Unit Plan: *Divergent*

Kelsey Adam

Grade 9 or 10 English

23-Day Unit

***Day 1***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Through brainstorming in groups (5.1.2), students will cooperate with others (5.1.1) by expressing their ideas (1.1.1) and considering others’ ideas (1.1.2) to extend their understanding (1.2.4) of an assigned character trait. They will develop their understanding (1.2.1) of the trait and explain their opinions (1.2.2) by combining their ideas (1.2.3) to present to the class. Students will then experiment with language and form (1.1.3) by creating a personal identity brochure that expresses their textual preferences (1.1.4). They will generate ideas (4.1.1) of headings for their brochures and organize information about themselves in them (3.3.1).

**Materials:** sample brochure, copy of *Divergent*, laptop and projector, 20 copies of the anticipation guide, 5 large papers, markers, 20 copies of personal brochure assignment, 20 pieces of manila tag, various coloured construction paper, other craft supplies (ie: glue, ribbon, scissors), 20 personal brochure rubrics

**Duration:** One 70-minute class

**Process:**

*Activating*

* Have each student say their name and one thing about themselves
* Introduce myself using sample brochure (identity in *Divergent*)
* Introduce the book with a short summary
	+ Really excited about this book because it’s so good, I just read it and loved it
	+ Insurgent (trilogy)/talk of a movie
	+ Need to stay on top of my carefully planned readings to finish by Christmas
* Book trailer
	+ http://www.youtube.com/watch?v=tu5Erw-posg

*Acquiring*

* Anticipation guide
	+ Short and quick agree/disagree statements
	+ Faction quiz
* Groups (dependent on faction quiz results) brainstorm ideas about the value associated with their results and record what it means and why it’s important
	+ Each group presents their word splash to the class

*Applying*

* Personal brochure assignment
	+ Walk around and meet students while they work on their brochures
	+ Pass around my brochure as they work

**Assessment:**

* Formative: student comments, questions and answers, teacher observations, presentations
* Summative: anticipation guide (not for marks), personal brochures

**Anticipation Guide – *Divergent***

**Rate the following statements on how strongly you agree/disagree, and write a sentence or two describing why you feel that way. 1 means strongly disagree and 5 means strongly agree. Be honest!**

1. I am happy with who I am as a person. 1 2 3 4 5
2. I like to watch physical fights. 1 2 3 4 5
3. It is possible to have a perfect society. 1 2 3 4 5
4. Suicide has hurtful effects on those left behind. 1 2 3 4 5
5. Having common beliefs is a stronger tie than blood. 1 2 3 4 5
6. It is okay to resort to violence in order to win. 1 2 3 4 5
7. A selfless government would solve a lot of problems. 1 2 3 4 5
8. I know, without a doubt, who I can trust in this world. 1 2 3 4 5
9. Love is the most powerful thing in life. 1 2 3 4 5
10. There is such a thing as being fearless. 1 2 3 4 5
11. “It must require bravery to be honest all the time.” 1 2 3 4 5
12. “Valuing knowledge above all else results in a lust for 1 2 3 4 5

power, and that leads men into dark and empty places.”

1. “Human beings as a whole cannot be good for long 1 2 3 4 5

before the bad creeps back in and poisons us again.”

**Circle the answer most suited to you.**

1. You most want your friends and family to see you as someone who...
	1. Is willing to make sacrifices and help anyone in need
	2. Is liked by everyone
	3. Is trustworthy
	4. Will protect them no matter what happens
	5. Offers wise advice
2. When you are faced with a difficult problem, you react by...
	1. Doing whatever will be the best thing for the greatest number of people
	2. Creating a work of art that expresses your feelings about the situation
	3. Debating the issue with your friends
	4. Facing it head-on; what else would you do?
	5. Making a list of pros and cons before choosing the option the evidence best supports
3. What activity would you most likely do on the weekend or an unexpected day off?
	1. Volunteering
	2. Painting, dancing, or writing poetry
	3. Sharing opinions with your friends
	4. Rock-climbing or skydiving
	5. Catching up on your homework or reading for pleasure
4. If you had to select one of the following options as a profession, which would you choose?
	1. Humanitarian
	2. Farmer
	3. Judge
	4. Firefighter
	5. Scientist
5. When choosing your outfit for the day, you select...
	1. Whatever will attract the least amount of attention
	2. Something comfortable, but interesting to look at
	3. Something that’s simple, but still expresses your personality
	4. Whatever will attract the most attention
	5. Something that will not distract or inhibit you from what you have to do that day
6. If you discovered that a friend’s significant other was being unfaithful, you would...
	1. Tell your friend because you feel that it would be unhealthy for him or her to continue in a relationship where such selfish behaviour is present
	2. Sit them both down so that you can act as a mediator when they talk it over
	3. Tell your friend ASAP – you can’t imagine keeping that knowledge a secret
	4. Confront the cheater! You might also take action by slashing the cheater’s tires or egging his or her house – all in the name of protecting your friend, of course
	5. Keep it to yourself. Statistics prove that your friend will find out eventually
7. What would you say is your highest priority in life right now?
	1. Serving those around you
	2. Finding peace and happiness for yourself
	3. Seeking truth in all things
	4. Developing your strength of character
	5. Success in work or school

***Personal Brochure Assignment***

Not only will this assignment help me get to know you better, but it also allows you to think about your own identity. Identity is a running theme throughout *Divergent*. Each person in the book and in real-life has their own identity, and it is never the same as someone else’s. Everyone is unique.

Create a tri-fold brochure about yourself using construction paper and craft supplies.

The front cover must provide your name and a picture(s) of yourself.

The next four sides should discuss what makes you who you are as a person. This could include:

* basic information about you (birthday, hometown, family members, etc.)
* your hobbies and interests
* your favourite things (movies, books, bands, foods, sports teams, etc.)
* your lucky number with an explanation
* your idols or role models
* a quote you live by and why/how
* your goals, dream job, or future plans
* top 5/10 list (ie: places you’d like to visit, things to do before you die, etc.)
* interesting facts about you (ie: did you know...?)
* a visual representation of you with an explanation
* anything else you can think of about yourself that you’d like to share

The final side must discuss who you are as a person in relation to the character traits you possess, and who you want to be or would be proud to be. Include why or how you portray these traits.

**Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | **Organization** | **Appearance** | **Mechanics** |
| Follows assignment specifications. Reflects person. Detailed and informative. | Effective order and arrangement of ideas and details. Clear titles. Good sentences or points. | Appealing to the eye. Space is used effectively. Effort and creativity are readily apparent. | Excellent spelling and grammar. Good overall control of the conventions of language. |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |

**Total: /20**

***Personal Brochure Rubric***

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | **Organization** | **Appearance** | **Mechanics** |
| Follows assignment specifications. Reflects person. Detailed and informative. | Effective order and arrangement of ideas and details. Clear titles. Good sentences or points. | Appealing to the eye. Space is used effectively. Effort and creativity are readily apparent. | Excellent spelling and grammar. Good overall control of the conventions of language. |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  |  |  |  |

**Total: /20**

***Personal Brochure Rubric***

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| **Content** | **Organization** | **Appearance** | **Mechanics** |
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| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  |  |  |  |

**Total: /20**

***Day 2***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will use prior knowledge (2.1.1) and textual cues from the image (2.1.3) to predict which character trait matches which logo in the activating image. Students will continue to experiment with language and form (1.1.3) by working on their personal identity brochures that express their preferences for music, books, movies, etc. (1.1.4). They will generate ideas (4.1.1) for their brochures and organize their information (3.3.1).

**Materials:** laptop and projector, 20 copies (plus my own) of *Divergent*, sample personal brochure, different coloured construction paper, other craft supplies (ie: glue, ribbon, scissors), 20 personal brochure rubrics

**Duration:** One 70-minute class

**Process:**

*Activating*

* Ask students to predict what factions and logos match and why that image was chosen
	+ http://www.google.ca/imgres?q=divergent+factions+olympics&hl=en&tbo=d&biw=1311&bih=548&tbm=isch&tbnid=\_gvSb5wLSXH4HM:&imgrefurl=http://lifeinthefactions.tumblr.com/&docid=xOFGQ1J7yx0axM&imgurl=http://static.tumblr.com/vutvyjc/YMlm3lzyi/olympics2.jpg&w=640&h=480&ei=wsHGULfiBpHSqwHr7IGIAQ&zoom=1&iact=rc&dur=313&sig=114548319957708783736&page=1&tbnh=120&tbnw=154&start=0&ndsp=21&ved=1t:429,r:0,s:0,i:81&tx=68&ty=60

*Acquiring*

* Read Chapters 1-3
	+ Hand out books and sign names in them

*Applying*

* Work on personal brochures
	+ Continue walking around learning students’ names

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: personal brochures

***Day 3***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will use prior knowledge (2.1.1) to brainstorm acts of bravery during the activating section. During the group discussion, students will express their own ideas (1.1.1) and consider others’ ideas (1.1.2), as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). The discussion will allow students to participate in comprehension strategies (2.1.2) by studying specific parts of the novel and utilizing textual cues (2.1.3), as well as practice attentive listening and viewing (4.4.3). Students will continue to experiment with language and form (1.1.3) by working on their personal identity brochures that express their preferences for music, books, movies, etc. (1.1.4). They will generate ideas (4.1.1) for their brochures and organize their information (3.3.1).

