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Among The Hidden- Studying The Concept of Self and Connecting To What You Read [6th grade]

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Unit: Ms. Ulrich Among The Hidden – What does it mean to belong? Making connections!

Grade: 6th

Stage 1: Desired Results

Understandings

Students will understand that...

A sense of belonging is connected to governments, religions, ideas and cultures.

Making connections with a text helps deepen understanding of yourself, the text and the world around you.

Essential Questions

Thematic question: What does it mean to belong? What makes me, me?

How do my circumstances determine who I am and can I change my destiny?

Content question: How can I make meaningful connections to what I am reading?

Knowledge

Students will know...

The topic and theme of a given text.

How to establish a purpose for reading.

The different levels of questions that they can ask about a text.

Monitor and clarify while they read.

Make inferences and support their understandings.

The difference between a topic, a main idea and a summary.

How to make meaningful connections to a given text.

Skills

Students will be able to...

Identify the theme of a given text. (6.3)

Establish a purpose for reading fiction and informational texts. (Fig. 19 A)

Ask level 1, level 2 and level 3 questions that will drive students deeper into the understanding of a text. (Fig. 19B)

Monitor and clarify for comprehension while they read. (Fig. 19 C)

Make inferences about characters and support their thinking with evidence from the text. (Fig. 19.D)

Distinguish the difference between the topic, main idea and a summary. (6.10A)

Make meaningful text-to-self, text-to-text and text-to-world connections while reading. (Fig 19F)

Stage 2: Assessment Evidence

Performance Task:

Students will create a story book in which the reader will have options to make choices—the story they read will be based on the choices that they make.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

Exit Ticket on Day 2- This is science fiction because...

Symbol for Science Fiction on Day 3

Trouble Slip on Day 4

Dialogue with a poem worksheet on Day 5

STEAL (characterization) model for Luke

Venn-Diagram on Day 7

Text connection on Day 8

Reading Partner Guiding Questions on Day 9

Secret Envelope Guiding Question envelope on Day 10

Entrance ticket: Lesson summary from previous day on Day 14

Main idea Exit ticket on Day 15

Exit Ticket on Day 21

Reflection page on making connections between Malala and Jen on Day 22

Analyze Luke's choice on Day 23

Review on Day 26

Theme exit ticket

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day One- Tuesday 9/2: The teacher will place different colored dots under the desks of the students before they enter class. The teacher will then hand out Pre-Assessment Activity 1 to students that will require them to look at their dot under their desk. This dot will reveal their fate- blue is the population police, red is a 3rd child, and yellow is the parent of a 3rd child. Students will go to their designated corner of the room to watch the video that explains their fate. After they watch the video, students will have a short discussion with their group and then students will return to their desks to record how they feel. Students will then complete the anticipation guide on Pre-Assessment Activity 1. The teacher will then put the back Among The Hidden under the ELMO and read the synopsis on the back, giving the students a small preview of the book. The teacher will ask students to have a conversation with their reading neighbor that will require students to produce 2 predictions about the book, and 1 question they have about the book that they will write on sticky notes. The teacher will filter through the notes and in front of class he/she will post up the questions on a poster and explain to students that they will receive a “Noble Reader” ticket if they can answer one of the questions while the class reads the book.

Day Two-Wednesday 9/3: The teacher will have students open up to their genre Pinterest board in their BFF (reader’s notebook) The teacher will ask students to stand up, and walk around the room to high-five three people. When they get to the third person, they will stop and tell them what they think fiction means. The students will return to their desks and the teacher will ask for a definition of fiction. Students will copy down the class definition of fiction in on their genre Pinterest board, in their reader’s notebooks. The teacher will then tell students that Among the Hidden is an example of a science fiction, students will then brainstorm out loud with teacher direction about the qualities they think make up a science fiction novel. After a definition is decided, students will copy down the definition of science fiction in their journals on their genre Pinterest board. The teacher will tell the students that while we read they first chapter of Among The Hidden students must chart some elements that they believe make Among The Hidden science fiction in their While We Read Activity One. After the chapter has been read out loud, the students will be asked to turn to their reading partner and compare their charts. Students will then fill out an exit ticket that requires students to fill out an exit slip independently that will be attached to their notes on the elements that makes Among The Hidden science fiction.
(Assessment #1)

Day Three- Thursday 9/4: The teacher will give students an entrance slip that will require them to create a symbol (non-linguistic representation) for science fiction. (Assessment #2) Students will read chapter two with their reading partner, and they are to be looking to answer the question, “What is the setting of the story?” The teacher will have the class discuss what the setting is in a class wide discussion after all partner groups have finished their reading. The teacher will then read parts chapter 3 and 4 out loud using think aloud to dissect important parts of the book, randomly selecting students to read out loud popcorn style.

Day Four- Friday 9/5: The teacher will ask the students to close their eyes, put their heads on the desk, and think of three words or images that pop into their heads when they think about the chapters that we read in class the day before. The teacher will ask students to raise their hands to share the words they thought of. The teachers will “collect” the words by writing them on the board. The teacher will then ask students to use the words that were “collected” from our memories to create a statement that reflects a representation of what happened in the text yesterday. The teacher will hand out a “trouble slip” to help students monitor and clarify while they read. Then the students will read chapter 5 independently while filling out their “trouble slip.” As a class, we will revisit the chapters and read them out loud where students struggled

with meaning. We will then read chapter 6 out loud. Teacher will guide I class discussion about what inferences the class can make about Luke's family if the mother is having to go back to work.

Day Five- Monday 9/8: The teacher will have students open The teacher will have students open up to their genre Pinterest board in their BFF (reader's notebook) The teacher will ask students to stand up, and find someone that has similar shoes to theirs. When they find their partner, they will tell them what they think poetry is. The students will return to their desks and the teacher will ask for a definition of poetry. Students will copy down the class definition of poetry in on their genre Pinterest board, in their reader's notebooks. The teacher will then tell students that the will be reading a poem today entitled "The Quiet World." Their job is to connect "The Quiet World" to Among The Hidden. The students will then engage in a teacher driven **dialogue with the poem**, setting a new purpose each time the poem is read out loud to deepen comprehension of the poem.

Day Six- Tuesday 9/9: The teacher will take out the class mascot to have the students define fiction, science fiction, poetry and summarize the first six chapters of the book. The students will read chapter 7 with their reading partner with the goal of figuring out how Luke is feeling at the end of the chapter and why he is feeling that way. The teacher will then introduce the **STEAL model for characterization**.

(http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf)

The teacher will model how to create a **STEAL model using herself, then the students will create a STEAL model for themselves** with the help of the teacher and their reading partner to put in their reader's notebook. The students will then create a STEAL model for Luke.

Day Seven- Wednesday 9/10: As the students come in, they will receive a blank steal model. Students will be required to go around the room and have a different person give them the definition for each STEAL element- so they will end up visiting with 5 different people to get all 5 elements of STEAL. The teacher will review the elements of STEAL and then have the students compare their STEAL model to Luke's STEAL model using a **Venn-diagram**. The teacher will then ask the students to highlight the elements that are part of their STEAL model that are in their control in yellow, and then highlight the elements that are a part of their STEAL model that are out of their control in green. The teacher will ask the students, "How much of who you are is in your control?" The teacher will then play a clip from "Diary of a Wimpy Kid" - <http://www.youtube.com/watch?v=S5JeFffjw-4>. After the clip is played, the teacher will model a think aloud. "Ok, can Greg help that he has a mother that drives him to school? All the students are laughing at Greg, why? He will probably be labeled as a nerd or a mama's boy at school because of this -is this in his control? Does he get to choose where he goes to middle school? Who makes that choice? Greg chooses not to make friends with "weirdos"- is this his choice? How might this change his destiny in middle school? What choices does the kid with glasses that the boys see outside during PE make that are affecting who he is? Did Greg choose to have a big brother? What would have happened if Greg would have touched the cheese? How would his life be different? What choices does Rowley make that affect who he is? Do you think he chooses to put sunscreen on his nose like that? How does getting assigned to wrestling a girl in PE affect Greg's destiny? The teacher will then prompt a class wide discussion by asking probing questions like: What makes Luke, Luke? What things are in Luke's control that are a part of his identity? What decisions he could make to change that? How would Luke's life be different is he made that decisions? How much of our life is actually in our control?

