The Journey Through Adolescents

**Description:** This unit aims to expose students to quality adolescent literature. This ten day unit will examine issues relevant to the reading and teaching of this genre. Through literature, students will develop and strengthen critical thinking, reading and writing skills necessary for academic and personal growth. The selected readings will highlight various issues which surround adolescents and various connection with media influences. This unit explores approaches to reading adolescent literature, using reader response criticism, close reading strategies and collaborative discussions. The value of adolescent literature is helping adolescents make sense of the issues and concerns they are facing during a critical time of development. Encouraging my students to read, a non-threatening and open-ended medium, empowers students to empathize, consider, and recognize a broad range of circumstances, actions, and the consequences of these actions.

**Audience:** 11th Grade English Class

**Unit Objectives:**

1. To explore and highlight issues adolescents face, through related texts.

2. Recognize and analyze the relevance of literature to contemporary and/or personal events and situations.

3. To introduce and address issues adolescence face through young adult-fiction texts.

4. Recognize and address ethical issues and social concerns like: family, abuse, identity.

5. To improve the students relationships within and outside the classroom through discussion and debates readings.
6. To write an effective literary analysis on a novel independently studied.

7. Analyze and synthesize information from different sources and make connections to other texts, ideas, and subjects and to the world at large.

8. Form opinions and make judgements about literary works, by analyzing and evaluating texts from more than one critical perspective.

**Unit Materials:**

- Computer with Internet
- Handout of texts
- Handouts of artifacts
- Dry Erase Board & Marker
- Classroom Projector and Slide
- Blank Paper/composition paper
- Markers and color pencils
- The book *The Perks of Being a Wallflower*
- Lyric sheets for the songs on the mix tape pg. 61-62
- A burned CD of the songs on the mix-tape
- CD Player

**Standards:**

**National Council of Teachers of English/International Reading Association**

**Standard #1:** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
NYS Standard #1: Students will read, write, listen and speak for information and understanding.

Standard #2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

NYS Standard #2: Students will read, write, listen and speak for literary response and expression.

NYS Standard #3: Students will read, write, listen and speak for critical analysis and evaluation.

NYS Standard #4: Students will read, write, listen and speak for social interaction.

Standard #5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard #6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard #7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard #8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
Standard #9: Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard #11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard #12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Assessment Types:

- **Formal (and Summative) Assessment:**
  Reflective Project at the end of the unit: Students will have the opportunity to choose one of the three unit topics: family, abuse and body image. (Then students are obligated to research a topic and create a pamphlet, brochure or create a magazine). In congruence with topic, a 3-5 page reflection is written, analyzing its significance to the text and adolescence.  See Attached

- **Informal (and Formative) Assessment:**
  Nightly “Questions to Consider” for readings
  Collaborative and Classroom discussions about text
  Informal Writing Assignments (Quick Writes, Critical Lens, Reflective Response)
  Group Creative Projects in Class
  Compare and Contrast characters in the text
Lesson 1- Monday
Lesson Subject: Young Adult Fiction Text “Perks of Being A Wallflower”: Addressing and analyzing Abuse in the text
Audience: 11th Grade English
Standards Covered: (NYS) 1-4 & (NCTE) 6,9,11-12
(50 minute period)

Objectives:
• Introduce “Perk of Being a Wallflower” by Stephen Chbosky.
• To form one’s personal meaning and stimulate further discussions.
• To make meaning from experience and understanding of adolescence individually and with a partner.
• Closely begin reading a passage from the “Perks of Being A Wallflower”, followed up with brief reactions.

1. Anticipatory Set (20 minutes):
Teacher writes period agenda on the board along with Quick Write prompt.
Today’s Class Assignment: Part I Directions: (Assignment Sheet Handed Out) Before reading The Perks of Being a Wallflower, in the “Before” column, respond to each statement by putting a plus sign (+) if you agree with it, a minus sign (-) if you disagree, and a question mark (?) if you are unsure of your belief.
Part II Directions: For one of the statements below, respond in your journal (400 words or more) as to why you have the belief you do.
“What’s Next” says to quietly pick up a copy “Perks of Being A Wallflower” at the teacher’s desk and quietly begin reading until the ten minutes has passed.
Teacher gives a verbal time warning when two minutes are left for the Writing Assignment.