**Materials:** whiteboard and whiteboard marker, *Divergent*, sample personal brochure, different coloured construction paper, other craft supplies (ie: glue, ribbon, scissors), 20 personal brochure rubrics

**Duration:** One 70-minute class

**Process:**

*Activating*

* One of Beatrice’ aptitudes is for Dauntless, and we later see her bravery when she is confronted by a factionless man on the street. Brainstorm acts of bravery.
	+ http://examples.yourdictionary.com/examples/examples-of-courage.html

*Acquiring*

* Discussion
	+ At the beginning of the book, why can’t Beatrice look in the mirror? What are other ways of the Abnegation lifestyle? (ie: no birthday parties, hiding beauty, no curiosity, helping everyone)
	+ Do these factions represent every basic personality type and fulfill all the basic needs of people?
		- If not, what factions would you create to fill in any gaps? (write down)
	+ What is an aptitude test? What other tests in our society are similar?
	+ Do you have any questions about the book so far?
* Read Chapters 4-5

*Applying*

* Work on personal brochures

**Assessment:**

* Formative: student comments, questions and answers, brainstorming activity, class discussion, teacher observations
* Summative: personal brochures

***Day 4***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will use prior knowledge (2.1.1) and textual cues (2.1.3) to develop their understanding (1.2.1) of the five factions while working in groups (5.1.2) and cooperating with others (5.1.1). During the group discussion, students will express their own ideas (1.1.1) and consider others’ ideas (1.1.2), as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). The discussion will allow students to participate in comprehension strategies (2.1.2) by studying specific parts of the novel and utilizing textual cues (2.1.3), as well as practice attentive listening and viewing (4.4.3). Students will express their own ideas (1.1.1), explain their opinions (1.2.2), and experiment with language and form (1.1.3) by reflecting on personal responses and predictions in a free-write journal entry about the faction their family would have been a part of and what they would choose. The journal entry will also allow them to connect themselves, texts, and cultures (2.2.2) because they must think about their own personal lives and today’s society.

**Materials:** index cards about factions, whiteboard and whiteboard marker, *Divergent*, copies of notes for absent students, 20 journal entry rubrics

**Duration:** One 70-minute class

**Process:**

*Activating*

* Group card sort regarding factions, including belief, value, contribution to society, manner, and colour

*Acquiring*

* Make a chart about the factions during activating activity (IN LANDSCAPED FILE)
* Discussion
	+ Why is Beatrice’ government run only by members of Abnegation? Do you think this is a good idea? Do you agree with her father’s statement that “valuing knowledge above all else results in a lust for power, and that leads men into dark and empty places” (pg 35)? Why or why not?
	+ What was the reason behind the creation of the factions? Do you agree or disagree that such a system is a beneficial way to structure a society? Do you think the factions are working “toward a better society and a better world” (pg 44) as they say they are? What does dystopia mean?
	+ What is the significance of Beatrice’ blood dropping on the carpet between the bowls? Were you surprised by Caleb’s choice to leave Abnegation?
	+ Do you have any questions about the book so far?
* Read Chapters 6-7

*Applying*

* 30 minute free-write journal entry (write on whiteboard)
	+ Imagine it is the eve of your 16-year-old Choosing Ceremony and you live in the world described in *Divergent*. What faction do you think you would have been born into, given your family and its values, and why? What are the people in your faction like, what do they do, and how is this similar or different from you? Which faction would you select at your Choosing Ceremony? Why and how? How do you feel about making a decision that would determine your life’s course at the age of sixteen?

**Assessment:**

* Formative: activating card sort activity, student comments, questions and answers, class discussion, teacher observations
* Summative: free-write journal entry

***Journal Entry Rubric***

**Comprehension**

Demonstrates knowledge of the events and factions in *Divergent*

0 .5 1 1.5 2

**Communication**

Well-structured sentences and paragraphs in a journal entry format

0 .5 1 1.5 2

Excellent spelling and grammar

0 .5 1 1.5 2

**Critical Thinking**

Student personally applies themselves to the situation in *Divergent*

0 .5 1 1.5 2

Student explores their stance on making decisions at a young age

0 .5 1 1.5 2

**Comments: /10**

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***Journal Entry Rubric***

**Comprehension**

Demonstrates knowledge of the events and factions in *Divergent*

0 .5 1 1.5 2

**Communication**

Well-structured sentences and paragraphs in a journal entry format

0 .5 1 1.5 2

Excellent spelling and grammar

0 .5 1 1.5 2

**Critical Thinking**

Student personally applies themselves to the situation in *Divergent*

0 .5 1 1.5 2

Student explores their stance on making decisions at a young age

0 .5 1 1.5 2

**Comments: /10**

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***Day 5***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will use prior knowledge (2.1.1) to brainstorm ideas about postcards during the activating section. During the group discussion, students will express their own ideas (1.1.1) and consider others’ ideas (1.1.2), as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). The discussion will allow students to participate in comprehension strategies (2.1.2) by studying specific parts of the novel and utilizing textual cues (2.1.3), as well as practice attentive listening and viewing (4.4.3). Students will create an original text (2.3.5) and experiment with language and form (1.1.3) by writing a postcard from Tris’ point-of-view.

**Materials:** 5 sheets for brainstorming, whiteboard and whiteboard marker, sample postcard, *Divergent*, 20 copies of Literary Postcards assignment, 20 pieces of postcard-sized manila tag (or half-pages), markers and pencil crayons, 20 copies of literary postcard rubric

**Duration:** One 70-minute class

**Process:**

*Activating*

* Brainstorm in small groups what they know about postcards (IN LANDSCAPED FILE)
	+ Share with class and write on board

*Acquiring*

* Discussion
	+ What does it mean to be factionless in Tris’ society? How does a person become factionless? Who can they be compared to in our society? What are their jobs?
		- Take notes on the factionless under their faction charts
	+ Why do you think Tris changes her name? What, if anything, has she discovered so far about her identity?
	+ Tris says about Candor, “It must require bravery to be honest all the time” (pg 62). Do you agree? Which do you think is a braver faction, Dauntless or Candor? Would you like to live in a society like Candor, where everyone tells the truth no matter how hard it is to hear?
	+ How are bravery and idiocy related? What is an example of one such activity?
	+ Do you have any questions about the book so far?
* Read Chapters 8-9

*Applying*

* Introduce Literary Postcard (show sample postcard)

**Assessment:**

* Formative: student comments, questions and answers, brainstorming activity, class discussion, teacher observations
* Summative: literary postcard

***Literary Postcards***

Imagine you are Tris in *Divergent* and have left your family for a new faction. You are currently engaging in the Dauntless initiation. If you could be in contact with your family, what would you tell them? Write a postcard to either Tris’ parents or to Caleb.

On one side of the postcard, draw and colour a scene from the book once Tris leaves her family for a new faction (a significant event or place you’d like to share with them). Don’t worry about your drawing talent – try to capture the mood, ideas, and feelings associated with it. Include the line or passage that inspired your drawing and the page number.

On the back of the postcard, write a letter (about 100-150 words) explaining where you are and what’s happening in your life at the moment, your thoughts and feelings about what you’ve done, and/or something else you’d like to share with them. Be sure to write from the character’s point of view and relate her feelings rather than just retelling what’s happening. Although postcards usually have a spot for the address on the back of the card, your card does not need to include this.

**Rubric:**

|  |  |  |
| --- | --- | --- |
| **Content** | **Appearance** | **Mechanics** |
| Follows assignment outline. Written from Tris’ POV. Relays feelings, but adheres to the events in book. | Appealing to the eye. Neat. Space used effectively. Effort and creativity are readily apparent. Took time. | Excellent spelling and grammar. Good overall control of the conventions of language. |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |

**Total: /15**

***Literary Postcard Rubric***

|  |  |  |
| --- | --- | --- |
| **Content** | **Appearance** | **Mechanics** |
| Follows assignment outline. Written from Tris’ POV. Relays feelings, but adheres to the events in book. | Appealing to the eye. Neat. Space used effectively. Effort and creativity are readily apparent. Took time. | Excellent spelling and grammar. Good overall control of the conventions of language. |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  |  |  |

**Total: /15**

***Literary Postcard Rubric***

|  |  |  |
| --- | --- | --- |
| **Content** | **Appearance** | **Mechanics** |
| Follows assignment outline. Written from Tris’ POV. Relays feelings, but adheres to the events in book. | Appealing to the eye. Neat. Space used effectively. Effort and creativity are readily apparent. Took time. | Excellent spelling and grammar. Good overall control of the conventions of language. |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  |  |  |

**Total: /15**

***Day 6***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** The crumpled paper activator will allow students to see a different perspective on bullying to enrich their understanding of its’ effects (5.2.3). Students will relate the activity to the book and real-life (5.2.2), as well as discuss the appreciation of diversity (5.2.3) using language that shows respect for all (5.1.3). During the group discussion, students will express their own ideas (1.1.1) and consider others’ ideas (1.1.2), as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). The discussion will allow students to participate in comprehension strategies (2.1.2) by studying specific parts of the book and utilizing textual cues (2.1.3), as well as practice attentive listening and viewing (4.4.3). Students will continue creating an original text (2.3.5) and experimenting with language and form (1.1.3) by writing a postcard from Tris’ point-of-view.

