSON HANDOUTS OR ASSESSMENTS

• 7.4.1 Poem Comparison
• 7.4.2 Parody Instructions
• 7.4.3 Parody Rubric

XI. DIFFERENTIATION SUGGESTIONS FOR MIXED ABILITY CLASSROOMS

• After working in small groups to generate ideas for parodies, if individual students prefer to develop a different idea on their own, they should be allowed to do so. They will then be responsible individually for completing the assignment.
• For more typical students, consider suggesting the song to parody, such as "London Bridge is Falling Down" or "Twinkle, Twinkle Little Star."
• Another alternative to differentiate “down,” would be to have students find other examples of parodies. Recognizing is not as difficult as is creating.
**POEM COMPARISON**

<table>
<thead>
<tr>
<th>&quot;Against Idleness and Mischief&quot; by Isaac Watts</th>
<th>&quot;How Doth the Little Crocodile&quot; by Lewis Carroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>How doth the little busy bee</td>
<td>How doth the little crocodile</td>
</tr>
<tr>
<td>Improve each shining hour,</td>
<td>Improve his shining tail,</td>
</tr>
<tr>
<td>And gather honey all the day</td>
<td>And pour the waters of the Nile</td>
</tr>
<tr>
<td>From every opening flower!</td>
<td>On every golden scale!</td>
</tr>
<tr>
<td>How skillfully she builds her cell!</td>
<td>How cheerfully he seems to grin,</td>
</tr>
<tr>
<td>How neat she spreads the wax!</td>
<td>How neatly spreads his claws,</td>
</tr>
<tr>
<td>And labors hard to store it well</td>
<td>And welcomes little fishes in</td>
</tr>
<tr>
<td>With the sweet food she makes.</td>
<td>With gently smiling jaws!</td>
</tr>
<tr>
<td>In works of labor or of skill,</td>
<td></td>
</tr>
<tr>
<td>I would be busy too;</td>
<td></td>
</tr>
<tr>
<td>For Satan finds some mischief still</td>
<td></td>
</tr>
<tr>
<td>For idle hands to do.</td>
<td></td>
</tr>
<tr>
<td>In books, or work, or healthful play,</td>
<td></td>
</tr>
<tr>
<td>Let my first years be passed,</td>
<td></td>
</tr>
<tr>
<td>That I may give for every day</td>
<td></td>
</tr>
<tr>
<td>Some good account at last.</td>
<td></td>
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</tbody>
</table>
Creative Writing: Parody

Directions: Today, we read and analyzed Lewis Carroll's parody poem "How Doth the Little Crocodile". A parody is an imitation of the style of a particular writer, artist, or genre with a deliberate comedic effect. Today, you will write your own parody of a well-known song or poem. You may not use songs that contain explicit content for your parody.

What makes a good parody?

* Use the same meter, rhythm, or melody as the original work.

* If the work has a rhyme scheme, you should follow the same pattern.

* Use strong words that fit both the theme and pattern needed for your work.

* Your parody should reflect your identity. Try to rework the song or poem into your story.

When finished, you will present your parody to the class. You may choose to either present your parody live, or you may create a video or audio recording. Use the attached rubric to guide your process.
## Handout 7.4.3
### PARODY RUBRIC

<table>
<thead>
<tr>
<th>Element</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Progressing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meter</td>
<td>Meter of poem follows the original.</td>
<td>Meter of poem does not always follow the original.</td>
<td>Meter of poem does not mimic the original.</td>
</tr>
<tr>
<td>Rhyme scheme</td>
<td>Rhyme scheme follows the original.</td>
<td>Rhyme scheme is sometimes follows the original.</td>
<td>Rhyme scheme does not follow.</td>
</tr>
<tr>
<td>Organization and theme</td>
<td>Poem has a unifying theme or message.</td>
<td>Parts of the poem do not seem to fit together to form a theme or message.</td>
<td>The poem lacks organization or theme.</td>
</tr>
<tr>
<td>Tone</td>
<td>Tone of the lines is reflected in the meter.</td>
<td>Tone of the lines is at times reflected in the meter.</td>
<td>Tone of the lines is not reflected in the meter.</td>
</tr>
</tbody>
</table>

**Name:** __________________________

**Date:** ________________________

---

**Element**

**Exemplary**

**Proficient**

**Progressing**

**Points**
LESSON 5: AUTHOR’S PERSPECTIVE: A RAUCOUS CAUCUS

I. OVERVIEW OF THE LESSON
   • In this lesson, students will read about the Caucus Race in Alice’s Adventures. They will then read and summarize non-fiction selections to learn how caucus races work in the current world. Students will compare what they learn about caucus races to Carroll’s views about politics.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • Students will explore the purpose of satire and contrast it with parody.
   • Students will analyze the effectiveness of a caucus.
   • Students will make connections between Alice in Wonderland and real-world situations.

III. INDIANA ACADEMIC STANDARDS

IV. INSTRUCTIONAL TIME NEEDED
   • One class period – 60-90 minutes

V. GROUPING ARRANGEMENTS
   • Students may work and discuss in groups of three to four according to readiness. For the enrichment activity, full group participation will be necessary.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • Article: "How Raucous is the Caucus" by Lea Terhune Downloaded July 3, 2015, from IIP Digital, a website of the U. S. Department of State. Included here as a handout.
   • See the Iowa process with Legos: https://youtu.be/SJqv--jyXPG
   • Alice’s Adventures in Wonderland

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

75
Opening Activity: Have students open and read the short CNN article entitled, “The Iowa Caucuses, explained.” Pair students up and assign each pair number 1, 2, 3, or 4 to jigsaw the following questions and report back to the class. This activity provides practice in analysis, synthesis, inference, and concept development, all part of the pre-/post-tests of this unit that help to demonstrate growth.

1. Write a 2-3 sentence summary of the article.

2. After reading the article what can you infer about the human nature of Iowans when it comes to making it to caucus night?

3. In your own words, explain what the author means when he writes, “The elevated level of commitment demanded of caucus-goers is one reason why the vote is so tough to forecast.”

4. Where in this article do you see evidence of the concept of growth?

Rubric Sample

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 points</th>
<th>3-4 points</th>
<th>1-2 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q#1 Synthesis</td>
<td>I very effectively interpret the selection in a concise way.</td>
<td>I am not complete or I am not concise.</td>
<td>I wrote a summary, but it is not complete nor concise.</td>
<td>I wrote no response or a response that does not summarize the passage.</td>
</tr>
<tr>
<td>Q#2 Inference</td>
<td>I wrote a supported and well described inference.</td>
<td>I wrote a supported or well described inference.</td>
<td>I wrote an inference and included a description.</td>
<td>I wrote no idea from passage that is not important and not well explained.</td>
</tr>
<tr>
<td>Q#3 Analysis</td>
<td>I wrote an accurate and effective analysis of selected quote.</td>
<td>My analysis includes details from the reading or is clearly stated.</td>
<td>My analysis is includes little support or detail from the reading.</td>
<td>My analysis is not clear and lacks support from the reading.</td>
</tr>
<tr>
<td>Q#4 Conceptual Understanding</td>
<td>I wrote very insightful concept statement that is well supported from the selection.</td>
<td>I wrote a concept statement that is insightful and somewhat supported from the selection.</td>
<td>I wrote a short concept statement that is not well supported with details from the reading.</td>
<td>I wrote a concept statement that is not clear and lacks support from reading.</td>
</tr>
</tbody>
</table>
Lesson:

- Today we will be looking at another humorous element contained in Lewis Carroll’s story: the use of satire. We have studied parody, but what is satire? What is the difference between the two? Have students look up and discuss the difference, but basically, parody is a form of satire. [Note for teacher: If you noticed from the parody of Busy Bee, Carroll completely mimicked the style and rhyme of the original poem. A parody is usually for fun. In satire, a writer is also making fun of something, but it is not mimicking the original style or idea. Satire is also usually some sort of social or political commentary; it mocks an idea in an attempt to discredit the idea. In this lesson we learn about Carroll’s views of the political process.]

- As an anticipatory question, ask the class the following question: "What is the fairest and most efficient way to hold a free election?" Record student ideas on the board or assign a note taker.

- Explain to students that in today’s reading, they read about a Wonderland version of a caucus race. What is a caucus? We learned about Iowa caucuses in the most recent presidential elections, but what is the general meaning of a caucus?

- Then, also read "How Raucous is the Caucus" by Lea Terhune from US State Department. (included here)

- Show students the Lego version of a caucus: [https://youtu.be/SJqv--jyXPg](https://youtu.be/SJqv--jyXPg)

- In Seminar Format or as a class, Lead students through the Paul’s Model of Reasoning Questions to analyze the caucus concept.

**Possible Answers to the Reasoning Questions:**

1. What is the purpose of a caucus race? What problem(s) does it attempt to solve?
   The purpose of a caucus race is to determine which candidates have the most support. Candidates who gather enough support may earn delegates toward election. A caucus race attempts to eliminate unpopular candidates and to force voters who supported unpopular candidates to make second and sometimes third choices as to who they support.

2. How does a participant’s point of view affect his or her role in a caucus?
   The point of view of a person supporting a popular candidate greatly differs from one who supports an unpopular candidate or someone who is undecided. A supporter of a popular candidate has a place to belong and tries to convince others to join the group. A supporter of an unpopular candidate must leave the disbanded,UVable group and make a decision about a candidate that he or she did not like as much. He or she must listen to the pitches from other groups.

3. What are the implications and consequences of voters taking place in a caucus race?
   Responses will vary. Participating in a caucus race takes far more time than voting. This may affect turnout, as some may not be able to attend. Voters may end up supporting a candidate whom they did not intend to support as their favorite.
4. What inferences can you make about caucus races based on what you have read and viewed today? If you connect the dots of examples and demonstrations you have seen, what logical conclusions can you make about the nature of a caucus?

Responses will vary. Caucus races are loud and confusing at times. Voters make choices at times not based on their own beliefs, but because of peer pressure and bargaining.

5. What data does a caucus race produce? How is this data different from a typical election involving private voting?

A caucus race awards a number of delegates to the winner. It is possible for more than one candidate to earn delegates toward election. It is not a winner-take-all event.

6. What possible effects may the caucus process have on the growth of a participant’s thinking?

Responses will vary. A voter may go into the caucus feeling very sure about his or her beliefs and confident in the candidate he or she wishes to support. Throughout the process, this voter may be swayed from group to group, be forced to re-evaluate his or her priorities, and be left supporting different ideals.

VIII. HOMEWORK

- Students may complete any portions above outside of class if necessary.
- For homework, students should complete the “Caucus Comparison” questions for the chapter.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- Enrichment for all: As an optional enrichment activity (and depending on the character of your class), hold a caucus inside of your classroom. Allow students to nominate class leaders who wish to run for class president (try to have at least 4 candidates), and then form groups within the classroom to caucus. After initial grouping, check to see which groups do not have 15% of the vote and force them to realign, giving time for viable groups to attempt to sway new group members into their caucus. Then have the students record how they felt about the activity. Was your voice truly heard? Can this process cause an individual to grow in their thinking?
- Extension for Highly Able: For students particularly interested in how the Iowa caucuses work and the differences between primaries and caucuses, have them use this resource from National Public Radio. https://apps.npr.org/documents/document.html?id=2706067-BreifingBook
- Connection to Real World: Invite your local senator or representative (state or federal) in to discuss the party caucuses within the state or federal legislatures. Explore the idea of why this was held up to ridicule in Alice’s Adventures in Wonderland.
X. **LESSON HANDOUTS OR ASSESSMENTS**

- Handout 7:5.1 “How Raucous Is the Caucus?” article included for copying when student computers are not available.
- Handout 7:5.2 - Caucus Reasoning Questions
- Handout 7:5.3 - Caucus Comparison

XI. **DIFFERENTIATION SUGGESTIONS FOR MIXED ABILITY CLASSROOMS**

- For those who are more typical students, select articles that are less complex. Look at the ones provided or find additional options based upon the reading levels of the non identified students in your class. However, include all students in the discussions.
How Raucous Is the Caucus?
By Lea Terhune | Staff Writer | 09 November 2011
Downloaded July 3, 2015, from the website IIP Digital http://iipdigital.usembassy.gov

Washington — When British writer Lewis Carroll wrote *Alice’s Adventures in Wonderland* in 1885, he satirized a homegrown American political process in “The Caucus-Race.” Organized by the Dodo, it had no logical rules. At a signal, a motley group of animals ran in different directions. When the Dodo declared the race finished, contestants asked “But who has won?” After long thought, the Dodo answered, “Everybody has won, and all must have prizes.”

To an outsider, the caucus may seem as nonsensical as Carroll’s Caucus-Race: “The best way to explain it is to do it,” the Dodo tells Alice. In fact, caucuses are all about doing: giving up personal time, talking, deciding and realigning loyalties when a favored candidate fails to win enough support to be “viable.”

Essentially a neighborhood meeting, the name “caucus” derives from an American Indian word for a conference of tribal leaders. In U.S. electoral politics, the tribes are political parties; the leaders are party activists and concerned citizens. Iowa, on January 3, 2012, will be the first of 21 jurisdictions (states and territories) that will hold caucuses to select the candidate their states will support at the 2012 national political conventions. Most states use the more straightforward primary election: Citizens vote and the candidate with the most votes wins.

The caucus is a potentially confusing ritual that vies with the Electoral College as the quirkiest American political practice. Both date back to the nation’s early days, before primaries emerged in the early 20th century. Caucus procedures differ from state to state and party to party.

The common element of caucuses is talk. Supporters gather to back their candidate and convince others to do the same. In Iowa, “Democrats caucus publicly, while Republicans have a secret ballot — and Democrats must be willing to state publicly their preference, unusual in American politics,” says political science professor and director of Iowa University’s Hawkeye Poll David Redlawsk. The poll tracks presidential candidates’ progress ahead of the caucuses.

Today, a working mother can caucus beside a party activist, but it was not always this way. Originally, only party operatives decided who to nominate, according to Cary Covington, another Iowa University elections expert. “When the parties became established political actors in the 1820s and ’30s, they [saw] themselves as acting on behalf of the people rather than having the people do the acting themselves,” he says; parties viewed nominations as “a private organizational affair and the voters really don’t have any business being involved until the general election.”

That all changed in 1972 when the Democratic Party required state delegations to be demographically representative of voters. “The representation of previously excluded groups made
it a more open and public process,” Covington says. The Republican Party soon followed suit, and state caucuses were democratized.

It is one example of how American political institutions evolve to reflect the voice of the people, a process that was not built into the Constitution. The Founders were protective of the fledgling democracy. "Our nation’s leaders had a mistrust of the average citizen," Covington says, "They were afraid they would be too prone to act on rash emotion rather than by rational calculation."

Democrats trump the Republicans in caucus complexity. Simply explained, the Democratic caucus employs proportional representation. Only candidates who clear the high threshold of 15 percent support are considered viable. Backers of losers “realign” — a stage that Redlawsk, who has served as a Democratic caucus chair, calls “lively.”

“A lot of discussion goes on, a lot of lobbying each other; nonviable groups can try to bring people in to become viable, other groups will go after nonviable people.” Supporters physically assemble for the count in different corners of the room designated for their candidates.

Caucuses demand a significant time commitment. “Those who do participate in caucus are probably the most politically aware and knowledgeable voters anywhere in the country,” Redlawsk says. Most Democratic caucuses use proportional representation; Republican caucuses tend to use the ballot.

The Iowa caucus began in 1846 but it did not become an election bellwether until the 1970s, after its date was moved up to make it “first in the nation.” Jimmy Carter, the future 39th president, campaigned hard there, using Iowa as a springboard to success. Despite current media and party publicity, the caucus is not a true indicator of voter preference. Caucus turnout is routinely low and participants are often the most motivated party members. “They aren’t general elections for everybody. They are a process for the party to determine who’s going to represent it,” Redlawsk explains.

The Iowa caucus winnows the field, he says, “What it doesn’t necessarily do is predict who’s going to actually win in the end. It may weed out losers, but for those who continue from Iowa, the contest continues to be up in the air.”
Caucus Reasoning Questions

1. What is the purpose of a caucus race? What problem(s) does it attempt to solve?

2. How does a participant’s point of view affect his or her role in a caucus?

3. What are the implications and consequences of voters participating in a caucus race?

4. What inferences can you make about caucus races based on what you have read and viewed today? If you connect the dots of examples and demonstrations you have seen, what logical conclusions can you make about the nature of a caucus?

5. What data does a caucus race produce? How is this data different from a typical election involving private voting?

6. What possible effects may the caucus process have on the growth of a participant?

7. Because caucus races were used in Victorian England, what might one infer about Carroll’s view of the political process?
In Chapter 3 of *Alice in Wonderland*, Lewis Carroll uses **satire** to express his views about the political process. **Satire** is the use of humor, irony, exaggeration, or ridicule to expose or criticize people’s stupidity or vices. Use the following chart to make comparisons between Carroll’s caucus race and actual caucus races. Then answer the questions that follow.

<table>
<thead>
<tr>
<th>What purpose do the participants serve?</th>
<th>Wonderland Caucus</th>
<th>Real World Caucus</th>
</tr>
</thead>
<tbody>
<tr>
<td>What problems were resolved at the end of each caucus?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the productivity of the participants during the caucus race?</td>
<td></td>
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</tr>
</tbody>
</table>

1. What is the Wonderland version supposed to make you believe about Caucus races? How do you know?

2. Do you feel that his illustration of this process achieved the effect that he wanted? Why? Why not?
LESSON 6: WHEN ARE YOU AN ADULT? SPARK PROBLEM SOLVING PROCESS

I. OVERVIEW OF THE LESSON

Students will grapple with a Problem Based Learning scenario regarding when adulthood is attained. They will be introduced to the Spark Problem Solving Process as a way to consider the evidence, organize their thinking, and prepare a presentation. This is the first part of a three lesson series.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

• To explore the concept of adulthood and how it is determined
• To introduce the Spark Problem Solving Process

III. INDIANA ACADEMIC STANDARDS

• 7.RV.1, 7.RV.2.1, 7.W.3.2, 7.W.5, 7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.2.5, 7.ML.1,

IV. INSTRUCTIONAL TIME NEEDED

• Two 45-60- minute class periods

V. GROUPING ARRANGEMENTS

• Students should work in groups of four. Group students by ability so that those needing more support will be together.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

• Chart paper or computers for brainstorming
• Handouts:
  o Spark Problem Solving Process Handout
  o Presentation Rubric

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Lesson:

1. This is the first lesson of a three-lesson series. We are presented with a problem and will utilize a Problem Solving Process to explore our ideas, investigate background information, construct a proposal for a solution, and make a presentation.

2. Ask students to discuss the age at which person becomes an adult. Why does this age earn the distinction of adulthood? What is the difference between an adult and child? What should
an adult be able to do that a child cannot? Use the following scenario to begin this problem solving process.

You are an economist with the Organization for Economic Cooperation and Development (OECD). This is an organization of countries working together to collect data for the purposes of research, comparison, and development. Data from each country is collected that is relevant to health, education, jobs, inter country migration, taxes, etc. The purpose is to identify what is working well and share those practices with other. This could promote economic growth and prosperity for all member countries through research. In the interest of standardizing metrics and making statistical comparisons easier, you have been asked to prepare a recommendation to the Secretary General related to the age to use for establishing “adulthood” for health care decisions, responsibility for debts, military enlistment, marital status, expectation for inclusion in the workforce, right to vote (in democratic country members), and legal emancipation. You will present your recommendation as a group and it will need to be accompanied by documentation and justification from the most relevant and reputable sources. Your presentation will need to include visuals, preferably multimedia. Whatever the recommendation, it is likely to be a cultural shift for many of the participating nations.

3. Distribute the handout for the Spark Problem Solving Process

This is a universal problem solving process that you can use for all of your subjects in school or other problems you must solve. We will begin with the first step:

**Step 1: Problem/Potential Identification** (root of the issue, design flaw, bottleneck, annoyance, or opportunity for progress)

People often know when there is an issue: Perhaps something is not going as smoothly as expected, or something does not work. What is more challenging for people to understand is why there is an issue. Why isn’t something running smoothly? Why isn’t something working? In the first stage of the Spark Problem Solving Process, the goal is to identify the problem that is causing the issue at hand. How the problem is defined directly influences the process for solving it. In addition, sometimes people can recognize an opportunity for change but need to investigate that opportunity thoroughly in order to take full advantage of it.

Help students brainstorm and discuss the issue. What do we know? What is the issue or opportunity? Why is this an issue?

Possible Responses: *What do we know?*

- Different countries have different laws.
- Different countries have different beliefs and customs.
- Different privileges come with adulthood.
- Adulthood involves responsibility.
- Adulthood involves a separation between kids and parents.
- Parents disagree about when kids should leave home.
• Kids want to feel independent from their parents.

What advantages would there be to having a standardized age of adulthood?
Possible responses:
• Statistics could be standardized from country to country.
• Everyone would better understand the rules of adulthood.
• Kids would understand expectations and responsibilities.