2. Share & Discuss (10 minutes):
Students will briefly share their answers aloud with class.
Introduce text and its key relevance to adolescence.
Teacher encourages students to take notes, along with brief powerpoint of book and authors biography.
Show Brief You Tube Clip: http://www.youtube.com/watch?v=SWSrfAY4fgY&feature=related AND http://www.youtube.com/watch?v=y8qb9TRqZsM&feature=related (The Breakfast Club)

3. Check For Understanding (5 minutes):
Questions will be addressed about powerpoint or the subject matter.
Teacher should ask students if they are confused about anything discussed so far, accepting student questions as they come.

4. Independent Reading and Small Group Work (10 minutes):
Students should silently and individually read pages 2-10.
When I give instructions, students will pair up with a neighbor and discuss their initial reactions.
Students will verbally answer, What do you think Charlie is like?

5. Gathering Consensus (5 minutes):
Groups will discuss answers to questions and reactions to the text.

6. Homework & Random Questions (5 minutes):
Make sure students copied down questions, and explain expectations
(Read Pages 2-20. Is Charlie a boy or a girl? Why does the author introduce his main character this way? How old is Charlie?)

Students pack up and read quietly or come to my desk and address any questions or concern. Students are ready and waiting for the bell. (hope to avoid the rush and anxiety of rushing to their next class).

Web Sources:
Lesson 2- Tuesday  
Lesson Subject: Young Adult Fiction Text “Perks of Being A Wallflower”: Continue Analyzing Abuse in text  
Audience: 11th Grade English  
Standards Covered: (NYS) 1-4 & (NCTE) 1,9,11-12  
(50 minute period)

Objectives:  
1. Analyze and find deeper meaning and interpretation of the text and characters.  
2. To form one’s personal meaning and stimulate further discussions.  
3. Students participate in reflective, creative writing and exercise journal writing.  
4. Continue reading “Perks of Being a Wallflower” more in depth.  
5. Through various reflective activity aim to create sensitivity and a safe classroom with students interests and commonalities.  

1. Anticipatory Set (5 minutes):  
Teacher writes period agenda on the board along with Quick Write prompt.  
Designated students will pass out paper, markers and pencils to decorate and write brief introduction letter to Charlie. (Using Letter Template).  
Quick Write: Imagine you are Charlie’s pen pal and your introducing yourself and your family. What do you want Charlie to know about you?  
Teacher writes “What’s Next” & “Homework” on the top right corner of the board to create a regular prompt if they are finished before time is up.  
“What’s Next” says to quietly read your text until time has expired.  
Teacher gives a verbal time warning when two minutes are left for the Quick Write Assignment.  

2. Lecture (25 minutes):  
Read literary texts aloud to convey an interpretation of the selected work.  
Interpret multiple levels of meaning and subtleties in text.  
Teacher review readings for homework with deeper instruction and insight.  
Teacher ask questions from homework reading to encourage discussion and further text analysis.  
A student volunteers to read passage form page 2.  
Ask questions concerning author’s technique and how his language affects how characters are perceived.
Teacher reminds students to question and disagree as long it is respectful and can find evidence for the text to prove otherwise.

While teacher is lecturing, she encourages note taking and students write down any questions they have about the subject.

3. **Check For Understanding (5 minutes):**

Questions will be addressed about reading and feedback on topic.

Teacher should ask students if they are confused about anything discussed so far, accepting student questions as they come.

4. **Activity Presented (10 minutes):**

   Students who are willing to share their letters with the class.

This activity exercise two skills and characteristics: Public speaking, speaking at an appropriate pace and volume. This also allows peers to build relationships and interest in other students based on their likes and letters about them selves.

5. **Homework & Student Questions (5 minutes):**

   Make sure students copied down questions, and explain expectations

(Read Pages 20-39. 1. How does Charlie present his mother? What devices does the author use to convey the mother’s role?)

Students pack up and read quietly or come to my desk and address any questions or concern.

