

<b>Title of Unit</b>	<i>The Body of Christopher Creed</i>	<b>Grade Level</b>	11 <sup>th</sup> Grade
<b>Curriculum Area</b>	English	<b>Time Frame</b>	10 Weeks
<b>Developed By</b>	Rebecca Schwartz		

### **Identify Desired Results (Stage 1)**

#### **Content Standards**

CCSS.ELA-LITERACY.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<p>Through studying this unit on <i>The Body of Christopher Creed</i> students will understand that people’s actions and choices do not just affect that one person, they affect their family, friends, and community; especially, when bullying is concerned. Many of the characters in the novel are brought together by the suffering of one young man in the novel. This character’s suffering is caused by many people and felt by everyone in his community after he is gone. Students will also gain a higher level of compassion for human nature and reflect on their own actions and choices they have made going into their last year of high school and life beyond.</p>	<p>1.) How does bullying affect people’s lives?</p> <p>2.) How do people grow up? (go from innocence to experience)</p>	<p>1.) Torey asks: “How could people live their whole lives with their kid and not know this?” when the Creed’s are describing their son (pg 19). Do you believe most parents truly know who their kids are? Why or why not? Answer in 3-4 complete sentences.</p> <p>2.) Do you think people in small towns really know everything there is to know about people or is the gossip and reality very different from each other? Why or why not?</p> <p>3.) Answer Mr. Ames question on page 177: “Why do people have so much trouble seeing their own faults but such an easy time seeing everyone else’s?”</p> <p>4.) How are Renee’s lies different from Creed’s lies? Do you agree that some lies are better than others?</p> <p>5.) How much of a responsibility should we place on Mrs. Creed for Chris’s disappearance, if any at all? Why or why not?</p>

<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...	
<p>Students will know how to actively and critically read a text for figurative language and analyze for themes as they read.</p> <p>Students will know how to reflect and apply their reading to their lives.</p> <p>Students will know how to discuss and debate their analysis of the book both written and orally through a structured paper and modified Socratic circle.</p>		<p>Students will be able to read and understand <i>The Body of Christopher Creed</i> while identifying themes, answering guided reading questions, reflect, and relate to the various sections of the book.</p> <p>Students will be able to prepare and participate in a modified Socratic circle about their various analyses of <i>The Body of Christopher Creed</i> and try to solve what they think happened to Chris Creed.</p> <p>Students will be able to demonstrate understanding of the novel, <i>The Body of Christopher Creed</i> by writing a short analytical paper on the theme of bullying in the novel or how a character in the book experienced innocence to experience (growing up).</p>	
<b>Assessment Evidence (Stage 2)</b>			
<b>Performance Task Description</b>			
<b>Goal</b>	Modified Socratic Circle		
<b>Role</b>	Students will be participants in the modified Socratic circle.		
<b>Audience</b>	The Students and Teacher		
<b>Product/Performance</b>	Students will be able to participate in the modified Socratic Circle, showing effective discussion techniques, and exhibit 80% mastery of this unit.		

<b>Performance Task Description</b>	
<b>Goal</b>	Expository essay
<b>Role</b>	Students will be able to write an analytical paper about how a character deals with bullying in the novel or how a character grows up in the novel.
<b>Audience</b>	Teacher
<b>Product/Performance</b>	Students should be able to demonstrate an 80% mastery of the information in this unit in a structured paper, following a format provided to them, and using a modified cause and effect thinking map for brainstorming.
<b>Learning Plan (Stage 3)</b>	
<b>How will you <b>hook</b> students at the beginning of the unit?</b>	I will hook students through a quick write activity and discussion. I will ask the students to write for five minutes on the question, “Do you think bullying is a problem at this school? Why or why not?” After students write we will discuss this question and how it connects to the book. I will also share a bullying experience from my own life.
<b>What events will help students <b>experience and explore</b> the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</b>	The modified Socratic circle at the end of the unit will help students explore the essential questions and big ideas of this novel together. The analytical paper will also allow students to express their views and the story further as they explore one character’s role in the story more closely. I will equip them with this knowledge by having them utilize marginalia to analyze the literature as they read the novel and give them short analytical and reflective activities along the way. I will also equip them with the knowledge by modeling everything for my students as we go through the activities. We will go over the three themes of bullying, innocence, and growing up as well as review figurative language and its examples together. I will read the first chapter of the book aloud with them and model the marginalia technique with them as we go through that chapter before allowing them to work individually or in groups. I

	will provide students with mentor texts and examples whenever we do new activities as well.
<b>How will you cause students to <b>reflect and rethink</b>? How will you guide them in rehearsing, revising, and refining their work?</b>	Students will have opportunities to reflect throughout the book. In the reading packets students will do with each section of chapters in the book, they have a section of questions where they must connect the reading to their lives and reflect how this new set of chapters has changed the way they look at a character or the book so far. Students will also have an opportunity to reflect and rethink during the modified Socratic circle as they discuss their views with the rest of the class on the novel, they reflect and rethink their own theories.
<b>How will you help students to <b>exhibit and self-evaluate</b> their growing skills, knowledge, and understanding throughout the unit?</b>	Students are analyzing literature throughout the novel as they use and master marginalia to identify the three themes. Once their reading sections are scored students evaluate their scores and set a goal for the next set of chapters or go back and work with the section some more. Students are often eager to beat their last score and have a little bit of a contest going with each other over who can get the higher score on their marginalia.
<b>How will you <b>tailor</b> and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</b>	Students with an 80% or higher grade will be allowed to read alone if they would like as long as they maintain their 80% minimum grade. Students who struggle more or have less than an 80% grade will be provided with structured reading groups and extra support. Struggling students and special education students will be given extra time as needed and modified marginalia goals as we go through the novel.
<b>How will you <b>organize</b> and sequence the learning activities to optimize the engagement and achievement of ALL students?</b>	In every section of the novel, students must do the marginalia for the three themes as they read, answer guided reading questions, do a reflection and prediction activity, and identify figurative language in their sections. Students will be given about a class day a chapter to work on each section in class, although the pacing could vary. Students who need extra time can receive extra time. Students will be given packets with each new section of the book and given points for reading aloud every day. If the teacher hears them read they

	get their daily reading points.
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Resources:

Common Core Standards Initiative. *Common Core Standards Initiatives: English Language Arts Grades 11-12*. 2015. Web. March 2015.

Plum-Ucci, Carol. *The Body of Christopher Creed*. New York, NY: Harcourt, INC, 2000. Print.

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