**Materials:** 20 pieces of computer paper, *Divergent*, markers and pencil crayons, 20 copies of literary postcard rubric

**Duration:** One 70-minute class

**Process:**

*Activating*

* Crumpled paper activity
	+ Crumple paper, step on it, punch it, etc. but don’t rip or tear it. What did you do to the paper and why? Say sorry to the paper and smooth it out. Look at how scarred and dirty it is. Can you put it back to how it was before you did those hurtful things? Those lines you made on it will never go away completely. If this piece of paper had been a person and you had done all these things to them and said awful things to them, they would never completely heal from that either. They would forever be physically or emotionally scarred by what you did. Saying sorry and trying to help them after the fact will never entirely make up for what you did. What gives you the right to make someone’s life miserable? How does knowing someone is crying and upset because of you make you feel?
* Discuss bullying
	+ What is bullying? What are some examples of it?
		- Incidences of bullying in Canada have been found to be higher than average compared to other nations
		- Physical bullying, social exclusion, cyber bullying, verbal bullying
		- What you can say to someone depends on your relationship with them
		- How you say something affects how someone takes it
		- Difficult to deal with when bully has no empathy, remorse, or conscience
	+ How can you prevent bullying?
		- Standing up to bullies
		- Don’t join forces with bullies
		- Tell someone who can help
* Connect to book, and predict how you think this may connect to *Divergent* in the future
	+ “Stiff”
	+ Eric
	+ Do you agree that “gossiping is self-indulgent?” (pg 94)

*Acquiring*

* Discussion
	+ Do you agree that “preparation eradicates cowardice, which we define as the failure to act in the midst of fear?” (pg 77)
	+ Who is Candor’s issue with and why? Who does Erudite hate and why?
		- Candor dislikes Amity because they say those who seek peace above all else will deceive to keep the water calm. Erudite dislikes Abnegation because they think they are incapable and they want power.
	+ What do you think about Four and Eric’s relationship? What do you think of Al?
	+ During initation, is it selfish of Tris to crave victory, or is it brave?
	+ Do you have any questions about the book so far?
* Read Chapters 10-11

*Applying*

* Work on literary postcards

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: literary postcard

***Day 7***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the card sort activity and group discussion, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Character silhouettes will allow students to work in groups (5.1.2) and cooperate with others (5.1.1) to experiment with language and form (1.1.3) by representing a character. They will explain their opinions (1.2.2) of the character they’re assigned using comprehension strategies (2.1.2) to discuss relevant passages with their group. They will organize (3.3.1) and record the information (3.3.2) relevant to their character on the silhouette. During their presentations, students will practice effective oral communication (4.4.2) and attentive listening and viewing (4.4.3). Afterwards, students will evaluate the group process in an evaluation form (5.1.4).

**Materials:** five sets of index cards, *Divergent*, five large sheets, five Sharpie markers, 20 Character Silhouette assignment sheets with highlighted characters and sample traits on back

**Duration:** One 70-minute class

**Process:**

*Activating*

* Card sort (match character traits to characters in novel and take notes on characters)
	+ Courageous, mysterious, ambitious, friendly, funny, helpful, cruel, smart, jealous, proud, scared, serious (Tris, Four, Eric, Christina, Will, Al, Peter, Caleb)

*Acquiring*

* Discussion
	+ Does Al’s refusal to fight make him a coward?
	+ Do you agree that there’s some Abnegation in everyone?
	+ What do you think the Dauntless are guarding the city from? Why would they lock the gate from the outside and not the inside?
	+ When Tris encounters her old neighbour Robert at the gate, he is concerned about her choice and insists, “You should be happy” (pg 127). Tris responds, “The goal of my life isn’t just...to be happy” (pg 128). If Robert had then asked what is the goal of Tris’ life, what do you think she would have said? How would you answer this question, if asked? What are examples of life goals?
	+ Do you have any questions about the book so far?
* Read Chapter 12

*Applying*

* Character silhouettes (List of Sample Character Traits @ Read-Write-Think Online)

**Assessment:**

* Formative: card sort, student comments, questions and answers, discussion, observations
* Summative: group work evaluation form, student presentations (neither are for marks)

***Character Silhouettes***

On large paper, trace someone’s body as a life-sized silhouette figure of one of the characters from the texts (Tris, Four, Eric, Christina, Al). Write your character at the top of the paper.

On the inside of the body, write down the character’s traits and goals, finding quotes and actions to illustrate them. If you’re using quotes, you should provide the page numbers from the book. There are examples of character traits on the back of this page.

On the outside of the body, write key influences on the character, whether from the society in which they live (laws, historical events, etc.) or their specific family and friends. Write how they influence them, using quotes with page numbers to illustrate if desired.

When your silhouettes are completed to the best of your ability, each group will present their character to the class. You must also complete the group work evaluation form below by circling which number you think matches the description for this group project.

|  |
| --- |
| **Group Work Evaluation Form** |
| **Personal Contributions** |
| I did my fair share of work. | 0 .5 1 1.5 2 |
| I contributed to the best of my ability. | 0 .5 1 1.5 2 |
| I cooperated with the rest of the group. | 0 .5 1 1.5 2 |
| I listened to everyone in a positive manner. | 0 .5 1 1.5 2 |
| I contributed to our overall success. | 0 .5 1 1.5 2 |
| **Group Process** |
| Our group split the work evenly. | 0 .5 1 1.5 2 |
| Our group was kind and accepted everyone. | 0 .5 1 1.5 2 |
| Our group communicated well. | 0 .5 1 1.5 2 |
| Our group cooperated to work together. | 0 .5 1 1.5 2 |
| Our group is happy with our final product. | 0 .5 1 1.5 2 |
| **Things To Improve:**1. I could improve...
2. Our group could improve...
 |

***Day 8***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Character silhouettes will allow students to work in groups (5.1.2) and cooperate with others (5.1.1) to experiment with language and form (1.1.3) by representing a character. They will explain their opinions (1.2.2) of the character they’re assigned using comprehension strategies (2.1.2) to discuss relevant passages with their group. They will organize (3.3.1) and record the information (3.3.2) relevant to their character on the silhouette. During their presentations, students will practice effective oral communication (4.4.2) and attentive listening and viewing (4.4.3). Afterwards, students will evaluate the group process in an evaluation form (5.1.4).

**Materials:** laptop and projector, *Divergent*, five large sheets, five Sharpie markers

**Duration:** One 70-minute class

**Process:**

*Activating*

* Video about motivational quotes
	+ http://www.youtube.com/watch?v=g5KYmjwQ2K8&feature=related
* Apply these to Tris and her goal of becoming Dauntless

*Acquiring*

* Discussion
	+ Why do you think the area where they play the game, by the Ferris Wheel, was left by choice and at their leisure? Who would these people have been?
	+ Which is braver: not being afraid or acting in spite of fear?
	+ Was it right of Christina to take the flag because Tris already had her glory?
	+ Do you have any questions about the book so far?
* Read Chapters 13-14

*Applying*

* Work on character silhouettes and present if time allows

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: group work evaluation form (not for marks), student presentations (not for marks)

***Day 9***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the activator and group discussion, as well as develop their understanding (1.2.1) of the events in the novel. During the presenting of the Character Silhouettes, students will practice effective oral communication (4.4.2) and attentive listening and viewing (4.4.3). Afterwards, students will evaluate the group process in an evaluation form (5.1.4). Through the short persuasive essay, students will generate ideas (4.1.1) and use personal knowledge (3.1.1) and opinions, as well as organize (3.3.1) and record information (3.3.2). They will attend to conventions (4.3) during the editing process, and then revise content (4.2.2) and enhance legibility (4.2.3) to enhance the overall presentation (4.2.5) of their essay.

**Materials:** *Divergent*, whiteboard and whiteboard marker, 20 copies of Persuasive Essays handout (assignment sheet and example), 20 copies of essay outline, 20 copies of essay rubric

**Duration:** One 70-minute class

**Process:**

*Activating*

* Think-Pair-Share about violence quote (write on whiteboard)
	+ “Peace cannot be achieved through violence; it can only be attained through understanding.” – Ralph Waldo Emerson
		- Do you agree and why or why not?
		- Do you think understanding would have helped this society and how so?
		- Is this quote still true when violence occurs because of jealousy?