Students are ready and waiting for the bell. (hope to avoid the rush and anxiety of rushing to their next class).
Lesson 3- Wednesday
Lesson Subject: Literary Devices in “Perks of Being a Wallflower”
Audience: 11th Grade English
Standards Covered: (NYS) 1-4 & (NCTE) 1,9,11-12
(50 minute period)

Objectives:
1. To learn a definition of young adult fiction and its related vocabulary.
2. Define and use examples of literary techniques and devices.
3. To improve peer-editing.

1. Anticipatory Set (5 minutes):
Teacher writes period agenda on the board along with Quick write” What is your own definition of young adult fiction text? Be as specific as you can be.

2. Lecture (25 minutes):
Teacher should gives students handout including short story definition.
Teacher solicits students to read sections of handout.
Teacher reviews and tests student’s prior knowledge of literary techniques.
Ask and analyze what techniques are used in “Perks.” so far?

3. Check For Understanding (5 minutes):
Questions will be addressed about reading and feedback on topic.
Teacher should ask students if they are confused about anything discussed so far, accepting student questions as they come.

4. Independent Reading & Small Group Work (15 minutes or until everyone has completed reading):

5. Activity Presented (10 minutes):
Having discussed Literary devices/techniques and students understand the terms and their important literature, students will split up in groups of three. Each group will be assigned a literary device such as: Literary technique, characterization, dramatic irony, figurative language, foreshadowing, parallelism, point-of-view, protagonist and repetition.
The group will designate a writer, then together the group must comes up with as many words they can from the specific literary device.
5. Homework & Random Questions (5 minutes):

Make sure students copied down questions, and explain expectations

(Read Pages 20-39. 1. How does Charlie present his mother? What devices does the author use to convey the mother’s role?)

Students pack up and read quietly or come to my desk and address any questions or concern. Students are ready and waiting for the bell. (hope to avoid the rush and anxiety of rushing to their next class).

Lesson 4- Thursday
Lesson Subject: Poetry in Perks
Audience: 11th Grade English
Standards Covered: (NYS) 1-4 & (NCTE) 1,9,11-12
(50 minute period)

Objectives:
1. Monitor their own comprehension by questioning, reviewing and rereading to enhance overall comprehension.
2. Engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning.
3. Use poetry as a means of understanding the selected text, and exercise students knowledge by locating literary devices.

1. Anticipatory Set (5 minutes):
Teacher writes period agenda on the board along with Quick write “Is poetry Art”?

2. Lecture (40 minutes):
Teacher Handouts out “Chops” poem from the text on page 70-73.
Teacher split poem in half and assigns Part A and Part B to individual students.
Teacher informs students that they will have 15 minutes to read and write responses, questions they have for the poem.
Then once time is up they Part A’s and Part B’s will meet and discuss and gather a interpretation of the poem an its relevance to the text.
Once students have done each side will discuss and debate their interpretation then tie them together.

**Homework & Student Question (5 minutes)**

*Make sure students copied down questions, and explain expectations*

(Read Pages 42-62. 1. Look for ways author uses techniques and devices to present Charlie’s diary.)

Students pack up and read quietly or come to my desk and address any questions or concern. Students are ready and waiting for the bell. (hope to avoid the rush and anxiety of rushing to their next class).

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**Lesson 5- Friday**

**Lesson Subject:** Infinite Collage

**Audience:** 11th Grade English

**Standards Covered:** (NYS) 1-4 & (NCTE) 1,9,11-12

(50 minute period)

**Objectives:**

Create a connection between media and texts.

Draw meaning on personal experience as an teenagers.

Use these personal experiences to convey meaning while using creativity to put that in art form.

1. **Anticipatory Set (5 minutes):**

Teacher writes Quick Write: *(Many believe that feeling infinite is a quintessential part of growing up. In the Perks of Being a Wallflower, Charlie feels infinite when he connects with his first real friends. Why do you believe the feeling of belongingness has to power to create such strong emotions? Have you ever felt infinite? How so? Did it have any major impact on defining you as a person?)* and homework on on the top left corner on the board.

After students have copied down homework, they are ready waiting for next assignment

2. **Weekend Activity: (40 minutes)**

Teacher Explains to class the assignment and the quick write questions will be used to develop their “Infinite Collage”.
Teacher plays Infinite by Jessica Steinbauer once for class with lyrics available on powerpoint. Then teacher explains each students will use supplies available to create their own collage and complete the rest over the weekend. Students will share collages with peers individually.

3. Homework & Random Questions (5 minutes):

Make sure students copied down questions, and explain expectations
(Read Pages 62-90. How would you Describe Charlie’s parents relationship?)

Students pack up and read quietly or come to my desk and address any questions or concern. Students are ready and waiting for the bell. (hope to avoid the rush and anxiety of rushing to their next class).

Web Sources:


Lesson 6- Monday
Lesson Subject: Exploring Personal Relevance to Text
Audience: 11th Grade English
Standards Covered: (NYS) 1-4 & (NCTE) 1,9,11-12
(50 minute period)

Objectives:

1. assess the cultural relevance of texts, individually and as a group.
2. identify texts with higher levels of cultural relevance.
3. write process-based reviews of the texts, focusing on cultural relevance.
4. present their reviews to the class.

1. Anticipatory Set (10 minutes):

Teacher post a prompt that asks students to gather examples relevant to the unit on the board or using an overhead transparency:

“In two or three sentences, describe a time when you read, viewed, or listened to a story that included events or characters you identified with. Then draw a line across the page, and write about how it felt to read a story that you identified with. Think about how the
ways that the story and your life or experiences were alike. How did the similarities influence your understanding of the story?”

2. Lecture (35 minutes):

- Read the writing prompt to the class. Define any unfamiliar words, and provide a personal example for students. You might write your example on the board or an overhead transparency to provide a model for the class.
- Answer any questions that they have about the informal writing, and then allow the class 5–10 minutes to compose their answers in their journals.
- As students write, help any individual class members who need additional support.
  1. Once students have had a chance to gather their ideas, ask the class to share experiences that they remembered. The goal is to have students recognize how personal connections to a text affect their comprehension.
  2. After students have shared, introduce the text that you have chosen as an example for analysis:

  • If you have chosen a picture book, take time to read the book to the class.
  • If you have chosen a video of some kind, show the piece to the class.
  • If you have chosen a song, play the song for the class.
  • If you have chosen a novel or nonfiction book that the class, ask students to recall the key details from the text (e.g., people, events, symbols).

3. Homework & Random Questions (5 minutes):

Introduce Reflective Project

Make sure students copied down questions, and explain expectations

(Read Pages 90-110. What was the relationship between Charlie and Aunt Helen?)

Students pack up and read quietly or come to my desk and address any questions or concern.

Students are ready and waiting for the bell. (hope to avoid the rush and anxiety of rushing to

Web Sources:

Lesson 7-Tuesday
Lesson Subject: What’s Your Favorite Song?
Audience: 11th Grade English
Standards Covered: (NYS) 1-4 & (NCTE) 1,9,11-12
(50 minute period)

Objectives:
1. Students will demonstrate that they have read the book and can apply what they have read to draw conclusions and inferences from the material.
2. Students will also demonstrate analytical skills in relating song lyrics to events in the book.

1. Lecture (25 minutes):
The teacher will pass out the lyrics to a different song from the mix-tape to each pair, except for “Asleep” by the Smiths (2 mins).
Teacher will split students into 10 groups of 3.
The students will spend 20-25 minutes discussing their lyrics and how it relates to the book. They will find textual examples and quotes to support their thoughts. The teacher will walk around and monitor conversation and keep students on track.

2. Activity Presented (20 minutes):
After the song is over the group of students who were assigned that song will give their reasoning and rationale behind how they think the song relates to the book in 5-7 minutes.
The class will then discuss if they agree or disagree with their classmates.
This will continue, song by song, for the rest of the period.

3. Homework & Student Questions (5 minutes):
Make sure students copied down questions, and explain expectations
(Work on Reflective Project. Read pg. 110-130)
Address any questions concerning Reflective Project
Students pack up and read quietly or come to my desk and address any questions or concern.

Web Sources:
Lesson 8-Wednesday
Lesson Subject: What’s Your Favorite Song?
Audience: 11th Grade English

Standards Covered: (NYS) 1-4 & (NCTE) 1,9,11-12
(50 minute period)

Objectives:
1. Complete students presentations.
2. Students will demonstrate that they have read the book and can apply what they have read to draw conclusions and inferences from the material.
3. Students will also demonstrate analytical skills in relating song lyrics to events in the book.

1. Anticipatory Set (5 minutes):
Teacher briefly recaps previous day
Presentations Begin

3. Class presentations (30 minutes):
After the song is over the group of students who were assigned that song will give their reasoning and rationale behind how they think the song relates to the book in 5-7 minutes.
The class will then discuss if they agree or disagree with their classmates.
This will continue, song by song, for the rest of the period

4. Follow-up Activity (10 minutes):
When this is done the teacher will pass out lyrics to “Asleep” by the Smiths (which Charlie states several times throughout the book as being his all-time favorite song) to all students.
Give students a minute to read the lyrics and then play the song.
After the song is over have a class discussion on the song and how it relates to the book.

5. Homework & Student Questions (5 minutes):
Make sure students copied down homework, (Finish book!!!!)
Address any questions concerning Reflective Project.
Students pack up and read quietly or come to my desk and address any questions or concern.

Lesson 9- Thursday
Lesson Subject: Be Apart of “Perks ”Analyzing Abuse in text
Audience: 11th Grade English
Standards Covered: (NYS) 1-4 & (NCTE) 1,9,11-12
(50 minute period.

Objectives:
1. Students will exercise their knowledge about the importance of tone, dialect and characteristics of each character using first person.
2. Test students knowledge to interpret and understand each characters importance and role in the text.

1. Anticipatory Set (5 minutes):
   Critical Lens: HYPERLINK "http://www.wisdomquotes.com/000174.html" ALICE WALKER: “No person is your friend who demands your silence, or denies your right to grow.”
   Read quote. Agree or Disagree. Why or Why not? How it relates to our protagonist in “Perks of Being a Wallflower.”

2. Lecture (15 minutes):
   Read literary texts aloud to convey an interpretation of the work.
   Interpret multiple levels of meaning and subtleties in text.
   Teacher review readings for homework with deeper instruction and insight.
   Teacher ask questions from homework reading to encourage discussion and further text analysis.
   Teacher reminds students to question and disagree as long it is respectful and can find evidence for the text to prove otherwise.

3. Check For Understanding (5 minutes):
   Questions will be addressed about reading and feedback on topic.
   Teacher should ask students if they are confused about anything discussed so far, accepting student questions as they come.

4. Activity (10 minutes):
   Based on readings so far with the text and interpretation of each character, students will write a 250 word journal, letter or poem about Charlie’s abuse in the point of view of each character.
   Students must use information relevant to the text.
Students will hand in assignment to be graded on creativity and accuracy.

5. Homework & Student Questions (5 minutes):
   Make sure students copied down questions, and explain expectations
   *(Read Pages 155-175). Work on Reflective Project.* Students pack up and read quietly or come to my desk and address any questions or concern. Students are ready and waiting for the bell. (hope to avoid the rush and anxiety of rushing to their next class).

Lesson 10- Friday
Lesson Subject: Prepare for end of the Unit Project
Audience: 11th Grade English
Standards Covered: (NYS) 1-4 & (NCTE) 1,9,11-12
(50 minute period)

Objectives:
1. Students will be well prepared for End of the Unit Project: Reflective Project
2. Students will go away feeling confident and sure about project expectations.

1. Anticipatory Set (5 minutes):
   “GATHER THINGS: HEADING TO THE LIBRARY”

2. Lecture (5 minutes):
   Teacher goes over Reflective Project Assignment in depth.
   Students brainstorm ideas individually.
   Students then go to computers and start researching information and pictures.

3. Check For Understanding (5 minutes):
   Teacher should ask students if they are confused about anything discussed so far, accepting student questions as they come.

4. Activity Presented (30 minutes):
   Students can sign out books needed for project at circulation desk
   Research and print out required information
   Investigating tools and information needed from text to construct their project
   Being cutting out and creative project

5. Homework & Random Questions (5 minutes):
Make sure students copied down questions, and explain expectations

(Finish text. Complete Reflective Project).

Students pack up and read quietly or come to my desk and address any questions or concern. Students are ready and waiting for the bell. (hope to avoid the rush and anxiety of rushing to their next class).