Day Eight- Thursday 9/11: As students come in, the teacher will have students file in as normal, but each student will receive an envelope. This envelope will contain their story in regards to their new adopted identity of a person on the morning of September 11th. **Their card** will explain who they are and their situation and then they will be given a choice to make. One choice will lead them out of the room (the tower) to safety and the other choice will keep them in the room in danger. The teacher will then play a quick video of the planes crashing into the Twin Towers on 9/11. The teacher will then have the students return to their desks and share how they felt during the simulation, and why they made the choices that they did. The teacher will then handout the article adapted from Madison Park, CNN- **“Small Choices, saved lives: Near Misses of 9/11.”** The teacher will preview the text by asking how this text looks different from the poem we have read and the formatting of the text in Among The Hidden. The teacher will tell the class that next week we will be looking at informational texts and ask the students to keep track of all of the elements of the article that seem like informational text elements while they read the text as a class. The teacher will then guide the class in a popcorn style read aloud to read the article. The teacher will then ask the students to **make a text connection** to the article- they can connect to another event in the world, to their own experience, to something that they watched or to another article or text that they read in the form of an exit ticket.

Day Nine- Friday 9/12- The teacher will take out the class mascot and have the students summarize what has happened so far in the book. The teacher will tell the students that the purpose for reading today is to focus on how much Luke has control over his destiny. The class will then read chapter 8, and the class will fill out a quick while we read slip to illustrate Luke’s face when he sees the face “in a house where two boys already lived.” The students will then read chapters 9 and 10 with their reading partners. They will fill out their **guiding questions** while they read.

Day 10- Monday 9/15- The teacher will hand envelopes to the students as they walk in. Each envelope will contain 1 of 10 possible “Why are we reading?” questions that they will not be able to open until they are instructed to. The teacher will display all the questions on the SMART board and tell the students that each of them has one of these questions, and when the time comes, they will have to share their question and the correct answer- so listen carefully! Before reading today, the teacher will re-read the end of chapter 10 and ask the students to think about this question- “How will Luke’s life be different if he finds out that there is another child in the Sport Family’s house?” The teacher will then have students read chapters 11, 12, 13, 14 and 15 out loud as a class by the teacher pulling popsicle sticks from the class cup to randomly select students to read. As an **exit slip** the students will answer their question that is their envelope.

Day 11- Tuesday 9/16- The teacher will hand a student an **entrance slip** as they come in that will require students to write down the change in Luke’s life up until the point that he meets Jen in timeline form (chronological order). The teacher will then ask students to turn to their “Readcabulary” section of their notebook to copy down the definition of a flashback. The teacher will tell the students that in the chapters we are about to read there are going to be flashbacks. The teacher will tell the students that they are the flashback police and their job is to jump up (quietly) whenever they detect a flashback, but they must be able to provide evidence of the flashback. The teacher will then engage in a shared reading with the class to complete reading chapters 16 (there is a flashback after the “And he had to go back” and then ends at “let it bang shut behind him”) and 17. The teacher will then ask the students to make an inference and use their social studies knowledge about government and classes. The students will answer **a short answer response using RACE** using chapters 16 & 17 as text evidence.

Day 12- Wednesday 9/17- The teacher will do a shared read with the class for chapter 18, randomly selecting students to read by drawing popsicle sticks. The teacher will then ask the

students to read chapter 19 independently using a “trouble slip” while they read. The teacher will review chapter 19 with the students and answer all uncertainties on the trouble slips. The teacher will review STEAL and remind students that a person is built of many difference elements. The teacher will ask students to draw Jen and fill in her STEAL profile. The teacher will then prompt a discussion with the class centered on comparing and contrasting Jen and Luke’s characters. The teacher will ask the students that connect to Jen to raise their hands, and then ask the students that connect to Luke raise their hands. The teacher will facilitate a discussion about text-to-self connections between the students and Among The Hidden by connecting to characters. The teacher will push students to understand that just because they are in different worlds or different times or in different circumstances that the characters they read about, it doesn’t mean that they cannot connect to them.

Day 13- Thursday 9/18- The teacher will have students open up to their genre Pinterest board in their BFF (reader’s notebook) The teacher will ask students to stand up, and find someone that they don’t know very well. When they find their partner, they will tell them what they think an non-fiction might be. The students will return to their desks and the teacher will ask for a definition of non-fiction. The teacher will then ask the students what an informational text might be and then students will then copy down the definition of informational texts on their genre Pinterest board, in their reader’s notebooks making sure to hashtag non-fiction. The teacher will then handout the **extended notes for reading an informational text**. The teacher will then hand out the article “How Hydroponics Works.” The teacher will dissect the article in a think-aloud format during a shared reading with the class. The teacher will have students re-read the article with their reading partner with the purpose of highlighting the different elements of an informational text that they find in article.

Day 14- Friday 9/19- The teacher will ask the students to text their friend (**in a cell phone graphic organizer**) to tell them about what elements they would find in an informational text. The teacher will then do a shared reading of chapters 20, 21, and 22 with the class. (At the start of chapter 20, the teacher will make sure to push kids to make a text-to-text connection between the article on hydroponics and Jen’s explanation of hydroponics in the chapter) At the end of chapter 22, the teacher will quickly assume the role of a person that would have “ice in her words” and then would assume the role of a person that would not have “ice in her words.” The teacher will quickly re-visit the line at the end of chapter 22, “Luke could feel the ice in her words.” The teacher will ask students to brain storm about possible connections a reader could make to these chapters. Based on the student responses and suggestions, the teacher will draft a questions that will ask the students to write two sentences explaining a text-to-self connection they have to Luke at the end of chapter 22 in the form of an **exit ticket**.

Day 15- Monday 9/22- The teacher will ask the students to think back to earlier in the unit when topic was discussed. The teacher will ask students to give some examples of a topic, and teacher will then ask the students what a main idea is (topic + what you learned about the topic) The teacher will ask students to take out their reader’s notebook. The teacher will take notes on topic, main idea and supporting details in their reader’s notebooks. The teacher will give each reading group a “**main idea**” **bag** that will require students to look at a series of related pictures to develop a main idea based on how the pictures connect. The teacher will then ask students revisit their “How Hydroponics Works” and as an exit slip the students fill out a **topic, main idea, supporting details graphic organizer**.

Day 16- Tuesday 9/23- The teacher will set up the CHAMPS expectations for learning stations and explain how they will work. The students will complete their first of three stations. The stations will be **Station 1: Poetry- Making Connections, Station 2: Science Fiction:**

Characterization (STEAL), and Station 3: Informational Text- Topic, Main idea and Supporting Details.

Day 17- Wednesday 9/24- The students will complete their work on their second learning station.

Day 18- Thursday 9/25- The students will complete their work on their second learning station.

Day 19- Friday 9/26- The students will complete their work on their last learning station.

Day 20- Monday 9/29- The teacher hand out, **“Words we are looking for”** as a purpose for reading Among The Hidden. The teacher will then read chapter 23 aloud and model how to annotate and use context clues to find out what the words mean that were given on the “Words we are looking for” sheet. The teacher will then have students read a photocopied version of chapter 24 independently and have them find and figure out what the given words mean for chapter 24 on the “Words we are looking for” sheet.