What is our issue or opportunity?
• Possible Response: Coming to agreement about when a child becomes an adult

**Step 2: Parameters** identification (cost, materials, stakeholder points of view, time, other resources)

Once the problem or opportunity is identified, it is the natural inclination to jump in and start offering solutions. Before we jump in, however, we need to have a discussion about the parameters. Are there constraints or factors that need to be considered before we start thinking about solutions to the problem? For example, if a family is planning a birthday celebration, before brainstorming all the possibilities, we would need to know what the limits are on the amount of money we could spend, if there are allergies (for planning the food), the age range of the guests, etc. These factors to consider put parameters on our brainstorming process. Our situation here also will have some parameters.

In our situation as proposed, what are some of our parameters or considerations?
Possible answers:
• When does the brain reach maturity?
• How old does a person need to be in order to be on his or her own and be successful?
• When is a person old enough to fight for his country?
• Why is alcohol restricted by age? How does alcohol affect a young body / brain?
• When should a parent not be considered responsible for a child?
• What does a person need in order to be a successful adult?
• What are some cultural traditions?
• What are stakeholder views?

Divide class into small groups of about 4. In a mixed ability classroom, put identified high ability students together in these groups. The groups will then begin to work through the remainder of the Spark Problem Solving Process. When investigating possibilities as well as parameters, students will need to look up various cultural and religious traditions in order to address concerns in the solution proposal. By the end of Lesson 7, each group will come up with a presentation and a written proposal to make to the Secretary General. During Lesson 8, each group will have 5 minutes to present its proposal and justifications to the class. Students can work together through the group presentations, but they will then write and submit a final proposal individually after hearing all of the presentations.
If students are ready to begin their research, discuss the categories of their research and look ahead to some of the suggested sources in Lesson 7. Have students brainstorm all of the parameters and considerations and then group them into logical categories. Remind students that they may want to collect some visual artifacts as they do their research so they can use these in their presentations.

VIII. HOMEWORK

- For Lesson 7, students will begin their research on the problem/issue, deciding how to distribute the workload.
- For Lesson 8, students will need to summarize their findings, including citing their sources. By the end of Lesson 8, the groups of students will have developed a proposal that includes whatever arguments the group chooses to include.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- Extension for All: Have students look up the rules concerning registration for the military draft in the United States. Were they aware of this requirement? Why does it exist?
  
  http://usgovinfo.about.com/od/defenseandsecurity/a/draftreg.htm

- Extension for Highly Able and Connection to the Real World: Invite an economist and/or a statistician to discuss, by Skype or in person, how data is collected and what types of data are needed to make important observations about patterns and influences.

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 7:6.1 Spark Problem Solving Process
- Handout 7:6.2 Using the Spark Problem Solving Process

XI. DIFFERENTIATION SUGGESTIONS FOR MIXED ABILITY CLASSROOMS

- For students who may need more guidance, consider providing scaffolding to support students in some of the small groups. Read the problem carefully aloud, and work with students to pick apart the problem to find out what needs to be researched. Assist by assigning particular jobs to members of the group.
Spark Problem Solving Process

This universal problem solving process can be used to solve a physical problem, to design an engineering solution to a problem, to solve an everyday problem, to develop a project or grant proposal, to write a paper, to write a book, to do research, etc.

SPARK PROBLEM SOLVING PROCESS

1. **Problem/Potential Identification**
   - Concept that leads to a physical problem.

2. **Parameters**
   - Requirements, conditions, considerations, limitations.

3. **Possibilities**
   - Different ideas and concepts for solving a problem.

4. **Push, Pull, Piggyback**
   - Select the best for our particular issue and then put them on the stage to evaluate.

5. **Proposal**
   - Create a proposal for how the idea may come to fruition.

6. **Product**
   - The product is the finished idea or project.

7. **Proof**
   - The proof of the pudding is in the eating. It needs to be tested.

8. **Playback**
   - A review and evaluation process to model where feedback is gathered to determine what, if anything, needs to be changed.

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Using the Spark Problem Solving Process

These steps are sequential, but the process may be cyclical, depending on the outcome.

<table>
<thead>
<tr>
<th><strong>Problem/Potential identification:</strong></th>
<th>What is the root of the issue, design flaw, bottleneck, annoyance, etc.?</th>
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</thead>
<tbody>
<tr>
<td><strong>Parameters identification:</strong></td>
<td>Are there constraints or factors that need to be considered before we start thinking about solutions to the problem? Examples: cost, materials, stakeholder points of view, time, etc. What research will be needed?</td>
</tr>
<tr>
<td><strong>Possibilities:</strong></td>
<td>Generate as many ideas as possible.</td>
</tr>
<tr>
<td><strong>Push, Pull, Piggyback:</strong></td>
<td>Imagine a tug of war where the most promising ideas are pushed and pulled up to determine which can withstand the challenges brought forth.</td>
</tr>
<tr>
<td><strong>Proposal:</strong></td>
<td>Viewing or reading the proposal should allow outsiders to understand the relationship between the problem and the solution and demonstrate a vision for how the solution will be developed and the actual end result. The proposal may include drawings, designs, descriptions, timelines, materials, checklists, flowcharts, etc.</td>
</tr>
<tr>
<td><strong>Product:</strong></td>
<td>The product is the finished solution to the problem. In our process here, the product would be something that gained consensus after all groups contributed.</td>
</tr>
<tr>
<td><strong>Proof:</strong></td>
<td>Test the idea/product; if it does not work, circle back and begin the Process again.</td>
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<tr>
<td><strong>Playback:</strong></td>
<td>Review and evaluate.</td>
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</tbody>
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LESSON 7: PROBLEM SOLVING: RESEARCH AND PROPOSAL

I. OVERVIEW OF THE LESSON

• Students will continue using the Spark Problem Solving Process as they investigate the many factors of determination of the age of adulthood. They will work in small groups and develop a proposal to present as a possibility.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

• To utilize a problem solving model
• To synthesize findings and prepare a proposal
• To prepare to construct a presentation of the proposal

III. INDIANA ACADEMIC STANDARDS


IV. INSTRUCTIONAL TIME NEEDED

• 45 – 90 minutes

V. GROUPING ARRANGEMENTS

• Small problem-based learning groups from yesterday

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

• Computers with Internet connection
• Links to get students started on research (include notes about easier websites for scaffolding).
  o Neuroanatomical Transformation of the Teenage Brain: Jill Bolte Taylor. https://www.youtube.com/watch?v=PzT_SBl31-s


- Handouts

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Lesson:

Note to teacher: This lesson provides some websites and categories to use as starting points for research. If groups are researching what makes a person an adult, they may be searching within the following domains: Brain development, Cultural Beliefs, socio-economic factors, Adulthood privileges / laws. Teacher note: It is recommended to scaffold the search for students into categories at the start, and then allow them to create their own categories as they see fit.

- Students continue to work in small groups and use the Internet to research ideas about what makes a person an adult.
- Students should read widely on the topic, and then use their research to form a hypothesis for their presentations in Lesson 8.
- Students will record their findings by category.
- Students will complete the Proposal Worksheet handout to construct their group idea for a proposal, including relevant data to use to support the main points.

Have a whole group discussion on what should be contained in a good proposal. Examples of items that are likely to be suggested or that perhaps should be considered:

- Introduction: What you are trying to accomplish in your proposal
- Background: Why this is a problem that needs a solution
- Investigation: A synthesis of what you investigated related to stakeholder viewpoints and why there is no particular solution already
- Proposal of the solution: the answer you are proposing
- Possible issues or consequences: What might occur as a result of your solution being proposed and how might issues be considered
- Summary:
- Provide the organizer for the presentation that is found in the next lesson, Handout

VIII. HOMEWORK

- Develop a group proposal based on today’s in-class work.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES
• Extension for All: Ask students to think about the main benefits of adulthood. What is the main benefit of growing up? Is this benefit worth more than the benefits associated with childhood?

• Connection to the Real World: If you have access to a leader from a religious or cultural group that has a rite of passage for growing up, invite them to come and explain this to your class. An example of this would be a Rabbi coming in to discuss the Bar Mitzvah or Bat Mitzvah ceremony and its meaning.

X. Lesson Handouts or Assessments

• Handout 7:7.1 Category Matrix (with sample)
• Handout 7:7.2 Proposal Worksheet
• Also show them the Handout 7:8.1 from the following lesson

XI. Differentiation Suggestions for Mixed Ability Classrooms

• For students who are not identified as high ability and who may need support, consider using only the provided links as research destinations. Teachers should review the articles so they are familiar with the contents and are able to direct students who need support to targeted articles.
**HANDOUT 7:7.1**

**CATEGORY MATRIX:**

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<tr>
<th>Source:</th>
<th>Category:</th>
<th>Notes and Data:</th>
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<td>Religious</td>
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<tr>
<th>Source:</th>
<th>Category:</th>
<th>Notes and Data:</th>
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<td>Brain</td>
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<td>Cultural</td>
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<td></td>
<td>Religious</td>
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</tbody>
</table>
**Category Matrix: Sample**

<table>
<thead>
<tr>
<th>Source: &quot;When did you really become an adult?&quot; By Sarah Needleman</th>
<th>Category: Brain Development Socio-Economic Cultural Religious</th>
<th>Notes and Data: The author feels that adulthood begins when you can make decisions independent of your parents. The author disregards ideas that artificial and religious milestones are meaningful. The age of 13, 18, or 21 brings privileges in some situations, but these privileges didn't equal adulthood.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source:</td>
<td>Category: Brain Development Socio-Economic Cultural Religious</td>
<td>Notes and Data:</td>
</tr>
<tr>
<td>Source:</td>
<td>Category: Brain Development Socio-Economic Cultural Religious</td>
<td>Notes and Data:</td>
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<td>Source:</td>
<td>Category: Brain Development Socio-Economic Cultural Religious</td>
<td>Notes and Data:</td>
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<td>Source:</td>
<td>Category: Brain Development Socio-Economic Cultural Religious</td>
<td>Notes and Data:</td>
</tr>
<tr>
<td>Source:</td>
<td>Category: Brain Development Socio-Economic Cultural Religious</td>
<td>Notes and Data:</td>
</tr>
</tbody>
</table>
1. What are the main points of your proposal?

2. What aspects of the data will you include in your proposal?

3. Construct the proposal you will present to the Secretary General. Follow the Handout 7:8.1 as suggested for the presentation.

4. Plan how the group will present the data.
LESSON 8: PROBLEM SOLVING: PROPOSAL PRESENTATIONS

I. OVERVIEW OF THE LESSON
   - Students will finalize claims and findings into their resolutions and integrate multimedia and visual displays into presentations. Students will present in their groups. Students in the audience will individually complete an evaluation form for each group.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   - To present claims and findings
   - To integrate multimedia and visual displays into presentations
   - To evaluate proposals and presentations for effectiveness

III. INDIANA ACADEMIC STANDARDS

IV. INSTRUCTIONAL TIME NEEDED
   - This lesson will take 2 periods to complete. Students will work in their groups to finalize their resolution and prepare a presentation for the class, using visuals.

V. GROUPING ARRANGEMENTS
   - Small problem-based learning groups from yesterday

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   - Computers with presentation software and Internet connection, if possible
   - Handouts:
     o Resolution Organizer
     o Oral Presentation Rubric
     o SEES Paragraph or Essay organizer

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   Lesson Part A
   - In small groups, students should consider the following questions as they prepare a written commentary on their resolution:
Part B

In small groups, students should plan for their presentation. Remind them that each group has 5 minutes to present their resolution to the problem. Ask them to consider:

- How will we handle the presentation? Who will do what?
- What visuals will we share? Do we want to provide a handout? If so, what will it be?
- Who is our audience, and what do we want to accomplish through the presentation?
- What criteria should we consider in developing our presentation? (see handout evaluation list)

Part C

- Each group presents a resolution to the problem. Students in the class complete an evaluation form on each group's presentation.
- Discussion questions (whole group). After all presentations have been given, you may want to ask the following questions:
  - What led groups to consider different resolutions, given the same problem?
  - How does the use of the Spark Problem Solving Process mirror real-world resolution of problems?
  - Before completing the research, what types of assumptions did you have about the age at which a person reaches adulthood?
  - Did the research validate your assumptions, or contradict them?
  - If the Secretary General were presented with this data, what do you think his or her reaction would be?
    - What implications or consequences may come as a result a child who is considered an adult at too young of an age? Or at too late of an age?

VIII. Homework

- After the group presentations, each individual student will write a well-developed persuasive essay that lays out his or her own resolution to the problem. Be sure to provide evidence for each idea and relevant sources. A SEES organizer is provided for assistance.
You will need to read Chapters 4, 5, and 6 in *Alice's Adventures in Wonderland* for our next class.

IX. **Interdisciplinary Connections, Enrichment Possibilities, or Resources**
   - Interdisciplinary with Social Studies class: Cultural Beliefs About Adulthood (aligns with Indiana Social Studies Standards)
   - Enrichment for students fascinated with this topic and Connection to the Real World: Read this May 6, 2017 essay in the *Wall Street Journal*.
     
     [https://www.wsj.com/articles/how-to-raise-an-american-adult-1493995064](https://www.wsj.com/articles/how-to-raise-an-american-adult-1493995064)

X. **Lesson Handouts or Assessments**
   - Handout 7:8.1 Resolution Organizer
   - Handout 7:8.2 Oral Presentation Rubric
   - Handout 7:8.3 SEES Organizer

XI. **Differentiation for Mixed Ability Classrooms**
   - Supports should be provided through the research and proposal development stages. Target specific resources that will be most helpful for students who need the scaffolding. Have more typical student groups organize their work and check in with the teacher after each stage is complete.
# PRESENTATION ORGANIZER: Adulthood

Directions: Use the following organizer to prepare your presentation. Then view the Oral Presentation Rubric to ensure you have met the requirements of the assignment.

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement</td>
<td></td>
</tr>
<tr>
<td>Data Supporting Thesis</td>
<td></td>
</tr>
<tr>
<td>Inferences Made From Data</td>
<td></td>
</tr>
<tr>
<td>Consequences or Implications of Decisions</td>
<td></td>
</tr>
<tr>
<td>Opposing Viewpoints</td>
<td></td>
</tr>
<tr>
<td>Rebuttal of Opposing Viewpoints</td>
<td></td>
</tr>
<tr>
<td>Concluding Remarks</td>
<td></td>
</tr>
</tbody>
</table>
**Handout 7:8.2**

**Oral Presentation Rubric**

**Presentation of Findings: Adulthood**

**Speaker(s):**

**Reviewer:**

<table>
<thead>
<tr>
<th>Category/Points</th>
<th>Expert</th>
<th>Competent</th>
<th>Developing</th>
<th>Novice</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong> (max 4)</td>
<td>The purpose of the presentation was specifically stated at the beginning.</td>
<td>The purpose of the presentation was stated, but not clear.</td>
<td>The purpose of the presentation was alluded to, but not stated.</td>
<td>There was no statement of purpose.</td>
<td></td>
</tr>
<tr>
<td><strong>Content Summary</strong> (Max 4)</td>
<td>We gave a summary that demonstrated our understanding of the topic.</td>
<td>We gave a summary of the topic.</td>
<td>We gave an incomplete summary of the topic.</td>
<td>We did not summarize our topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong> (Max 8)</td>
<td>We included data, examples, and explanation.</td>
<td>We included some data, examples, and explanation.</td>
<td>We included some data, examples, or explanation.</td>
<td>We gave some information in our presentation but we did not include some of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We used at least 5 sources. We identified our sources.</td>
<td>We used at least 4 sources. We identified our sources.</td>
<td></td>
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<tr>
<td></td>
<td>This is the same quality in both expert and competent – how are these different to move a presentation from competent to expert? This is unclear.</td>
<td></td>
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</tr>
<tr>
<td><strong>Recommendation</strong> (Max 8)</td>
<td>We outlined a specific recommendation based upon our data.</td>
<td>We outlined a general recommendation based our data.</td>
<td>We outlined a recommendation unrelated to our data.</td>
<td>We gave a recommendation but no supporting data.</td>
<td></td>
</tr>
</tbody>
</table>
### Presentation (Max 8)

<table>
<thead>
<tr>
<th>Criteria Met</th>
<th>We met all of the criteria below:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Our presentation was 5 minutes.</td>
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<td></td>
<td>Our presentation could be clearly seen and heard.</td>
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<td></td>
<td>Our presentation was free of errors in mechanics.</td>
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<td></td>
<td>Visuals enhanced the audience's understanding of issue and resolution.</td>
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</tbody>
</table>

<table>
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<tr>
<th>Criteria Met</th>
<th>We met 3 of the criteria:</th>
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</table>

<table>
<thead>
<tr>
<th>Criteria Met</th>
<th>We met 2 of the criteria:</th>
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</table>

<table>
<thead>
<tr>
<th>Criteria Met</th>
<th>We met 1 of the criteria:</th>
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</table>
S.E.E.S. Paragraph Organizer

HANDOUT 7:8.3

Name ______________________

Statement
State your claim as the opening sentence.

Explanation
Explain why you believe what you do.

Evidence
Cite specific evidence or give specific examples to support your claim.

Summary
Summarize the paragraph with a concluding sentence.
LESSON 9: ALICE STRUGGLES

I. OVERVIEW OF THE LESSON
Students will return to Alice’s Adventures, focusing on citing evidence for Alice’s confusion about her identity as she travels through the underground.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
- To read and analyze literary text
- To use Socratic Seminar as a technique for a text based analysis

III. INDIANA ACADEMIC STANDARDS

IV. INSTRUCTIONAL TIME NEEDED
- One class period

V. GROUPING ARRANGEMENTS
- Students work in small readiness groups initially to discuss the reading and the organizer. Then the class convenes into a Socratic Seminar (set up in one circle or two, as in Lesson 3).

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
- Alice’s Adventures in Wonderland, chapters 4, 5, 6
- YouTube of Alice reciting “Father William” to the caterpillar
  https://www.youtube.com/watch?v=ys8mdoINiOQ

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
- Opening Activity: (may wish to do this activity in the middle of the lesson, after teaching students about allusion.) Explain the difference between allusion and illusion. An allusion is a figure of speech that makes an indirect reference to something; it is a mention of something without stating it specifically. An illusion is something that looks or seems different than it actually is. Think about optical illusions to help you remember the difference between these two often-confused words.
Lesson:

- First allow students to work in groups of 2-4 and discussing and noting answers to the questions on Handout 7:9.1.

- Convene them into Socratic Seminar format, or convene them into seminar format (see Lesson 3 for description) first and allow them to discuss the text and questions with the person next to them until the seminar convenes.

- Begin the seminar by reminding them of the (generic) sentence starters used in Lesson 3 that include wording for someone to use who would like to enter the discussion. (Hopefully posted.) After finding evidence of Alice’s continuing confusion and frustration, move into the comparison of the poem and the parody found in Handout 7:9.2.

- Begin the seminar by asking if someone can provide a short synopsis of what has gone on thus far (a more typical student who has been prepped for this request as per the differentiation tip below). Then ask for how the reading of Alice relates to the concept of growth and the generalizations set out in Lesson 2.

- When ready for chapter 5, show the students the YouTube of the poem. https://www.youtube.com/watch?v=ys8mdoINiOQ

- If the teacher needs review of the poem as a parody, see this website for a great interpretation: https://www.carleton.edu/departments/ENGL/Alice/Footfatherwilliam.html

- All of the details are not important as they were meant to be nonsensical. The important idea is to note how clever Lewis Carroll was with language and with storytelling and to understand that confusion and frustration are normal parts of development.

VIII. HOMEWORK

- Students will continue their independent reading of Alice through Chapter 7.
- Remind students to continue their reading of their chosen growing up novel.
IX. INTERDISCIPLINARY CONNECTIONS, ADDITIONAL RESOURCES, OR ENRICHMENT

• Here is an article about hookahs from the CDC for teacher background only. 
  https://www.cdc.gov/tobacco/data_statistics/fact_sheets/tobacco_industry/hookahs/

• Extension for students with an interest in art or for highly able students:
  Connection the the Real World: Some students may be very interested in
different artist’s interpretations of Alice. A comparison of the first published
illustrations with these additional two would be very interesting.
  o Salvador Dali:
    https://www.brainpickings.org/2011/11/15/salvador-dali-alice-in-
    wonderland-1969/
  o Yayoi Kusama:
    https://www.brainpickings.org/index.php/2012/04/18/yayoi-
kusama-alice-in-wonderland/

X. LESSON HANDOUTS OR ASSESSMENTS

• Handout 7:9.1 Discussion Questions for Chapters 4, 5, 6
• Handout 7:9.2 Poem Comparison

XI. DIFFERENTIATION SUGGESTIONS FOR A MIXED ABILITY CLASSROOM

• If some students are having difficulty in following the story, ask them to prepare
  a summary of about 3-4 sentences for each chapter in a small group, prior to the
  Seminar. During the Seminar, call on those students to provide this synopsis so
  they can contribute to the seminar in a meaningful way.
### Alice’s Adventures in Wonderland

**Chapter 4 “The Rabbit Sends in a Little Bill” pp. 41-58**

1. How is Alice feeling? Support your answer with evidence.
2. Why was Alice startled by the demands of the White Rabbit?
3. Where do we see the concept of growth in this chapter?
4. What is the implication of Alice’s comment, “When I used to read fairy tales, I fancied that kind of thing never happened, and now here I am in the middle of one!”

**Chapter 5 “Advice from a Caterpillar”” pp. 59-66**

1. What assumptions can we make about the caterpillar?
2. How does the caterpillar further frustrate Alice in her attempts at communication and logic?
3. The caterpillar asks Alice to recite the poem, “You Are Old, Father William.” The original poem of this parody was written by Robert Southey, and is entitled, “The Old Man’s Comforts and How He Gained Them.” Compare the original to Carroll’s version in this chapter, which is now more well-known than the original. Note the concept of identity – old age – in both versions. How is this a parody?
4. What was the author’s purpose of the poem in the story?
5. What was the purpose in mocking the original?

**Chapter 6 “Pig and Pepper” pp. 67-94**

1. Note the juxtaposition and word play that the Footman uses in the invitation to croquet: "For the Duchess. An invitation from the Queen to play croquet.” and then, "From the Queen. An invitation for the Duchess to play croquet.”
2. What words might you use to describe the Duchess? Provide textual reasoning for your choices.
3. “Speak Gently”, by Victorian poet David Bates, reads, in part:
   - Speak gently to the little child!
   - Its love be sure to gain;
   - Teach it in accents soft and mild: --
   - It may not long remain.
4. What is the significance of this poem in relationship to the “lullaby” that the duchess sings to the baby?
**Handout 7:9.2 (2 Pages)**

**Poem Comparison**

<table>
<thead>
<tr>
<th>The Old Man's Comforts, and how he gained them by Robert Southey</th>
<th>You are Old, Father William by Lewis Carroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;You are old, father William,&quot; the young man cried, &quot;The few locks which are left you are grey; You are hale, father William, a hearty old man; Now tell me the reason, I pray.&quot;</td>
<td>&quot;You are old, Father William,&quot; the young man said, &quot;And your hair has become very white; And yet you incessantly stand on your head – Do you think, at your age, it is right?&quot;</td>
</tr>
<tr>
<td>&quot;In the days of my youth,&quot; father William replied, &quot;I remember’d that youth would fly fast, And abused not my health and my vigour at first, That I never might need them at last.&quot;</td>
<td>&quot;In my youth,&quot; Father William replied to his son, &quot;I feared it might injure the brain; But, now that I’m perfectly sure I have none, Why, I do it again and again.&quot;</td>
</tr>
</tbody>
</table>
| "You are old, father William," the young man cried, "And pleasures with youth pass away. And yet you lament not the days that are gone; Now tell me the reason, I pray." | "You are old," said the youth, "as I mentioned before, And have grown most uncommonly fat; Yet you turned a back-somersault in at the door -- Pray, what is the reason for that?"
| "In the days of my youth," father William replied, "I thought of the future, whatever I did, That I never might grieve for the past." | "In my youth," said the sage, as he shook his grey locks, "I kept all my limbs very supple By the use of this ointment -- one shilling a box -- Allow me to sell you a couple?"
| "You are old, father William," the young man cried, "And life must be hast’ning away; You are cheerful and love to converse upon death; Now tell me the reason, I pray." | "You are old," said the youth, "and your jaws are too weak For anything tougher than suet; Yet you finished the goose, with the bones and the beak -- Pray, how did you manage to do it?"
| "I am cheerful, young man," father William replied, "Let the cause thy attention engage; In the days of my youth I remember’d my God! And He hath not forgotten my age." | "In my youth," said his father, "I took to the law, And argued each case with my wife; And the muscular strength, which it gave to my jaw, Has lasted the rest of my life." |
"You are old," said the youth, "one would hardly suppose
That your eye was as steady as ever;
Yet you balanced an eel on the end of your nose --
What made you so awfully clever?"

"I have answered three questions, and that is enough,"
Said his father. "Don't give yourself airs!
Do you think I can listen all day to such stuff?
Be off, or I'll kick you down stairs."
LESSON 10: EXPLORING IDENTITY: SELF-PORTRAITS

I. OVERVIEW OF THE LESSON
- Students will evaluate self-portraits of famous artists. Students will evaluate the difference in how we view ourselves versus how we are viewed by others. Students will create their own self-portraits and write an explanation of why this portrait best captures their identity.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
- To identify the concept of identity as seen through art
- To write for a variety of purposes and audiences

III. INDIANA ACADEMIC STANDARDS
- 7.W.3.2, 7.ML.1, 7.ML.2.1, 7.SL.1, 7.SL.2.1, 7.SL.2.2, 7.SL.2.3, 7.SL.4.2

IV. INSTRUCTIONAL TIME NEEDED
- This lesson will take two class periods of in-class time. The art/writing project should be completed outside of class over the course of one week.

V. GROUPING ARRANGEMENTS
- Students may work in groups when evaluating famous portraits. The rest of the assignment should be completed individually.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
- Handouts
  - Self-Portraits and Identity
  - Planning Your Self Portrait
  - Portrait Description Writing Assignment

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Lesson:
- To begin the lesson, ask the students about the difference between how they view themselves and how others view them. Refer to their assignment in Lesson 2. Are these two visions the same? Why? Why Not?
- Explain to students that today they will be evaluating self-portraits of famous artists. Students will use the "Self-Portraits and Identity" handout to explore what these self-portraits say about identity.
- Organize students into small groups identified by artistic interest and have each group do some internet searching on one of the artists and the identity of that artist. How is the artist’s style evidenced in this self-portrait? What is the author known for? Was the artist’s work well accepted at the time of this painting? What does the portrait say about how the artist sees himself?
• Ask students to locate descriptions of the portraits we used by museum or gallery personnel to hang beside
  the work.
• Groups can regroup and share out their portrait and its interpretation in a jigsaw format, or they can share
  out with the class and have all contribute to the discussion.
• Students will then plan their own self-portrait by first listing what they feel to be the essential elements of
  their own identity.
• Over the next week, students will create a self-portrait using the graphic medium of their choice. Students
  will write an explanation of their portrait to be viewed in class during a gallery walk at a convenient time in
  the class schedule the following week. Students will explain why this portrait captures what they feel to be
  their own true identity and try to explain this concept to others.

VIII. Homework
  • Students will create self-portraits and the writing assignment at home during the next week.

IX. Interdisciplinary Connections, Extensions, or Additional Resources
  • Interdisciplinary: Art teachers can assist students by exploring more examples of self-portraits.
  • Connection to the Real World: These are famous paintings and when students work on their own, they
    will add portrait explanations as used by actual galleries

X. Lesson Handouts or Assessments
  • Handout 7:10.1 Self-Portraits and Identity
  • Handout 7:10.2 Planning your self-portrait
  • Handout 7:10.3 Portrait Description Writing Assignment

XI. Differentiation Suggestions
  • For students who lack confidence in this medium, consider allowing students to use photography
    instead of drawing or painting. Tell students that their photo must capture the essential elements of
    their personalities and include the description. How do the setting, lighting, and mood affect the
    photo? What does the photo say about their identity?
Throughout history, artists have attempted to capture their own likeness. Self-portraits are a powerful tool of identity. They are an attempt to allow the world to see you as you see yourself, or as you would like to be seen. Today, we will examine four famous self-portraits. For each portrait, describe what you see based on the image. What type of person are you looking at? What does the portrait say about the person's identity?

<table>
<thead>
<tr>
<th>Portrait</th>
<th>Observations: What does the portrait say about the person portrayed? What is thought to be the meaning by scholars? What does the gallery description say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vincent Van Gogh</td>
<td></td>
</tr>
<tr>
<td>&quot;Self-Portrait&quot; 1889</td>
<td></td>
</tr>
<tr>
<td>Rembrandt van Rijn</td>
<td></td>
</tr>
<tr>
<td>&quot;Self-Portrait in a Cap, Open-Mouthed&quot; 1630</td>
<td></td>
</tr>
<tr>
<td>Frida Kahlo</td>
<td>Pablo Picasso, “Self Portrait,” 1907</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| “The Two Fridas” 1939  
HANDOUT 7:10.2

PLANNING YOUR SELF PORTRAIT

Directions: Use the following organizer to plan your self-portrait.

1. Make a list of at least 20 adjectives that describe you.

2. From the list above, choose the five-most important adjectives about you.

3. How might these adjectives be represented in your portrait? Will these adjectives affect your setting, your countenance, or your color scheme?

4. What medium do you feel would work best for your portrait? Paint? Pencils? Inks? Pastels? Photography? How do you feel that you can best represent what makes you, you? Remember, the goal is to show others how you view yourself. It is not necessarily the goal to show what you look like through a camera lens unaltered.

5. What description should hang next to your portrait?
When you present your self-portrait in class for the gallery walk, you must include a written description, which will be displayed underneath your portrait. Write a description of 150-250 words in length that explains your artistic process, thoughts, and feelings about the work. When someone looks at the portrait, what do you want the viewer to know about you? How does the portrait represent who you are becoming or who you are leaving behind?

*Remember, this assignment isn't about your skill as an artist, but rather your interpretation of how you view yourself.
LESSON 11: GROWTH IMAGINED

I. OVERVIEW OF THE LESSON

Students will identify one recent incident in which they acted in a way that they were proud of and another in which they did not act with maturity, exhibiting behaviors they did not admire. This lesson will help them think about who they might like to become.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To become more aware of one’s own actions
- To describe a personal goal
- To compose an organized written response to a prompt

III. INDIANA ACADEMIC STANDARDS


IV. INSTRUCTIONAL TIME NEEDED

- 45 minute class period

V. GROUPING ARRANGEMENTS

- Students will discuss whole group and then work as individuals

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Handouts in the lesson
- Online or classroom dictionary access

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Lesson: Put up the following quote:

“Watch your thoughts; they become words. Watch your words; they become actions. Watch your actions; they become habit. Watch your habits; they become character. Watch your character; it becomes your destiny.” — Lao Tzu

Guiding Questions:

a. What does the quote mean?
b. How does what we do affect who we are?
c. Is it possible for a person to change who they are simply by changing what he or she does?
d. What is the most effective way to make a change in one's life?

e. If you did not or could not do any of your favorite activities anymore, would you still be "you"?

Distribute the Handout 7:11.1.

- Can you think of a time in the last 6 months, weeks, or days, where you acted in a way that you thought demonstrated the good, responsible, thoughtful, or mature person you are becoming? Make a note of that on your organizer. The organizer is for your use, and I will not be collecting these or reading them aloud to others.
- Can you think of examples where you were not being "your best self"? Make a note of those as well.
- Take some time to really give this some thought, as you think of more examples to record.
- You will use this to help you compose a description of the adult you aspire to be. You can have someone in mind, or the you that you will become.
- You will write the description with the help of the SEES organizer and be ready to turn those in tomorrow.
- Why are we doing this?
  - To help you be more aware of your actions, and to help you achieve your goals. Look at our quote again.
  - This also helps you develop and improve your writing.

Note to Teacher: the length of the assignment can be determined by your assessment of student capabilities as demonstrated on previous writing assignments and the pre-assessments.

VIII. Homework

- Students will create a description of the adult they aspire to become. Include the characteristics and how those are manifested in behaviors related to self and others. Use the SEES organizer for assistance.

IX. Interdisciplinary Connections, Additional Resources, Or Enrichment

- A book that may be in the library is: *The 7 Habits of Highly Effective Teens*, by Sean Covey, originally published in 1997 by Fireside.

X. Lesson Handouts or Assessments

- Handout 7:11.2 - The Best Self I Could Be – Organizer
- Handout 7: 11.3 – SEES Paragraph Organizer

XI. Differentiation Suggestions for Mixed Ability Classrooms

- Utilize the writing pre assessment and other writing products in the unit to date to determine the level of support some students may need. Pull students who need more assistance and/or structure to a group to work with you initially to be sure they are on the right path
Handout 7:11.2 Organizer for “The Best Version of Myself”

<table>
<thead>
<tr>
<th>Name</th>
<th>Example of Behavior that Was NOT My Best Self</th>
<th>Example of Behavior that Was My Best Self</th>
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<td>Traits, Characteristics, Skills I Admire</td>
<td>Observable Behaviors</td>
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<td>Example: A Strong Student</td>
<td>Work is always done well</td>
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S.E.E.S. Paragraph Organizer
Handout 7:11.3

Name _______________________

Statement
State your claim as the opening sentence.

Explanation
Explain why you believe what you do.

Evidence
Cite specific evidence or give specific examples to support your claim.

Summary
Summarize the paragraph with a concluding sentence.
LESSON 12: JUMPING IN: A GROWTH EXPERIMENT

I. OVERVIEW OF THE LESSON
   • As students look at their thoughts about growing up, many of them may find that maturity is largely demonstrated by how people act and the things they do. For example, part of becoming a positive person means finding something positive to say to others. This goes beyond personality characteristics and includes some of our interests as well. For example, athletes often consider their sport a part of their being. Musicians often identify themselves with their music. In this lesson, students will explore the concept of growth by identifying something they want to do better, more often, or differently and then embracing a new behavior or habit for 14 days. Students will collect qualitative data, write reflective journals, and present their findings.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To conduct an experiment
   • To explore the concept of growth
   • To report findings using self-collected data

III. INDIANA ACADEMIC STANDARDS

IV. INSTRUCTIONAL TIME NEEDED
   • Most of this assignment will be completed outside of class. Student presentations will take place near the end of the unit (see lesson #24). Teachers should plan days for student presentations. If time is not available, consider video / online presentations as an option.

V. GROUPING ARRANGEMENTS
   • It is recommended that students work individually on this lesson.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
• 3:38 video http://charlesduhigg.com/the-power-of-habit/
• HTTP://WWW.HUFFINGTONPOST.COM/JAMES-CLEAR/FORMING-NEW-HABITS_B_5104807.HTML

• Handouts
  o Handout 7:12.2 "Jumping In: An Identity Experiment"
  o Handout 7:12.3 Data Collection Sample Guide

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

• Opening Activity: Have students read the following article: HTTP://WWW.HUFFINGTONPOST.COM/JAMES-CLEAR/FORMING-NEW-HABITS_B_5104807.HTML
• Students should then complete Handout 7:12.1.

Lesson:
• To begin the lesson, ask students to identify behaviors and actions they do in their daily lives that they most closely associate with their identities or with growing up. Why do they do these things? How important are these behaviors or activities to their lives?
• Show and discuss this video clip: 3:38 video http://charlesduhigg.com/the-power-of-habit/
• Explain to students that their experiment for this unit will be to "jump in" and form a new habit. This new habit can be something that they always wanted to improve, or they can try something new. The goal is to make a particular behavior or new activity a part of one’s daily routine for two weeks to see if it can be done and whether or not it is a good thing.
• Allow students time to brainstorm with their groups or individually about behaviors they wish they had or things they wish they could spend more time doing than they currently do.
• Explain to students the data that they must collect over the course of the project and the manner in which they will need to report their findings.

VIII. HOMEWORK

• Read about forming new habits from one of the following linked articles, and then, complete an informational text organizer about your reading.
  o HTTP://WWW.BRAINPICKINGS.ORG/2014/01/02/HOW-LONG-IT-TAKES-TO-FORM-A-NEW-HABIT/
  o HTTP://WWW.FORBES.COM/SITES/JASONSELK/2013/04/15/HABIT-FORMATION-THE-21-DAY-MYTH/
IX. **INTERDISCIPLINARY CONNECTIONS, EXTENSIONS, OR ENRICHMENT**

- Interdisciplinary: Multiple connections are possible across many areas of study depending on the skill a student decides to adopt as a new habit. Art, PE, and music classes are some options that may arise. Ask students to identify connections to areas beyond ELA.

- Enrichment for all and Connection to the Real World: Invite the school psychologist or counselor to talk with the class about goal setting and habit formation.

- For Students who are Highly Able in a Particular Domain and Connection to the Outside Words: Invite guest speakers or encourage students with particular talents to speak with professionals in their areas of interest about the purposeful development of habits appropriate to the area.

X. **LESSON HANDOUTS OR ASSESSMENTS**

- Handout 7:12.1 Form a New Habit
- Handout 7:12.2 Jumping In: An Identity Experiment
- Handout 7:12.3 Data Collection Sample Guide

XI. **DIFFERENTIATION SUGGESTIONS FOR MIXED ABILITY CLASSROOMS**

- For students who may struggle with responsibility required for the independent nature of this project, consider advising them to create a new habit that is attempted and measurable that occurs during the school day. Students struggling in this way may be high ability or more typical ability.
Handout 7:12.1

FORM A NEW HABIT

After reading the Huffington Post article entitled, “How Long Does It Actually Take to Form a New Habit?”, answer the following questions to practice synthesizing, analyzing, inferring and making concept connections. Self-assess against the rubric provided below the questions.

1. Write a 2-3 sentence summary of the article.

2. After reading the article, what can you infer about human nature when it comes to forming new habits and/or changing old ones?

3. In your own words, explain why the author calls it the “21 Days Myth”?

4. Where in this article do you see evidence of the concept of growth?

Rubric Sample

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 points</th>
<th>3-4 points</th>
<th>1-2 points</th>
<th>0 points</th>
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<tbody>
<tr>
<td>Q#1 Synthesis</td>
<td>I interpreted the selection in a complete yet concise way.</td>
<td>I summarized the selection accurately but not concisely.</td>
<td>I summarized, but not completely or concisely.</td>
<td>I wrote no response or a response that does not summarize the passage.</td>
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<tr>
<td>Q#2 Inference</td>
<td>I wrote a well described inference.</td>
<td>I wrote an inference, but it lacked detail for support.</td>
<td>I wrote an inference but it was not related to the main points or was not clear to others.</td>
<td>I wrote no idea from passage that is important and not well explained.</td>
</tr>
<tr>
<td>Q#3 Analysis</td>
<td>I wrote a very effective analysis of selected quote.</td>
<td>My analysis does not include many details from the reading.</td>
<td>My analysis is not well supported with details from the reading.</td>
<td>My analysis is not clear and lacks support from the reading.</td>
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<tr>
<td>Q#4 Conceptual Understanding</td>
<td>I wrote a clear concept statement that is well supported from the selection.</td>
<td>I wrote a concept statement and supported it from the selection.</td>
<td>I wrote a concept statement that is not supported with details from the reading.</td>
<td>I wrote a concept statement that is not clear and lacks support from reading.</td>
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Total
HANDOUT 7:12.2

JUMPING IN: A GROWTH EXPERIMENT

Is there anything that you wish you could do in your life if you only had the time? Is there anything that you wish you could do but never had the nerve to try? Is there some way you would prefer to “Be” than the way you now usually act? Often times in life, the things that we do and the behaviors we exhibit play a large part in how we identify and view ourselves.

If you couldn’t do the things that you normally do, would you still see yourself as the same person? If you were to do something new or behave in a new way, would it affect the kind of person you currently are? Is it possible to throw yourself into new situations, and in doing so change your identity?

Over the next two weeks, you will need to create a new habit or embrace a new skill or behavior in your life. This can be a modification of something you do, something completely new, or it can simply be a creative focus on a skill that you may have been neglecting due to the busy nature of everyday life. Your job will be to guarantee that you spend at least 30 minutes per day on this skill or that you consciously exhibit this change in behavior.

You will collect the following data during your experiment:

1. A description of what you did, including the amount of time you spent each day on your new habit.
2. A measurement of your mood after each block of time spent on your new habit.
3. A measurement of how successful you felt about your progress after each session.
4. A progress journal in which you will write about your experience every day. This is piece of data will be essential in your presentation. Write about what you did, how you felt about it, and how it affected your sense of identity.

In two weeks, you will present your data and findings to the class. Data collection may be done in a variety of formats. If technology is available, you may use tools such as PowerPoint, Word, Google Slides, and Google Docs. Later in the unit, you will present your findings by graphing your data and writing summaries of the project. Be creative! Have fun! Devote time!
**Handout 7.12.3**

**Data Collection Sample Guide**

For your experiment, you will need to collect the required data points. Below, you will find example tables that you may use or adapt for your own needs. Remember, you do not have to use the form below. You may choose the measurement methods and descriptors for each category on your own. This is simply an example of what you could do.

<table>
<thead>
<tr>
<th>Date</th>
<th>Minutes Spent</th>
<th>Mood Rating</th>
<th>Success Rating</th>
<th>Notes</th>
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<tr>
<td>1/1/2018</td>
<td>45</td>
<td>Content &amp; Happy&lt;br&gt;Encouraged&lt;br&gt;Frustrated&lt;br&gt;Angry</td>
<td>Very successful&lt;br&gt;Successful&lt;br&gt;Mildly successful&lt;br&gt;Not successful</td>
<td>I have a hard time trying new things, and I am used to being good at what I do.</td>
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**LESSON 13: MEDIA INTERPRETATIONS OF ALICE**

I. **OVERVIEW OF THE LESSON**

*Alice's Adventures in Wonderland* is a classic fantasy story. There have been many motion picture interpretations of the story. In this lesson, students will review the Mad Hatter's Tea Party as it was written, the original 1951 animation by Walt Disney, a film adaptation from the 1985, and the Tim Burton movie version from 2010.

II. **STUDENT LEARNING OUTCOME OR OBJECTIVE**

Students will be able to:
- Identify differences among the moving picture versions from the original written work
- Analyze the versions for how the differences change the story

III. **INDIANA ACADEMIC STANDARDS**

- 7.RN.4.2: Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- 7.RN.4.3: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

IV. **INSTRUCTIONAL TIME NEEDED**

- One or two class periods

V. **GROUPING ARRANGEMENTS**

- Allow students to work in groups of 2-4 students of like ability.

VI. **READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED**

- Handout 7:13.1 – Chapter 7: A Mad Tea-Party
- [https://www.youtube.com/watch?v=JMZAwECGvyk](https://www.youtube.com/watch?v=JMZAwECGvyk) Mad Hatter Tea Party Scene
- [https://www.youtube.com/watch?v=msvOUUgv6m8](https://www.youtube.com/watch?v=msvOUUgv6m8) Disney Tea Party Scene
- [https://www.youtube.com/watch?v=AroNyp9ovUc](https://www.youtube.com/watch?v=AroNyp9ovUc) version made for television
- Handout 7:13.2 – Comparison of versions to original
- Handout 7:13.3 – Venn
- Handout 7:13.4 – Character Analysis
VII. **Lesson, Student Activities, Guiding Questions**

- If students have technology at least for every 3-4 students, they may work in groups on their own. If you do not have that technology, the lesson can be done whole group.
- If needed, review the original Mad Tea Party chapter of *Alice’s Adventures in Wonderland*. At least provide the students with the handout of that chapter for reference.
- Have students view the three movie version clips of this tea party scene, making notes of what happened in each of the video clips and then how each differs from the original story.
- Alternatively, or in addition (as needed), use the Venn diagram to note how the movie versions differ from each other. Using a different color pencil or marker for each circle will assist students in keeping the versions straight.
- Finally, have students complete the character analysis organizer and the questions.

VIII. **Homework**

- Complete the character analysis and questions handout

IX. **Interdisciplinary Connections or Enrichment Possibilities**

- For students who are Highly Able: Students may select two versions to review and then investigate the following references for meaning:
  - Down the rabbit hole
  - Mad as a hatter
  - Grin like a Cheshire cat

X. **Lesson Handouts or Assessments Attached**

- Handout 7:13.1 – Chapter 7: A Mad Tea-Party
- Handout 7:13.2 – Comparison of versions to original
- Handout 7:13.3 – Venn
- Handout 7:13.4 – Character Analysis

XI. **Differentiation Suggestions for More Typical Learners in Mixed Ability Classrooms**

- Students who may need more structure could work in a group with the teacher instead of in a small group of other students
- Students who may need review of the written text could review that with teacher support if needed
• Students who learn best with visual support could begin with the Venn organizer as the comparisons of versions are dissected.
**Handout 7: 13.1**

**Alice’s Adventures in Wonderland**  
by Lewis Carroll  
**Chapter VII. A Mad Tea-Party**

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. ‘Very uncomfortable for the Dormouse,’ thought Alice; ‘only, as it’s asleep, I suppose it doesn’t mind.’

The table was a large one, but the three were all crowded together at one corner of it: ‘No room! No room!’ they cried out when they saw Alice coming. ‘There’s plenty of room!’ said Alice indignantly, and she sat down in a large arm-chair at one end of the table.

‘Have some wine,’ the March Hare said in an encouraging tone.

Alice looked all round the table, but there was nothing on it but tea. ‘I don’t see any wine,’ she remarked.

‘There isn’t any,’ said the March Hare.

‘Then it wasn’t very civil of you to offer it,’ said Alice angrily.

‘It wasn’t very civil of you to sit down without being invited,’ said the March Hare.

‘I didn’t know it was your table,’ said Alice; ‘it’s laid for a great many more than three.’

‘Your hair wants cutting,’ said the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.

‘You should learn not to make personal remarks,’ Alice said with some severity; ‘it’s very rude.’

The Hatter opened his eyes very wide on hearing this; but all he said was, ‘Why is a raven like a writing-desk?’

‘Come, we shall have some fun now!’ thought Alice. ‘I’m glad they’ve begun asking riddles.—I believe I can guess that,’ she added aloud.
‘Do you mean that you think you can find out the answer to it?’ said the March Hare.
‘Exactly so,’ said Alice.
‘Then you should say what you mean,’ the March Hare went on.
‘I do,’ Alice hastily replied; ‘at least—at least I mean what I say—that’s the same thing, you know.’
‘Not the same thing a bit!’ said the Hatter. ‘You might just as well say that “I see what I eat” is the same thing as “I eat what I see”!’
‘You might just as well say,’ added the March Hare, ‘that “I like what I get” is the same thing as “I get what I like”!’
‘You might just as well say,’ added the Dormouse, who seemed to be talking in his sleep, ‘that “I breathe when I sleep” is the same thing as “I sleep when I breathe”!’
‘It is the same thing with you,’ said the Hatter, and here the conversation dropped, and the party sat silent for a minute, while Alice thought over all she could remember about ravens and writing-desks, which wasn’t much.

The Hatter was the first to break the silence. ‘What day of the month is it?’ he said, turning to Alice: he had taken his watch out of his pocket, and was looking at it uneasily, shaking it every now and then, and holding it to his ear.

Alice considered a little, and then said ‘The fourth.’

‘Two days wrong!’ sighed the Hatter. ‘I told you butter wouldn’t suit the works!’ he added looking angrily at the March Hare.

‘It was the best butter,’ the March Hare meekly replied.

‘Yes, but some crumbs must have got in as well,’ the Hatter grumbled: ‘you shouldn’t have put it in with the bread-knife.’

The March Hare took the watch and looked at it gloomily: then he dipped it into his cup of tea, and looked at it again: but he could think of nothing better to say than his first remark, ‘It was the best butter, you know.’

Alice had been looking over his shoulder with some curiosity. ‘What a funny watch!’ she remarked. ‘It tells the day of the month, and doesn’t tell what o’clock it is!’

‘Why should it?’ muttered the Hatter. ‘Does your watch tell you what year it is?’

‘Of course not,’ Alice replied very readily: ‘but that’s because it stays the same year for such a long time together.’

‘Which is just the case with mine,’ said the Hatter.

Alice felt dreadfully puzzled. The Hatter’s remark seemed to have no sort of meaning in it, and yet it was certainly English. ‘I don’t quite understand you,’ she said, as politely as she could.

‘The Dormouse is asleep again,’ said the Hatter, and he poured a little hot tea upon its nose.

The Dormouse shook its head impatiently, and said, without opening its eyes, ‘Of course, of course; just what I was going to remark myself.’

‘Have you guessed the riddle yet?’ the Hatter said, turning to Alice again.

‘No, I give it up,’ Alice replied: ‘what’s the answer?’

‘I haven’t the slightest idea,’ said the Hatter.

‘Nor I,’ said the March Hare.

Alice sighed wearily. ‘I think you might do something better with the time,’ she said, ‘than waste it in asking riddles that have no answers.’
'If you knew Time as well as I do,' said the Hatter, ‘you wouldn’t talk about wasting it. It’s him.’

‘I don’t know what you mean,’ said Alice.

‘Of course you don’t!’ the Hatter said, tossing his head contemptuously. ‘I dare say you never even spoke to Time!’

‘Perhaps not,’ Alice cautiously replied: ‘but I know I have to beat time when I learn music.’

‘Ah! that accounts for it,’ said the Hatter. ‘He won’t stand beating. Now, if you only kept on good terms with him, he’d do almost anything you liked with the clock. For instance, suppose it were nine o’clock in the morning, just time to begin lessons: you’d only have to whisper a hint to Time, and round goes the clock in a twinkling! Half-past one, time for dinner!’

(‘I only wish it was,’ the March Hare said to itself in a whisper.)

‘That would be grand, certainly,’ said Alice thoughtfully: ‘but then—I shouldn’t be hungry for it, you know.’

‘Not at first, perhaps,’ said the Hatter: ‘but you could keep it to half-past one as long as you liked.’

‘Is that the way you manage?’ Alice asked.

The Hatter shook his head mournfully. ‘Not I!’ he replied. ‘We quarrelled last March—just before he went mad, you know—’ (pointing with his tea spoon at the March Hare,) ‘—it was at the great concert given by the Queen of Hearts, and I had to sing

“Twinkle, twinkle, little bat!
How I wonder what you’re at!”
You know the song, perhaps?

‘I’ve heard something like it,’ said Alice.

‘It goes on, you know,’ the Hatter continued, ‘in this way:—

“Up above the world you fly,
Like a tea-tray in the sky.
Twinkle, twinkle—”’

Here the Dormouse shook itself, and began singing in its sleep ‘Twinkle, twinkle, little bat! How I wonder what you’re at!” You know the song, perhaps?’ ‘I’ve heard something like it,’ said Alice. ‘It goes on, you know,’ the Hatter continued, ‘in this way:—

“Up above the world you fly,
Like a tea-tray in the sky.
Twinkle, twinkle—”’

‘Well, I’d hardly finished the first verse,’ said the Hatter, ‘when the Queen jumped up and bawled out, “He’s murdering the time! Off with his head!”’

‘How dreadfully savage!’ exclaimed Alice.

‘And ever since that,’ the Hatter went on in a mournful tone, ‘he won’t do a thing I ask! It’s always six o’clock now.’

A bright idea came into Alice’s head. ‘Is that the reason so many tea-things are put out here?’ she asked.

‘Yes, that’s it,’ said the Hatter with a sigh: ‘it’s always tea-time, and we’ve no time to wash the things between whiles.’

‘Then you keep moving round, I suppose?’ said Alice.
'Exactly so,' said the Hatter: ‘as the things get used up.’
‘But what happens when you come to the beginning again?’ Alice ventured to ask.
‘Suppose we change the subject,’ the March Hare interrupted, yawning. ‘I’m getting tired of this. I vote the young lady tells us a story.’
‘I’m afraid I don’t know one,’ said Alice, rather alarmed at the proposal.
‘Then the Dormouse shall!’ they both cried. ‘Wake up, Dormouse!’ And they pinched it on both sides at once.
The Dormouse slowly opened his eyes. ‘I wasn’t asleep,’ he said in a hoarse, feeble voice: ‘I heard every word you fellows were saying.’
‘Tell us a story!’ said the March Hare.
‘Yes, please do!’ pleaded Alice.
‘And be quick about it,’ added the Hatter, ‘or you’ll be asleep again before it’s done.’
‘Once upon a time there were three little sisters,’ the Dormouse began in a great hurry; ‘and their names were Elsie, Lacie, and Tillie; and they lived at the bottom of a well—’
‘What did they live on?’ said Alice, who always took a great interest in questions of eating and drinking.
‘They lived on treacle,’ said the Dormouse, after thinking a minute or two.
‘They couldn’t have done that, you know,’ Alice gently remarked; ‘they’d have been ill.’
‘So they were,’ said the Dormouse; ‘very ill.’
Alice tried to fancy to herself what such an extraordinary ways of living would be like, but it puzzled her too much, so she went on: ‘But why did they live at the bottom of a well?’
‘Take some more tea,’ the March Hare said to Alice, very earnestly.
‘I’ve had nothing yet,’ Alice replied in an offended tone, ‘so I can’t take more.’
‘You mean you can’t take less,’ said the Hatter: ‘it’s very easy to take more than nothing.’
‘Nobody asked your opinion,’ said Alice.
‘Who’s making personal remarks now?’ the Hatter asked triumphantly.
Alice did not quite know what to say to this: so she helped herself to some tea and bread-and-butter, and then turned to the Dormouse, and repeated her question. ‘Why did they live at the bottom of a well?’
The Dormouse again took a minute or two to think about it, and then said, ‘It was a treacle-well.’
‘There’s no such thing!’ Alice was beginning very angrily, but the Hatter and the March Hare went ‘Sh! sh!’ and the Dormouse sulkily remarked, ‘If you can’t be civil, you’d better finish the story for yourself.’
‘No, please go on!’ Alice said very humbly; ‘I won’t interrupt again. I dare say there may be one.’
‘One, indeed!’ said the Dormouse indignantly. However, he consented to go on. ‘And so these three little sisters—they were learning to draw, you know—’
‘What did they draw?’ said Alice, quite forgetting her promise.
‘Treacle,’ said the Dormouse, without considering at all this time.
‘I want a clean cup,’ interrupted the Hatter: ‘let’s all move one place on.’
moved on as he spoke, and the Dormouse followed him: the March Hare moved into the Dormouse’s place, and Alice rather unwillingly took the place of the March Hare. The Hatter was the only one who got any advantage from the change: and Alice was a good deal worse off than before, as the March Hare had just upset the milk-jug into his plate.
Alice did not wish to offend the Dormouse again, so she began very cautiously: ‘But I don’t understand. Where did they draw the treacle from?’

‘You can draw water out of a water-well,’ said the Hatter; ‘so I should think you could draw treacle out of a treacle-well—eh, stupid?’

‘But they were in the well,’ Alice said to the Dormouse, not choosing to notice this last remark.

‘Of course they were’, said the Dormouse; ‘—well in.’ This answer so confused poor Alice, that she let the Dormouse go on for some time without interrupting it. ‘They were learning to draw,’ the Dormouse went on, yawning and rubbing its eyes, for it was getting very sleepy; ‘and they drew all manner of things—everything that begins with an M—’

‘Why with an M?’ said Alice.

‘Why not?’ said the March Hare. Alice was silent.

The Dormouse had closed its eyes by this time, and was going off into a doze; but, on being pinched by the Hatter, it woke up again with a little shriek, and went on: ‘—that begins with an M, such as mouse-traps, and the moon, and memory, and muchness—you know you say things are “much of a muchness”—did you ever see such a thing as a drawing of a muchness?’

‘Really, now you ask me,’ said Alice, very much confused, ‘I don’t think—’

‘Then you shouldn’t talk,’ said the Hatter.

This piece of rudeness was more than Alice could bear: she got up in great disgust, and walked off; the Dormouse fell asleep instantly, and neither of the others took the least notice of her going, though she looked back once or twice, half hoping that they would call after her: the last time she saw them, they were trying to put the Dormouse into the teapot.

‘At any rate I’ll never go there again!’ said Alice as she picked her way through the wood. ‘It’s the stupidest tea-party I ever was at in all my life!’

Just as she said this, she noticed that one of the trees had a door leading right into it.

‘That’s very curious!’ she thought. ‘But everything’s curious today. I think I may as well go in at once.’ And in she went.

Once more she found herself in the long hall, and close to the little glass table. ‘Now, I’ll manage better this time,’ she said to herself, and began by taking the little golden key, and unlocking the door that led into the garden. Then she went to work nibbling at the mushroom (she had kept a piece of it in her pocket) till she was about a foot high: then she walked down the little passage: and then—she found herself at last in the beautiful garden, among the bright flower-beds and the cool fountains.

*Alice’s Adventures in Wonderland* by Lewis Carroll is in the public domain and can be found at Gutenberg.org
**HANDOUT 7:13.2 Movie Clip Comparison Chart**

**Directions:** While watching clips from 3 different versions of *Alice’s Adventures in Wonderland*, make notes on what is contained in the original text, and then make a comparison of the differences in each of the versions from the original print version. You are also being provided with a Venn diagram to note similarities and differences between the three movie versions. Use colors on the Venn diagram if it helps you keep the versions and differences straight.

<table>
<thead>
<tr>
<th>Scene in Question and How it was presented in the text:</th>
<th>How it was presented in the play for television:</th>
<th>How it was presented in the Disney version:</th>
<th>How was it presented in the Tim Burton version:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to Handout 7:25.1 A Mad Tea Party</td>
<td><a href="https://www.youtube.com/watch?v=AroNyp9ovUc">https://www.youtube.com/watch?v=AroNyp9ovUc</a></td>
<td><a href="https://www.youtube.com/watch?v=msvOUUgv6m8">https://www.youtube.com/watch?v=msvOUUgv6m8</a></td>
<td><a href="https://www.youtube.com/watch?v=JMZAwECGvyk">https://www.youtube.com/watch?v=JMZAwECGvyk</a></td>
</tr>
</tbody>
</table>
HANDOUT 7:13.3 Venn Diagram for Alice

Name____________________
## Character Analysis

**Directions:** Every production of a story brings new variables in the form of different actors, type of media, settings, music, costumes, etc. Using the chart below, evaluate the performance of each character in each medium. Which medium brought more to the character, the film or the text? Did one of the film versions provide any extra information about the characters that enhanced your understanding of the character? After you have analyzed each character, answer the questions that follow.

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>WHICH VERSION DID YOU PREFER?</th>
<th>EXTRA INFORMATION LEARNED FROM THE MOVIE ABOUT THE CHARACTER</th>
<th>REASONS AND EVIDENCE FOR MY EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mad Hatter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dormouse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March Hair</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions:

• Looking at your responses, which medium do you think portrayed the characters better? Why did you feel this way?

• Which version remained most “true” to the original book by Lewis Carroll? How important is it to remain true to the original?

• What do your answers tell you about the nature of animation compared to original drawings? What is the influence of special effects on the story?

• Which actor in the film versions did the best job portraying Carroll’s version of the character, and what reasons do you have to support your choice?

• What evidence is there in any of the versions of Alice and her growth during her adventure with the tea party?
LESSON 14: MISPLACED MODIFIERS IN WONDERLAND

I. OVERVIEW OF THE LESSON

Students will analyze what is going on in Chapter 7: A Mad Tea Party and move to analyzing the effect of a misplaced modifier on the meaning of a sentence. Students will illustrate the meaning of sentences containing misplaced modifiers to show a deeper understanding of usage. Students will then write the sentence in the correct form.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

• To correct misplaced and dangling modifiers.
• To write a narrative

III. INDIANA ACADEMIC STANDARDS

• 7.RL.1, 7.W.3.3, 7.W.6.1.d

IV. INSTRUCTIONAL TIME NEEDED

• This lesson will take one class period to complete.

V. GROUPING ARRANGEMENTS

• It is recommended that students work individually on this lesson.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

• Copies of Alice in Wonderland
• Handouts
  o Misplaced Modifiers in Wonderland

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Lesson:

• As students enter, write the following sentence on the board: "Feeling full, the tea cake sat in Alice’s stomach." Ask the students who or what is feeling full according to this sentence. This is an example of a misplaced modifier. As the sentence is written, the teacake is feeling full, which is not what is intended.
• Explain to students that modifiers, in most cases, should be placed as close as possible to the words they are modifying to avoid confusion.
• Complete the "Misplaced Modifiers in Wonderland" activity.

VIII. HOMEWORK
• Students may finish any work not finished in class at home.

IX. INTERDISCIPLINARY CONNECTIONS
• n/a

X. LESSON HANDOUTS OR ASSESSMENTS
• Handout 7:14.1 Misplaced Modifiers in Wonderland
• Handout 7:14.1A Modifier Answer Key
• Handout 7:14.2 Journal Entry #5

XI. DIFFERENTIATION SUGGESTIONS FOR MIXED ABILITY CLASSROOMS
• All students should be able to do this activity. The complexity of their sentences is what will vary.
When using modifiers, it is important to place them in the correct place to avoid confusion. Adjectives, adverbs, phrases, and clauses should be placed near the word they are modifying. When a modifier is in the wrong location it can change the meaning of a sentence.

**Example:**
Thinking it over, the Hatter's riddle puzzled Alice.

In the sentence above, *Thinking it over* is a participial phrase. In this case, the modifying phrase is not located next to the noun it should modify. If you were to draw a picture of what this sentence is saying as it is written, you would have to illustrate the *riddle* itself thinking things over. Of course, this was not the intention of the sentence. To correct the problem, the noun it is intended to modify must follow the modifier.

Thinking it over, Alice attempted to solve the Hatter's riddle.

In the corrected example, the noun *Alice* is located next the modifier. This indicated that it was indeed Alice who was doing the wondering, and not the riddle.

**Illustrating the Problem**
Directions: Read the sentences below. Then, draw a picture of what the sentence is describing *as it is written*. Remember, a misplaced modifier may make these sentences a little crazy!

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Peering through the door, the flowers called to Alice.</th>
<th>Yelling at the cook, the pepper made the Duchess angry.</th>
<th>Running in circles, awards were given to those in the race.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Modifiers Correctly in Writing

Directions: Complete the sentences below. Each sentence begins with an introductory participial phrase. Be sure to place the noun that should be modified as close as possible to the introductory phrase.

1. Falling down the rabbit hole,

2. Angry about the pepper,

3. Finishing the story,

4. Worried about being late,

5. Unhappy about Alice's mentioning of cats,

Thinking About Modifiers

1. If you were to remove introductory modifiers from the sentences above, how would it affect the meaning of the sentences? What does this tell you about modifiers?

2. If you were to split the information in the sentences you wrote above into two separate sentences, what would the effect be? Which format do you like better? Why?
HANDOUT 7:14.1A

MISPLACED MODIFIERS IN WONDERLAND

Name: ____________________

Using Modifiers Correctly in Writing

Possible answers

1. Falling down the rabbit hole, Alice wondered if she would ever hit bottom.
2. Angry about the pepper, the Duchess scolded the cook.
3. Finishing the story, the Dormouse told of drawing water.
4. Worried about being late, the White Rabbit scurried across the garden.
5. Unhappy about Alice's mentioning of cats, the mouse demonstrated his discontent.

Thinking About Modifiers

1. If you were to remove introductory modifiers from the sentences above, how would it affect the meaning of the sentences? What does this tell you about modifiers?
   Answers will vary. Some may comment that the phrases assist the fluency of the writing by avoiding the overuse of periods.