*Acquiring*

* Discussion
	+ What is the problem with pride being more important than reason or sense?
	+ How does Tris apply her Abnegation lifestyle to her new faction? What sorts of things make her think of her parents? Does she regret leaving Abnegation?
	+ How does someone change when they are angry at something or with someone?
	+ Do you have any questions about the book so far?
* Read Chapters 15-16

*Applying*

* Finish presenting Character Silhouettes (fill out group work evaluation forms)
* Short personal/persuasive essay (go over MLA format with students)
	+ Begin essay outline or web

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: group work evaluation form (not for marks), student presentations (not for marks), persuasive essay (RUBRIC IN LANDSCAPED FILE)

***Persuasive Essay***

What character trait do you think is the most important for a person to have? Convince me to agree with you in a persuasive essay arguing the reasons why you think this. You do NOT have to use a trait from the book – it can be any character trait you can think of.

Your thesis statement will be: “\_\_\_\_\_\_\_\_\_\_ is the most important character trait for a person to portray.” Remember that this is the last sentence in your first introductory paragraph and your first sentence in your last concluding paragraph.

You do not need to use any outside sources as this is a personal essay, but you can if you wish. If you do, however, be sure to include a bibliography in MLA style with proper in-text citations throughout the paper. Be sure to follow MLA format throughout the rest of your paper, too. I have attached a sample one for you to see the format.

Begin by creating a web or outline for a five paragraph essay. Choose the three main points that illustrate why you think your trait is the most important trait, and record these three topic sentences. Include at least three points under each sentence that develop the idea stated in your topic sentence, including an example.

Next, develop a rough draft. I want to see evidence of significant edits and revisions on this copy.

Finally, create your good copy. This final copy must be approximately two pages long, double-spaced in size 12 Times New Roman font. Hand in the finished product in this order:

1. Final copy (20 marks)
2. Rough copy with evidence of revision (5 marks)
3. Web or outline (5 marks)

***Day 10***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Studying the faction manifestos exposes students to a different text (2.2.1) with which they must use comprehension strategies (2.1.2) to analyze it. Through the essay, students will generate ideas (4.1.1) and use their personal knowledge (3.1.1) and opinions, as well as organize (3.3.1) and record information (3.3.2). They will attend to conventions (4.3) during the editing process, and then revise content (4.2.2) and enhance legibility (4.2.3) to enhance their overall essay presentation (4.2.5).

**Materials:** whiteboard and whiteboard marker, scrapbook page about paragliding, 20 copies of Abnegation and Dauntless faction manifestos, *Divergent*, 20 copies of essay rubric

**Duration:** One 70-minute class

**Process:**

*Activating*

* Word splash of adrenaline activities (pass around paragliding scrapbook page)

*Acquiring*

* Discuss what a manifesto is and analyze Abnegation and Dauntless manifestos
	+ Connections, questions, summaries, thoughts
* Discussion
	+ How does the idea of “faction before blood” come into play throughout the book? Do you agree or disagree with this concept? Does this idea have a place in today’s society, or is it contrary to what most people believe? In our society, what ideas and beliefs are people loyal to in the way Tris’ society is loyal to their factions?
	+ When children are mean, do you think their parents know it? Were you surprised that Tris’ mom came on Visiting Day? Why/how is Tris’ father acting selfish?
	+ Is it difficult to stay friends with someone when you’re competing against them? Why or why not? What are other barriers that could exist between friends?
	+ Why did Peter stick the knife in Edward’s eye? Was that the right thing to do? What would have been a better way to handle it?
	+ Do you have any questions about the book so far?
* Read Chapter 17

*Applying*

* Work on persuasive essays in computer lab

**Assessment:**

* Formative: student comments, questions and answers, manifesto analysis, class discussion, teacher observations
* Summative: persuasive essay

ABNEGATION: THE SELFLESS

**FACTION MANIFESTO**

I will be my undoing

If I become my obsession.

I will forget the ones I love

If I do not serve them.

I will war with others

If I refuse to see them.

Therefore I choose to turn away

From my reflection,

To rely not on myself

But on my brothers and sisters,

To project always outward

Until I disappear.\*

\*Some members add a final line: “And only God remains.” That is at the discretion of each member, and is not compulsory.

DAUNTLESS: THE BRAVE

**FACTION MANIFESTO**

**WE BELIEVE**

that cowardice is to blame for the world’s injustices.

**WE BELIEVE**

that peace is hard-won, that sometimes it is necessary to fight for peace. But more than that:

**WE BELIEVE**

that justice is more important than peace.

**WE BELIEVE**

in freedom from fear, in denying fear the power to influence our decisions.

**WE BELIEVE**

in ordinary acts of bravery, in the courage that drives one person to stand up for another.

**WE BELIEVE**

in acknowledging fear and the extent to which it rules us.

**WE BELIEVE**

in facing that fear no matter what the cost to our comfort, our happiness, or even our sanity.

**WE BELIEVE**

in shouting for those who can only whisper, in defending those who cannot defend themselves.

**WE BELIEVE**

not just in bold words but in bold deeds to match them.

**WE BELIEVE**

that pain and death are better than cowardice and inaction, because

**WE BELIEVE**

in action.

**WE DO NOT BELIEVE**

in living comfortable lives.

**WE DO NOT BELIEVE**

that silence is useful.

**WE DO NOT BELIEVE**

in good manners.

**WE DO NOT BELIEVE**

in limiting the fullness of life.

**WE DO NOT BELIEVE**

in empty heads, empty mouths, or empty hands.

**WE DO NOT BELIEVE**

that learning to master violence encourages unnecessary violence.

**WE DO NOT BELIEVE**

that we should be allowed to stand idly by.

**WE DO NOT BELIEVE**

that any other virtue is more important than bravery.

***Day 11***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Studying the faction manifesto and the song lyrics exposes students to different texts (2.2.1) with which they must use comprehension strategies (2.1.2) to analyze. The activator will also allow students to use language to show respect (5.1.3). Through the essay, students will generate ideas (4.1.1) and use their personal knowledge (3.1.1) and opinions, as well as organize (3.3.1) and record information (3.3.2). They will attend to conventions (4.3) during the editing process, and then revise content (4.2.2) and enhance legibility (4.2.3) to enhance their overall essay presentation (4.2.5).

**Materials:** 20 copies of “No Fear” lyrics, laptop and projector, *Divergent*, 20 copies of essay rubric

**Duration:** One 70-minute class

**Process:**

*Activating*

* Have students analyze lyrics to “No Fear” by Terri Clark with connections, questions, summaries, and thoughts
	+ Watch http://www.youtube.com/watch?v=6P5mGSxwqk4
	+ Did the video change your interpretation of the song/lyrics and why/how? Why does she focus on Special Olympic athletes in her video?

*Acquiring*

* Discussion
	+ Would you have gone ziplining off the roof of a 100-story building? What sorts of adrenaline activities have you participated in before?
	+ How does ziplining make Tris eager to be Dauntless?
	+ What do you think the old Dauntless were like? What happened to them? How is this activity symbolic of the old Dauntless?
	+ Do you have any questions about the book so far?
* Study and discuss Amity’s faction manifesto
* Read Chapter 18

*Applying*

* Work on persuasive essays in computer lab

**Assessment:**

* Formative: song and manifesto analysis, student comments, questions and answers, class discussion, teacher observations
* Summative: persuasive essay

***“No Fear” by Terri Clark***

I want a road stretching out before me
I want a radio in my ear
I want a full tank of absolution
No fear
I want a rainstorm to pull me over
Then a sky that begins to clear
Towards the truest of destinations
No fear

**Chorus:**

I used to hit every wall there was
I used to run away from love
All I ever wanted was right here
But I had to reach way down inside
I had to have faith I'd find
No fear

I want the world to just keep on turning
I want the dawn in my rear view mirror
I want to hear my own voice singing
No fear
And when I need two arms around me
And there’s no one near
When I'm alone let the only sound be
No fear

**Chorus**
I want peace, love and understanding
A stogie and an ice-cold beer
Don't want to live afraid of dying

I used to hit every wall there was
I used to run away from love
All I ever wanted was right here
But I had to reach way down inside

I used to stay up all night long
Wondering what I was doing wrong
All I ever needed was right here
But I had to reach way down inside
I had to have faith I'd find
No fear, no fear, no fear

***Day 12***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Studying the faction manifesto and the picture exposes students to different texts (2.2.1) with which they must use comprehension strategies (2.1.2) to analyze. Through the essay, students will generate ideas (4.1.1) and use their personal knowledge (3.1.1) and opinions, as well as organize (3.3.1) and record information (3.3.2). They will attend to conventions (4.3) during the editing process, and then revise content (4.2.2) and enhance legibility (4.2.3) to enhance their overall essay presentation (4.2.5).

**Materials:** laptop and projector, *Divergent*, 20 copies of essay rubric

**Duration:** One 70-minute class

**Process:**

*Activating*

* Study website and graphic about two top ten lists of fears
	+ http://www.livescience.com/13434-phobias-fears-acrophobia-heights-agoraphobia-arachnophobia.html
	+ http://www.selfhelpcollective.com/top-10-fears.html
* Are you surprised by anything on this list? Do you agree that lots of people are afraid of these things? What else could be on this list? What could the crows signify as one of Tris’ fears?