Day 21- Tuesday 9/30- The teacher will then engage in a shared reading of chapters 25, 26 and 27. The teacher will then ask the students to think about Jen and her identity. The teacher will then ask students to write a reflection about how Jen’s decision altered or changed her destiny in the form of an **exit slip**.

Day 22- Wednesday 10/1- The teacher will have students open up to their genre Pinterest board in their BFF (reader’s notebook) The teacher will ask students to stand up, and jellyfish (high-five, oh wait, now JELLY FISH) three people. When they find their partner, they will tell them what they think biography means. The students will return to their desks and the teacher will ask for a definition of biography on their genre Pinterest board, in their reader’s notebooks. (Students need to make sure to hashtag non-fiction on the bottom of the biography pin) The teacher will then ask the students to create a definition for autobiography based on their definition of biography. Students will then copy down the definition of autobiography on their genre Pinterest board. (Students need to make sure to hashtag non-fiction on the bottom of the autobiography pin) The teacher will then preview the **vocabulary words for the excerpt from “I am Malala”** that the students will read. The teacher will then guide the students through a shared reading from an excerpt of the autobiography of “I am Malala.” The teacher will make sure to touch on all the elements that make this excerpt a biography.

Day 23- Thursday 10/2- The teacher will hand the students a **reflection page** that will require them to make a connection between Malala and Jen. The teacher will then guide the students through a shared reading of chapters 28 and 29. The teacher will stop right before the last sentence of chapter 29 and ask the students to analyze Luke’s decision in a concept **map graphic organizer**. The teacher will then read the last line of the chapter and let the students analyze Luke’s decision and figure out whether he made the right decision or not.

Day 24- Friday 10/3- The teacher will have the students read chapter 30 independently and write down three words that stick out to them. They will share those three words with their partner and then they will read the chapter again out loud with their partner. The partner group will then be given a **list of muscular tone and mood words** and they will need to pick one word that fits chapter 30. The teacher will ask each group to share their feeling word for that chapter. The teacher will then guide a discussion about the ending to this book and the feeling it leaves the reader with. The teacher will have the students **write a poem** about Jen that uses the feeling words that were generated. The teacher will take time to visit any questions that the students might have and review their questions that are posted from when the book was started to make

sure all their questions were answered.

Day 25 Monday 10/6- The teacher will have students open to a fresh page in their reader's notebooks. The teacher will distribute **notes for plot**. The teacher will show clips of a movie out of order and ask what was wrong with the way the movie was played. The teacher will then tell the students that the plot is the backbone of the story, and introduce the elements of plot by means of the plot roller coaster model. The teacher will perform a think-aloud using a picture book to demonstrate how to create a plot roller coaster for a story. The students will then use pipe-cleaners to create the shape of the plot roller coaster they saw in Among The Hidden. The teacher will ask the students to stand up and share with the students that he/she is going to count down from three, when the teacher gets to three, each student needs to be standing with a partner. When each student has a partner, they will share their roller coasters with each other and explain why they chose the shape they did. (eg Mine has two climaxes because....) The students will then sit back down and tape their plot roller coaster into their reader's notebooks and label each different part of the plot for Among The Hidden.

Day 26 Tuesday 10/7- The teacher will a **"Memory Jog" worksheet**. The worksheet will serve as a review, and students will have to walk quickly around the room to get the answer to each square from a different person. Once they have filled in all the spaces on the sheet, they will call for the teacher. If the teacher checks and sees that all the answers are correct, the first three students done will get a prize. The teacher will then ask students to open up their reader's notebook. The teacher will then introduce the concept of theme. (Theme= What did you learn from the characters? Did the characters go through any change? How can this apply this to the world?) The teacher will make sure to let the students know the difference between theme and topic and theme and main idea. The students will take **notes on theme** and then insert them into their reader's notebook. The teacher will model creating a theme from a selected Disney Pixar clip, "Boundin'" (<http://vimeo.com/20150092>) . The teacher will then show another clip, "Knick Knack" (<https://www.youtube.com/watch?v=ctMYgRzQxPc>) and ask students to conference with their reading partner and decide what a possible theme may be for this clip. The teacher will tell the students to put down class generated theme ideas in their theme toolbox. The teacher will then handout a blank piece of paper to each student and play one more movie clip, "For The Birds" (<https://www.youtube.com/watch?v=eqJg3YmLhJY>) and have students work independently to determine and write down the theme.

Day 27 Wednesday 10/8- The teacher will prepare a stack of task cards. The students will be divided into heterogeneous groupings before class begins, and they will be asked to sit with their group. Each group will receive a white dry erase board. The teacher will tell the students that today they will be doing a theme relay race. The teacher will explain that each group will receive a theme task card and have to conference with their group to determine the theme, write their theme in a complete sentence on the white board, and be checked by the teacher to move on to the next card. The teacher will explain that each team member will have a job: Reader, Noise Monitor, Scribe, Expert and Runner. The reader will read the theme task card out loud when the group receives it from a teacher, the noise monitor will make sure that when the group discussion doesn't get too loud, the scribe will write down the final answer, the expert will make sure that the theme is complete, and the runner will run the task card and the white board to the teacher to be checked. If the team is correct, the team will be given the next task card, if they are wrong the teacher will send the runner back with the same task card to try again. Before the activity begins, the teacher will display an example task card and correctly model how the activity is supposed to be done. Once the activity is finished, the teacher will ask students to work with their group to brainstorm possible themes of Among The Hidden. The teacher will write out the class generated suggestions for theme and then give each student a piece of paper. The teacher will ask the students to think on their own about what THEY think the best theme statement is. The teacher

will then ask the students to write down that theme on their paper and have the students write down why they think that is the best theme using textual support.

Day 28 Thursday 10/9- Day 30 Friday 10/10- The students will use the iPads to complete the China's One Child Law research project.

Day 31 Tuesday 10/14- The teacher will then have students think about the research they did on China's One Child Law. The teacher will then ask students to talk to their partner about how they can connect their research to Among The Hidden. The teacher will then ask the students that agree with population control to raise their hands, once the hands are up, the teacher will ask the students that agree to stand on the teacher's right side and face the class. The teacher will then ask the student that don't agree with population control to raise their hands, once the hands are up, the teacher will ask these students to stand on the teacher's left side and face the class. The teacher will ask the class which students are in the middle about the situation to raise their hands. The teacher will direct these students to stand in the middle of the two groups- so now the students be standing in a straight line, facing one direction, with students who agree on one end and students who don't agree on the opposite end. The teacher will ask students to fold the line in half so that each student is standing across of a student that potentially has a different opinion than them. The teacher will ask the students to tell their partner their opinion and why they think what they do. The teacher will then ask any students if anyone wants to change their minds or move around in the line. The teacher will then ask the students to break off into three groups: agree, in the middle, and disagree with population control. The teacher will ask the groups to have a discussion about why they have the opinion that they do. After groups have discussed, the teacher will then ask the groups to select a speaker. The teacher will ask the speaker to voice what their groups said to the rest of the class, one at a time. The teacher will then handout a **bumper sticker** that will require students to create a bumper sticker that they would put on their card that would speak their opinion on China's One Child Law. The teacher will pass around real bumper stickers that speak out or for real life issues in our world to help the students get started on ideas.

Day 32 Wednesday 10/15- The teacher will display a gallery walk of different population law that exist around the world. The teacher will ask students to move silently around the room with a **passport** that will help them insure that they visit each "country." When the students have read about all the countries displayed in the gallery walk, they will return to their desk. The teacher will then distribute a reflection page that will require students to choose a specific country that they read about, and explain what choice they would make if they were subject to the laws of that specific government.

