“What is Freedom?”

Unit Plan

By Debbie Yesner

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Unit Plan

What is Freedom?

Narrative

The following six-week unit plan entitled, “What is Freedom?” will be taught to an average 7th grade Language Arts classroom. This is a part of a year-long theme emphasizing the effects of literature on society. This unit plan will consist of fifteen 90-minute lesson plans that will be taught on a block schedule. Given the events that are currently happening in our world, the students will be asked to examine and define what freedom means to them and their society.

This unit has been divided into three parts: the “freedom of speech and religion,” “the freedom from want or fear,” and “the limits placed on our freedoms.” Under “freedom of speech and religion,” the students will analyze journalistic styles of writing and use several case scenarios to help them discover the difference between biased and unbiased writing. The class will read the book The Last Safe Place on Earth by Richard Peck. This young adult novel is about the censorship of books and ideas because of others’ religious beliefs. The teacher and students will read this novel aloud because “reading aloud teaches. And there’s no doubt that little kids – and big ones - love being read aloud to” (Fox 26). The students will participate in discussion circles and be asked to think through various scenarios, which should help improve critical thinking skills.

The next section on “freedom from want or fear” involves the hardships that people have faced in our society and how they have overcome them. These lesson plans would include: a speech by Dr. King; poems by Hughes, Cullen, Randall, and Okita; short stories by Lanker, Irons, Salinas, and Truman; music of the civil rights movement; and a virtual tour on a website. The
purpose of these varied genres and writers is to show how many minority ethnic groups used the power of literature, of words, to transform the society in which they lived. The object of these lessons is to create a multicultural classroom that “nurture[s] freedom of expression, the search for truth, and fair-minded critical thinking,” as well as “the limits of free speech” (Bennett 22).

The last section of the unit plan deals with “the limits to our freedoms.” This section concludes with a “classic” short story of a man who was denied his freedom and lived out his life as “A Man without a Country.” Students would watch the movie of the story at the end of the unit.

The students will be asked to read at least one novel independently. Because of the multicultural theme of this unit plan, the students will be asked to select a novel in any genre that deals in some way with a culture that is different from their own.

In keeping with Gardner’s theory of multiple intelligences, the assessment during this plan will be varied. The book report for their independent novel allows the student to choose the final project for the report (Cope). This unit also involves drawing, making collages, writing, traditional test-taking, role-playing, music, and video. The goal is to allow all students to participate in the manner in which they learn best.

The QCCs that will be taught in this unit plan are as follows:

21 Standard: Recognizes various literary forms (short stories, novels, epics, poems, dramas, essays, and myths).

As previously discussed, this will be taught because of the various literary forms this units uses.

23 Standard: Interprets literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view.
Plot, setting, characters, and point of view are minilessons that are taught in lessons 4 and 5. Figurative language was discussed in lesson 1 by examining the Robert Frost poem. Conflict, characterization, and theme would be discussed during the short stories of Salinas and Irons, as well as Lanker’s story on Rosa Parks.

28 Standard: Describe the influences of human experiences on literary works.

Both Hughes and Cullen write about the prejudices they faced in life. The class will be asked to discuss these experiences during the lesson.

29 Standard: Responds creatively to literature (e.g., art).

The students are encouraged to be creative with their book reports; they will also respond by drawing (lesson 1) and making collages.

19 Standard: Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals).

The students will evaluate journalism in mass media in lesson 2 and lesson 3.
What is Freedom?

Speeches:

“The Four Freedoms” – F.D. Roosevelt
“I Have a Dream/Let Freedom Ring” – M. L. King

Poems:

“The Freedom of the Moon” – Robert Frost
“Freedoms Plow” – Langston Hughes
“A Newspaper is a Collection of Half-Injustices” – Stephen Crane
“In Response to Executive Order 9066” – D. Okita
“Tableau” – E. Cullen

Short Stories:

“Man without a Country” – E. E. Hale
“Am I an American?” – P. Irons
“The United States vs. Susan B. Anthony” – M. Truman
“The Scholarship Jacket” – M. Salinas