*Acquiring*

* Discussion
	+ What is the difference between being fearless and learning to control your fears? Do you believe anyone can be truly fearless?
	+ Are you able to think in the midst of fear? Why is that an important lesson?
	+ Is it fair that the Dauntless-born initiates spend their entire lives getting ready to be Dauntless, and transfers are expected to learn it all in a few weeks?
	+ Why do you think Four didn’t want to be a Dauntless leader?
	+ Do you have any questions about the book so far?
* Study and discuss Candor’s faction manifesto
* Read Chapters 19-20

*Applying*

* Work on persuasive essays in computer lab

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: persuasive essay

***Day 13***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel. Studying the faction manifesto and the symbol exposes students to different texts (2.2.1) with which they must use comprehension strategies (2.1.2) to analyze. Through the essay, students will generate ideas (4.1.1) and use their personal knowledge (3.1.1) and opinions, as well as organize (3.3.1) and record information (3.3.2). They will attend to conventions (4.3) during the editing process, and then revise content (4.2.2) and enhance legibility (4.2.3) to enhance their overall essay presentation (4.2.5).

**Materials:** laptop and projector, *Divergent*, 20 copies of essay rubric

**Duration:** One 70-minute class

**Process:**

*Activating*

* Show symbol of Divergent again from internet and predict what it stands for
	+ http://www.google.ca/imgres?q=divergent+symbols+olympics&hl=en&tbo=d&biw=1311&bih=548&tbm=isch&tbnid=k5EEtMxhh\_XdsM:&imgrefurl=http://article.wn.com/view/2011/05/16/Divergent\_author\_Veronica\_Roth\_hitting\_Canada\_tomorrow\_for\_D/&docid=YgL85YCJm4iE5M&imgurl=http://i.ytimg.com/vi/7USiKcMqDNw/0.jpg&w=480&h=360&ei=i8HGUKHnC5KtqAGEmoDIAQ&zoom=1&iact=rc&dur=265&sig=114548319957708783736&page=1&tbnh=143&tbnw=208&start=0&ndsp=19&ved=1t:429,r:1,s:0,i:84&tx=60&ty=28
* What do you think it means to be divergent? Why did they use this symbol?
	+ Discuss Tris’ three aptitudes (di vs. tri)
	+ Give definition of divergent

*Acquiring*

* Discussion
	+ Who do you think wants to kill those who are Divergent and why?
	+ Do you believe there hasn’t been a murder in the city since Tris was born? Why?
	+ Do you have any questions about the book so far?
* Study and discuss Erudite’s faction manifesto
* Read Chapters 21-22

*Applying*

* Work on persuasive essays in computer lab

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: persuasive essay

***Day 14***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Watching the video exposes students to a new text (2.2.1). In groups (5.1.2), students will cooperate with others (5.1.1) to create their own faction by generating ideas (4.1.1), expressing their ideas (1.1.1), and considering others’ ideas (1.1.2). During group presentations, they will practice effective oral communication (4.4.2) and attentive listening and viewing (4.4.3). They will also evaluate their group process (5.1.4) in an exit slip.

**Materials:** Seven index cards with suicide myths written on them, five copies of group work sheet, 20 copies of exit slip, 20 copies of group work rubric, *Divergent*

**Duration:** One 70-minute class

**Process:**

*Activating*

* Suicide activator
	+ Discuss suicide myths in small groups and relay to whole class
	+ As a class, discuss the warning signs of suicide and prevention of suicide

*Acquiring*

* Discussion
	+ Do you think Tris knew before the aptitude test that she was Dauntless?
	+ Do Tris’ friends have a right to be jealous when she’s ranked above them? If you were Tris, would you forgive them for their reactions?
	+ Would you let someone shoot a muffin off of your head?
	+ Why would Al help kidnap Tris?
	+ Do you have any questions about the book so far?
* Read through faction naming section of novel
* Read Chapters 23-24

*Applying*

* Group Work: Creating a New Faction (IN LANDSCAPED FILE)
	+ Divide students into five groups of four and have each create their own faction on the Creating a New Faction worksheet. Ensure each group has a different value.
	+ Groups will present their faction to the class once completed.
	+ Exit slip about group work/created faction

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: group work sheet, group presentation, exit slip

***Suicide Activator***

Suicide Myths

* **Teenagers who talk about attempting suicide are doing it for attention.**
True, and they NEED the attention. There is something going on that's causing them to feel this way. They need people to listen, and professionals to help them.
* **All teenagers who are suicidal are depressed.**
This statement is true, but the reverse is not true. Most people will experience times in their lives when they are depressed, but have no suicidal ideation.
* **Suicidal people really want to die, so there's no way to stop them.**
False. They are depressed and need help. With help, they can feel better and find other solutions. Suicidal individuals do not want to die; they want their problems to end.
* **Talking about suicide will cause a student to attempt suicide.**
False. It's just the opposite: not talking about it could escalate the problem. Even thinking about it makes the suicidal person feel worse. Talking will help bring understanding. Talking about it can relieve suicidal students and get them the help that's needed. Discussing the subject openly shows that you take the person seriously and that you care.
* **If a person really wants to kill himself or herself, no one has the right to stop him or her.**
False. We would help a person who was physically sick or injured; we need to help a person who is mentally ill.
* **Once a person is suicidal, they're suicidal forever.**
False. Teens who are suicidal can go on to lead useful lives, once they get help. Usually the suicidal feelings are for a limited period of time.
* **Improvement following a suicidal crisis means that the suicide risk is over.**
False. Most suicides occur within 3 months following the beginning of "improvement," when the teen has the energy to put their morbid thoughts and feelings into effect. Relatives and physicians should be especially vigilant during this period.

What are the warning signs of suicide?

* A recent suicide in the family or a friend makes teens especially vulnerable because the grieving process and depression can interrupt normal thought processes.
* Trouble coping with recent losses, death, divorce, moving, break-ups, etc.
* Experience with a traumatic event (may create feelings of hopelessness and despair)
* Making final arrangements, such as writing a will or eulogy, or taking care of details
* Gathering of lethal weapons (purchasing weapons, collecting pills, etc.)
* Giving away prized possessions, such as clothes, CD's, sports equipment, treasured jewelry, etc.
* Preoccupation with death, such as death and/or 'dark' themes in writing, art, music lyrics, etc.
* Sudden changes in personality or attitude, appearance, chemical use, or school behavior.

How can suicide be prevented?

* Listen to your friend's feelings.
* Be direct about the situation: "Are you considering suicide? Do you have a plan? Will you talk to someone who will help?"
* Get help from: hospital, family physician, counselors, clergy, teacher, advisor, psychiatrist, etc. Take them to the person, if possible.
* Call 911 if danger is immediate.

***Creating a New Faction***

|  |
| --- |
| **Group Work Evaluation Form** |
| **Personal Contributions** |
| I did my fair share of work. | 0 .5 1 1.5 2 |
| I contributed to the best of my ability. | 0 .5 1 1.5 2 |
| I cooperated with the rest of the group. | 0 .5 1 1.5 2 |
| I listened to everyone in a positive manner. | 0 .5 1 1.5 2 |
| I contributed to our overall success. | 0 .5 1 1.5 2 |
| **Group Process** |
| Our group split the work evenly. | 0 .5 1 1.5 2 |
| Our group was kind and accepted everyone. | 0 .5 1 1.5 2 |
| Our group communicated well. | 0 .5 1 1.5 2 |
| Our group cooperated to work together. | 0 .5 1 1.5 2 |
| Our group is happy with our final product. | 0 .5 1 1.5 2 |
| **Things To Improve:**1. I could improve...
2. Our group could improve...
 |

Do you think you have an aptitude for your new faction? Would you join it? Why or why not?

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***Creating a New Faction Rubric***

**Group Presentation: /10**

* This is your individual presentation mark during the group speech.
* Vocal
	+ Voice can be heard at all times
	+ Voice is friendly and confident
	+ Words are pronounced clearly
	+ Speed is consistent and not too fast
	+ Speech content was clearly prepared ahead of time
* Physical
	+ Open body language and facing audience
	+ Eye contact is made often with audience
	+ Notes are referred to only occasionally
	+ No distracting body movements
	+ Utilizes facial expressions

**Group Faction Sheet: /15**

* This is your group mark for the work your group handed in.
	+ 1 mark for each box in the chart = 5
	+ 2 marks for why + 2 marks for initiation + 1 mark for logo = 5
	+ 5 marks for faction manifesto = 5

**Personal Contributions Mark: /10**

* This is the mark you gave yourself on your personal contributions to the group project.

**Group Process Mark: /10**

* This is the average of everyone in your group’s evaluation of the group process you participated in for this project.

**Exit Slip Completed: /5**

* Evaluation chart completed
* Insightful ways for improvement
* Demonstrates knowledge of own created faction
* Well-structured sentences and excellent mechanics in paragraph
* Applies self to created faction

**Total Mark: /50**

***Day 15***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Thinking about the image during the activating activity exposes students to a new text (2.2.1). In groups (5.1.2), students will cooperate with others (5.1.1) to create their own faction by generating ideas (4.1.1), expressing their ideas (1.1.1), and considering others’ ideas (1.1.2). During group presentations, they will practice effective oral communication (4.4.2) and attentive listening and viewing (4.4.3). They will also evaluate their group process (5.1.4) in an exit slip.

**Materials:** laptop and projector, 20 copies of exit slip, 20 copies of group work rubric, *Divergent*

**Duration:** One 70-minute class

**Process:**

*Activating*

* “What do you think?” as a Think-Pair-Share
	+ http://www.popsci.com/scitech/article/2008-02/vaccinations-tattoo-parlor

*Acquiring*

* Discussion
	+ Do you agree that people are flawed and you have to be lenient with them?
	+ Are Uriah and Marlene better friends to Tris, or are Christina and Will better friends?
	+ Do you think the fact that everyone is aware they’re in a simulation during the fear landscape is a relief to Tris because she can’t be detected or a problem because she won’t have the advantage?
	+ Should Tris have forgiven Al? Does she blame herself for his death? Why? Should she? What does Al’s death suggest to the rest of the Dauntless faction?
	+ Do you have any questions about the book so far?
* Read Chapters 25-27

*Applying*

* Work on Group Work: Creating a New Faction

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: group work sheet, group presentation, exit slip

***Day 16***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will develop and build community through the activating activity because they will learn new things about their classmates. They will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel. Students will experiment with language and form (1.1.3) and respond personally to the novel through the “Identity Tattoos” assignment. They will relate the text to their culture (5.2.2) by considering tattoos and identity in our society.

**Materials:** pencils, looseleaf, small prize, *Divergent*, 20 copies of “Identity Tattoos” assignment, 20 pieces of plain white paper, 20 copies of assignment rubric, markers and pencil crayons

**Duration:** One 70-minute class

**Process:**

*Activating*

* Two truths and a lie activity
	+ Tris and Four must both lie in this chapter to save Tris’ life, and we learn that the Candor’s initiation involves truth serum and a lie detector test
	+ Each student records two true and one false statements about themselves on a piece of paper in a random order. Students read their statements out loud and the class votes on which one is the lie. If they are correct, they record a point for themselves. The person with the most points at the end wins and gets a prize.
		- I’ve played violin for four years, I am an aunt, I played hockey in Europe
	+ How could you tell your classmates were lying? What are some of the symptoms?

*Acquiring*

* Discussion
	+ Who is Four actually? Were you surprised when you learned who he really is? Why is his nickname Four? Do you believe that Four’s test results were really Abnegation, or do you think he did what Tris did with her results?
	+ What were the two reasons he gave for not wanting to be a Dauntless leader? Are these good reasons?
	+ Why does Lauren’s fear transform into one of Tris’ fears? Which fears do you think Tris will have in her fear landscape? How many do you think she’ll have?
	+ Do you have any questions about the book so far?
* Read Chapter 28

*Applying*

* “Identity Tattoos” assignment (What tattoos does Tris have and what do they symbolize?)

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: “Identity Tattoos” assignment

***Identity Tattoos***

Tattoos are a large part of the accepted appearance of the members of the Dauntless faction in *Divergent*. Tris decides to get a tattoo to further prove her aptitude for Dauntless. Tris’ first tattoo is three flying birds on a path towards her heart to symbolize each member of the family she left behind. Her next tattoo is of the Dauntless faction symbol on her shoulder, and finally she gets the Abnegation faction symbol on her other shoulder. Both factions are a huge part of who she is, so she feels the need to wear them on her skin as a part of her identity.

**Part 1:** Imagine what image you would get tattooed on your skin to show your identity, or one part of who you are. Design and draw a detailed, full-page colour image of it on plain white computer paper.

**Part 2:** Write a detailed, typed one-page summary of the image you created. Your write-up should be size 12, Times New Roman, and double-spaced. Include why you chose this particular image and how it portrays your identity, as well as why this piece of yourself is an important part of your identity.

**Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | **Organization** | **Mechanics** | **Appearance** |
| Follows assignment specifications. One full page. Detailed and informative. | Paragraphs used. Well-structured sentences. Ideas in effective order. | Excellent spelling and grammar. Good overall control of the language. | Appealing. Coloured. Neat. Effective spacing. Effort and time are apparent. |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |

**Total: /20**

***Identity Tattoos Rubric***

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | **Organization** | **Mechanics** | **Appearance** |
| Follows assignment specifications. One full page. Detailed and informative. | Paragraphs used. Well-structured sentences. Ideas in effective order. | Excellent spelling and grammar. Good overall control of the language. | Appealing. Coloured. Neat. Effective spacing. Effort and time are apparent. |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  |  |  |  |

**Total: /20**

***Identity Tattoos Rubric***

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | **Organization** | **Mechanics** | **Appearance** |
| Follows assignment specifications. One full page. Detailed and informative. | Paragraphs used. Well-structured sentences. Ideas in effective order. | Excellent spelling and grammar. Good overall control of the language. | Appealing. Coloured. Neat. Effective spacing. Effort and time are apparent. |
| 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  |  |  |  |

**Total: /20**

***Day 17***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion and table quotes activity, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Students will experiment with language and form (1.1.3) and respond personally to the novel through the “Identity Tattoos” assignment.

**Materials:** five index cards with quotes on them, *Divergent*, 20 copies of tattoo rubric

**Duration:** One 70-minute class

**Process:**

*Activating*

* Table quotes
	+ Give five groups of four a quote from Chapters 29-30 to analyze and discuss

*Acquiring*

* Discussion
	+ Is prosperity good or bad? Why?
	+ What did you think about the exchange between Tris and Caleb? Is that what you expected their reunion to be like?
	+ What lies does Tris tell Jeanine in this chapter and why? What lies does Four tell Eric in this chapter and why? Do you think Jeanine and Eric believe them? What should Tris’ punishment have been for leaving the Dauntless compound alone?
	+ What is the “something big” that’s happening in the city? Why is it happening? How do you think the Erudite will get all the Dauntless to fight?
	+ Do you have any questions about the book so far?
* Read Chapters 29-30

*Applying*

* Work on tattoo design

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: “Identity Tattoos” assignment

***Day 18***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will develop and build community through the activating activity because they will learn the fears of their classmates. Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel. During group presentations, they will practice effective oral communication (4.4.2) and attentive listening and viewing (4.4.3). They will also evaluate their group process (5.1.4) in an exit slip. Students will experiment with language and form (1.1.3) and respond personally to the novel through the “Identity Tattoos” assignment.

**Materials:** pencils, 20 slips of paper, a hat or bucket, *Divergent*, whiteboard and whiteboard marker, 20 copies of exit slip, 20 copies of group work rubric, 20 copies of tattoo rubric

**Duration:** One 70-minute class

**Process:**

*Activating*

* Fear in a Hat activity
	+ Each student writes their worst fear on a slip of paper and puts it into a hat. Each student draws one and thinks about what that person might feel or why they might be afraid of that, and writes it on the back. Each student will then share the fear they analyzed without criticizing the actual fear itself. When all the fears have been read out and elaborated on, discuss as a class what people felt and noticed.

*Acquiring*

* Discussion
	+ How does Abnegation’s initiation ceremony differ from Dauntless’?
	+ What might being burned by Peter symbolize as one of Tris’ fears? Why do you think she almost drowned twice instead of making the fears more different?
	+ What were Four’s four fears? What were Tris’ seven fears and what do they mean? What is her worst fear?
		- Take notes on their fears
	+ Do you have any questions about the book so far?
* Read Chapters 31-32

*Applying*

* Group presentations of new factions
	+ Fill out group work evaluation form
* Work on tattoo design if leftover/extra time

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: group work sheet, group presentation, exit slip, tattoo assignment

**Fears in *Divergent***

* **Four**
	+ **Heights**
		- **Being up high**
	+ **Confinement**
		- **Childhood punishment**
	+ **Shooting someone**
		- **Dreads it**
	+ **Marcus**
		- **Father who beat him**
* **Tris**
	+ **Crows**
		- **Powerlessness**
	+ **Locked in water tank**
		- **Weakness**
	+ **Drowning in a body of water**
		- **No control**
	+ **Burned by Peter**
		- **Afraid Peter will kill her**
	+ **Kidnapped**
		- **Being killed**
	+ **Being with Four**
		- **Wary of affection**
	+ **Family will die and she’ll be responsible for it**
		- **Worst fear**

***Day 19***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). The Helter Skelter article exposes students to a new text (2.2.1) that took place in their world. Through a top ten list of their fears, students will express their own ideas and fears (1.1.1), experiment with language and form (1.1.3), and generate (4.1.1) and organize their ideas (4.1.3) about their personal fears.

**Materials:** whiteboard and whiteboard marker, 20 copies of Charles Manson handout, *Divergent*, 20 copies of Fearscape: Top Ten List handout, 20 fearscape rubrics

**Duration:** One 70-minute class

**Process:**

*Activating*

* Put definition of brainwash on board and then have students guess the word the statement defines (play hangman if they don’t get it and run out of ideas)
	+ Make someone adopt different beliefs by using systematic and forcible pressure
* Charles Manson (Helter Skelter) Write-Up
	+ What did Charles Manson do that was wrong? How does it reflect his leadership skills? Why might he have received more mail than any other U.S. prisoner?
	+ Who might Charles Manson be compared to in *Divergent*? How might what he did relate to *Divergent*?

*Acquiring*

* Discussion
	+ How would you feel about having a tracking device inserted inside of you?
	+ Do you believe that Four is kinder than he seemed in training? Is his desire to be “brave and selfless and smart and kind and honest” realistic in the society in which he lives? Discuss examples of people in our own world who successfully bridge different cultures, perspectives, or ways of living.
	+ Do you agree that when a bad thing goes away, another bad thing replaces it? Did Tris trade cowardice for cruelty and weakness for ferocity, and are those all bad?
	+ Were you surprised by the rankings?
	+ Do you have any questions about the book so far?
* Read Chapters 33-35

*Applying*

* Fearscape: Top Ten List

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: top ten list

***Charles Manson***

**Historical Importance of Charles Manson:** Charles Manson is a convicted serial killer who has become an icon of evil. In the late 1960s, Manson founded a hippie cult group known as "the Family," whom he manipulated into brutally killing others on his behalf.

**Overview of Charles Manson:**

Charles Manson was born in Cincinnati, Ohio to 16-year-old Kathleen Maddox. Kathleen had run away from home at the age of 15 and spent the next few decades drinking too much, with periods of time spent in jail.

Since his mother couldn't take care of him, Charles spent his youth at the homes of various relatives and often at special reform schools and boys homes. By age nine, Charles Manson had already started stealing and soon added burglary and stealing cars to his repertoire.

In 1954, at age nineteen, he was released on parole after an unusual bout of good behavior. The next year, he married Rosalie Willis, a waitress, and they had a son together, Charles Manson Jr. (born March 1956). Even while married, Manson had continued making extra money by stealing cars. In April 1956, he was again sent to prison. After Manson had been in prison for a year, his wife found someone new and divorced Manson in June 1957.

In 1958, Manson was released from prison. While out, Manson began pimping, stealing checks from mailboxes, and conned a young woman out of money. He also married again, to a prostitute named Candy Stevens (real name Leona), and fathered a second son, Charles Luther Manson. Manson was again arrested on June 1, 1960 and sent to the McNeil Island Penitentiary off the coast of Washington. His wife soon divorced him.

Manson spent the next six years in prison. It was during this time that he befriended the infamous Alvin "Creepy" Karpis, former member of Ma Barker's gang. After Karpis taught Charles Manson to play the steel guitar, Manson became obsessed with making music. He practiced all the time, wrote dozens of original songs, and started singing. He believed that when he got out of prison, he could be a famous musician.

On March 21, 1967, Manson was once again released from prison. This time he headed to San Francisco where, with a guitar and drugs, he began to get a following. In 1968, he and several followers drove to Southern California.

Manson was still hoping for a music career. Through an acquaintance, Manson met and hung out with Dennis Wilson of the Beach Boys. The Beach Boys did record one of Manson's songs, which appeared as "Never Learn Not to Love" on the B-side of their *20/20* album.

Through Wilson, Manson met Terry Melcher, Doris Day's son. Manson believed Melcher was going to advance his music career but when nothing happened, Manson was very upset.

During this time, Charles Manson and some of his followers moved into the Spahn Ranch. Located northwest of San Fernando Valley the Spahn Ranch had been a popular location to film westerns in the 1940s and 1950s. Once Manson and his followers moved in, it became a cult compound for "the Family."

Charles Manson was good at manipulating people. He took pieces from various religions to form his own philosophy. When the Beatles released their *White Album* in 1968, Manson believed their song "Helter Skelter" predicted an upcoming race war. "Helter Skelter," Manson believed, was going to occur in the summer of 1969 when blacks were going to rise up and slaughter all the white people. He told his followers that they would be saved because they would go underground, literally, by traveling to an underground city of gold located in Death Valley.

However, when the Armageddon that Manson had predicted did not occur, he said he and his followers must show the blacks how to do it.

Manson told four of his followers to go to 10050 Cielo Drive in Los Angeles and kill the people inside. This house once belonged to Terry Melcher, the man who had not helped Manson with his music career. However, Melcher no longer lived there; actress Sharon Tate and her husband, director Roman Polanski, had rented the house. On August 9, 1969, four of Manson's followers brutally murdered Tate, her unborn baby, and four others who were visiting her (Polanski was in Europe for work). The following night, Manson's followers brutally killed Leno and Rosemary LaBianca in their home.

It took the police several months to determine who was responsible. In December 1969, Manson and several of his followers were arrested. The trial began on July 24, 1970. On January 25, Manson was found guilty of first degree murder and conspiracy to commit murder. On March 29, 1971, Manson was sentenced to death.

Manson was reprieved from the death penalty in 1972 when the California Supreme Court outlawed the death penalty. Charles Manson now serves a lifetime sentence and periodically comes up for parole. Though he's been in prison for over three decades, Charles Manson has received more mail than any other prisoner in the U.S. Charles Manson is currently being held in California's Corcoran Prison.

***Fearscape: Top Ten List***

Fear is a major theme in *Divergent*. The Dauntless struggle with remembering that being fearless and confronting the fears you possess are two totally different things. Two stages of Dauntless initiation involve dealing with fears, and the most heavily weighted aspect of initiation is stage three, the fear landscape.

Imagine you have to go through your own fear landscape. What ten fears would you see in your simulation?

Create a top ten list of your biggest fears. Try to dig deep into your subconscious, rather than only utilizing surface or general fears. Arrange your fears in order starting with your greatest fear.

With each fear you list, you must explain the fear and why you are afraid of it. You must also explain how you could deal with the fear and face it. Together, this should be at least 100 words, and double-spaced in size 12 Times New Roman font.

Here are two examples using Four’s fear landscape:

1. Marcus
	* Marcus is my father and a leader of the Abnegation faction. He is the reason I left there to become Dauntless; I had to save myself. He was cruel, and used to beat me with a belt as a child and say, “This is for your own good.” He is one of the reasons I don’t want to be a Dauntless leader; I never want to see him again.
	* I need to use my anger at Marcus to surpass my fear of him. Defending myself, especially now that I’m Dauntless and know how to do this, is one way of ensuring he can’t hurt me anymore. I have to lose my vulnerability and stand up to the man who hurt me.
2. Confinement
	* I have been claustrophobic ever since my childhood when I was locked in a tiny closet upstairs as a punishment for doing something wrong or bad. I have come to dread being shut in such a tiny space, and my heart starts racing frantically when I’m in a small place now because it brings me back to those terrible times.
	* I would have to make the space smaller to prove that I can face this fear head-on. By shrinking the space, I suggest that I’m okay with being in the smallest place possible for my body to fit in.

***Top Ten List Rubric***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mark** | **Content** | **Organization** | **Style** | **Mechanics** |
| 5 | Portrays ten deep, personal, well-considered fears. Details about why subject is a fear are relevant and enlightening. Ways to overcome fear are perceptive and well-explained. Each fear is explained in at least 100 words. Overall, fantastic job! | Effective order of fears starting with greatest one. Fears are clearly listed. Write-ups are clearly separated into why subject is a fear and how to overcome fear. Paragraphs and sentences are well-organized. Double-spaced in size 12 Times New Roman font. | Language is precise and original and contributes to a skillful, fluent, and confident list. Sentence structure is effective and polished. Feelings and information are both fluently integrated. Voice is clear, consistent, and strong. Strong engagement with audience. | The writing demonstrates an excellent command and control of the conventions of language. Errors are zero or few and minor. |
| 4 | Portrays ten personal fears. Details about why subject is a fear are relevant and informative. Ways to overcome fear are thoughtful and understandable. Each fear is explained in almost or approximately 100 words. Overall, well-done! | Fears seem to be in an order of some sort. Fears are listed. Write-ups are somewhat separated into why subject is a fear and how to overcome fear. Paragraphs and sentences are mostly well-organized. Double-spaced in incorrect font. | Language enhances meaning and contributes to a competent list. Varied and effective sentence structure and length. Feelings and information integrated well. Voice is engaging. Consistently reaches out to and is well-suited for audience. | The writing demonstrates a solid control of the conventions of language. Text appears edited, but there are some errors although not too distracting. |
| 3 | Portrays eight or nine personal fears. Reasons why subject is a fear ramble and need to be developed further. Ways to overcome fear are predictable but connected to ideas. Each fear is explained in only 80-90 words. Overall, good job. | Fears do not appear to be in a logical order. Fears are listed but hard to find. Write-ups are not separated into why subject is a fear and how to overcome fear. Paragraphs and sentences are somewhat scattered. Not double-spaced. | Language is adequate and contributes to a conventional list. Sentence structure is generally straightforward. Feelings and information are somewhat integrated. Voice is strong at times but comes and goes. Relationship with audience is functional but sometimes distant. | The writing demonstrates a general control of the conventions of language. A variety of errors but they do not distract too much from the content. |
| 2 | Only portrays six or seven personal fears. Reasons why subject is a fear are limited and need to be developed further. Ways to overcome fear are repetitive, weak, and somewhat related. Each fear is explained in only 60-80 words. Overall, needs work. | Fears are not in order. Fears are scattered. Write-ups are not separated into why subject is a fear and how to overcome fear, and it is hard to distinguish where the separation lies. Paragraphs and sentences are in random order. Not double-spaced and in hard-to-read font. | Language is repetitious and incorrect, and contributes to a weak list. Choppy sentences outweigh smooth phrasing. Integration of feelings or information is awkward. Voice is distant and overly formal, or too informal and chatty. Weak relationship with audience. | The writing demonstrates a limited grasp of the conventions of language. Errors are varied and distracting, even on basics – editing and spell checking needed. |
| 1 | Only portrays five or less personal fears. Reasons why subject is a fear are random and unconnected. Ways to overcome fear are unrelated or absent. Each fear is explained in less than 60 words. Overall, very weak. | Fears are all over. Fears are not listed. Write-ups are not separated into why subject is a fear and how to overcome fear and it is impossible to see where the separation lies. Paragraphs and sentences are illogical and unreadable. Not double-spaced and in virtually unreadable font. | Language is very weak and/or inaccurate. Sentence structure is confusing and uncontrolled. Feelings or information are not integrated. Voice is entirely absent. Relationship with audience is not established. | The writing demonstrates an elementary grasp of the conventions of language. Errors make the paper difficult to read. |

***Day 20***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Through brainstorming in groups (5.1.2), students will cooperate with others (5.1.1) by expressing their ideas (1.1.1) and considering others’ ideas (1.1.2) to extend their understanding (1.2.4) of an assigned character trait. They will develop a new understanding (3.3.4) of the trait by adding new knowledge to their previous knowledge, as we did this activity on the first day of this novel study. Students will also participate in a group discussion to develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Through the creation of a top ten list of their fears, students will express their own ideas and fears (1.1.1), experiment with language and form (1.1.3), and generate (4.1.1) and organize their ideas (4.1.3) about their personal fears.

**Materials:** five previously-created faction posters, five Sharpies, *Divergent*, 20 fearscape rubrics

**Duration:** One 70-minute class

**Process:**

*Activating*

* Group work: add to five faction posters created at the start of the novel study

*Acquiring*

* Discussion
	+ How did the Erudite/Dauntless leaders get the Dauntless to fight? Why did they target the Abnegation? Why do the leaders want to kill the Divergent?
	+ What did Jeanine do to Tris when she discovered her Divergence and why? What did she do to Tobias and why? Did you predict that Tobias was Divergent?
	+ What faction did Tris’ mother come from? How did she know about Divergence? What might have changed if her mother had told Tris to choose a safe faction to keep her Divergence hidden? What do you think about her mother’s sacrifice, blatantly ignoring “faction before blood?” Did she die the way she would have wanted to? Was her death braver than Al’s?
	+ Tris’ mom says, “Human beings as a whole cannot be good for long before the bad creeps back in and poisons us again.” Do you agree or disagree? Why?
	+ Do you have any questions about the book so far?
* Read Chapters 36-37

*Applying*

* Work on Fearscape: Top Ten List

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: top ten list

***Day 21***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the group discussion, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Listening to the song and viewing the lyrics during the activating activity exposes students to a new text (2.2.1) that they can connect to the novel. Through a top ten list of their fears, students will express their own ideas and fears (1.1.1), experiment with language and form (1.1.3), and generate (4.1.1) and organize their ideas (4.1.3) about their personal fears.

**Materials:** laptop and projector, *Divergent*, 20 fearscape rubrics

**Duration:** One 70-minute class

**Process:**

*Activating*

* YouTube video of “Arise” by Flyleaf from Veronica Roth’s playlist because it’s her Chapters 38 and 39 song
	+ How does this relate to *Divergent*?

*Acquiring*

* Discussion
	+ Would you have done to Will what Tris did? How do you think she feels about it?
	+ How does Tris decide to try and stop the war? Were you surprised that Peter wasn’t controlled by the simulation? Why does Tris leave Caleb and Marcus behind with him? Why did the one guard let Tris pass? What does Tris find in the control room? Where do you think Christina and Tori are?
	+ Do you think Tris’ dad knowingly sacrificed his life for his daughter to stop the simulation? Did he die the way he would have wanted to? Was his death braver than Al’s?
	+ What does Tris mean when she says that “half of bravery is perspective?” Do you agree with Marcus that “sometimes pain is for the greater good?”
	+ Do you have any questions about the book?
* Read Chapters 38-39

*Applying*

* Work on Fearscape: Top Ten List

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: top ten list

***Day 22***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will express their ideas (1.1.1) and consider others’ ideas (1.1.2) through the rant session and group discussion, as well as develop their understanding (1.2.1) of the events in the novel and connect it to themselves and their culture (2.2.2). Note-taking on the themes of the novel will allow students to develop (1.2.1) and extend their understanding (1.2.4) of the events of the novel. Through a top ten list of their fears, students will express their own ideas and fears (1.1.1), experiment with language and form (1.1.3), and generate (4.1.1) and organize their ideas (4.1.3) about their personal fears.

**Materials:** whiteboard and whiteboard marker, *Divergent*

**Duration:** One 70-minute class

**Process:**

*Activating*

* Rant session about likes/dislikes of book

*Acquiring*

* Discussion
	+ Do you agree that there’s power in self-sacrifice? Were you surprised that Tris got Tobias to come out of the simulation? Is that believable?
	+ How do you think the Dauntless soldiers will feel about what they’ve done now that they are awake and mindful of their actions?
	+ How had Tris changed in the eyes of her family? How has she changed in her own eyes? What choices have you made that have transformed you? What future choices might you also make, and how do you think that they will change you?
	+ How did you like the ending? What do you think will happen in the next book, *Insurgent*?
	+ Do you have any questions about the book?
* Discuss dystopia and take notes
* Discuss themes and take notes

*Applying*

* Give test outline
* Work on Fearscape: Top 10 List

**Assessment:**

* Formative: student comments, questions and answers, class discussion, observations
* Summative: top ten list, novel test

**Notes on *Divergent***

*Divergent* is a dystopian novel. A dystopia is a futuristic universe in which the illusion of a perfect society is maintained through tough societal control. Characteristics of a dystopian society include:

* Propaganda is used to control the citizens of society.
* Information, independent thought, and freedom are restricted.
* A figurehead or concept is worshipped by the citizens of the society.
* Citizens are perceived to be under constant surveillance.
* Citizens have a fear of the outside world.
* Citizens conform to uniform expectations. Individuality/dissent are bad.
* The society is an illusion of a perfect utopian world.

**Themes in *Divergent***

* Identity
	+ Tris spends the course of the book trying to uncover who she is
		- What it means to be Divergent
			* Selfless AND brave
		- Gains confidence and faith in herself and her abilities, which strengthens her identity and allows her to stand out
	+ Changes her name from Beatrice to Tris to suit her new identity, whereas Four changes his name from Tobias to hide his old identity
	+ Conformity to their faction (ie: trained to think the same way, wear the same clothes, etc.) means individuality could be lost if weak-willed
* Fear
	+ Spend the course of the book preparing themselves in order to eliminate or reduce fear
	+ The Dauntless struggle with the distinction between being fearless and acting in spite of your fears
	+ Two stages of Dauntless initiation involve facing your fears, with the fear landscape being the most heavily weighted aspect of initiation
* Choices
	+ Each member of society makes a choice at the age of 16 that determines their life’s course and could transform them
	+ Tris’s decisions affect the plot, as she continuously makes choices throughout initiation and her attempt to stop the mind-control simulation
	+ Both of Tris’ parents make the selfless choice to sacrifice their own lives for the sake of their daughter and their society

***Divergent* Test**

**Test Outline:**

Matching /15

Fill-in-the-Blanks /10

True/False /10

Multiple Choice /10

TOTAL /45

**Test Content:**

Anything in the book

Anything from our daily group discussions

Chart on five factions

Notes on the factionless

Notes on Tris and Four’s fears

Notes on themes

Know the characters

***Day 23***

**Subject:** Grade 9 English

**Learner Characteristics:** There are 20 students in the Grade 9 class, 13 boys and 7 girls.

**Behavioural Objective:** Students will use (3.1.1) and identify their personal knowledge (3.2.1) of the novel in a summative comprehension-based test. They will celebrate the conclusion of the novel (5.2.4) through a word search and crossword when their test is completed.

**Materials:** 20 copies of test, 20 copies of word search, 20 copies of crossword

**Duration:** One 70-minute class

**Process:**

*Applying*

* Test
* Word search/crossword

**Assessment:**

* Formative: none
* Summative: novel test (IN FILE 3)

(NOTE: I ALSO MADE A CROSSWORD/WORD SEARCH FOR WHEN THEY FINISHED)