Day 33 Thursday 10/16- Day 34 Friday 10/17- Buffer Days for Benchmarks

Day 35 Monday 10/20- The teacher will present the "**Pick Your Adventure**" project that the students will be required to complete. The teacher will show an example of a finished "Pick Your Adventure" project and outline how each part of the project should be done. The teacher will review the **rubric**, communicate expectations for the project and let the students know that the project will be worked on for three full class days, and will be due on Thursday October 23rd. The teacher will let students begin work on their **outline for the project**.

Day 36 Tuesday 10/21, Day 37 Wednesday 10/22 and Day 38 Thursday 10/23- The teacher will help students as they complete their "Pick Your Adventure" projects.

Day 39 Friday 10/24- The teacher will display the classes' "Pick Your Adventure" projects around the room in a gallery style. The teacher will give students a "**grading form**" and let the

students walk around in a conversation level zero to examine the projects. The students will analyze the work of their two favorite projects on their grading form while they walk around the room.

Pre-Assessment Activity #1

Name:_____ Period:_____

Getting Pumped to READ!

In this activity I was	I made the decision to...
I made this decision because....	During the activity I felt....

With your partner:

Our two predictions about this book are....

The question that we have is....

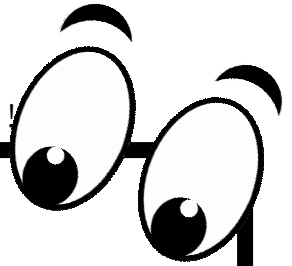
Hooray! Now write down your question on a sticky note!

While We Read Activity #1

Name: _____ Period: _____

While we read!

The things that I see that are totally science fiction!



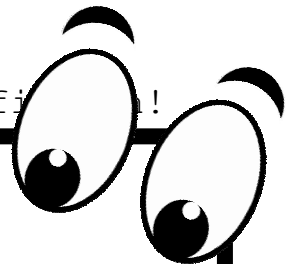
To get out!!!! Finish the following sentence:

Among the hidden is science fiction because...

Name: _____ Period: _____

While we read!

The things that I see that are totally science fiction!



To get out!!!! Finish the following sentence:

Among the hidden is science fiction because...

slip on Day #3

Name: _____ Period: _____

What is Science Fiction?



In the space below create a symbol (no words allowed) the represents science fiction. In the lined box next door to your symbol explain your symbol and how is connects to science fiction.



Name: _____ Period: _____

What is Science Fiction?

In the space below create a symbol (no words allowed) the represents science fiction. In the lined box next door to your symbol explain your symbol and how is connects to science fiction.



Trouble Slips for Day 5 and 12

Name: _____ P _____

Trouble Slip
Words that confused me....

Name: _____ P _____

Trouble Slip
Words that confused me....

Dialogue with a Poem (Day 5)

<p>1. Read the poem.</p> <p>Try to find out what this poem is describing, if you can find it in the poem, box it. If not write it in the margin.</p> <p><i>This poem describes....</i></p>	<p>2. Re-read the poem.</p> <p>Circle anything that is a clue about the setting of this poem.</p> <p>Write a sentence explaining this setting.</p> <p><i>The setting of this poem is . . .</i></p>
<p>3. Re-read the poem.</p> <p>Highlight anything that tells you something about the speaker of the poem.</p> <p>Write a sentence telling about this narrator.</p>	<p>4. Re-read the poem.</p> <p>Place a “?” in the margin any place that you have a question or are puzzled.</p> <p>Write a sentence about why you have a question.</p>

<i>The narrator of this poem . . .</i>	<i>My question is:</i>
<p>5. Re-read the poem. Underline words, lines or phrases that appeal to you as a reader.</p> <p>Write a few sentences explaining why you made the choices you did.</p> <p><i>I underlined the words, lines and phrases because . . .</i></p>	<p>6. Re-read the poem. Place a star by the line you think is the most important.</p> <p>Write a sentence about why you selected this line.</p> <p><i>The most important line in the poem is . . . because....</i></p>
<p>7. Re-read the poem. Put a check mark next to the words that show the attitude of the speaker about the subject of the poem.</p> <p>Write a sentence about the speaker's attitude.</p> <p><i>The speaker's attitude or tone in this poem . . .</i></p>	<p>8. Now . . . what lesson did you learn from the speaker? What can you learn from them?</p> <p>Write a sentence about the theme in this poem.</p> <p><i>The theme in this poem is . . .</i></p>

Poem for Day 5

“The Quiet World”

In an effort to get people to look into each other's eyes more, the government has decided to allot each person exactly one hundred and sixty-seven words, per day.

When the phone rings, I put it to my ear without saying hello.

In the restaurant I point
at chicken noodle soup. I am
adjusting well to the new way.

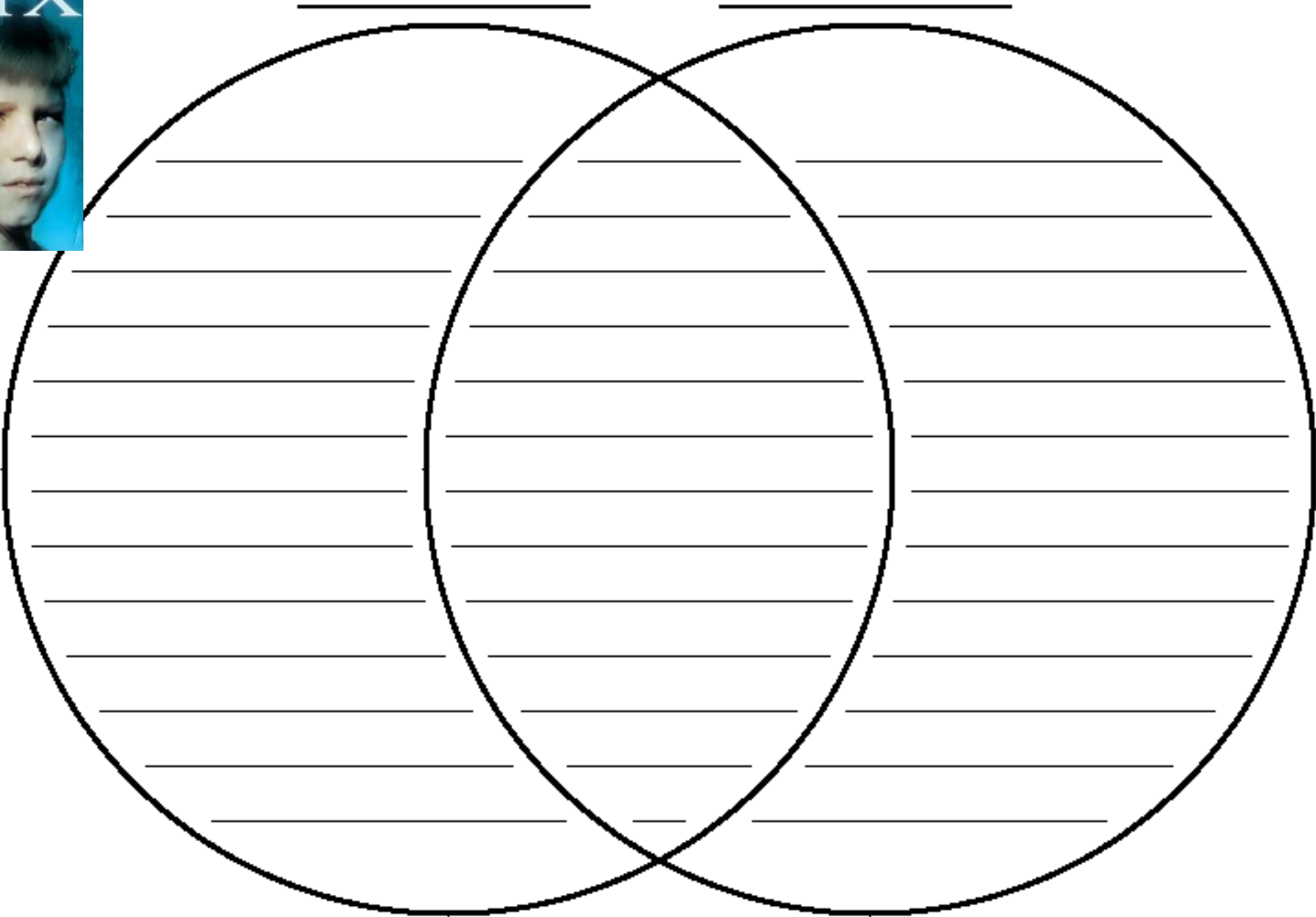
Late at night, I call my long
distance lover and proudly say
I only used fifty-nine today.
I saved the rest for you.