Fable:

“Death and Cupid” -- Aesop

Novel:

The Last Safe Place on Earth – Richard Peck
Works Cited (for Narrative)


### 7th Grade Language Arts

**Year-long Theme:** How Literature Affects Our Society  
**Unit Theme:** What is Freedom?  
**Unit Techniques:** Plot, Character, Setting, Imagery, Point of View

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<td>“I have a Dream/Let Freedom Ring” King; “ Freedoms Plow” Hughes; “Tableau” Cullen; I. R.</td>
<td>Finish Activity; Talk Radio Scenario</td>
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<td>4. Freedom of Speech and Relig. Case 2:</td>
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<td>8. Freedom of Speech and Relig. The Last Safe Place on Earth continued;</td>
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<td>9. Freedom of Speech and Relig. The Last Safe Place on Earth continued;</td>
<td>Read aloud; discussion circles; I. R.</td>
<td>“In Response to…” Okita; “Am I an American?” Irons -- Intro</td>
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<td>10. Freedom of Speech and Relig. The Last Safe Place on Earth continued;</td>
<td>Read aloud; discussion circles; I. R.</td>
<td>“Am I an American?” Irons conclude; “USA vs. Susan B. Anthony” Truman conclude;</td>
<td>“Man Without a Country” Hale -- Intro; read selected passages</td>
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<td>11. Freedom of Speech and Relig.</td>
<td>Present collages with explanations; Silent reading; I. R.</td>
<td>“Words Like Freedom” Hughes; Civil Rights – website; “Ballad of Birmingham” Randall; I. R.</td>
<td>“USA vs. Susan B. Anthony” Truman conclude; wrap-up short story and unit</td>
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<tr>
<td>14. Freedom of Speech and Relig.</td>
<td>Read aloud; discussion circles; I. R.</td>
<td>“Am I an American?” Irons conclude; “USA vs. Susan B. Anthony” Truman conclude;</td>
<td>“Man Without a Country” Hale -- Intro; read selected passages</td>
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<td>15. Freedom of Speech and Relig.</td>
<td>Quiz</td>
<td>“Words Like Freedom” Hughes; Civil Rights – website; “Ballad of Birmingham” Randall; I. R.</td>
<td>“USA vs. Susan B. Anthony” Truman conclude; wrap-up short story and unit</td>
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<td>“Words Like Freedom” Hughes; Civil Rights – website; “Ballad of Birmingham” Randall; I. R.</td>
<td>“I have a Dream/Let Freedom Ring” King; “ Freedoms Plow” Hughes; “Tableau” Cullen; I. R.</td>
<td>“A Man Without A Country” Hale -- Intro; read selected passages</td>
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<td>“Man Without a Country” Hale -- Intro; read selected passages</td>
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<td>22. Freedom from Want and Fear</td>
<td>“In Response to…” Okita; “Am I an American?” Irons -- Intro</td>
<td>“USA vs. Susan B. Anthony” Truman conclude;</td>
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<td>24. Freedom from Want and Fear</td>
<td>“USA vs. Susan B. Anthony” Truman conclude;</td>
<td>“Words Like Freedom” Hughes; Civil Rights – website; “Ballad of Birmingham” Randall; I. R.</td>
<td>“USA vs. Susan B. Anthony” Truman conclude; wrap-up short story and unit</td>
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DAILY LESSON PLANS:

Day: #1                                Teacher: Debbie Yesner

Subject: Language Arts                  Grade: 7TH

QCCs: 19; 29

GENERAL OBJECTIVE(S):

1. The student will read literature in different genres to build an understanding of the many dimensions of human experiences. (NCTE: 2)

INTRODUCTION: (ANTICIPATORY SET, FOCUS, RELATE TO PREVIOUS LEARNING.)

In continuing the year-long theme of “How Literature Affects Our Society,” this lesson introduces a unit plan on freedom of speech & religion and freedom from want & fear. In this lesson we will read poetry and a speech, and we will define what freedom means to us individually. We will then begin by examining the freedom of the press and decide how biased or unbiased their reporting is. We will examine how they make their decisions and discuss several case studies. The students will also be assigned one independent reading book report in this unit. The only requirement for the book is that it contains a culture other than the student’s own. They will have approximately four weeks to complete the independent reading assignment.

SPECIFIC OBJECTIVES:

1. The student will evaluate messages and effects of mass media (newspaper). (7:19)

2. The student will respond creatively to literature (art). (7:29)

DURATION: 90 minutes

PROCEDURES:


2. The teacher will display on a projector the poem “The Freedom of the Moon” by Robert Frost.
   * Read the poem aloud and ask the students what the poem means to them.
   * Discuss the visual imagery in the poem. (5)
   * After discussion, ask the students— If Frost pictured a moon when he wanted to show freedom, what would you draw for freedom? (5)
   * Ask students to draw a picture that would show what freedom means to them? (5)
   * Ask the students to share their drawings and explain them (5)

3. Ask the students to get in their assigned groups.
   * Read an excerpt from Franklin Delano Roosevelt’s speech “The Four Freedoms.”(5)
   * Ask each group to define what each freedom means – speech, religion, want, and fear. Write their answers on the board. (15)
   * Ask the students how we as a society practice freedom of speech? Discuss the role of media. Ask the students what bias is? Is the media ever biased? Read the article –
“BBC Chief Attacks US Media War Coverage” (15)
*Do they agree? Pass out Journalism’s Do, Don’ts and Dilemmas Handout. Read and discuss. Explain that ethical decision-making in journalism is a process, subject to individual judgments of journalists and their editors and to policies and procedures of news organizations. (15)

4. Explain to the students that sometimes people’s freedom of speech is taken away because they are different from society. Assign an alternate book report on a different culture. Remind students where the booklists (ALA/School’s library) are posted and hand out the rubric. (5)

CLOSING:
Close by telling the students that we will look at several case studies during the next class periods. Ask the students if they have any questions about what bias is or about the concept of freedom of speech. Tell students to return their daily log to the file before dismissal. (5)

EVALUATION:
Teacher will examine/respond to the students’ daily logs as well as observe their drawings in the beginning exercise. (Ungraded)

MATERIALS:
Overhead projector, transparencies – BBC article, Frost Poem, Four Freedoms Speech, handout of Journalists’ Do’s and Don’ts. Colored Pencils and paper will be placed on the tables before class begins.

ASSIGNMENTS:
Ask the students to bring in an article from a newspaper or magazine. It can be about anything -- world events, the best Playstation games, sports, etc. We will collect them to examine in the next class, so it will count as a homework assignment.

EXTENDERS/BACK-UP ACTIVITIES:
Ask students to draw the image they see when they read Frost’s poem. (5 to 10 minutes)

TEACHER NOTES:
Visual imagery lines in poems:
“the new moon tilted in the air”
“above a hazy tree-and-farmhouse cluster:”
“crate of crooked trees” – alliteration of cr
“glossy water”, “seen the image wallow, the color run, all sorts of wonder follow.”

(See additional attachments)
Procedures for Group Work

1. Please listen to the instructions for the assignment.

2. Please wait to be divided into your pre-established groups when directed.

3. Please work on the assignment until the timer rings. Talking quietly in groups is appreciated.

4. Please participate in the class discussions following the group work.
Rules and Procedures for Cooperative Learning Groups

1. Listen to others and take turns giving ideas.

2. Use positive comments, encourage, and express appreciation.

3. Be helpful and assist each other.

4. **Disagree in an agreeable way.**

5. Stay on task.
STUDENTS ROLES IN GROUPS

1. Recorder – Writes down information the group is discussing.

2. Taskmaster – Helps keep the group on task.

3. Encourager – Makes positive comments to other group members and ensures that conversation is polite.

4. Leader – Gets the group started on its tasks.

5. Time-keeper—Watches the time to make sure everyone has a chance to participate.
DAILY LESSON PLANS:

Day: # 2  Teacher:  Debbie Yesner
Subject:  Language Arts  Grade:  7TH  QCCs:  19; 29

GENERAL OBJECTIVE(S):
1. The student will participate as knowledgeable, reflective, creative, and critical
members of a variety of literacy communities. (NCTE: 11)

INTRODUCTION: (ANTICIPATORY SET, FOCUS, RELATE TO PREVIOUS LEARNING.)
Having discussed bias in journalism in the previous lesson, the students will be asked to
divide into groups of 5 students and discuss case studies taken from the Freedom Forum website.
The first case study is hypothetical, but the last three are real stories. The students will be asked
to become the “journalists” and decide what should be done.

SPECIFIC OBJECTIVES:
1. The student will evaluate messages and effects of mass media (newspaper). (7:19)
2. The student will respond creatively to literature (role-play). (7:29)

DURATION:  90 minutes

PROCEDURES:
1. Daily log: Write 1-3 paragraphs in log as a response to the poem on projector –
   “A Newspaper is a Collection of Half-Injustices” by Stephen Crane (10)

2. Discuss the poem with the students and reiterate some of the major points from the
   last class period. Ask students to put their newspaper articles in the box at the front of
   the room (make sure names are on them) and ask them to sit in their group
   arrangements. (5)

3. Pull five articles out of the box. Read each article and ask the students, “Was the
   coverage accurate? Was any information left out? Who did the article affect and were
   they interviewed for it? Can you think of anything you might have asked differently?”
   (10)

4. Show the first transparency of Case 1. Read the scenario aloud to the class. Ask the
   students, “Do you have the right to publish this story?” Give them five minutes to
   discuss the pros and cons. (10)

5. Ask each group, “How many in your group would print the story? Why? How many
   would not print the story? Why?” (20)

6. Ask for a show of hand in the entire room of how many would publish the story?
Write the number on the board. Ask for a show of hands of how many would not. Write on board. (2)

7. Read the Update aloud. Ask how many would change their minds? Take the poll again. Write on boards. (3)

8. Read scenario of Case 2. Ask the students, “What do you do to satisfy both your conscience and your responsibilities as a reporter?” Have students discuss scenario for five minutes until timer rings. (10)

9. Ask each group, “How many in your group would remain detached from the story? How many would become involved?” Take a poll of the class and write it on the board. (15)

10. Read the real story. (2)

CLOSING:
    Ask if the students have any questions from the day’s discussions or want to discuss anything further? Tell students that the class will complete the last two case studies in the next class period. (3)

EVALUATION:
    Teacher will examine/respond to log. Teacher will respond to participation in group discussions. (Ungraded)

MATERIALS:
    Overhead projector with transparencies – Crane’s poem, the scenarios for Case 1 & 2.

ASSIGNMENTS:
    No written assignment. Ask students to watch five minutes of any television news broadcast and decide whether they think it is accurate.

EXTENDERS/BACK-UP ACTIVITIES:
    Have an information sheet on Steven Crane to discuss his life in more depth or silent reading – give students a choice.

TEACHER NOTES:
    See Attachments

<http://www.americanpoems.com/poets/stephencrane/newspaper.shtml>
Case Study 1

*How much information should you report?*

Present the following scenario to the class:

You are a reporter for a local newspaper. You come back to the office one day to find several staff members discussing this story:

Two teenagers have been killed in an automobile accident. The driver, who survived, had been drinking prior to the accident. The two girls in the back seat, both of whom were killed, were only partially clothed at the time of the accident.

Your colleague, another reporter, is pushing for all the known facts to be reported. But the editor argues that the fact that the girls were only partially clothed should not be revealed; he claimed that such information will just be an additional insult to their parents, who already are suffering from the girls’ deaths.

**Ask: Do you have a right to publish?**

The fact that the driver was drinking?

The fact that the girls were partially clothed at the time of the accident? (Yes, the First Amendment protects the right to publish this information.)

Would it be responsible to publish these facts in reporting the accident?

**Ask students to brainstorm about things to consider in deciding whether to report this information.**

Do we have all the facts? Has anyone interviewed the survivor?

Will publishing the information help anyone else?

**Take a class Poll:**

How many would publish the fact that the driver was drinking?  
How many would publish the fact that the girls were only partially clothed?

Ask students to explain or defend their decisions.
Now update the initial information with “breaking news”:

Additional information has emerged about the circumstances of the two girls killed in the car accident. Earlier in the evening, the two high school girls worked on the school’s homecoming float. When they left the school premises and went to a nearby restaurant for dinner, their car was carjacked in the restaurant’s parking lot. The thieves stole the girls’ car and left them in a remote location. Fearing they could not get away before the girls were found, the thieves stole the girls’ clothes.

The terrified girls flagged down a passing car. Although he had been drinking earlier in the evening, the driver offered to take them to the police. While they were en route to the police station, an animal darted out in front of the car. In an effort to avoid hitting it, the driver swerved, lost control of the car, and hit a tree, killing the two girls in the back seat.

How does this change the story? If you had known all this information at the time you made the decision to publish, would you have decided differently? If you uncovered this information after you published the initial story, how would you report the follow-up information?

Discuss the ethics of reporting all the facts, based on the new information.

(This text has been modified. Taken from the following website: http://www.freedomform.org/packages/first/curricula/educationforfreedom/support/pages/L03-Case1.htm)
DAILY LESSON PLANS:

Day: #3  Teacher: Debbie Yesner

Subject: Language Arts  Grade: 7TH  QCCs: 19; 29

GENERAL OBJECTIVE(S):
1. The student will participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. (NCTE: 11)

INTRODUCTION: (ANTICIPATORY SET, FOCUS, RELATE TO PREVIOUS LEARNING.)
Having discussed bias in journalism in the previous lessons, the students will be asked to divide into groups and discuss the last two case studies taken from the Freedom Forum website. The students will be asked to become the “journalists” and decide what should be done.

SPECIFIC OBJECTIVES:
1. The student will evaluate messages and effects of mass media (newspaper). (7:19)

2. The student will respond creatively to literature (role-play). (7:29)

DURATION: 90 minutes

PROCEDURES:
1. Daily Log: Look at the quotes on journalism on the projector. Pick the quote you like the best and explain why you like it? (10)

2. Ask students to arrange in their groups and begin by asking the students what the class discussed in the previous lesson. (4)

3. Show the transparency of Case 3. Read the scenario aloud to the class. Ask the students, “As a correspondent, how will you get your story? To what lengths should you go to get a story?” Have students discuss the scenario until the timer rings. (10)


5. Poll the class to see the numbers for A, B, & C. Write responses on the board. (2)

6. Read the real story? Have the students discuss the real story and what happened. (10)

7. Read scenario from Case 4. Ask the students, “What do you do?” Have the students discuss the case until the timer rings. (10)


9. Poll the class to see the numbers for A, B, & C. Write responses on the board. (2)

10. Read the real story? Have the students discuss the real story and what happened. (10)
CLOSING:
Ask students if they can recap what we have learned over the last three lessons – four freedoms, freedom of speech, and ethics in journalism. Explain that we will start to read *The Last Safe Place on Earth* during our next lesson. Have students return logs to file before leaving.

EVALUATION:
Teacher will examine/respond to log. Teacher will observe students participation in group discussion. (Ungraded)

MATERIALS:
Overhead projector; transparencies – Quotes, Case Scenarios.

ASSIGNMENTS:
Define the sheet of vocabulary words for next lesson.

EXTENDERS/BACK-UP ACTIVITIES:
Have “Tips for Savvy News Consumers” printed on a transparency to be able to discuss with the students or allow silent reading of independent novel.

TEACHER NOTES:
See attachments

<http://www.quotationspage.com/subjects/journalism>
Vocabulary Words

Four Freedoms
1. Supremacy –
2. Perpetual –
3. Millennium—
4. Concept –

Journalism
5. Editor—
6. The First Amendment—
7. Detachment—
8. Involvement—
9. Censorship—

Poems
10. Sneering—
11. Squalor—
12. Feckless—
GENERAL OBJECTIVE(S):
1. The student will participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. (NCTE: 11)

INTRODUCTION: (ANTICIPATORY SET, FOCUS, RELATE TO PREVIOUS LEARNING.)
The students have learned about censorship from discussing the four case scenarios. They will have been asked to define censorship for homework. They will be asked to answer anticipation questions for the story they will be reading over the next eight lessons. The book The Last Safe Place on Earth will be read aloud in class and will be followed by discussion groups (the students will be grouped differently than in the previous lesson). The class will discuss the reading before dismissal.

SPECIFIC OBJECTIVES:
1. The student will interpret elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view. (7:23)

DURATION: 90 minutes

PROCEDURES:
1. Daily log: Display the review on the back cover of the book, The Last Safe Place on Earth, by Richard Peck. Ask the students to answer the following questions in their logs:
   - What do you think frightened his little sister?
   - What makes the books “evil”?
   - What dark forces do you think will be at work in Todd’s community?
   - Do you believe that something bad will happen in this book? Why or why not? (10)

2. Ask for volunteers to answer some of the questions.(5)

3. Read the first two chapters aloud to the students. (30)

4. Ask the students to get into their assigned groups and discuss the first two chapters. Teacher will monitor each group. (23)

5. Ask the students to return to their seats for class discussion. Ask students:
   - Who were the characters in this book so far? Write answers on the board.
   - Where does this story take place? What do we call this element of a story?
   - What has happened so far in the story? What do we call this element of the story?
Did you find any descriptions that you felt created a very good visual image. What were they? (10)

6. After the first two chapters have been discussed, ask the students to fill out the story map handout. (10)

CLOSING:
Ask the students to leave their homework vocabulary sheet and study map at the front of the room in the box before dismissal (make sure names are on them). Ask the students if they have any questions about the story or any of the elements that were discussed in class today. Assign homework (see below). Tell them we will be reading the next two chapters during the next class period. (2)

EVALUATION:
The teacher will examine/respond to the daily logs, as well as look over the story map handout to make sure that the students understand the story and elements. Handout will count as a classroom participation grade.

MATERIALS:
The overhead projector, transparency of book jacket, handouts of story map, 25 copies of the book *The Last Safe Place on Earth*.

ASSIGNMENTS:
Ask students to write 1-3 paragraphs on which character they like/dislike the most so far in the book and why.

EXTENDERS/BACK-UP ACTIVITIES:
Have the students write down at least five passages from the book that they liked/disliked and explain why they chose them.
Silent reading.

TEACHER NOTES:

Three basic elements of a story we will be discussing:
**Characters** -- are the people or animals in a story.
**Setting** -- is the time and place in which the story happens.
**Plot** – is the story plan. It has action, or sequence of events.

(See additional attachments.)
Story Map

Characters and their descriptions:

Setting:

Plot Description

Event 1:

Event 2:

Event 3:
Walden Woods looks like the perfect place to be a tenth grader – especially from Todd’s house on Tranquility Lane. He’s even found the perfect girl, the mysterious Laurel. But when something frightens his little sister so that she has nightmares, and a parent group tries to remove evil books from the school libraries, Todd begins to wonder what dark forces are at work in his quality community.

- What do you think frightened his little sister?

- What makes the books evil?

- What dark forces do you think will be at work in Todd’s community?

- Do you believe that something bad will happen in this book? Why or why not?
GENERAL OBJECTIVE(S):

1. The student will participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. (NCTE: 11)

INTRODUCTION: (ANTICIPATORY SET, FOCUS, RELATE TO PREVIOUS LEARNING.)

The first two chapters of the book *The Last Safe Place on Earth* were read aloud in class and were followed by discussion groups. The class discussed the reading and some of the elements in the story. The students filled out a story map handout that will be returned to them today along with blank story map pages. They will be encouraged to continue to map the plot on their own. We will read the next two chapters of the book and discuss it in groups and as a class. We will also discuss point of view today and complete an exercise on it to improve understanding.

SPECIFIC OBJECTIVES:

1. The student will interpret elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view. (7:23)

DURATION: 90 minutes

PROCEDURES:

1. Daily log: Show transparency of Aesop’s Fable “Death and Cupid.” Ask the students:
   - Write 1—3 paragraphs on what you believe this story is about? (10)

2. Ask students to volunteer to read/talk about their paragraphs. Ask students if they know what a fable is? Write answers on the board. Tell students we will talk about fables and myths at a later date. (5)

3. Ask if any students would like to read chapters three and four aloud to the class. If no one volunteers, read to class. (30)

4. Ask the students to get into their assigned groups and discuss the first two chapters. The teacher will monitor each group. (20)

5. Ask the students to return to their seats for class discussion. Ask students:
   - Today’s reading had the death of a young student, Tara Lawrence. Death can be difficult to talk about sometimes. How did you feel about reading this?
   - What did Mrs. Dalbey mean when she said, “You won’t let us save you from yourselves.”
   - What is the role of Fahrenheit 451 by Bradbury in this book?
• What do you think is going to happen next in this book?
• During our last lesson, we spoke about plot, character, and setting. Can you tell me what the plot, character and setting are of these two chapters? Another element of a story is the point of view. What does that mean? How are stories written in different points of view? What is a first person point of view? What is a third person point of view?

6. After the two chapters have been discussed and the students understand point of view, ask the students to rewrite the passage from the story we have just read. Show it on the overhead. (8)

7. Ask students if anyone wants to volunteer to read their passages? (5)

CLOSING:
Ask the students to leave their point of view sheet and homework at the front of the room in the box before dismissal (make sure names are on them). Ask the students if they have any questions about the story or any of the elements that were discussed in class today. Assign homework (see below). Tell them we will be reading the next two chapters during the next class period. (2)

EVALUATION:
The teacher will examine/respond to the daily logs, as well as look over the point of view classwork to make sure that the students understand the story and elements.

MATERIALS:
The overhead projector, transparency of Aesop’s Fable and passage from book, 25 copies of the book The Last Safe Place on Earth.

ASSIGNMENTS:
Mrs. Lensky asked her class to “keep their eyes open to see if there is censorship in their community.” Are you or your parents or friends aware of censorship in your community? Be prepared to discuss it in the next class.

EXTENDERS/BACK-UP ACTIVITIES:
Provide additional information on Fahrenheit 451 and Ray Bradbury
Silent reading.

TEACHER NOTES:
Point of Views:
Point of View: Who tells the story?
First Person: You tell the story as yourself. The key words are I and me.
Third Person: You tell the story from the outside. The key words are he, she, and they.

(See additional attachments.)
Death and Cupid
By
Aesop

Cupid, one sultry summer’s noon, tired with the play and faint with the heat, went into a cool grotto to repose himself, which happened to be the cave of Death. He threw himself carelessly down on the floor, and his quiver turning topsy-turvy, all the arrows fell our, and mingled with those of Death, which lay scattered up and down the place. When he awoke, he gathered them up as well as he could; but they were so intermingled, that though he knew the certain number, he could not rightly distinguish them; fro which it happened, that he took up some of the arrows which belonged to Death, and left several of this won in the room of them. This is the cause that we, now and then, see the hearts of the old and decrepit transfixed with the bolts of love; and with equal grief and surprise, behold the youthful, blooming part of our species smitten with the darts of Death.

Translated by Samuel Croxall
*Taken from Stories and Poems for Extremely Intelligent Children of All Ages, selected by Harold Bloom.
I’d stuck *Fahrenheit 451* into my backpack, a lucky move. In English class Mrs. Lensky said, “The day of reckoning is at hand.” She was holding up the Bradbury book.

We gave her our groan. Hardly six weeks into the year, and we were supposed to have read a book-length book already. And this wasn’t English for the Gifted or Language Arts for the Arty – believe me. There were four or five ability levels, and we were somewhere in the middle.
Works Cited for Unit Plan


<http://gradesaver.com/ClassicNotes/Authors/about_stephen_crane.html>.


Gray, Betty G., Nancy Nickell Ragno, and Marian Davies Toth. World of Language.

Massachusetts: Silver Burdett Ginn, 1996.