2. If you were to split the information in the sentences you wrote above into two separate sentences, what would the effect be? Which format do you like better? Why?
   Answers will vary.
HANDOUT 7:14.2

If possible, keep your journals in an online format, such as Google Docs, and share them with your peers.

Journal entries should meet the following criteria:
* Entries should be a minimum of 200 words in length.
* Entries should complete the task or question at hand.
* Entries should meet grammatical standards.
* Entries should explore concepts creatively without restrictions of thought.

Write a journal entry about the morning before the first day of school (which is always a "down the rabbit hole" day!). Describe everything that you do and everything that you feel on that first day. The focus of this entry is to use participial phrases to add description and detail to your writing. Participial phrases add flow to writing. For example, the following two sentences are best combined with a participial phrase.

I jumped out of my bed quickly. I was worried about my outfit.

**Worried about my outfit,** I jumped out of my bed quickly.
LESSON 15: MAD MODIFIER TEA PARTY

I. OVERVIEW OF THE LESSON
   • Students will use their knowledge of misplaced modifiers to write a comedic narrative set in the Hatter’s tea party. Carroll often used word play to create a comedic affect in the novel. In today’s writing assignment, students will write a narrative in which misplaced modifiers cause confusion and comedy at the tea party.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To write narrative essays
   • To demonstrate the importance of proper modifier placement

III. INDIANA ACADEMIC STANDARDS
   • 7.RL.1, 7.W.1, 7.W.3.3, 7.W.6.1d

IV. INSTRUCTIONAL TIME NEEDED
   • The students may complete this lesson either in class or at home. Time used in class will be at the teacher’s discretion.

V. GROUPING ARRANGEMENTS
   • It is recommended that students work individually on this lesson.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • Handouts
     o Mad Modifier Tea Party
     o Mad Modifier Tea Party Scoring Rubric

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   • Read a section of the conversation between Alice, the Mad Hatter, and the March Hare aloud. Point out the use of dialogue and word play that takes place.
• Example:

‘Of course you don’t!’ the Hatter said, tossing his head contemptuously. ‘I dare say you never even spoke to Time!’

‘Perhaps not,’ Alice cautiously replied: ‘but I know I have to beat time when I learn music.’

‘Ah! that accounts for it,’ said the Hatter. ‘He won’t stand beating. Now, if you only kept on good terms with him, he’d do almost anything you liked with the clock. For instance, suppose it were nine o’clock in the morning, just time to begin lessons: you’d only have to whisper a hint to Time, and round goes the clock in a twinkling! Half-past one, time for dinner!’

• Review the "Mad Modifier Tea Party" writing assignment with students. The prompt provides scaffolding by starting the story for the students and demonstrating the intentional misuse of modifiers.

VIII. Homework

• The extent to which students complete the assignment in class vs. at home is at the teacher’s discretion.

IX. Interdisciplinary Connections

• n/a

X. Lesson Handouts or Assessments

• Handout 7:15.1 Mad Modifier Tea Party
• Handout 7:15.2 Mad Modifier Tea Party Scoring Rubric

XI. Differentiation Suggestions for Mixed Ability Classrooms

• For typical students in a mixed ability setting, consider revising the rubric to require two misplaced participles instead of three. Also, consider providing a set of example phrases that could be used in the narrative. For example: Lapping up the milk; Playing with the ball of yarn; Jumping at the fireflies.
Indiana High Ability Language Arts Phase II Unit 7
May 2017

HANDOUT 7:15.1  Name: ____________________________

MAD MODIFIER TEA PARTY

In the last lesson, you learned that a misplaced modifier could change the meaning of the sentence, often creating a ridiculous effect on the meaning of the sentence. Today, you will complete the following narrative about a conversation between Alice, the Mad Hatter, and the March Hare at a tea party.

Your job is to intentionally have Alice misplace three modifiers in the telling of her story. Then, show how the Mad Hatter and the March Hare interpret her sentences in the way they are spoken. The goal of the story is to show how Alice must correct herself in order to clarify her meaning.

Please use the example below as the start of your story and as a model for modifier usage.

Alice sat down to tea and tried her best to start a conversation, but she struggled to think of a topic that might be of interest to the Hatter and the Hare. Thinking back to what she had learned in school, she thought of her lessons that told her to stick to topics she knows best.
"You know who would love to be here," said Alice, "my cat, Dinah."
"Oh, do tell!" said the Hatter.
Alice began, "I can tell you the story of when I first met her! She was a lovely kitty. Nestled up with the litter, I knew right away that she would be a loving kitten. When I…"
"Isn't that quite forward of you?" interjected the Hare.
"What do you mean? I was simply telling the story," said Alice, who was quite taken aback by the interruption.
"Do you always throw yourself down and lay down with other families to stay warm? Wouldn't you say that is quite mad?" asked the Hatter.
"Oh, no!" said Alice. "I would never be so forward with someone whom I had never met. Let me rephrase. Nestled up with the litter, Dinah appeared to be a very loving kitten."

Your assignment is to continue this narrative. Your narrative must accomplish the following:
1. Use at least three misplaced modifiers that the characters may discuss.
2. Continue the current topic of conversation in the story: Dinah the cat.
3. Utilize proper paragraphing and use of dialogue punctuation.
**HANDOUT 7:15.2**

**MAD MODIFIER TEA PARTY RUBRIC**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations 4 Points</th>
<th>Meets Expectations 3 Points</th>
<th>Some Evidence 2 Points</th>
<th>Little or No Evidence 1 or 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modifier Usage (x2)</strong></td>
<td>Story uses three misplaced modifiers. The characters discuss the meaning of the sentences</td>
<td>Story uses two misplaced modifiers. The characters discuss the meaning of the sentences</td>
<td>Story uses one misplaced modifier. The characters discuss the meaning of the sentences</td>
<td>Modifier requirement was not met.</td>
</tr>
<tr>
<td><strong>Vocabulary and Elaboration (x2)</strong></td>
<td>My vocabulary was descriptive throughout.</td>
<td>My vocabulary was descriptive at times.</td>
<td>My vocabulary was descriptive, but ordinary.</td>
<td>My vocabulary was vague and common.</td>
</tr>
<tr>
<td><strong>Narrative Style (x2)</strong></td>
<td>Narrative is written in a style that is authentic to the attitudes of the characters. It shows creativity.</td>
<td>Narrative is written in a style that is authentic.</td>
<td>Narrative is written in a style that does not bring life or insight to the characters.</td>
<td>Narrative is dry and does not properly represent the characters</td>
</tr>
<tr>
<td><strong>Grammar and Mechanics (with the exception of intentional modifier errors)</strong></td>
<td>Correct grammar, spelling, and mechanics of English are used.</td>
<td>1 or 2 misspellings or other errors are made.</td>
<td>2 - 4 misspellings or errors are made.</td>
<td>5 or more errors are made.</td>
</tr>
</tbody>
</table>
LESSON 16: SCAMPER CROQUET

I. OVERVIEW OF THE LESSON

Students will use the SCAMPER method to produce new ideas about a sporting event. In the novel, the author creates a game of croquet unlike any other -- flamingo mallets, hedgehog croquet balls, and bent playing cards as brackets. The SCAMPER technique will encourage creative thinking. Using the technique, students will attempt to improve a different sport or game. Students will then write an explanation of their new version of the game or sport, explaining how using SCAMPER on a known game led to this modification.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

• To think creatively
• To write an informational text

III. INDIANA ACADEMIC STANDARDS

• 7.RL.1, 7.W.3.2, 7.SL.1, 7.SL.4.1

IV. INSTRUCTIONAL TIME NEEDED

• 2-3 class periods

V. GROUPING ARRANGEMENTS

• Students may work in groups of their choice or individually depending on individual and classroom needs.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

• Handouts
  o SCAMPER Handout
  o SCAMPER Writing Assignment

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

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To begin the lesson, first be sure that students have read chapter 8 of *Alice in Wonderland*.

Read the section about the croquet game aloud. Point out the differences between Carroll’s version of the game compared to the actual game. If students have never played or experienced croquet, show them a quick YouTube explanation such as https://www.youtube.com/watch?v=YMpxRvUYzP0. If they want to see the game played, this YouTube works well: https://www.youtube.com/watch?v=Ah2fVjbrLz4 Have students look at Alice’s version and how it is different from what else has been shown.

Demonstrate the SCAMPER process with the example provided, and then explain the assignment in which students will apply the process to a different sport or a game.

Then, review the SCAMPER writing assignment with students. This assignment is of the informational text variety. If you have access to technology, consider having students create a brochure or flier for the new version of their game / sport. If students have access to the Internet, consider using an online flier construction tool like smore.com. It is free to use and is excellent for educational purposes.

When finished, groups should present their ideas to the class.

Students will then complete a journal entry in which they apply the SCAMPER technique to themselves. What kinds of changes, additions, or substitutions can we make to ourselves to affect our own identity?

### VIII. Homework

- The extent to which students complete the assignment in class vs. at home is at the teacher’s discretion.
- Students should have read up through Chapter 10 in *Alice*.

### IX. Interdisciplinary Connections or Enrichment Possibilities

- Interdisciplinary and Student Interest: Ask students to use the SCAMPER method to change a product or assignment in another class, like art, band, tech ed., social studies, science, etc. Use this depending upon student interest.

### X. Lesson Handouts or Assessments

- Handout 7:16.1 SCAMPER
- Handout 7:16.2 SCAMPER Writing Assignment
XI. **DIFFERENTIATION SUGGESTIONS FOR MIXED ABILITY CLASSROOMS**

- While this activity is able to be done by all students, an alternative could be altering the assignment to recognize examples of SCAMPER in common products. How are those alike or different from the original? It is easier to recognize examples than it is to come up with your own.
Since the beginning of time, inventors have taken items and ideas that already existed and changed them to create new ideas and paths. How do they do this? Creative people often put their minds together to brainstorm ideas. Today, you will explore a brainstorming technique known as SCAMPER. This technique was created by Robert Eberle. SCAMPER is an acronym that stands for the following:

- **Substitute** - What materials could you substitute to change the product? What rules could you substitute?
- **Combine** - What would happen if you combined items with items from something else? How could you combine ideas to make a new product?
- **Adapt** - How could the product be changed to better serve the purpose?
- **Modify** – (Magnify or Minimize) How could you change the shape or form of the product? What would you add or take away to make the product better?
- **Put to another use** - How could you use the product for something other than its original purpose?
- **Eliminate** - What could you remove from the product to make things better or simpler?
- **Reverse** (or Rearrange) – (What would happen if you reversed the procedures involved with your product? What if the order or rules were altered or reversed?)

To prepare for the assignment, review the following example of SCAMPER. For the purpose of this example, we will use a guitar as the item to be improved.

- **Substitute**: Guitars are often made of maple, spruce, and rosewood. Maybe we could use different woods to see if they produce different sounds?
- **Combine**: My favorite two guitars are the Gibson Les Paul and the Fender Stratocaster. They are very different. Maybe we could take the loud, heavy sound of the Gibson and combine it with the clean, light sound of the Fender. What if a guitar had multiple sets of pickups and a body design that used elements from both guitars?
- **Adapt**: What if the guitar was easier to play? What if the guitar had sensors that raised and lowered bumps on the guitar showing you where to put your fingers? It could be like a musical form of Braille.
- **Modify**: Guitars are usually a similar shape. What if guitars were round? Or square? What if guitars could be made to order so people could choose the shape and design to fit their own needs? What if every guitar was one of a kind?
- **Put to Another Use**: What if people didn't want the guitar just to play music? What if we used the materials from the guitar to create art? Or maybe something practical? What if we used the guitar to make a table, or an umbrella stand? What if we cut the guitar in half and used it as bookends for a shelf full of books about guitars?
- **Eliminate**: What if a guitar could be made without strings? What if computers could read from sensors to show where your fingers are on the neck and then make the sound when your strumming hand crosses? If we didn't need strings, could we eliminate the frets?
- Reverse - Usually, guitars need to be plugged into amplifiers to make sound. What if the power from the amplifier didn’t come out through speakers, but instead went back to the guitar and came out through speakers placed in the wood?

**SCAMPER is a tool that can be used to inspire new thoughts and new directions. For your assignment today, you will apply the SCAMPER method to a sport or game. Be sure to answer each of the question categories. Then, you will use ideas from your SCAMPER (you do not have to use all of the ideas) to improve or re-create a new version of the game. You will complete a writing assignment in which you explain the parameters / rules of your new creation.**

**Name of game / sport to be improved or changed: ____________________________**

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitute</td>
<td>What materials could you substitute to change the product? What rules could you substitute?</td>
</tr>
<tr>
<td>Combine</td>
<td>What would happen if you combined items with items from something else? How could you combine ideas to make a new product?</td>
</tr>
<tr>
<td>Adapt</td>
<td>How could the product be changed to better serve the purpose?</td>
</tr>
<tr>
<td>Modify</td>
<td>How could you change the shape or form of the product? What would you add or take away to make the product better?</td>
</tr>
<tr>
<td>Put to another use</td>
<td>How could you use the product for something other than its original purpose?</td>
</tr>
<tr>
<td>Eliminate</td>
<td>What could your remove from the product to make things better or simpler?</td>
</tr>
<tr>
<td>Reverse</td>
<td>What would happen if you reversed the procedures involved with your product? What if the order or rules were altered or reversed?</td>
</tr>
</tbody>
</table>
SCAMPER WRITING ASSIGNMENT

Directions: Now that you have completed the SCAMPER activity, it is time to create and explain the new version of your game or sport. Create a brochure or flier that explains your game. Be sure to include the following in your writing:

* A clear explanation of what materials are needed.

* The basic rules and order of operations

* An explanation of how the new version is different or better than the original.

* Visuals and graphics to assist the reader.
### HANDOUT 7:16.3

**Name: ____________________________**

**SCAMPER Writing Assignment Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations 4 Points</th>
<th>Meets Expectations 3 Points</th>
<th>Some Evidence 2 Points</th>
<th>Little or No Evidence 1 or 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Statement</strong></td>
<td>I wrote a clear introduction to my product with vivid descriptions.</td>
<td>I wrote a clear introduction that described my product.</td>
<td>I wrote an introduction naming my product, but without description.</td>
<td>I did not properly introduce my product.</td>
</tr>
<tr>
<td>(x1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>I wrote clear instructions for the reader that included graphics and visuals.</td>
<td>I wrote clear instructions for the reader.</td>
<td>I wrote instructions that were unclear or hard to follow.</td>
<td>I did not write instructions.</td>
</tr>
<tr>
<td>(x2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>My vocabulary was descriptive and showed use of advanced vocabulary.</td>
<td>My vocabulary was descriptive.</td>
<td>My vocabulary did not include words that helped to describe my product.</td>
<td>My vocabulary did not help my product or may have been used incorrectly.</td>
</tr>
<tr>
<td>(x2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>My description had section headings and organization. The work is visually streamlined and appealing.</td>
<td>My description had section headings and organization.</td>
<td>My description had some section headings, but was not organized.</td>
<td>My description lacked section headings and organization</td>
</tr>
<tr>
<td>(x1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Mechanics</strong> (weighting to be determined by the teacher)</td>
<td>I used correct grammar, spelling, and mechanics of English</td>
<td>I made 1 or 2 misspellings or other errors.</td>
<td>I made 2 - 4 misspellings or errors.</td>
<td>I made 5 or more errors.</td>
</tr>
</tbody>
</table>

Areas of Strength:

Areas in Need of Improvement:
HANDOUT 7:16.4

JOURNAL ASSIGNMENT

Name: ________________________________

If possible, keep your journals in an online format, such as Google Docs, and share them with your peers.

Journal entries should meet the following criteria:
* Entries should be a minimum of 200 words in length.
* Entries should complete the task or question at hand.
* Entries should meet grammatical standards.
* Entries should explore concepts creatively without restrictions of thought.

Topic for Journal #6:

In today's journal, apply the SCAMPER technique to yourself. How might these changes, additions, and substitutions affect your sense of identity? If you could change something, what would you change? If you choose to change nothing, why not?
Lesson 17: The Lessons of the Mock Turtle

I. Overview of the Lesson

- In chapter nine of the novel, we are introduced to the mock turtle. Students will learn why the name of this is funny by itself, illustrating Carroll's wit. The mock turtle describes what school is like in the sea. He uses a series of puns to describe the course load to Alice. In this lesson, students will examine the mock turtle's use of puns and figurative language. Then, using one of the fictitious subjects mentioned by the mock turtle, students will create a course description, objectives, and a lesson plan for a class in Wonderland.

II. Student Learning Outcome or Objective

- To identify figurative language
- To think creatively
- To write informational text

III. Indiana Academic Standards


IV. Instructional Time Needed

- 2-3 class periods

V. Grouping Arrangements

- Students may work in groups determined by interest in linguistics (as seen in previous lessons on language usage) or in creativity or individually depending on classroom needs.

VI. Reading Selections, Websites, Materials, and Equipment Needed

- Chapter 9 from Alice's Adventures in Wonderland
- Handouts
  - Mock Turtle Pun Analysis
  - Wonderland Lesson Plan

VII. Lesson, Student Activities, Guiding Questions

Lesson:
To begin the lesson, first be sure that students have read chapters 9 & 10 of *Alice in Wonderland*.

Read aloud a section that includes the Mock Turtle's story.

Using the "Mock Turtle Pun Analysis" handout, explain the definition of a pun.

Have students complete the pun analysis. Students will identify the real world subjects that align with those of the Mock Turtle's experience.

Students will then choose one of the fictitious subjects and create a course description, objectives, and a lesson plan for the course.

As a bonus activity, students may teach their lesson to the class.

**VIII. HOMEWORK**

- The extent to which students complete the assignment in class vs. at home is at the teacher's discretion.

**IX. INTERDISCIPLINARY CONNECTIONS, RESOURCES, OR ENRICHMENT**

- Extensions: Ask students to make new subjects out of their current courses using similar sounding names.
- For the Highly Able or Interested: Investigate how schools were run during the period Lewis Carroll wrote *Alice's Adventures in Wonderland*

**X. LESSON HANDOUTS OR ASSESSMENTS**

- Handout 7:17.1 Mock Turtle Pun Analysis
- Handout 7:17.2 Mock Turtle Pun Analysis Teacher Answer Key
- Handout 7:17.3 Wonderland Lesson Plan
- Handout 7:17.4 Journal (see differentiation tips)

**XI. DIFFERENTIATION IN MIXED ABILITY CLASSROOMS**

- All students should be able to do the pun part of this lesson. The lesson planning might be more challenging for more typical learners. Instead of that part of the assignment, have them do the journal writing assignment that is provided.
HANDOUT 7:17.1  Name: ________________________________

MOCK TURTLE PUN ANALYSIS  Date: ____________________  Period: ______

The Mock Turtle uses a series of puns to explain what school is like in the sea. A pun is a joke exploiting the different possible meanings of a word or the fact that there are words that sound alike but have different meanings.

Examples:
* I don't know why my glasses were steamed up; I was mystified.
The word mystified has multiple meanings. It can mean puzzled, or it can have intended meaning of the pun--to be covered in mist.

* Snakes don't drink coffee because it makes them viperactive.
The word viperactive is a pun. It sounds like hyperactive, but has been changed for a comedic effect relating to snakes.

Directions: For each of the class titles provided by the Mock Turtle, fill in the corresponding class title from our world. Then answer the questions that follow. The first item has been completed for you as an example.

<table>
<thead>
<tr>
<th>Wonderland Class</th>
<th>Meaning of Word</th>
<th>Corresponding Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambition</td>
<td>A strong desire to achieve</td>
<td>Addition</td>
</tr>
<tr>
<td>Distraction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uglification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Derison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mystery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writhing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions:
1. Which pun did you find to be the most humorous? Why?

2. After looking at all of the class titles from Wonderland, what kind of picture has Carroll painted of the school experience? Do you think Carroll was in favor of the way schools operated at the time? Why? Why not?

3. If you had to choose one the classes from Wonderland to add to your schedule, which one would you choose? Why?
HANDOUT 7:17.2
Mock Turtle Pun Analysis *Answer Key

Part 1: Pun analysis

<table>
<thead>
<tr>
<th>Wonderland Class</th>
<th>Meaning of Word</th>
<th>Corresponding Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambition</td>
<td>A strong desire to achieve</td>
<td>Addition</td>
</tr>
<tr>
<td>Distraction</td>
<td>A thing that prevents someone from giving full attention</td>
<td>Subtraction</td>
</tr>
<tr>
<td>Uglification</td>
<td>The process of making something ugly</td>
<td>Multiplication</td>
</tr>
<tr>
<td>Derision</td>
<td>Ridicule or mockery</td>
<td>Division</td>
</tr>
<tr>
<td>Mystery</td>
<td>Something that is difficult to understand or explain</td>
<td>History</td>
</tr>
<tr>
<td>Reeling</td>
<td>Feeling disoriented or bedazzled</td>
<td>Reading</td>
</tr>
<tr>
<td>Writhing</td>
<td>Twisting, squirming, contorting</td>
<td>Writing</td>
</tr>
</tbody>
</table>

Part 2: Questions
1. Answers will vary.
2. The titles of the classes in the novel, for the most part, have negative connotations. Students may have constantly been reeling and writhing in school after being subjected to derision and uglification. Carroll also adds ambition to this grouping, placing a negative light on that trait as well.
3. Answers will vary.
Directions: Imagine that you are a teacher at the school in the sea. Using one of the class titles in the book, create a course description, objectives, and lesson plan for the course. Use the form below to create your lesson and course description. When finished, you may be able to teach your lesson to the class!

Course Title: ____________________________________________

Course Description: (Write a description about what activities or lessons are usually done in this class) Your description should be 40-60 words.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Course Objectives: What are the 3 most important things students will be able to do by the end of this course? For example, in English class, an objective may be "To write persuasive essays effectively".

1.

2.

3.
Lesson Plan: Plan a lesson for your class. Use the following form as a guide.

1. Objective of Lesson: What will your students be able to do by the end of class?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Starting Activity: What will you do as the teacher to get the students interested about the lesson at the start of class?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Activities: What task(s) will the students need to complete?

*
*
*
*
*

4. Assessment: How will you show that the students have learned the material you have taught? What test or assessment will they need to pass to show you that they have learned how to do what you want them to do?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
If possible, keep your journals in an online format, such as Google Docs, and share them with your peers. Journal entries should meet the following criteria:

* Entries should be a minimum of 200 words in length.
* Entries should complete the task or question at hand.
* Entries should meet grammatical standards.
* Entries should explore concepts creatively without restrictions of thought.

Topic for Journal:
Not everyone necessarily wants to become a teacher when he or she grows up, but most people do end up teaching something, whether it is to our children or to our friends. Think about the most important things that you have learned in your life. If you had to choose the most important things that you have learned to teach to someone else, what would they be? Why would you choose them?
LESSON 18: TIMED ESSAY - GROWING UP

I. OVERVIEW OF THE LESSON
Students will read a short excerpt from Peter Pan by J.M. Barrie. Students will then write a timed essay about growing up. The purpose of the essay is to persuade the reader as to which is better, childhood or adulthood. The format of the timed response is to familiarize students with a common format found on standardized tests.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
• To write persuasively
• To respond to literary text

III. INDIANA ACADEMIC STANDARDS
• 7.RL.1, 7.RL.2.1, 7.RL.2.2, 7.W.1, 7.W.3.1, 7.W.4

IV. INSTRUCTIONAL TIME NEEDED
• 1 Class Periods

V. GROUPING ARRANGEMENTS
• n/a - Individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
• Handout 7.18.1: Timed Writing - Growing Up
• Handout 7.18.1: Timed Writing - Growing Up Rubric
• Handout 7.18.2: Hamburger Model Organizer

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
• This is a timed essay assignment. Explain to students that they will be reading a short excerpt from Peter Pan and then writing an essay. Peter Pan is another example of classic literature similar to Alice in that it is also fanciful yet deals with the underlying theme of growing up.
• The suggested time limit for the essay and reading is 60 minutes.
• Use the attached rubric for scoring.

VIII. HOMEWORK
• none

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IX. **INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

- For the Highly Able: Compare the time periods in England when Peter Pan was written and when Alice in Wonderland was written. Consider what the two classic children’s books have in common.

X. **LESSON HANDOUTS OR ASSESSMENTS**

- Handout 7:18.1
- Handout 7:18.2

XI. **DIFFERENTIATION FOR MIXED ABILITY CLASSROOMS**

- This assignment should be able to be done by all students in a high ability cluster classroom.
Directions: Read the following excerpt from *Peter Pan* by J.M. Barrie. Then, write a persuasive essay in response to the prompt that follows.

From Chapter 17 of *Peter Pan* by J.M. Barrie

As for Peter, he saw Wendy once again before he flew away. He did not exactly come to the window, but he brushed against it in passing so that she could open it if she liked and call to him. That is what she did.

"Hullo, Wendy, good-bye," he said.
"Oh dear, are you going away?"
"Yes."
"You don't feel, Peter," she said falteringly, "that you would like to say anything to my parents about a very sweet subject?"
"No."
"About me, Peter?"
"No."

Mrs. Darling came to the window, for at present she was keeping a sharp eye on Wendy. She told Peter that she had adopted all the other boys, and would like to adopt him also.
"Would you send me to school?" he inquired craftily.
"Yes."
"And then to an office?"
"I suppose so."
"Soon I would be a man?"
"Very soon."
"I don't want to go to school and learn solemn things," he told her passionately. "I don't want to be a man. O Wendy's mother, if I was to wake up and feel there was a beard!"

"Peter," said Wendy the comforter, "I should love you in a beard," and Mrs. Darling stretched out her arms to him, but he repulsed her.
"Keep back, lady, no one is going to catch me and make me a man."
"But where are you going to live?"
"With Tink in the house we built for Wendy. The fairies are to put it high up among the tree tops where they sleep at nights."

"How lovely," cried Wendy so longingly that Mrs. Darling tightened her grip.
"I thought all the fairies were dead," Mrs. Darling said.

"There are always a lot of young ones," explained Wendy, who was now quite an authority, "because you see when a new baby laughs for the first time a new fairy is born, and as there are always new babies there are always new fairies. They live in nests on the tops of trees; and the mauve ones are boys and the white ones are girls, and the blue ones are just little sillies who are not sure what they are."

"I shall have such fun," said Peter, with eye on Wendy.
"It will be rather lonely in the evening," she said, "sitting by the fire."
"I shall have Tink."
"Tink can't go a twentieth part of the way round," she reminded him a little tartly.
"Sneaky tell-tale!" Tink called out from somewhere round the corner.

"It doesn't matter," Peter said.
"O Peter, you know it matters."
"Well, then, come with me to the little house."

"May I, mummy?"
"Certainly not. I have got you home again, and I mean to keep you."
"But he does so need a mother."
"So do you, my love."

"Oh, all right," Peter said, as if he had asked her from politeness merely; but Mrs. Darling saw his mouth twitch, and she made this handsome offer: to let Wendy go to him for a week every year to do his spring cleaning. Wendy would have preferred a more permanent arrangement; and it seemed to her that spring would be long in coming; but this promise sent Peter away quite gay again. He had no sense of time, and was so full of adventures that all I have told you about him is only a halfpenny-worth of them. I suppose it was because Wendy knew this that her last words to him were these rather plaintive ones:

"You won't forget me, Peter, will you, before spring cleaning time comes?"

Of course Peter promised; and then he flew away. He took Mrs. Darling's kiss with him. The kiss that had been for no one else, Peter took quite easily. Funny. But she seemed satisfied.
HANDOUT 7:18.1

Name: ________________________________

TIMED-WRITING: GROWING UP

Date:___________________________ Period: ______

Writing Prompt: If we could choose between childhood and adulthood, which would be the better choice? Write a persuasive letter to a teenager about which choice would lead to a better life -- remaining in childhood? Or moving forward into adulthood? In your letter, be sure to provide clear reasons and examples to support your choice.
### TIMED-WRITING: GROWING UP RUBRIC

**Date:________________ Period:______**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations 4 Points</th>
<th>Meets Expectations 3 Points</th>
<th>Some Evidence 2 Points</th>
<th>Little or No Evidence 1 or 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Statement/Opinion (x1)</td>
<td>I wrote a statement about my opinion or topic of my writing with some supporting reasons.</td>
<td>I wrote a statement about my opinion or topic.</td>
<td>I gave a short sentence but no detail.</td>
<td>I did not give an opening statement about my opinion or topic.</td>
</tr>
<tr>
<td>Reasons (x2)</td>
<td>I wrote 4 or more reasons.</td>
<td>I wrote 3 reasons.</td>
<td>I wrote 1 or 2 reasons.</td>
<td>I did not give reasons.</td>
</tr>
<tr>
<td>Elaboration (x2)</td>
<td>My reasons included elaboration.</td>
<td>Some of my reasons included elaboration.</td>
<td>I explained at least one reason.</td>
<td>I did not explain my reasons.</td>
</tr>
<tr>
<td>Conclusion (x1)</td>
<td>I wrote a conclusion that restated my position or my summary.</td>
<td>I just restated my first opinion or topic.</td>
<td>My conclusion did not match my first statement.</td>
<td>I did not give a conclusion.</td>
</tr>
<tr>
<td>Grammar and Mechanics (weighting to be determined by the teacher)</td>
<td>I used correct grammar, spelling, and mechanics of English.</td>
<td>I made 1 or 2 misspellings or other errors.</td>
<td>I made 2 - 4 misspellings or errors.</td>
<td>I made 5 or more errors.</td>
</tr>
</tbody>
</table>
HANDOUT 7:18.3  Name: ____________________________
S.E.E.S. Paragraph Organizer

**Statement**
State your claim as the opening sentence.

**Explanation**
Explain why you believe what you do.

**Evidence**
Cite specific evidence or give specific examples to support your claim.

**Summary**
Summarize the paragraph with a concluding sentence.
LESSON 19: JABBERWOCKY

I. OVERVIEW OF THE LESSON

In this lesson, from the work, *Through the Looking Glass*, also by Lewis Carroll, but written after *Alice's Adventures in Wonderland*, students will read Carroll's most famous work of poetry, "Jabberwocky." The poem is known as a nonsense poem due to its playful language. It is composed largely of neologisms (new words). In this lesson, students will read the poem and try to define some of the words on their own. They will then read an excerpt from chapter 6 of *Through the Looking Glass* in which Humpty Dumpty explains the meaning of many of these words to Alice. Students will compare their own responses to Humpty Dumpty's. Next, students will create a comic strip that depicts the events of the poem. Students will be asked to use Carroll's technique of combining words that already exist to make new words when creating a title for their comic.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To analyze poetry
- To use context to determine or clarify the meaning of words and phrases.

III. INDIANA ACADEMIC STANDARDS


IV. INSTRUCTIONAL TIME NEEDED

- 1 Class Period

V. GROUPING ARRANGEMENTS

- Students should work in groups of three or four when identifying word meanings. The comic strip portion of the assignment should be completed individually.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Handout 7:19.1 Jabberwocky
- Handout 7:19.2 Vocabulary
- Handout 7:19.3 Vocabulary Answer Key
- Handout 7:19.4 Excerpt from *Through the Looking Glass*
- Handout 7:19.5 Comic Strip Assignment

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Lesson:

- Start the class by reading "Jabberwocky" aloud. Ask the students to identify words that they do not understand.
• Have the students try to define the words listed on the handout on their own. Allow students to work in groups of 3-4 by readiness to discuss and create definitions. When finished, allow students to share and discuss their responses with the class.

• After the discussion, have students read the excerpt from *Through the Looking Glass* in which Humpty Dumpty explains the meanings of many of the words in the poem. Have the students complete their charts with Humpty Dumpty's explanation. Students may compare these definitions to their own. After completing the chart, students may answer the questions at the bottom of their grid about the creation of new words.

• Discuss and share responses about how new words are created.

• Then, to provide a visual for the context of the poem, have each student create a comic strip of the events in the poem. Each poem should have a creative title that uses a neologism. Encourage students to use the same technique that Carroll used in which he combined words that already existed to make a new word. When finished, post the comic strips around the room and have students do a gallery walk to share their interpretations of the poem.

VIII. **Homework**

• Finish the comic strip

IX. **Interdisciplinary Connections, Enrichment Possibilities, or Resources**

• For students who are Highly Able: Research the term “sniglet” and other famous neologisms

X. **Lesson Handouts or Assessments**

• Handout 7:19.1 Jabberwocky
• Handout 7:19.2 Vocabulary
• Handout 7:19.3 Vocabulary Answer Key
• Handout 7:19.4 Excerpt from *Through the Looking Glass*
• Handout 7:19.5 Comic Strip Assignment

XI. **Differentiation Suggestions for Mixed Ability Classrooms**

• Have students who are likely to have more trouble with this abstract assignment work in a group with the teacher.
Directions: Read Lewis Carroll's famous poem, "Jabberwocky". When finished, attempt to use the context of the poem to create definitions for the words in the grid that follows. Then, read the excerpt from *Through the Looking Glass* to see how Carroll's character, Humpty Dumpty, explains the meanings of the words in the poem.

"Jabberwocky" by Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!"
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe he sought—
So rested he by the Tumtum tree
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

“And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!”
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.
Directions: Complete the vocabulary chart below. Many of the words in the poem did not exist before Carroll wrote them. Write your own definition of each of the words based on the context of the poem. After you have completed your own definitions, read the excerpt from *Through the Looking Glass*.

<table>
<thead>
<tr>
<th></th>
<th>Your Definition</th>
<th>Humpty Dumpty's Definition</th>
</tr>
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<tbody>
<tr>
<td>Borogoves</td>
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<tr>
<td>Brillig</td>
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<td>Gyre</td>
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<td>Mimsy</td>
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<td>Outgrabe</td>
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<td>Wabe</td>
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</table>

Follow-Up Question:
Were your definitions similar to Humpty Dumpty's? What does this tell you about the use of words in context? How do we comprehend words we do not know?
Handout 7:19.3

"Jabberwocky" Answer Key

Directions: Complete the vocabulary chart below. Many of the words in the poem did not exist before Carroll wrote them. Write your own definition of each of the words based on the context of the poem. After you have completed your own definitions, read the excerpt from Through the Looking Glass

<table>
<thead>
<tr>
<th>Your Definition</th>
<th>Humpty Dumpty's Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borogoves</td>
<td>A thin, shabby-looking bird with its feathers sticking out all round -- something like a live mop</td>
</tr>
<tr>
<td>Brillig</td>
<td>Four o'clock in the afternoon -- the time when you begin broiling things for dinner</td>
</tr>
<tr>
<td>Gyre</td>
<td>To go round and round like a gyroscope</td>
</tr>
<tr>
<td>Mimsy</td>
<td>Flimsy and miserable</td>
</tr>
<tr>
<td>Outgrabe</td>
<td>Outgrabing is something between bellowing and whistling, with a kind of sneeze in the middle</td>
</tr>
<tr>
<td>Raths</td>
<td>A rath is sort of a green pig</td>
</tr>
<tr>
<td>Slithy</td>
<td>Lithe and slimy. Lithe is the same as active. It's like a portmanteau -- there are two meanings packed up into one word.</td>
</tr>
<tr>
<td>Tove</td>
<td>Something like lizards and something like corkscrews. ... They make their nests under sundials -- also they live on cheese.</td>
</tr>
<tr>
<td>Wabe</td>
<td>The grass plot round a sundial... because it goes a long way before it, and a long way behind it... and a long way beyond it on each side.</td>
</tr>
</tbody>
</table>

Follow-Up Question:
1. Were your definitions similar to Humpty Dumpty's? What does this tell you about the use of words in context? How do we comprehend words we do not know?
Answers will vary. Students may write about how context allows readers to draw pictures in their own minds, but each of those images may be formed from one's own frame or references or experiences.
Directions: After creating your own definitions for some of the words in "Jabberwocky", read the excerpt below from *Through the Looking Glass* in which Humpty Dumpty explains the meaning behind words in the poem. Use the excerpt to complete the chart from the previous activity.

'You seem very clever at explaining words, Sir,' said Alice. 'Would you kindly tell me the meaning of the poem called "Jabberwocky"?'

'Let's hear it,' said Humpty Dumpty. 'I can explain all the poems that were ever invented—and a good many that haven't been invented just yet.'

This sounded very hopeful, so Alice repeated the first verse:

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

'That's enough to begin with,' Humpty Dumpty interrupted: 'there are plenty of hard words there. "BRILLIG" means four o'clock in the afternoon—the time when you begin BROILING things for dinner.'

'That'll do very well,' said Alice: 'and "SLITHY"?'

'Well, "SLITHY" means "lithe and slimy." "Lithe" is the same as "active." You see it's like a portmanteau—there are two meanings packed up into one word.'

'I see it now,' Alice remarked thoughtfully: 'and what are "TOVES"?'

'Well, "TOVES" are something like badgers—they're something like lizards—and they're something like corkscrews.'

'They must be very curious looking creatures.'

'They are that,' said Humpty Dumpty: 'also they make their nests under sun-dials—also they live on cheese.'

'And what's the "GYRE" and to "GIMBLE"?'
'To "GYRE" is to go round and round like a gyroscope. To "GIMBLE" is to make holes like a gimlet.'
'And "THE WABE" is the grass-plot round a sun-dial, I suppose?' said Alice, surprised at her own ingenuity.

'Of course it is. It's called "WABE," you know, because it goes a long way before it, and a long way behind it—'

'And a long way beyond it on each side,' Alice added.

'Exactly so. Well, then, "MIMSY" is "flimsy and miserable" (there's another portmanteau for you). And a 
"BOROGOVE" is a thin shabby-looking bird with its feathers sticking out all round—something like a live mop.'

'And then "MOME RATHS"?' said Alice. 'I'm afraid I'm giving you a great deal of trouble.'

'Well, a "RATH" is a sort of green pig: but "MOME" I'm not certain about. I think it's short for "from home"—
meaning that they'd lost their way, you know.'

'And what does "OUTGRABE" mean?'

'Well, "OUTGRABING" is something between bellowing and whistling, with a kind of sneeze in the middle:
however, you'll hear it done, maybe—down in the wood yonder—and when you've once heard it you'll be QUITE
content. Who's been repeating all that hard stuff to you?'

'I read it in a book,' said Alice. 'But I had some poetry repeated to me, much easier than that, by—Tweedledee, I
think it was.'
Directions: Now that you have read "Jabberwocky" and attempted to analyze the vocabulary in the poem, you will attempt to create a visual of the events that occur within the poem. To do so, you will create a comic strip of the events. Many artists and filmmakers make comics and storyboards to visualize how a piece of literature may be converted into a visual experience. For your comic, be sure to do the following:
* Include all major events and characters of the poem.
* Provide context and visuals for items that do not exist.
* Provide lines from the poem beneath each illustration to provide context.
* Create a title for your comic that contains a neologism (a new word). How will you go about creating a new word for your work?
**HANDOUT 7:19.4**  
"Jabberwocky" Comic Strip Assignment

**Name:** ___________________________  
**Date:** ___________________________  
**Period:** ______

Directions: Draw your comic in the spaces below. In the bottom half of each box, write the lines from the poem for the section you are illustrating. Write your title at the top.

**TITLE:** ________________________________________

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LESSON 20: SOCRATIC SEMINAR ON POETRY AND ALICE

I. OVERVIEW OF THE LESSON
   - Students will participate in a Socratic discussion that synthesizes poems from Emily Dickinson, Walt Whitman, and Robert Frost in relation to the concept of identity and *Alice in Wonderland*. Students will also finish the discussion of Alice and her adventures.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   - To analyze poetry
   - To analyze literature
   - To explore the concept of identity
   - To engage in comparative analysis of texts

III. INDIANA ACADEMIC STANDARDS

IV. INSTRUCTIONAL TIME NEEDED
   - 2 Class Periods

V. GROUPING ARRANGEMENTS
   - Students will work in groups of four the first day for Seminar preparation and as a whole group the second day for the seminar.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   - Handout 7:20.1: Socratic Seminar Poetry Selections
   - Handout 7:20.2: Poem Analyzer
   - Handout 7:20.3: Socratic Seminar Questions
   - Handout 7:20.4: Journal

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   Day One:
   - To start the lesson, place the following quote from Kurt Vonnegut Jr. on the board. Ask the students about the meaning of the quote and to analyze how we present the concept our concept of "self" to the world.
"We are what we pretend to be, so we must be careful about what we pretend to be."
Kurt Vonnegut from *Mother Night*

- Explain to students that they will participate in a Socratic Seminar the following day about growth and identity. Possible questions for the seminar are provided. Questions follow Bloom’s Taxonomy, starting at a simple level and working towards higher-level questions.
- Put students in groups of 4. Disperse the four poems to students. While all of the students will read all of the poems, assign each student one of the poems to work on initially.
- After all students have prepared one poem in their group, they will take turns leading a discussion on how to complete the organizer for their poem. In this way, they can help each other with the analysis. Have them complete the reading analyzers for all the poems in order to prepare for the following day.
- Remind them to provide specific textual evidence for their answers to the questions.

Day Two:
- Conduct the Socratic Seminar on poetry analysis.
- When finished with the poetry, allow students to work in small groups for discussion on the remaining chapter questions in Alice.

Day Three:
- Conduct a seminar on the remaining chapters of Alice, using the questions in the reading outline found in Lesson 3.
- If any time remains, students may begin with their final journal response of the unit. If they do not complete it in class, it should be turned in the following day.

VIII. **HOMEWORK**
- Day 1: Students may finish their Seminar preparation for poetry.
- Day 2: Students should complete the reading for *Alice’s Adventures in Wonderland* in Chapters 10, 11, and 12 and prepare to discuss.
- Day 3: Journal response
- Day 3: Students should also be reminded of their upcoming presentations on the Growth Experiment.

IX. **INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**
- Extension: Go to poemhunter.com and search for poems on identity. Most of those are not public domain, but do include a multicultural as well as modern base of poems.
- Enrichment: Have students bring in a favorite poem to share if they have one. You should be prepared to read a favorite poem or two of yours to them if there is time.
• For students who are Highly Able: Investigate the poetry slam format. Begin by sharing this poem with students. If they are interested, they could try this themselves. This slam example is by Grand Slam Champion Harry Baker on prime numbers and romance.

  https://www.youtube.com/watch?v=ctxGWHohIXiw

• To Connect with the Real World: Read and discuss this article by David Orr in 2015 “The Most Misread Poem in America.” https://www.theparisreview.org/blog/2015/09/11/the-most-misread-poem-in-america/

X. HANDOUTS

• Handout 7:20.1: Socratic Seminar Poetry Selections
• Handout 7:20.2: Poem Analyzer
• Handout 7:20.3: Socratic Seminar Questions
• Handout 7:20.4: Journal

XI. DIFFERENTIATION SUGGESTIONS FOR MIXED ABILITY CLASSROOMS

• Determine in advance which students would work best with which poems in accordance with the level of abstraction and vocabulary.

• A Socratic seminar can be intimidating, and some students may lack the confidence to engage in the conversation. Begin the seminar with the opportunity for all students to put out terms needing clarifying or that they found interesting. This will “break the ice” and allow all students the opportunity to participate initially in something other than a critical thinking question.

• Use the seminar questions that are constructed according to the levels of Bloom. Use both an inner circle and an outer circle with the students who are more typical learners in the inner circle. Provide them the opportunity to discuss using the first levels of Bloom’s. Then switch the circles with the identified high ability students in the inner circle for the higher level thinking. Be aware that some “more typical” learners may be great at abstract thinking but are typical only in their actual written production.
Directions: Read the four poems below and then complete the Reading Analyzer form for each before joining today's Socratic Seminar.

"I'm Nobody! Who Are You? (260)"
by Emily Dickinson

I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us -- don't tell!
They'd banish -- you know!

How dreary to be somebody!
How public like a frog
To tell one's name the livelong day
To an admiring bog!

"O Me! O Life!" by Walt Whitman

Oh me! Oh life! Of the questions of these recurring,
Of the endless trains of the faithless, of cities fill'd with the foolish,
Of myself forever reproaching myself, (for who more foolish than I, and I who
more faithless?)
Of eyes that vainly crave the light, of the objects mean, of the struggle ever
renew'd,
Of the poor results of all, of the plodding and sordid crowds I see around me,
Of the empty and useless years of the rest, with the rest me intertwined,
The question, O me! So sad, recurring -- what good amid these, O me, O
life?

Answer.
That you are here -- that life exists and identity,
That the powerful play goes on, and you may contribute a verse.
"The Road Not Taken"
by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.
has made all the difference.

Part Two: Nature  XLV
Emily Dickinson (1830–86). 1924.

AS imperceptibly as grief
The summer lapsed away,—
Too imperceptible, at last,
To seem like perfidy.

A quietness distilled,
As twilight long begun,
Or Nature, spending with herself
Sequestered afternoon.

The dusk drew earlier in,
The morning foreign shone,—
A courteous, yet harrowing grace,
As guest who would be gone.

And thus, without a wing,
Or service of a keel,
Our summer made her light escape
Into the beautiful.
**Handout 7: 20.2 Poem Analyzer**

Name ____________________

<table>
<thead>
<tr>
<th>Poem Title:</th>
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<tbody>
<tr>
<td>Poet:</td>
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<td>Key words?</td>
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<td>Feelings when reading?</td>
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<td>Descriptions or Images?</td>
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<td>Author’s purpose?</td>
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<td>Literary devices?</td>
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For the Teacher: Questions for Socratic Seminar for Alice in Wonderland, Emily Dickinson, Walt Whitman, and Robert Frost. Questions for activity have been arranged in an ascending order for Bloom’s Taxonomy. Begin with remembering and understanding questions and work your way up to analyzing, synthesizing, and evaluating questions.

Remembering: (these questions may or may not be assigned by the teacher)
1. In Alice in Wonderland, what examples can you provide of Alice gaining in growth and identity?
2. In "The Road Not Taken", how does the narrator describe the condition of each path?
3. What question is "O Me! O Life" asking?
4. How does the narrator in "I'm Nobody" prefer to be viewed?

Understanding: (these questions may or may not be assigned by the teacher)
1. Compare Alice's behavior in the final chapter of the book with her behavior in the beginning. How has she changed?
2. Look at the last stanza of "The Road Not Taken". Can you restate this stanza in your own words? What is the narrator saying?
3. Can you provide an example of "Of the poor results of all, of the plodding and sordid crowds I see around me" from your own life? What was Whitman feeling in this line?
4. What is the main idea of "I'm Nobody"?

Application:
1. What do you think would have happened if Alice had responded to characters like the Duchess and the Hatter in the same way that she responded to the Queen of Hearts and the cards? Would the book have been different? Why?
2. What do you think would have happened if the narrator in "The Road Not Taken" had chosen to take the other road?
3. From the answer that is given in Whitman's poem, might you suggest items that would fulfill Whitman's request?
4. What do you think the narrator of "I'm Nobody" believes about the life of someone who is a "somebody."

Analysis:
1. After Alice observes that the deck of cards are simply that and nothing more, what happens? What assumptions can you make about Carroll’s view of growth and adulthood based on this scene. How does this scene translate into a real-world scenario?
2. What motives does the narrator of "The Road Not Taken" say are responsible for him taking the road less traveled? Does he know for a fact that this is true?
3. What does the narrator of "I'm Nobody" believe will happen if he or she is found out to be a "nobody"? What assumptions can you make about the narrator's view of society when it comes to staying private and out of the public eye?
4. According to Whitman, what is the product of identity? Why is this product important? Why does it matter?

Synthesis:
1. How do the narrators of "I'm Nobody" and "O Me! O Life!" differ in their outlooks on life and identity?
2. The narrator of "The Road Not Taken" has to make a decision of where to go, much like Alice does in the novel. If Alice and the narrator of this poem were to chat, what would they have to say? When Alice is older like the narrator of the poem, how might she describe her choice to go down the rabbit hole to her grandchildren? Do you think she will tell them the truth? Why? Why not?
3. How does each poem express the concept of identity? What does each poem say about how we should view ourselves?

Evaluation:
1. Is the narrator of "The Road Not Taken" telling the truth in the last stanza? How do you know?
2. What is the value of being a "nobody"? Is being a "nobody" ever more valuable than being a "somebody"? Why? Why not?
3. What is the value of being able to "contribute a verse"? What does this mean? Why should you want to do this? Is it important?
4. Do you believe that Alice to begin her path down the road to adulthood at the end of the novel? Why? Why not?
If possible, keep your journals in an online format, such as Google Docs, and share them with your peers.

Journal entries should meet the following criteria:
* Entries should be a minimum of 200 words in length.
* Entries should complete the task or question at hand.
* Entries should meet grammatical standards.
* Entries should explore concepts creatively without restrictions of thought.

Topic for Journal:
Think about how you displayed your own growth throughout this unit. Which poem from our seminar conversation best reflects your identity? Do you prefer to stay in the background? Do you demand your voice be heard? Do you explore the world and make choices on the fly? Write a journal about the poem you preferred and why it best reflects your sense of your own identity. Alternately, select a different poem on identity from poemhunter.com that better reflects your view. Include the poem here with your journal entry.
LESSON 21: GROWTH EXPERIMENT PRESENTATIONS

I. OVERVIEW OF THE LESSON

• Students will present findings from their Growth Experiment from Lesson 12. Throughout the lessons, students have been gathering data about their efforts to influence their personal growth by trying to add a new skill or habit to their lives. In this lesson students will present a summary of their findings and the data they collected.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

• To present findings on unit issues
• To develop oral communication skills
• To use reasoning skills to defend a thesis

III. INDIANA ACADEMIC STANDARDS


IV. INSTRUCTIONAL TIME NEEDED

• 1-2 class periods depending on number of students in class

V. GROUPING ARRANGEMENTS

• Students should present their findings individually.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

• Note cards or computers with a projector for presentations
• Handout 7:21.1: Oral Presentation Rubric
• Handout 7:21:2: Identity Project Journal

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Lesson:

• Review the Oral Presentation Rubric so students understand what is needed to provide a strong presentation.
• Invite students to share their presentations. They may use note cards or a PowerPoint presentation. Students should use the Oral Presentation Rubric to
assess their peers and themselves. If possible, video the presentations so students can assess their own performances.

- Students should have documentation and data about their new habit or skill. Demonstrations should be a vital part of each presentation.
- After presentations have ended, discuss areas of possible improvement for future presentations.
- When presentations are finished, students should complete their final journal entry for the unit. Journals will be compiled for submission in the following lesson.

VIII. HOMEWORK

- Students may complete their journal entry for homework.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- For Highly Able students – Real World Connections: Research a famous innovator of your choice or a person famous in your field of interest. How do you think someone like Steve Jobs would have reacted to this project? Do innovators often jump into something new without knowing what the results will be or how it will change them?

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 7:21.1: Oral Presentation Rubric
- Handout 7:21:2: Identity Project Journal

XI. DIFFERENTIATION FOR MIXED ABILITY CLASSROOMS

- All students participated in this activity. The complexity and depth of thought will be what differentiates the result.
## Oral Presentation Rubric

**Speaker(s):**  
**Date:**  
**Reviewer:**

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<thead>
<tr>
<th>Category/Points</th>
<th>Expert</th>
<th>Competent</th>
<th>Developing</th>
<th>Points</th>
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| **Purpose**  
(max 4) | The purpose of the presentation was stated. | The purpose of the presentation was somewhat clear. | The purpose of the presentation was not clear. |
| **Support**  
(Max 8) | I included several pieces of data, examples, and explanation. | I included some data, examples, and explanation. | I gave some information in my presentation but I did not include some of the following:  
- Data  
- Examples  
- Explanation |
| **Journal Reflections**  
(Max 4) | I wrote a journal entry for each day of my research and shared insights and observations from my journal in my presentation. | I wrote a journal entry for most days of the research project and shared some observations in my presentation. | I did not write most of my journals and did not share insights or observations in my presentation. |
| **Presentation**  
(Max 8) | I met all of the criteria below:  
- My presentation could be clearly seen and heard.  
- My presentation was free of errors in mechanics.  
- Visuals enhanced the proposal. | I met 2 of the criteria:  
- My presentation could be clearly seen and heard.  
- My presentation was free of errors in mechanics.  
| | I met 1 or none of the criteria |

### Areas of Strength:

### Areas Needing Improvement:
Handout 7:21.2

JOURNAL ASSIGNMENT #10 Date:___________________Period:_____

Throughout this unit, you will write journal entries in order to further explore the concepts displayed in our reading. If possible, keep your journals in an online format, such as Google Docs, and share them with your peers.

Journal entries should meet the following criteria:

*Entries should be a minimum of 200 words in length.
*Entries should complete the task or question at hand.
*Entries should meet grammatical standards.
*Entries should explore concepts creatively without restrictions of thought.

**Topic for Journal #10**

How do you feel at the end of your growth research project? Will you continue your new habit? Do you feel like you have changed your identity by changing your habits? What does this experiment tell you about the nature of identity?
LESSON 22: DEBATE ON INFLUENCE ON PERSONAL GROWTH

I. OVERVIEW OF THE LESSON

In this lesson, students consider the question, “How much influence do we have on our own personal growth?” Students will read articles about changing habits or improving in some way and be assigned to two opposing viewpoints on the question, “Are people really able to change their behavior or skills into something more positive?” Students will participate in a debate, citing material from sources to defend their position.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To present claims in an organized manner, supported by details
- To respond to non-fiction text

III. INDIANA ACADEMIC STANDARDS

- 7.RN.1, 7.RN.2.1, 7.RN.3.3, 7.RN.4.1, 7.RN.4.3,
- 7.SL.2.1, 7.SL.2.2, 7.SL.2.4, 7.SL.4.1

IV. INSTRUCTIONAL TIME NEEDED

- Two 45-minute periods

V. GROUPING ARRANGEMENTS

- Students read the selections individually. Construct groups of 4-5 students of like ability so that there is an even number of groups for debate activity.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

NOTE: Several articles have been provided below that discuss the ease in which a habit can be changed. The teacher should look at the links provided and select the most appropriate articles for different reading abilities. Some groups (by ability) might have different articles to read than others.

- Handout 7:22.1: Reading Analysis
- Handout 7:22.2: Debate - Rubric
- https://psychcentral.com/blog/archives/2014/03/02/can-people-really-change/
- http://www.huffingtonpost.com/douglas-labier/can-you-ever-really-change-your-personality_b_8198566.html
VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Day One:

1. **Explain the debate format:** Debate structures involve two teams speaking in a specified order regarding a “resolution,” topic, or issue. In our case it is “Are we able to influence our own personal growth through development of positive habits?” The affirmation team affirms (supports) the resolution. The negative team negates (opposes) the resolution. Questions can be turned into position for debate. The debater’s personal point of view is not stated. The point of learning to debate is to learn how to construct logical arguments to support a position, to understand the opposition’s point of view in order to address the objections or counter arguments that may be raised, to distinguish fact from opinion, and to articulate ideas effectively. There is a lot to learn in debate, but it all relates to stating the position, demonstrating reasoning, and providing evidence. During this process, students will also learn to read carefully, to clearly and succinctly support their position, to listen carefully to those that oppose their point of view, to directly address the fallacy of the opposition’s reasoning, and to summarize effectively.

2. **Roles:** In a team of 5 students: 3 can have speaking assignments; 2 can assist the others with the preparation, but will not have a speaking role during the actual debate. They will assist with preparation during their own team’s debate and possibly serve as a timekeeper and/or judge during the debate of two different teams. The roles within each team can be assigned by the teacher (with group input) after the background reading has been done by the group and the arguments outlined. The strongest debaters may not necessarily be the strongest students with the highest grades. The resolutions and the positions of Affirmative (agree) or Negative (disagree) will be determined at random on the day of the debate. Groups should prepare both sides of the argument as they will not know which side they will be assigned.

3. **Preparation:** Teams will need to do at least two of the readings provided on the handout to develop evidence-based arguments with attention given to the likely
positions and evidence for the opposing view. Students are allowed to do additional research on the topic. The arguments may be supported by: research studies, facts, statistics, anecdotes, etc. Arguments should be written out and practiced in concise and clear language. The debate will be held the following day.

4. **Rules of Engagement:**
   - No insulting remarks.
   - You must raise your hand if it’s not your time to speak.
   - Teams lose 1 point for each interruption.
   - Teams lose 1 point for whispering while another speaker is talking.
   - Judge will record penalties.

Order of the debate: Refer to Handout 7:22.3

Day Two:

The debate can be held different ways depending on what works best for your class and your students’ comfort levels with debate:

- **Option One** – Students are assigned to their groups. Depending on the number of students in the class, the format will be structured so that groups are paired. It might be that three debates (approximately 30 students) are occurring simultaneously. Students will be reminded to keep their voices down so as not to influence any of the other debates going on in the room. After all of the reading and preparation of positions, a timekeeper will be selected from one of the groups in each pair and a judge will be selected from the other group in the pair. The judge and time keeper will perform their duties for a different pair of groups.

- **Option Two** – Assign individual students a position on whether real change is possible. They will prepare as individuals for a debate against another person. Give them time to prepare their arguments for their position. Then partner students up with someone with the other side and have them practice an informal debate. Set a timer so that one person can give his/her position on the issue with evidence, then give time for the other side to state his/her position with evidence. Finally, allow students some time for back-and-forth discussion.

- Discuss what went well and what could be improved.
- After the debate, use the attached rubric for assessment. You can assess students yourself if you see them all debate, you can use it as a self-assessment for students, or you can have students peer-assess debates.

**VIII. HOMEWORK**

- Students will continue reading their self-selected books.
IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

• For the Highly Able: Connection to the Outside World: In science or psychology, students may research studies about changing personality.

X. LESSON HANDOUTS OR ASSESSMENTS

Handout 7:22.1 Evidence Organizer
• Handout 7: 22.3 Order of the Debate
• Handout 7:22.2 Oral Presentation Rubric
Directions: Can an individual really improve themselves? Can a new positive practice be continued? Read at least two of the articles linked below. You may read more of these or find additional support. Then collect evidence from your sources to complete the T-chart. You will then use this evidence to support a side during our class debate. Use the back of your paper or additional sheets if needed.

- [https://psychcentral.com/blog/archives/2014/03/02/can-people-really-change/](https://psychcentral.com/blog/archives/2014/03/02/can-people-really-change/)
- [http://www.huffingtonpost.com/douglas-labier/can-you-ever-really-change-your-personality_b_8198566.html](http://www.huffingtonpost.com/douglas-labier/can-you-ever-really-change-your-personality_b_8198566.html)

| Yes, people can form new habits or improve a skill through steady practice. | No, starting a new behavior or sticking to a new habit or practice is too hard to maintain. |
**HANDOUT 7: 22.2 ORDER OF THE DEBATE**

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Statement Team 1 (First Affirmative)</td>
<td>3 minutes</td>
<td>In this prepared opening, the affirmative clarifies any definitions and the main issue being debated. S/He advanced the best arguments in favor of the resolution. Does not go into specific information at this time; just says &quot;this is true because of A and B and C.&quot;</td>
</tr>
<tr>
<td>Opening Statement Team 2 (First Negative)</td>
<td>3 minutes</td>
<td>In this prepared speech, the negative presents their arguments in opposition to the resolution. The speech is not expected to directly address the arguments made during Team 1’s Opening.</td>
</tr>
<tr>
<td>Preparation</td>
<td>3 minutes</td>
<td>Teams will meet and plan their response.</td>
</tr>
<tr>
<td>Second Affirmative Team 1</td>
<td>3 minutes</td>
<td>The Team 1 response will not be able to be fully planned in advance; however, Team 1 can have prepared by anticipating the arguments Team 2 may have developed. The speaker will address the issues raised by the oppositions as well as give greater detail proving A, B, and C for the affirmative position.</td>
</tr>
<tr>
<td>Second Negative Team 2</td>
<td>3 minutes</td>
<td>The Team 2 response will not be able to be fully planned in advance; however, Team 2 can have prepared by anticipating the arguments Team 1 may have offered. The speaker will address the issues raised by the oppositions as well as give greater detail for the negative position.</td>
</tr>
<tr>
<td>Preparation</td>
<td>3 minutes</td>
<td>Teams will meet and plan their response to the opposition’s arguments as well as summarize their case.</td>
</tr>
<tr>
<td>Position Summary Team 2</td>
<td>2 minutes</td>
<td>This speech should summarize the primary reasons for the judge to reject the resolution based on the arguments made and evidence presented throughout the debate. No new information may be introduced during this time.</td>
</tr>
<tr>
<td>Position Summary Team 1</td>
<td>2 minutes</td>
<td>This speech should summarize the primary reasons for the judge to affirm the resolution based on the arguments made and evidence presented throughout the debate. No new information may be introduced during this time.</td>
</tr>
</tbody>
</table>
- Judge will take notes outlining key points from each of the sides.
- Judge will give penalties for speaking out of turn or whispering to teammates.
- Timekeeper will begin the debate and announce the times when the activity needs to change.

**HANDOUT 7:22.3**  
**Name: ___________________________**  
**DEBATE: RUBRIC**  
**Date: ________________ Period: _____**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations 4 Points</th>
<th>Meets Expectations 3 Points</th>
<th>None or Some Evidence 2, 1, or 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Statement/Opinion and Reasons (x1)</td>
<td>We presented a statement about our position and the main points in support of our position.</td>
<td>We presented a statement about our position with some points.</td>
<td>We presented a short statement but no detail.</td>
</tr>
<tr>
<td>Statement 2: Response and Elaboration (x2)</td>
<td>We provided details to support our main points in a logical way. We responded to our opponent in an effective way.</td>
<td>We provided some detail and some response to statements made by our opponent.</td>
<td>We did not provide elaboration on our main points and/or did not address the arguments proposed by our opponent.</td>
</tr>
<tr>
<td>Conclusion (x1)</td>
<td>We presented a conclusion that summarized our position in a logical way.</td>
<td>We just restated my first opinion or topic.</td>
<td>Our conclusion was not a summary of our position.</td>
</tr>
<tr>
<td>Speaking (weighting to be determined by the teacher)</td>
<td>We showed command of speaking skills (eye contact, pacing, volume, gestures, etc.).</td>
<td>We showed some command of speaking skills (eye contact, pacing, volume, gestures, etc.).</td>
<td>We were not fully in command of speaking skills (eye contact, pacing, volume, gestures, etc.)</td>
</tr>
</tbody>
</table>
LESSON 23: NOT A BOOK REPORT - SHARING GOOD READS

I. OVERVIEW OF THE LESSON

- In this lesson, students will share highlights of their pleasure reading novel, which they chose as a homework assignment in Lesson 2. In a round robin format, students should hear several peers’ recommendations to create a growing list of potential novels to read in the future.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- Students will explore possible connections to the concept of growth in the books they are sharing.
- Students will highlight what they liked about the book that they read and reasons others should read the book.
- Students will create a growing list of potential future reading choices.

III. INDIANA ACADEMIC STANDARDS

- 7.RL.1, 7.SL.1, 7.SL.2.1, 7.SL.2.3

IV. INSTRUCTIONAL TIME NEEDED

- One class period – 45-60 minutes

V. GROUPING ARRANGEMENTS

- Students will discuss literature in small group rotations.

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Students bring their “choice” books or at least title and author of the book to class
- A notebook or pencil/paper to list book titles and authors

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

- The full class period will be devoted to sharing good books with each other so that students can GROW their personal book lists.
- Students will sit in pairs for what we will call “Speed Pairing Book Sharing.” The teacher will serve as timekeeper and each pair will have 4 minutes (2 minutes each) to share their book highlights. When time is up, one student moves to the left, right, two spaces left, right, or any combination thereof at teacher discretion. At the end of the class period, each student should have heard book recommendations from at least 8-10 classmates. Timing can vary based on the length of the class period.
a. The groupings can be formed in a variety of ways based on teacher/student preferences. It may be groups of three or four, although the key is to keep the book sharing focus so that students can add to their lists of choices.

- When sharing is finished (allow at least 5 minutes for reflection), regroup and ask students the following questions:
  
a. What is now on your “must read” list after hearing classmates’ book reviews?
  b. What book recommendations are relevant to our concept of growth?
  c. How does your book relate to our generalizations about growth?
  d. How does this format compare to reading online recommendations, such as those provided by Amazon or Good Reads?
  e. By how many books did you “grow” your reading list?

VIII. Homework

- “Require” that students read for pleasure for at least 20 minutes as homework.

IX. Interdisciplinary Connections, Enrichment Possibilities, or Resources

- Extension: Students may fill out notecards with book titles, authors, and a one-sentence “sell the book” review. These can be posted in the classroom for others to reference when they need to choose a new book. Alternately, a Google Doc, wikispace, padlet, or other online format could house the full list of recommendations.

- Connection to the Real World: Invite your local librarian, perhaps even a teen librarian, to do a book talk about what’s new for young adult readers at the library. Many libraries offer summer reading incentives and other programs during school holidays that help motivate young adult readers.

X. Lesson Handouts or Assessments

- None

XI. Differentiation Suggestions

- Even in a mixed ability classroom, readers can make suggestions to each other. All students should be included in the discussions.
LESSON 24: GROWTH PORTFOLIOS

I. OVERVIEW OF THE LESSON
   • In this lesson, students will create digital or print portfolios of their work to demonstrate growth and share them with stakeholders.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • Students will evaluate coursework quality, learning progress, and achievements.
   • Students will reflect on their learning styles and on their growth as learners.
   • Students will create an archive of academic products.

III. INDIANA ACADEMIC STANDARDS
   • 7.RV.2.5, 7.W.1, 7.SL.4.2

IV. INSTRUCTIONAL TIME NEEDED
   • One class period – 45-60 minutes
   • Homework or flex time for independent work on portfolios

V. GROUPING ARRANGEMENTS
   • Students will work individually

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • Students will need an assortment of their academic products from this unit and other classes.
   • For digital portfolio creation, access to a computer is necessary. Use this format, if at all feasible, as students can easily add to and more readily save a digital portfolio over a period of years.
   • Possible e-portfolio options:
     o Personal websites such as Weebly, Webs, Wix, Google Sites
     o One page collections such as Glogster, Strinckingly, LiveBinders, Wikispaces, Padlet, Evernote
     o Blogs such as Edmoto, Edublogs, KidBlogs, Ning
   • TedEd video on e-portfolios: http://ed.ted.com/on/2ezFAspl
   • E-portfolio samples – suggest guided viewing:
     o https://sites.google.com/site/eportfolioswgsmsngs/middle-school-examples
VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

- Show the TedEd video on e-portfolios (2:27min) http://ed.ted.com/on/2ezFAspl
- Devote part of the class period to viewing the examples of online portfolios, or e-portfolios.
- Students may use the remaining time to organize materials that they may include in their portfolio, take the surveys included in the handout, and browse options for sharing their growth.
- Set the due date for the portfolio completion.
- It will be necessary to set aside time for students to conference with you, the teacher, prior to them sharing the portfolio with their parents and/or other possible stakeholders.
- Discussion questions:
  a. How can your e-portfolio help you leave a positive digital footprint?
  b. What will an e-portfolio allow you to showcase that a print portfolio might not?
  c. How can you protect your e-portfolio from potential interference of others?

VIII. HOMEWORK

- Students will work on their portfolios to have them ready by the appointed due date.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- Extension and Connection to the Real World: Students may be interested in reading about the importance of leaving a positive digital footprint and about the dichotomy between the “danger” and the “necessity” of having such a footprint. This article is from Educational Leadership, but it will be of interest to 7th graders: http://www.ascd.org/publications/educational-leadership/apr11/vol68/num07/Positive-Digital-Footprints.aspx
- Include for all students: Invite a technology expert to talk to the students about protecting their online identities.

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 7:24.2 – Student E-Portfolio Instructions

XI. DIFFERENTIATION SUGGESTIONS FOR ALL STUDENTS

- For some students, the teacher may wish to list non-negotiables for inclusion in the portfolios. A checklist may assist students in this process.
- Frequent check-ins with the teacher will keep students progressing on the portfolio process.
Did you realize that you will spend approximately 1,080 learning hours in seventh grade? It’s time to showcase your growth, analyze what you can do better, and set a goal for the remainder of the year. Welcome to creating your own digital portfolio!

A portfolio is a goal-driven, organized collection of artifacts and reflections that demonstrate growth or expansion of knowledge and skills over time. An essential element of a portfolio is to show evidence of an individual’s growth and development. This purposeful collection of work effectively tells the story of a student's personal self and his/her achievements.

What should I include in my digital portfolio?

- 3 or more writing samples that demonstrate growth and annotations on what areas of writing are improved
- Self-assessment and reflection results
  - Learning Style
  - Leadership
- List of 4-5 accomplishments, achievements, or successes and a reflection on the impact each had on your personal growth
- List of 3-4 areas for improvement and a reflection on what must be improved
- One major goal for the next 6 weeks
- Project or product artifact from another discipline (science, social studies, music, art . . .)
- Demonstration of vocabulary growth – can be included in the writing annotations
- Evidence of technology skill improvement
- List of books that you’ve recently read for pleasure
- Other – as you decide

Below are some self-assessments and reflections to help you think about how you learn and what learning behaviors you exhibit.

- Learning Style Inventory: [http://www.educationplanner.org/students/self-assessments/learning-styles.shtml](http://www.educationplanner.org/students/self-assessments/learning-styles.shtml)
- Targeted Learning Habits reflection – below

Some ways to share your digital portfolio: (Others may be approved.)

- Personal websites such as Weebly, Webs, Wix, Google Sites
- One page collections such as Glogster, Striningly, LiveBinders, Wikispaces, Padlet, Evernote
- Blogs such as Edmoto, Edublogs, KidBlogs, Ning
Learning Behavior Reflection: This self-assessment can help guide you on setting your goal for the next semester. Mark the column that best fits the statement on the right.

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Not Often</th>
<th>Targeted Learning Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>I keep up my own homework calendar each day (online or paper).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I listen carefully to and follow verbal directions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I ask questions in class when I don’t understand something.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I ask for help whenever necessary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I make good use of my personal responsibility time each day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>My class folders are organized on my computer, and I back them up regularly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>My locker is clean and organized.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I take advantage of re-doing assignments to better learn material and to improve my grade.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I problem-solve on my own before seeking help.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I read outside of SSR and class time each day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I go <strong>beyond the minimum</strong> requirements on my work, putting forth my best efforts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I am a self-starter, not requiring a reminder to get to work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>My conversations during class time are limited to pertinent educational topics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I use my computer for educational purposes only during the school day (no gaming, chatting, surfing the Net, or engaging in social media).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I cooperate well in groups and do my share of the work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I am focused on my work in school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I am respectful of others’ time, space, and right to learn in a peaceful and safe environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I proofread all of my professional writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I am kind to others, even if they are not in my circle of friends.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I come prepared for class each day with all of my materials and completed work.</td>
</tr>
</tbody>
</table>

Study Habits Reflection: *Plan to Do* column can help you focus your study habits for the new semester. Target 1-2 of them as a part of your strategy to achieve your goal.
Lesson 25: Post Assessments

I. Overview of the Lesson
   • Administer the post-assessments to establish baseline knowledge. It is important that these be administered after all instruction.
     o Concept
     o Grammar
     o Expository Writing
     o Nonfiction Reading

II. Student Learning Outcome or Objective
   • To determine growth as a consequence of unit activities

III. Indiana Academic Standards

IV. Instructional Time Needed
   • 90 minutes

V. Grouping Arrangements
   • Students complete these individually.

VI. Reading Selections, Websites, Materials, and Equipment Needed
   • Post-assessments included here

VII. Lesson, Student Activities, Guiding Questions
   • Administer the post-assessments and compare to pre-assessments as a measurement of growth.
   • Teacher should grade post-assessments with the rubrics provided and compare to retained pre-assessments for comparison at the end of the unit.

VIII. Homework

IX. Interdisciplinary Connections, Enrichment Possibilities, or Resources

X. Lesson Handouts or Assessments Attached
   • Handout 7:26.1 Post-Assessment: Part A
   • Handout 7:26.2 Post-Assessment: Part B
   • Handout 7:26.3 Rubric (for teacher use)

XI. Differentiation Suggestions for Mixed Ability Classrooms
   • All post-assessments are likely to provide valuable information and to determine growth from the beginning to the end of the unit for all students for Grade 7.
Handout 7:25.1
Post-Assessment IHALA Phase II Grade 7 PART A
Student Name ___________________________ Date
Given ____________
Part A

<table>
<thead>
<tr>
<th>Section I Concept of Growth</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is growth? In the space below, write as many examples of growth as you can come up with in the next five minutes.</td>
<td></td>
</tr>
</tbody>
</table>

Describe how growth is related to the following:

a. academics

b. one’s personality
c. physical skill

What are three things that are true about growth? These should be statements that would be true for all the examples you have given in number 1.

a. Growth

b. Growth

c. Growth

Total Score for Concept Section (20 possible)
In the following paragraph, correct the mistakes in grammar and usage. Write the correction above the mistake.

<table>
<thead>
<tr>
<th>Section II Grammar</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The steady stream of marathon runners continue passed my house for at least an hour. Since it was the 15 mile mark they still had 11.2 miles left to run and there faces showed fatigue. Seemed grateful for the lemonade I was passing out. One man noticed his left shoe was untied wearing an indiana pacers cap. Even though he was losing some valuable time to tie the shoe he takes advantage of the break, and grabs a cup of lemonade from me. “I’m glad your here with a cold drink, because I needed it,” he commented. Sprinting to catch up with the pack he waved back and yelled thanks for the cold drink!</td>
<td></td>
</tr>
</tbody>
</table>

Total Score for Grammar Section (20 possible)
<table>
<thead>
<tr>
<th>Section III Expository Writing</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how location or community (local, state, national, and/or international) influences growth.</td>
<td></td>
</tr>
<tr>
<td>Plan your work on this page and write on the lines that follow the planning area; these lines continue on the next page.</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Expository Writing</td>
<td>20 points possible</td>
</tr>
</tbody>
</table>
The Library of Congress was established by an act of Congress in 1800 when President John Adams signed a bill providing for the transfer of the seat of government from Philadelphia to the new capital city of Washington. The legislation described a reference library for Congress only, containing "such books as may be necessary for the use of Congress - and for putting up a suitable apartment for containing them therein…"

Established with $5,000 appropriated by the legislation, the original library was housed in the new Capitol until August 1814, when invading British troops set fire to the Capitol Building, burning and pillaging the contents of the small library.

Within a month, retired President Thomas Jefferson offered his personal library as a replacement. Jefferson had spent 50 years accumulating books, "putting by everything which related to America, and indeed whatever was rare and valuable in every science"; his library was considered to be one of the finest in the United States.

In offering his collection to Congress, Jefferson anticipated controversy over the nature of his collection, which included books in foreign languages and volumes of philosophy, science, literature, and other topics not normally viewed as part of a legislative library. He wrote, "I do not know that it contains any branch of science which Congress would wish to exclude from their collection; there is, in fact, no subject to which a Member of Congress may not have occasion to refer."

In January 1815, Congress accepted Jefferson's offer, appropriating $23,950 for his 6,487 books, and the foundation was laid for a great national library. The Jeffersonian concept of universality, the belief that all subjects are important to the
library of the American legislature, is the philosophy and rationale behind the comprehensive collecting policies of today's Library of Congress. Ainsworth Rand Spofford, Librarian of Congress from 1864 to 1897, applied Jefferson's philosophy on a grand scale and built the Library into a national institution. Spofford was responsible for the copyright law of 1870, which required all copyright applicants to send to the Library two copies of their work. This resulted in a flood of books, pamphlets, maps, music, prints, and photographs. Facing a shortage of shelf space at the Capitol, Spofford convinced Congress of the need for a new building, and in 1873 Congress authorized a competition to design plans for the new Library.

In 1886, after many proposals and much controversy, Congress authorized construction of a new Library building in the style of the Italian Renaissance. The Congressional authorization was successful because of the hard work of two key Senators: Daniel W. Voorhees (Indiana), who served as chairman of the Joint Committee from 1879 to 1881, and Justin S. Morrill (Vermont), chairman of Senate Committee on Buildings and Grounds. When the Library of Congress building opened its doors to the public on November 1, 1897, it was hailed as a glorious national monument and "the largest, the costliest, and the safest" library building in the world.

<table>
<thead>
<tr>
<th>1. <strong>Write a two or three sentence summary of the reading.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ainsworth Rand Spofford, Librarian of Congress from 1864 to 1897, applied Jefferson's philosophy on a grand scale and built the Library into a national institution. Spofford was responsible for the copyright law of 1870, which required all copyright applicants to send to the Library two copies of their work. This resulted in a flood of books, pamphlets, maps, music, prints, and photographs. Facing a shortage of shelf space at the Capitol, Spofford convinced Congress of the need for a new building, and in 1873 Congress authorized a competition to design plans for the new Library. In 1886, after many proposals and much controversy, Congress authorized construction of a new Library building in the style of the Italian Renaissance. The Congressional authorization was successful because of the hard work of two key Senators: Daniel W. Voorhees (Indiana), who served as chairman of the Joint Committee from 1879 to 1881, and Justin S. Morrill (Vermont), chairman of Senate Committee on Buildings and Grounds. When the Library of Congress building opened its doors to the public on November 1, 1897, it was hailed as a glorious national monument and &quot;the largest, the costliest, and the safest&quot; library building in the world.</td>
</tr>
</tbody>
</table>
2. After reading the selection, explain how Jefferson’s influence has impacted today’s Library of Congress. Explain your answer using evidence from the text.

3. In your own words, and based on the context, explain what is meant by Thomas Jefferson’s suggestion, "I do not know that it (Jefferson’s personal library) contains any branch of science which Congress would wish to exclude from their collection; there is, in fact, no subject to which a Member of Congress may not have occasion to refer."

4. What does this passage tell us about growth?
<table>
<thead>
<tr>
<th>Total Score for Nonfiction Reading (20 points possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score for Concept (20 Points Possible)</td>
</tr>
<tr>
<td>Total Score for Grammar (20 Points Possible)</td>
</tr>
<tr>
<td>Total Score for Nonfiction Reading (20 Points Possible)</td>
</tr>
<tr>
<td>Total Score for Expository Writing (20 Points Possible)</td>
</tr>
<tr>
<td>Total Score (80 Points Possible)</td>
</tr>
</tbody>
</table>
Part A
Section I – Concept Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of the Concept</td>
<td>Give one point for every good example up to a maximum of 8 points.</td>
</tr>
<tr>
<td>Application of Concept to Real World Issues</td>
<td>Give 2 points for each strong applications of the concept of perspectives. (6)</td>
</tr>
<tr>
<td>Generalizations</td>
<td>Give 2 points for each appropriate generalization about perspectives. (6)</td>
</tr>
</tbody>
</table>

Maximum total of 20 points possible - Enter score on last page of student test.

Section II Grammar and Usage Answer Key

Other corrections may be acceptable. 20 possible pts.

The steady stream of marathon runners continued past my house for at least an hour. Since it was the 15-mile mark, they still had 11.2 miles left to run. Their faces showed fatigue, and they seemed grateful for the lemonade I was passing out. One man, wearing an Indiana Pacers' cap, noticed his left shoe was untied. Even though he was losing some valuable time to tie the shoe, he took advantage of the break and grabbed a cup of lemonade from me. “I’m glad you’re here with a cold drink because I needed it,” he commented. Sprinting to catch up with the pack, he waved back and yelled, “Thanks for the cold drink!”

There are about 20 errors, depending on how certain items are handled. Give 1 point for each error for a maximum total of 20 points possible. Enter score on last page of student test.
Section III Expository Writing Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 points</th>
<th>3 – 4 points</th>
<th>1-2 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Statement/Opinion</td>
<td>I wrote a statement about my topic with some supporting reasons.</td>
<td>I wrote a statement about my topic.</td>
<td>I wrote a short sentence with little detail.</td>
<td>I did not give an opening statement about my topic.</td>
</tr>
<tr>
<td>Reasons and Elaboration</td>
<td>I wrote 4 or more good details and each were well explained.</td>
<td>I wrote 3 good details and each were well explained.</td>
<td>I wrote 1 or 2 details, and at least one of them was explained.</td>
<td>I did not give details or I did not explain them well.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>I wrote a strong conclusion that restated my position or my summary.</td>
<td>I just restated my first opinion or topic.</td>
<td>My conclusion did not match my first statement.</td>
<td>I did not give a conclusion.</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>I used correct grammar, spelling, and mechanics of English.</td>
<td>I made 1 or 2 misspellings or other errors.</td>
<td>I made 2 - 4 misspellings or errors.</td>
<td>I made 5 or more errors.</td>
</tr>
</tbody>
</table>

Total  /20

Part B

Nonfiction Reading Answer Key - Possible responses (student responses will vary)

1. Write a two - three sentence summary of the reading.

   The Library of Congress was established in 1800 as a reference library for Congress only. Thomas Jefferson, who had built his own personal library over the course of 50 years, offered it to Congress. Jefferson thought that his wide collection of all types of texts might be considered controversial, but its “universality” actually impacted the Library of Congress as we know it today.

2. After reading the selection, explain how Jefferson's influence has impacted today's Library of Congress. Explain your answer using evidence from the text.

   Jefferson’s personal library contained a wide variety of texts, including books in foreign languages, philosophy, science, literature, and other topics. He was concerned that some of these contributions might not be viewed as “congressional” in nature. However, Congress accepted all 6,487 of Jefferson’s books, and this
Jeffersonian concept of universality, where all subjects are important to the library of the American legislature, is the basis for today's Library of Congress.

3. **In your own words, and based on the context, explain what is meant by Thomas Jefferson's suggestion, "I do not know that it (Jefferson's personal library) contains any branch of science which Congress would wish to exclude from their collection; there is, in fact, no subject to which a Member of Congress may not have occasion to refer."?**

Jefferson is saying that all content areas from science to philosophy to literature, which all were included in his library donation, should be available as references for members of Congress. (similar answers acceptable)

4. **What does this passage tell us about growth?**

Possible answers, but there may be others:
- The Library of Congress is part of our national (and world-wide) growth.
- Jefferson's personal library reflected his growth as a scholar.
- Congress reflects the growth and identity of the people and needs a wide variety of literature in its library.
- Indiana’s congressional exposure grew through then-Senator Voorhees’s push for the Library of Congress in 1886.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 points</th>
<th>3 – 4 points</th>
<th>1-2 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Statement/Opinion</td>
<td>I wrote a very clear statement about my topic with some supporting reasons.</td>
<td>I wrote a very clear statement about my topic.</td>
<td>I wrote a short sentence with little detail.</td>
<td>I did not give an opening statement about my topic.</td>
</tr>
<tr>
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</table>

Total /20
**Section IV Nonfiction Reading Rubric – 20 points possible**
Enter score on last page of student test.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 points</th>
<th>3-4 points</th>
<th>1-2 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q#1 Synthesis</td>
<td>I very effectively interpret the selection in a</td>
<td>I effectively summarize the selection in a</td>
<td>I wrote a somewhat effective summary, but it</td>
<td>I wrote no response or a response that does not</td>
</tr>
<tr>
<td></td>
<td>concise way.</td>
<td>fairly concise way.</td>
<td>is not concise.</td>
<td>summarize the passage.</td>
</tr>
<tr>
<td>Q#2 Inference</td>
<td>I wrote a highly appropriate and well described</td>
<td>I wrote an appropriate and fairly well described</td>
<td>I wrote an inference that is not among the</td>
<td>I wrote no idea from passage that is not important</td>
</tr>
<tr>
<td></td>
<td>inference.</td>
<td>inference.</td>
<td>most important or my idea is not well</td>
<td>and not well explained.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>explained.</td>
<td></td>
</tr>
<tr>
<td>Q#3 Analysis</td>
<td>I wrote a very effective analysis of selected</td>
<td>My analysis of includes details from the reading.</td>
<td>My analysis is not well supported with details</td>
<td>My analysis is not clear and lacks support from</td>
</tr>
<tr>
<td></td>
<td>quote.</td>
<td></td>
<td>from the reading.</td>
<td>reading.</td>
</tr>
<tr>
<td>Q#4 Conceptual</td>
<td>I wrote very insightful concept statement that is</td>
<td>I wrote a concept statement that is insightful</td>
<td>I wrote a concept statement that is not well</td>
<td>I wrote a concept statement that is not clear and</td>
</tr>
<tr>
<td>Understanding</td>
<td>well supported from the selection.</td>
<td>and supported from the selection.</td>
<td>well supported with details from the reading.</td>
<td>lacks support from reading.</td>
</tr>
</tbody>
</table>

Total /20