When she doesn't respond, I know
she's used up all her words
so I slowly whisper I love you,
thirty-two and a third times.
After that, we just sit on the line
and listen to each other breathe.

—Jeffrey McDaniel

Venn-diagram for Day 7

Name: _____ Period: _____



Moiria Smith, NYPD



You are Officer Moiria Smith. You are a 13 year veteran of the New York Police Department. You are married to another NYPD officer, Jimmy Smith, and have a two-year-old daughter named Patricia. You have shown bravery in the line of duty before, earning the Police Department's Distinguished Duty Medal for your actions during the Aug. 27, 1991 subway crash in Union Square in which five were killed and more than 130 hurt. You saved dozens of lives that day, and now you are standing in front of the twin towers watching as it is being eaten away by flames. You hear people screaming for help. Do you go inside to help and risk your life? Or do you stay outside to help everyone that has come out? Stay in the room if you decide to help or walk outside the room if you choose to stay outside the Twin Towers.

Smith put her life in danger to rescue people trapped in the World Trade Center, and ultimately, made the ultimate sacrifice that day. She was posthumously awarded the New York City Police Department's Medal of Honor for her heroism that day. Her remains were recovered in March of 2002, and an East River high-speed ferry was named for her. Of the 23 NYPD officers killed on September 11, she was the only female. She was finally laid to rest on what would have been her 39th birthday.

Welles Crowther



Your name is Welles Crowther. Your work for Sandler O'Neill and Partners on the 104th floor of the South Tower as an equities trader (you deal with companies and their money). It is about 9:00 in the morning, and you are on the phone in his office. All of the sudden, your office in the South Tower is struck by the collision of the plane. You look around and see total destruction and chaos. Do you try to get out to save your life? Or do you stay to help?

Crowther has been credited with saving at least 18 lives that day, if not more. One of the people he helped escape, Ling Young, keeps a framed photo of him in her home. He exited and entered the building at least three times, helping evacuate trapped victims. He ultimately perished when he entered the building one last time before it collapsed with other firefighters, making their way up the South Tower with the "Jaws of Life" to free more people. His body was recovered March 19, 2002.

Welles Crowther was an investment banker, not a firefighter or a police officer. He could have easily just exited the building and got himself to safety with no shame whatsoever. Instead, he found the courage to go above and beyond what was required of him, helping many people out of the tower and saving countless lives.

Tom Burnett



You are Tom Burnett. You are the COO and vice president of Thoratec Corporation, a medical devices company. You have a wife, Deena, and three daughters. It is September 11 and you are on United Airlines Flight 93. Out of no where men on board the plane pull out weapons and take over the plane. After the plane was hijacked, you call your wife and find out about the attacks on the World Trade Center. Do you stand up and try to stop the hijackers? Or do you sit and listen to their commands?

Rather than just accept his fate, Burnett decided to act. He, and a small group of other passengers, decided to fight back against the hijackers. While the plan had been to regain control of the plane, they all ultimately died when the plane crashed in that rural Pennsylvania field. Burnett knew that this was likely to be his fate, and chose to fight back anyways. While we will never know the exact intended target of Flight 93, it's generally accepted that the hijackers' target was either the White House or the US Capitol building. What would have happened if they hadn't fought the hijackers? What would have happened if they had decided to just accept their fate? If they had gone along with the hijackers, without fighting back? It's a thought too horrifying to even consider.

It took incredible bravery that day to fight the hijackers, knowing that even if they did, it could cost them their lives.

Leonard Hatton, FBI



You are Special Agent Leonard Hatton. You are a veteran of the Marine Corps, a volunteer firefighter, and you have a wife and four children. You are on your way to work when you see smoke and fire coming from the North Tower of the World Trade Center. You radio the F.B.I and told them what you are seeing. They report back about what has happened. Do you continue driving into work? (You are not told to go to the Trade Centers) Or do you drive as fast as you can to get to the

World Trade Center Site?

Leonard Hatton responded immediately, even though he wasn't even tasked with responding to the emergency. From the roof of the Marriott Hotel, he reported the second plane crashing into the South Tower. He then entered one of the towers, helping to evacuate victims until the towers fell. He radioed the F.B.I. and relayed what he was seeing, one of his supervisors recalled, "then tried to pitch in and help as best he could." For Mr. Hatton, 45, that meant going into the burning buildings and getting people out. "He didn't have to do that, but that was my husband," Mrs. Hatton said. "He joined right in with the fire department to help people and gave his life for it."

Kathy Mazza, NYPD



You are Kathy Mazza, a female officer in the New York Police Department. You called to help with the Towers. You have been rushing in and out of the buildings saving people that needed your help. On one of your trips in you remember that you left your medical bag inside. You go back with another officer when you two notice a group of victims moving towards an open blaze of fire. Do you move deeper into the burning building to save their lives? Or do you stay on your path to get your medical bag to avoid risking your life?

Mazza and Lt. Robert Cirri were last seen by Officer Eugene Fasano, who was sent to retrieve Mazza's nursing kit. Cirri had just called his wife to say they were attempting to reroute victims who were unknowingly walking into a blaze. Captain Kathy Mazza was killed in the September 11, 2001, terrorist attacks while attempting to rescue the victims trapped in the World Trade Center. At one point, was leading a group of people down stairs when the building started to collapse. Using her 9mm sidearm, Captain Mazza shot out glass walls, enabling many to escape. Captain Mazza was the first female commander of the Port Authority of New York and New Jersey Police Department.

(<http://longisland.newsday.com/911-anniversary/victims/Kathy-MazzaDelosh>)

Ronald Bucca, New York Fire Marshal



You are Ronald Bucca. You served in the Army for 29 years, serving with the 101st Airborne during active duty. You served in the Special Forces, Green Berets and the Defense Intelligence Agency, and you were promoted to Warrant Officer, U.S.A.R, in 2001. After being discharged from active duty, you went on to join the New York Fire Department in 1978, eventually becoming fire marshal. You have now been a firefighter for 23 years and are a part of the terrorism task force in NYC. You are called to respond to the 9/11 attacks. You run in and out of the building saving lives. At one point, you are running up the stairs to the 74th floor when you hear the building start to collapse. Your supervisor stays on the 73rd floor to help a woman of the building. Do you continue up the stairs to save those on the higher floors? Or do you stay on the 73rd floor to help someone down there to safety, and exit the building yourself?

Bucca made it all the way to the 78th floor before the building collapsed. His remains were recovered from a stairwell on October 23, 2001. In recognition of his military service and his heroism on 9-11, a US Army camp in Iraq was named Camp Bucca in his honor. He would become New York's only fire marshal ever to be killed in the line of duty.

William Rodriguez, Janitor in The North Tower



You have worked at the World Trade Center for 19 years as a maintenance worker, you are responsible for the upkeep and safety of the stairwells within the 110-storey North Tower. It is the morning of 9/11, and you are the only person at the WTC site with the master key to the North Tower stairwell doors. You are chatting with co-workers before work when you hear and feel a set of large explosions beneath your feet in the lower basement levels. You then hear another of series of explosions that continue. Your co-worker walks to open the supply closet, and is burned beyond recognition as the wall explodes. You know you need to get out of the basement levels. Do you run and unlock the safety stairwells to save the people above? Or do you escape the building yourself to save your life?

Rodriguez personally rescued fifteen injured persons from the WTC by leading—often carrying—them to safety. Having evacuated the injured from the basement levels, he rushed back into the tower and led firefighters up the stairwells. Unlocking doors to various floors as they ascended, he aided in the successful evacuation of unknown hundreds of survivors. At great risk to his own life, Rodriguez re-entered the structure three times. Having helped lead everyone he could find to safety, he finally decided to exit the building. Rodriguez is believed to be the last person to leave the collapsing North Tower alive.

Lieutenant Joe Torillo, active New York City firefighter



It is the morning of September 11th, 2001. You are planning to head to a press conference to address a new children's safety initiative you are involved in. Just before 9 o'clock a.m., the first plane hit the North Tower of the World Trade Center. While traveling into the city, you had a full view of the skyline. At that point, you can see "about nine floors of fire" beginning to engulf the building. You are very familiar with the area surrounding the World Trade Center. As you watch the building burn from afar, you can't help but think of his fellow firemen who were so close to the disaster. At this point, many — you included — still assumed that this tragic occurrence was merely an accident. You head to your old firehouse, and you arrive by 9 AM. At 9:03, the second jet comes right over your head and you watch it go into the South Tower. You are not scheduled to be on duty today. Do you run into buildings to save lives and risk another attack and possible death? Or do you stay to help outside?

As Torillo ran toward Ground Zero, his mind was filled with thoughts about the dangers ahead. But rather than worrying about his own safety, he was thinking about how to save others. Torillo initially thought that it would take five or six hours for the Towers to buckle. At this point, only an hour or so had passed. With few options to ensure survival and with only seconds before he would be crushed under a monumental amount of steel and debris, there was little he could do. "As I was running, the air pressure of the building lifted me off of my feet and blew me like a tornado." Torillo landed somewhere near the Marriott World Trade Center, a luxury hotel that was nestled between the two monstrous Towers. When the South Tower collapsed, it apparently split the hotel in half. Then, the majority of the Marriott came down and buried the firefighter alive. It was about 20 minutes later that rescuers found him alive under the rubble.

Bonnie Jean Giebfriend, an EMT



It is September 11, and you are with your partner, Jennifer Beckham. You two are listening to the commercial radio in your ambulance. Two DJ's are joking around (or so we thought) and said a plane -- a "small Cessna" -- had just crashed into the Twin Towers. You tell Jen, "That's not funny." Then our ambulance radio started getting busy. The dispatcher started sending ambulance units, in groups of ten, into the city, using the code they use for mass casualty incidents. And you realize it was not a joke. Your other unit, which was scheduled to get off duty at 9 a.m., would normally have responded and was actually the one dispatched. But you let the dispatcher know you would handle the call, as a

courtesy to let the other crew get home on time. As your rush to the scene, your ambulance turns onto the West Side Highway, that's when you start seeing body parts. You asked Jen, "Did you see that? Those are body parts." She says, "No, they're not." When you get to the World Trade Center everything around you is on fire. You go inside the lobby of the South Tower, figuring you would have crowds of people to help, but there was no one. The only people you see in the lobby are the fire department and the three women who need your help. Your Captain tells you it is getting too dangerous. Do you stay inside to help others? Or do you exit the building to save yourself?

Captain DeShore told us the falling debris was getting too close, and we had to move back. There was a little grassy hill back a bit, so we moved towards it. We were talking with our paramedics and just staring, because that's all we could do while we waited for our next assignment, staring at the towers just burning and burning, and the people jumping to their deaths. Captain DeShore kept telling us to back up, back up. If it wasn't for her and what she did, all of us in that section would be dead.

Bonnie and her partner exited the building but set up a makeshift triage area and started treating anyone who came towards them. They sent more victims to a fireboat that eventually pulled up along the seawall. All kinds of boats -- fishing boats, the Circle Line cruise boats -- were coming over and picking up people left and right to take them out of Manhattan, taking them anywhere.

Small choices, saved lives: Near misses of 9/11

Adapted from an article by **Madison Park**, CNN
September 5, 2011 11:13 a.m. EDT



Robert Herzog came to work five minutes late and avoided being in his office when a plane crashed into the World Trade Center.

For a handful of people on 9/11, ordinary decisions turned out to be fateful. Some people sought to find reasons why they lived and others died. Some survivors still grapple with their near misses 10 years later, others see it as luck, but surviving still was a defining moment for them

(CNN) -- Greer Epstein never took breaks.

An executive director at Morgan Stanley, she rarely left her office on the 67th floor because she never had time. But 20 minutes before 9 a.m., one of her buddies called. "How about getting a coffee?" He wanted to talk about an upcoming work meeting. It was a calm day with clear blue skies -- the most beautiful day she had ever seen from her view from the World Trade Center. Epstein figured why not. While riding down the elevator, she felt a jolt, but ignored it since the elevators had always acted strangely. When she stepped outside to light up her Benson & Hedges, she saw people frozen in place, their eyes fixed to the sky. Paper rained down like chaotic confetti. As she stared at the fire and smoke billowing from a hole in the North Tower, she wondered: "How do they fix something like that?" That's when a plane flew through her office in the South Tower. A coffee break saved her life.

An accident?

United Airlines flight attendant Elise O'Kane had wanted to work her usual trip from Boston to Los Angeles that month. But in August, when scheduling her flights for September on the airline's computer system, she accidentally inverted two code numbers and wound up with the wrong schedule. She managed to trade flights with other attendants for all her trips -- except for Flight 175 on 9/11. So the night before, she logged into the computer system again and tried to request that flight. The system froze. By the time it finally processed her request, it was one minute past the airline's deadline for such changes. Her request for Flight 175 was denied. She would have to fly to Denver instead of Los Angeles. "I was not happy that I was not on that flight," O'Kane said. "I was driving to work steamed." On the shuttle ride from the employee parking lot to Logan International Airport Tuesday morning, she sat near a cheerful reserve flight attendant, Robert Fangman. The 33-year-old was gushing about being called into the California flight and having a Bloody Mary at a Los Angeles beach spot. "I'm just so excited," he said. "This is a

great trip." "I can't believe you got it," she replied. "I tried to trade into that last night." Seeing his youthful exuberance, some of her anger faded as she told herself, "Just humble yourself and let him enjoy the trip." They chatted briefly.



A scheduling error kept Elise O'Kane from getting on Flight 175, which crashed into the World Trade Center.

Her Denver-bound plane left Logan between American Airlines Flight 11, which crashed into the World Trade Center's North Tower, and United's Flight 175, which struck the South Tower. Fangman, as well as O'Kane's colleagues on her usual flight, were killed.

"Why me -- out of all those wonderful people?" she asked. "What have I done? I'm not a saint or angel."

When colleagues learned O'Kane was not on board, they swarmed her with tears and hugs.

"God has a plan for you," they told her over and over. "You were meant to be here."

"That was the hardest part," O'Kane said. Although her colleagues meant well, she became frustrated wondering

Just blind luck

Rob Herzog doesn't believe divine intervention or some cosmic calculus kept him safe at the World Trade Center 10 years ago.

"I was lucky," the New Yorker said.

By 8:45 a.m., Herzog would normally be at Marsh & McLennan's office on the 96th floor of the World Trade Center's North Tower, where he worked as a vice president of operations for the insurance brokerage company. That Tuesday, on his way to work, he stopped at a post office near his Upper West Side apartment. Then he took a local subway train southbound and tried to transfer to an express at the 59th Street station, as he normally would.

"I tried to switch to the express A train," Herzog said. "It was so crowded, and I'm claustrophobic. I got back into the local train."

He was running late.

By the time he arrived at the World Trade Center, a Boeing 767 had crashed into his office building.

"I missed it by 5 minutes," Herzog said.

His company was located below Cantor Fitzgerald Securities, which lost 658 employees in the attack. Marsh & McLennan lost 295. Herzog knew several of them -- a woman who sat next to him, another who sat behind him and a co-worker who had invited him and co-workers over to her house for dinner.

Every day, people make thousands of small, forgettable decisions -- what to eat, when to take a break, which route to take to work.

But for a handful of people on September 11, 2001, those seemingly inconsequential decisions -- stepping out for a smoke, dawdling on the commute to enjoy a beautiful morning, taking a different subway route, even waking up late because of the previous night's football game on TV -- made the difference between living and dying.

While we read ticket for Day 9

Name:_____ **Period:**_____

Using the face template below, illustrate Luke's face when he sees a face "in a housee where two boys already lived." Then write out what he is thinking at that same moment in the thought bubble provided.



Name:_____ **Period:**_____

Using the face template below, illustrate Luke's face when he sees a face "in a housee where two boys already lived." Then write out what he is thinking at that same moment in the thought bubble provided.



Guiding Questions for Chapters 9 and 10 (Day 9)

Name: _____ Period: _____

Guided Questions for Chapters 9 & 10 Partner Read

1. List two of the reasons that Luke gives for another child being in the Sports Family's house.
2. When Luke's mother says, " 'I'd love it if you could do this everyday. But your father thinks- I mean you can't-' " - what inference can you make about Luke's parents? Who is the stricter parent?
3. Why does Luke get angry with his parents?
4. What is on the table when Luke goes down for dinner in chapter 10?
5. In the space below, draw the scene at the dinner table when the family starts to eat their bread.
6. At the end of the chapter, Luke notices that, "Only the Sports family had all their windows totally blocked, covered by heavy blinds." What inference can you make about why the Sport's family may have their windows covered by heavy blinds?

What happens at 11:00 on the fourth day of Luke watching the house of the Sports Family?

How did Luke know for sure that someone was hiding in the house of the Sports Family?

What is Luke's plan to find out who the person is in the Sports Family's house?

Which family lives nextdoor to the Sports Family?

Why does Luke panic when the leaves start to turn yellow and red?

Why does Luke get excited about the long days of rain?

What is the magic number for Luke? Why?

What messes up Luke's plan to get inside the house?

What does Luke find when he follows the buzzing noise?

What does Jen call 3rd children?

Timeline for Luke's life so far in the book on Day 11 (entrance ticket)

Name: _____ Period: _____

Luke's Timeline

In the space below, write out the four most important events that have led up to Luke meeting Jen.

A horizontal timeline bar with four downward-pointing arrows leading to four empty rectangular boxes for writing events.

Name: _____ Period: _____

Luke's Timeline

In the space below, write out the four most important events that have led up to Luke meeting Jen.

A horizontal timeline bar with four downward-pointing arrows leading to four empty rectangular boxes for writing events.

SAR on day 11

Name: _____ Period: _____

In the space provided below, answer the following question. Provide evidence from the text that supports your answer.
How does the other use description to show the reader that Jen comes from a different class than Luke does? Use evidence from Among The Hidden to support your answer.

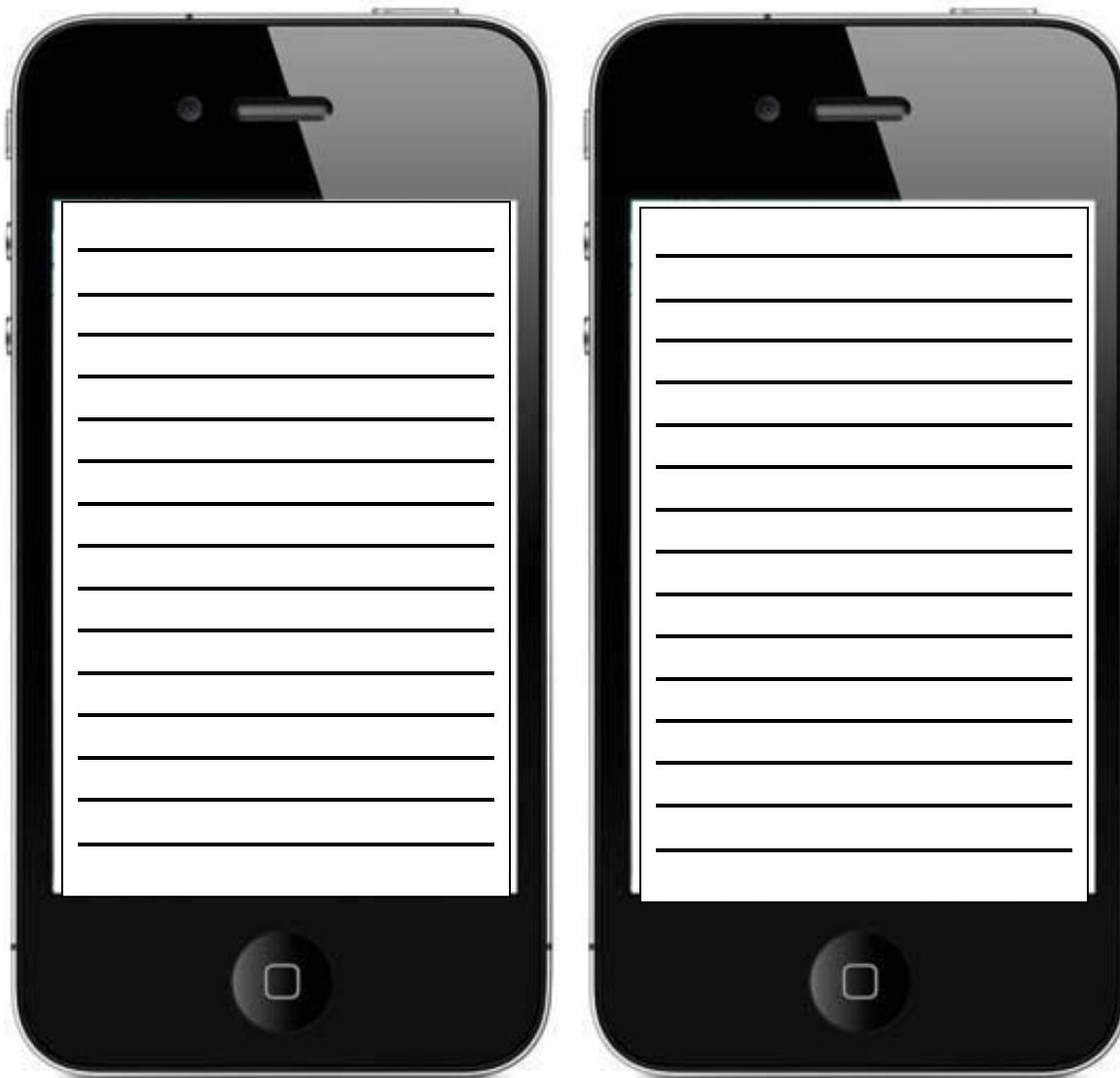
STUDENTS MAY NOT WRITE OUTSIDE THE BOX

Name: _____ Period: _____

In the space provided below, answer the following question. Provide evidence from the text that supports your answer.
How does the other use description to show the reader that Jen comes from a different class than Luke does? Use evidence from Among The Hidden to support your answer.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

Cell phone oraganizer for day 14



Exit Ticket on Day 15

Name: _____ Period: _____



connection that

Here is how you are going to get out!!!

Think about Luke. In the space below, describe a text-to-self you have to him at the end of chapter 22.

Name: _____ Period: _____



Here is how you are going to get out!!!

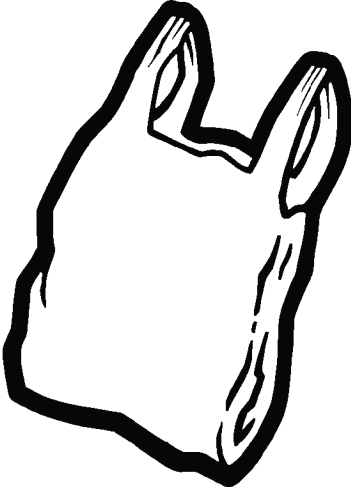
Think about Luke. In the space below, describe a text-to-self you have to him at the end of chapter 22.

Main idea Bag for Day 15

Name: _____ Period: _____

Main Idea Bag

Use the chart below to fill in the information that you find and create based on what is in your main idea bag.




<p>What are the items that are in your bag?</p>	<p>What would be the topic of this bag?</p>
<p>What is the main idea of this bag? (The topic + What you could do with the topic)</p>	






Words we are looking for on day 20



Name: _____ Period: _____



Chapters 23 and 24 in Among The Hidden
Words We Are Looking To Find



Word:	What I think this means is...
Crouched	
Context: “Mother found him there, hours later, still <u>crouched</u> on the stairs.”	Words that helped me figure it out:
Positive or negative? (circle one)  	Picture: 



Word:	What I think this means is...
Ruffled	
Context: “She gave him a smile and <u>ruffled</u> his hair..”	Words that helped me figure it out:
Positive or negative? (circle one)  	Picture: 



Word:	What I think this means is...
Betray	
Context:	Words that helped me figure it out:

<p>“He couldn’ t <u>betray</u> her.”</p>	
<p>Positive or negative? (circle one)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Picture:</p>

<p>Word:</p> <p>Hastily</p>	<p>What I think this means is...</p>
<p>Context:</p> <p>“ ‘Not that I am complaining, of course,” he added <u>hastily</u>. ”</p>	<p>Words that helped me figure it out:</p>
<p>Positive or negative? (circle one)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Picture:</p>

<p>Word:</p> <p>Agonized</p>	<p>What I think this means is...</p>
<p>Context:</p> <p>“For three days, Luke <u>agonized</u>. ”</p>	<p>Words that helped me figure it out:</p>
<p>Positive or negative? (circle one)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Picture:</p>

<p>Word:</p> <p>Dreary</p>	<p>What I think this means is...</p>
<p>Context:</p> <p>“It poured every day, the rain coming down in long, <u>dreary</u> sheets that made Luke feel worse. ”</p>	<p>Words that helped me figure it out:</p>
<p>Positive or negative? (circle one)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Picture:</p>

Word: Precisely	What I think this means is...
Context: “Even in the dark, he could visualize each <u>precisely</u> cut strand of hair bouncing and falling back into place.”	Words that helped me figure it out:
Positive or negative? (circle one) <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	Picture:

Exit Ticket on Day 21

NAME: _____ PERIOD: _____

MAKING CHOICES: JEN

IN THE SPACE BELOW, ANSWER THE FOLLOWING QUESTION.

Did Jen's choice to go to the government to protest for the rights of 3^d children make a difference? Did it change her destiny or identity?

NAME: _____ PERIOD: _____

MAKING CHOICES: JEN

IN THE SPACE BELOW, ANSWER THE FOLLOWING QUESTION.

Did Jen's choice to go to the government to protest for the rights of 3^d children make a difference? Did it change her destiny or identity?

Vocabulary Words for I am Malala on Day 22

Name: _____ Period: _____

I am Malala Vocabulary Words

Procession—

Rickshaw—

Helter-skelter—

Urdu—

Muezzin-

Orb-

Connections reflection page for day 23
Name:_____ Period:_____

Making Text-to-World Connections



How can you connect Jen to Malala?

Name:_____ Period:_____

Making Text-to-World Connections



How can you connect Jen to Malala?



Name: _____ Period: _____

Making Text-to-World Connections

How can you connect Jen to Malala?

[illegible]

Memory Jog Worksheet for day 26

Name: _____ Period: _____



Memory Jog: Review!

<p>What is plot?</p> <p>Person I got it from _____</p>	<p>What would be an example of a topic?</p> <p>Person I got it from _____</p>
<p>What is the main idea of any text?</p> <p>Person I got it from _____</p>	<p>What is type of character you would find in science fiction?</p> <p>Person I got it from _____</p>
<p>What are three things you can find in poetry?</p>	<p>What does STEAL stand for?</p>

Person I got it from_____	Person I got it from_____
What does dreary mean?	What is a rickshaw?
Person I got it from_____	Person I got it from_____

One Child Law Research for Day 28-30

Name:_____ Period:_____

Internet Research Activity *Investigating China's One Child Law*

Your Goal:

For this project, you will work with your partner to use the iPad to find and record information about China's One Child Law. Take careful notes while you research to answer the following questions below.

Start with:

Brainstorming search words that you think are key words or phrases that will be helpful in locating credible websites that will help you answer your questions and record them below.

Go search:

Now use the teacher's list of approved search sites and use your list of keywords/phrases from above to begin your search.

Evaluate The Site:

Make sure the site you are using is helpful and factual. Opinions are fine, but make sure they are giving facts as well

While you research:

Answer these questions:

1. When and why was the policy established?
2. What changes have happened to families as a result of this law?
3. Who does the law affect?
4. What are some different opinions people have about the policy?
5. Is the law fair to everybody?

Adapted from <http://www.learner.org/libraries/makingmeaning/makingmeaning/support/1childc.pdf>

Bumper Sticker for day 31

Name: _____ Period: _____



Make a Bumper Sticker!!

In the space provided below, create a bumper sticker that you would put on your car that either supports China's One Child Law or a bumper sticker that protests China's One Child Law. Make sure that the people that read your sticker would be persuaded to take your side. This must include at least four words, and a neat, detailed drawing that supports your words.

Gallery Walk on Day 32- see

<https://shine.yahoo.com/parenting/governmental-control-8-astounding-population-laws-around-world-142000283.html>

Name: _____ Period: _____



Passport for Population Laws Around the World

Country	What did you learn?
China	
Pakistan	
Iran	
South Korea	
Uzbekistan	
Romania	
India	
Russia	

Reflection page for Day 32

Name: _____ Period: _____



WWYD? What would you do?

Choose a country to think about from your passport:_____

Pretend that you are a citizen in this country. In the space below, write down your reflections about how you would feel about the laws.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are three short horizontal lines on the left side, one near the top, one in the middle, and one near the bottom, which appear to be part of a margin or binder edge. The rest of the page is empty except for the continuous lines.

Pick Your Adventure Project for Last Days of Unit

Name: _____ Period: _____



For the next few days in class we will be working on a Pick Your Own Adventure Project.

Requirements:

- 1. A written paragraph describing the situation of the story: main character, setting and conflicts.**
- 2. Concept Map Outline that charts the story with 4 “forks in the road”**
- 3. A final book that includes:**
 - a. An introduction to the main character and his/her problem.**
 - b. Four adventure choices that are prompted by conflicts that need to be solved.**
 - c. Detailed, neat and colored pictures that support your story.**

Step One: In the space below please write your paragraph describing your vision:

Step Two: Fill in the Concept map below to create an outline of your story

Grading Form for day 39



Favorite Adventure Book #2	Things that made this adventure amazing:	What this adventure book helped me understand about this person.	Grade I would give this adventure: