



## 2013 Curriculum Unit Cover Sheet

### ***Making Connections: Group Dynamics, Literature, and Poetry***

by Tamara Wood, 2013 CTI Fellow  
Albemarle Road Middle School

**Keywords:** Poetry, Literature, Reading, Resource, Mood and Tone, Imagery, Learning Lab, Exceptional Education

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

#### **Synopsis:**

This unit will allow students to understand and synthesize multiple perspectives to develop a definition of poetry, relate poetry to other text (novel), and use critical thinking skills to relate information to personal choices. Students will practice reading, writing, and research within the unit. They will build a strong vocabulary as it relates to poetry. The first few days of this 15 day unit will be building a bond between the students. This is done to determine rules, expectations, and whole group awareness so that the class runs smoothly. The novel is added to give students a reference point to the poetry they write, the bond they make within the class, and to build reading and vocabulary skills. This unit also incorporates college and career objectives which requires students to closely read and determine what the text says. Students will have to make logical inferences from the text and cite textual evidence when writing and speaking. Within the writing and speaking students will be able to support their own conclusion with the text.

*I plan to teach this unit during the coming year to 40 students in Learning Lab/6,7,8.*

*I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.*

# **Making Connections: Group Dynamics, Literature, and Poetry**

*Tamara Wood*

## **Introduction**

Social groups play a large part in decision making in middle school. Can teachers persuade and guide students to making the right choices before handing out consequences? This curriculum unit will incorporate ideas that can guide students to making those appropriate choices through interactions of the group, as a whole. This curriculum unit is written for Reading/Language Arts classes that have low level readers with behavioral issues. The unit will allow students to write their own classroom pact to follow while reading the book “We Beat the Street” by Davis, Jenkins, and Hunt.

The demographics of the middle designed for this plan is located in a culturally diverse community. The school is categorized as a FOCUS school that receives Title I funds from the federal government. The school serves students in three different programs including regular education, inclusion education and one resource math classroom. The school also includes a ESL program with push-in teachers. This school is one of the International Baccalaureate Magnet Schools (IB) in the district and a Sheltered Instructional Observation Protocol (SIOP) school. During the 2010-2011 school year, the school housed 1009 students. Of those students, 478 were males and 531 were females. The student population includes 52% African Americans, 6.1% Caucasian, 5.1% Asian, 32.8% Hispanic, and 4% other. Approximately 88% of the students are considered economically disadvantaged which qualifies the school for Title I funds.<sup>i</sup>

As mentioned above, this school is an International Baccalaureate (IB) school. IB is a non-profit program that develops the intellectual, personal, emotional, and social skills needed to live in a global society. Although all students are not considered IB, the school as a whole strives to meet the IB traits. These traits include inquires, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. This curriculum is written so that many of these traits are met. The idea of collaborative learning groups and the method of Think-Pair-Share incorporates these traits because it gives students the opportunity to communicate, be thinkers, open-minded, and reflective. Incorporating poetry within the context of reading a novel will help students become knowledgeable of poetry in relating that knowledge to real-life experiences. Students meet the risk-takers trait when they are writing their own poetry. It gives them the opportunity to take their experiences and put them on paper and share with the class.<sup>ii</sup>

By teaching this unit, I am able to help students see how individual decisions affect the success or failure of the group. This unit will put in perspective how people will stick together for the good of the group and make decisions so that their group is successful. The teacher will use this curriculum to build character education that builds on socialization within groups, integrity, critical thinking, and academic achievement. These skills will be built through the use of poetry and a novel.

## **Rationale**

Social identity development theory (SIDT) suggests that children's intergroup attitudes are significantly influenced by their identification with particular social groups, especially when those groups have norms that endorse out-group prejudice. Children's group memberships are an integral part of their self-concepts and derived from their need to belong and be accepted.<sup>iii</sup> Many times, students with disabilities are left out of popular groups due to their immature social and behavioral troubles. Most individuals want to have the feeling of belonging and being part of the group. In order to include students with disabilities in the more popular groups, the social behavior must change. Creating an environment where students can build a bond will allow them to change not only their behavior but their social skills.

Part of building the bond is eliminate negative behaviors. These behaviors have the potential to ruin the classroom atmosphere for the entire year. Students need to be taught how to act and think appropriately. Teaching them the proper functioning skills when it relates to people and environments gives them the potential to successfully live within society.<sup>iv</sup> As a teacher, we must instill self-discipline and self-respect so that problems in the class can be eliminated.

Class identity and a positive working community are built on the trust within the group. Through reading "We Beat the Street" students learn how trust and support from a group can propel them to meet their short and long term goals. "We Beat the Street" is a novel written by Sampson Davis, Rameck Hunt, and George Jenkins who made a pact to become doctors and give back to their community. These doctors dealt with many of the struggles that many of the students can relate too. The book will be used along with a poetry unit where students will learn about imagery, mood, and tone through the novel and selected poetry. The students will be able to make connections between the poetry, novel, and personal experiences that they will share. Through this unit students will also learn about character education and how their behavior can affect the group.

The purpose for this book is to motivate and encourage students to perform at their best even when they believe there are no more possibilities. Incorporating this book and making the classroom pact will be the beginning of students developing goals that will guide them through life. Using this book will help to build character education and group

dynamics to empower students to be critical thinkers while learning. Group dynamics in the classroom will help students grow educationally and socially.<sup>v</sup>

## **Objectives**

The unit is based on a resource class that focusses on reading. The purpose is to prepare students ahead of time for their Language Arts class. Reviewing the skills ahead of time, gives students the opportunity to be more confident and participate in their regular classes. The unit will be divided based on a block schedule that meets every other day for about 90 minutes and is compatible with any Language Arts class.

Teaching this unit will allow students to understand and synthesize multiple perspectives to develop a definition of poetry, relate poetry to other text (novel), and use critical thinking skills to relate information to personal choices. In doing so, students will understand the importance of strong imagery in writing. Students will also be able to analyze figurative language in poetry.

This unit also incorporates college and career objectives which requires students to closely read and determine what the text says. Students will have to make to make logical inferences from the text and cite textual evidence when writing and speaking. Within the writing and speaking students will be able to support their own conclusion with the text.

The first few days of this 15 day unit will be building a bond between the students. This is done to determine rules, expectations, and whole group awareness so that the class runs smoothly. This unit to meant to run the first few days of the school year however it can be modified to use any time during the school year. The novel is added to give students a reference point to the poetry they write, the bond they make within the class, and to build reading and vocabulary skills.

## **Book Summary**

The novel to go along with the unit is based on a true story of three young men who made a pact to become doctors. Even with all the challenges they faced personally, with family, and in the community, they were able to accomplish their goals and give back to their neighborhood.<sup>vi</sup>

## **Unit**

| <b>Day</b> | <b>Activity</b>  | <b>Materials</b>  |
|------------|--|---|
| 1          | <ul style="list-style-type: none"><li>• Read the Three Doctors (Discuss)</li></ul> | <ul style="list-style-type: none"><li>• Novel</li></ul> |

|       |  |   |
|-------|--|---|
|       | <ul style="list-style-type: none"> <li>• Pre-Reading- Discuss the cover</li> <li>• Read the back cover of the book, make predictions, and start novel.</li> </ul>  |   |
| 2     | <ul style="list-style-type: none"> <li>• Discuss the idea of a pact.</li> <li>• Begin building a classroom pact with student ideas. Write ideas on the board.</li> <li>• Read 5 to 7 pages of the novel.</li> </ul>    | <ul style="list-style-type: none"> <li>• Novel</li> </ul>   |
| 3     | <ul style="list-style-type: none"> <li>• Review/Develop our classroom pact.</li> <li>• Read 5 to 7 pages of “WBTS.”</li> <li>• Discuss hopes, dreams and fears.</li> <li>• Dream/Vision board</li> </ul>               | <ul style="list-style-type: none"> <li>• Novel</li> <li>• PosterBoard</li> <li>• Magazines/Newspaper</li> <li>• Internet Access (optional)</li> </ul>           |
| 4     | <ul style="list-style-type: none"> <li>• Begin discussing a Book Study on “WBTS.”</li> <li>• Read 5 to 7 pages of “WBTS.”</li> <li>• Finalize Dream/Vision boards</li> </ul>   | <ul style="list-style-type: none"> <li>• Novel</li> <li>• PosterBoard</li> <li>• Magazines/Newspaper</li> <li>• Internet Access (optional)</li> </ul>           |
| 5     | <ul style="list-style-type: none"> <li>• Finalize classroom pact.</li> <li>• Read 5 to 7 pages of “WBTS”</li> <li>• Students will begin their book study project by researching the doctor of their choice.</li> </ul> | <ul style="list-style-type: none"> <li>• Novel</li> <li>• Guiding questions</li> <li>• Computer/Internet Access</li> <li>• Poster Board/Poster Maker</li> </ul> |
| 6     | <ul style="list-style-type: none"> <li>• Review and post pact.</li> <li>• Work on research portion of book study</li> </ul>  | <ul style="list-style-type: none"> <li>• Computer/Internet Access</li> <li>• Guiding questions</li> </ul>   |
| 7     | <ul style="list-style-type: none"> <li>• Read 5 to 7 pages of “WBTS.”</li> <li>• Poetry Gallery Walk</li> </ul>  | <ul style="list-style-type: none"> <li>• Novel</li> <li>• Poetry Vocabulary</li> <li>• Sample poetry for Gallery Walk</li> <li>• Exit Ticket</li> </ul>         |
| 8     | <ul style="list-style-type: none"> <li>• Discuss the role each student is playing in keeping the pact.</li> <li>• Video (Think-Pair-Share)</li> </ul>  | <ul style="list-style-type: none"> <li>• Novel</li> <li>• Computer/Internet Access</li> </ul>   |
| 9     | <ul style="list-style-type: none"> <li>• Read 5 to 7 pages of “WBTS”</li> <li>• Memoir</li> </ul>  | <ul style="list-style-type: none"> <li>• Novel</li> <li>• Memoir Notes</li> </ul>   |
| 10    | <ul style="list-style-type: none"> <li>• Read “WBTS”</li> <li>• Discuss the role of each person is playing to keep the pact.</li> <li>• Work on Book Study-complete Memoir</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Novel</li> <li>• Memoir</li> </ul>   |
| 11/12 | <ul style="list-style-type: none"> <li>• Mood and Tone</li> <li>• Read “WBTS”</li> </ul>   | <ul style="list-style-type: none"> <li>• Novel</li> <li>• Mood and Tone Notes</li> </ul>  |

|    |  |  |
|----|--|--|
| 12 | <ul style="list-style-type: none"> <li>• Imagery</li> <li>• Complete “WBTS.”</li> <li>• Exit Ticket</li> </ul>           | <ul style="list-style-type: none"> <li>• Novel</li> <li>• Imagery Notes</li> <li>• Study Guide</li> <li>• “A Dream Deferred</li> </ul> |
| 13 | <ul style="list-style-type: none"> <li>• Short Quiz on novel</li> <li>• “I Am” Poetry</li> <li>• Presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Quiz</li> <li>• “I Am” poetry template</li> <li>• Oral presentation rubric</li> </ul>         |
| 14 | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Edits</li> </ul>  | <ul style="list-style-type: none"> <li>• Pact</li> </ul>   |
| 15 | <ul style="list-style-type: none"> <li>• Book Study Due</li> <li>• Test</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Test</li> </ul>   |

Day 1: Day 1 starts as an introduction to the book. Students will use this time to discuss the authors, cover of the book, the summary, and make predictions about what may happen in the book. The students will write this information down to be discussed once the book is finished.

Day 2: This day will focus on determining what a pact is and why it is important (to build a cohesive team). Students will read “The Three Doctors” article for background information on the authors and determine their bond. After discussion, students will begin writing ideas for a classroom pact.

Day 3: Students will review previous day and read 5 to 7 pages of the novel. Students will work in groups to discuss the ideas that need to be incorporated in to the pact. The answers from group discussions will be shared and students will vote on what is the most important. Teacher will begin discussing hopes, dreams, and fears. Students begin making a Dream/Vision board.

Day 4: Day 4 will include the finalization of the Dream/Vision boards. The boards should be displayed as a reminder to the students of what they want to achieve. The boards can be referred to throughout the unit to guide the students in their thought process when making connections. Students will begin discussing the book study project. Teacher should hand out the rubric and go over it with the class. Allow students to ask questions and get clarity on what they have to accomplish. The students should turn in the rubric on the book study due date. A sample rubric will be attached in the appendix section of this curriculum unit.

Day 5: The classroom pact should be finalized on this day. The pact will be displayed in the classroom so students will know the expectations of the group. Since the pact is a collaboration between classes, the students may vote on a representative to be the signer

for the class. There should be a representative and a signature line for the teacher. This eliminates the need for more than one pact.

During this class, students will pick the doctor they want to research. The teacher can assign these groups if needed. Internet access will be needed for this day in order to give every group the opportunity to research the doctor. If there is only a limited number of computers, the teacher can read a portion of the book with half of the class while the other start their research. The groups will switch places at the half way mark of the class period. There should be guidelines for each student when researching. The teacher may give certain link for students and questions that should be answered. There should be a place where students can write the websites they used to find their information.

Day 6: This will not be a reading day for students. The goal for this day is to continue research and turn it in for teacher review. Teacher should offer feedback so that students can make corrections. This should be a quick feedback turn-around which enable students to make corrections by the due date.

Day 7: Day 7 will be the official day to start poetry. At this time, students should be familiar with the classroom expectations. Teacher will begin the poetry unit by introducing poetry vocabulary. Students should understand the following terms: stanza, mood, tone, imagery, settings, voice, figurative language, literal language and any other vocabulary the teacher finds important for the unit. Students may have some background knowledge for poetry so the introductory may not take the whole class period.

A gallery walk should be the class activity for the day. Students will be able to use the vocabulary with some sample writings. This is a great way to do an informal assessment to determine who understood the lesson. Suggested poetry include the following

- “The Cat in the Hat” or “Green Eggs and Ham” both by Dr. Sues
- “Abandoned Farmhouse” by Ted Kooser
- “Foul Shot” by Edwin H. Hoey
- “Junkyard” by Julian Lee Rayford
- “Nothing Gold can Stay” by Robert Frost

Exit ticket should be used to see where students are with understanding poetry vocabulary. This type of exit ticket lets the teacher know where the students thinks he or she is and where they actually are without having a formal quiz.

**Exit Ticket**  
**Speed Check**

I am at a complete stop  
I am cruising with caution  
I am a steady speed

Write out the definition for each of the vocabulary word.

stanza, mood, tone, imagery, settings, voice, figurative language, literal language

Day 8: As a warm-up activity, students can talk about what roles they are playing in keeping the pact. It is optional for students to share their response to the question.

Students will watch a poetry video. The students will have a discussion about the poetry video that includes the use of the vocabulary words learned the prior day. This will be a good time to use the Think-Pair-Share strategy.

Students can begin making revisions to their research for the conclusion of the day. The class can be divided into three groups. One group can do a vocabulary practice, the second could read assigned section of the book, while the last group works on their revisions. The groups can be rotated.

Day 9: Memoir is based on a time when the student stuck with something, came to a crossroads and had to make a decision or was successful at completing something. The story will have to include how this event shaped their lives or refer to a difficult decision they had to make. Students will bring the story to life through mood, tone, and imagery. The memoir should be written as a poem to be added to their book study project.

Day 10: How has the book impacted you? Did it make you pay more attention to your role in following the classroom pact? Students will read the poem "The Rose that Grew through Concrete" by Tupac Shakur. Students will dissect the poem in pairs through teacher questioning. Sample Questions:

- Who is the rose?
- What is the concrete?
- Why was a rose chosen?
- What is the mood and tone of the poem?

Students will then make a connection between the poem and the book. Students will answer the following questions based on the doctor that they researched. Groups will be selected so that one person from each research group is grouped together.



- How would this poem be an inspiration to the three doctors?
- What is the concrete that the doctor has to deal with so far in the book?
- How could these “concrete” circumstances have changed the doctor’s life?
- Are there any “concrete” circumstances that could affect you meeting your goals?

Students will present their information to the class.

Day 11: Students will continue with mood and tone. The warm-up will be students writing what they learned in their journal from the day before. Students will watch two videos; one for using the sense of seeing and the other for listening. When students are completing the listening activity, they will close their eyes to listen first. Once they have listened, they will talk about how their mood changed. After discussion, students will watch the video and see if their mood changes once they are seeing what is happening.

Teachers will then place students in pairs and remind them of the pact which guides them in their interaction within the group. Students will watch the Warren Sapp Dancing with the Stars clip.<sup>vii</sup> Students will be given questions that need to be answered before watching the video:

- Were there individual skills that Warren needed before he actually had to perform?
- Did he learn those skills individually or all at the same time? How did it all come together?

Students will use the Think, Pair, Share strategy for this activity. Students will come back together as a whole group to discuss the video. The discussion will include:

- How did the music play a role in the mood that you felt?
- Do you think that was the instructor’s intention?
- What was the role (Rose) of the instructor? Concrete (Struggles)?
- What was the role (Rose) of Warren? Concrete (Struggles)?
- How did they make it work?

Day 12: Students will begin with a quiz on WBTS and begin Imagery. The poem for this segment is “A Dream Deferred” by Langston Hughes.<sup>viii</sup> Students will understand that imagery is an author's use of vivid and descriptive language. Authors use imagery to add depth to their work. Imagery should appeal to the reader’s five senses. Teacher will then let students read “A Dream Deferred.” Students will be divided into two groups to complete Imagery Worksheet. The day should end with an exit ticket. See above in Day 7.

## Imagery

| Poem  | Book  |
|-------|-------|
| Sight | Sight |
| Taste | Taste |
| Touch | Touch |
| Smell | Smell |
| Sound | Sound |

Day 13: Students will begin working on the “I Am” poem. The students will write two poems from two different perspectives. The first will be based on one of the doctors in the book and the second will be how they feel about themselves. When writing the first poem, students will write as if they are one of the doctors. Teacher will pose the following question: If you were Dr. \_\_\_\_\_, what would you say about yourself. This can be used as a small group activity also. For students who may struggle with descriptive words, a list of word should be placed in a Solution Station so that they have a reference point. To differentiate for higher functioning students, the teacher could assign them a different character. For example, the student may take Rameck’s mother or grandmother, Razor, or the Bomb.

Students will have the opportunity to read their poetry aloud. Every student will be given a rubric to grade their classmate’s oral presentation. The teacher should review the rubric and make sure students understand what is expected to them. It is suggested that students are given a few minutes to practice with their partner.

Day 14: The teacher should lead a discussion on how the pact relates to the activities that were completed for the unit. The teacher should dive into how each reading connects with the pact including what happens if we choose the wrong path and what will happen when we choose the right one.

This day will also be used for students to work on their book study project. Students will take the time to do final edits and update their memoir to make sure mood, tone, and imagery are used to convey their story. The students can choose to edit independently or with a partner. The teacher should be available to review information for each student.

The teacher should have other work prepped for students who may be finished or finished before the other students.

Day 15: Students will complete a test for the unit. They will also turn in their book study project.

## **Strategies**

### Warm-ups

Warm-up should be given at the beginning of class to a reflection of the previous day or to get students thinking about that day's lesson. Try to incorporate a several warm-ups to learning unfamiliar words or common words used during the unit. These words will be taken from the text so the teacher must read chapters before the actual class.

### Solution Station

Solution stations are provided for students who may need extra assistance in completing the assignment. The solution station will include the activity directions and a sample for students to follow. Students are not allowed to have their worksheet, pencil or paper at the station. It is for a quick reference and not to be used to copy answers. Only one student is allowed at the solution station at a time.

### Book Study

The activities completed throughout the unit will be used as the book study project. The teacher should continuously check student progress on the book study. Once the unit is finished students should be ready to turn in the final product. The book study should include the "I Am" poem, the memoir, three doctors research.

### Collaborative Groups

Collaborative groups corresponds with the elements of interaction where students can construct meaning for the task. These groups must be planned and implemented so that the group does not become a waste of time. Collaborative groups increases problem-solving process, critical thinking skills, and social interaction of the group.<sup>ix</sup> The planning for this is important because there is a goal that must be met and all students in the group must be engaged in the learning. With any group setting there is a chance that students will just go along even if they have apprehension about the other members of the group. Every students must have a voice so that the process works.

### Literature Circles

Literature Circles can also be used with this unit. The teacher may decide to let students choose their books from a preselected library. Students can be paired with the other students who chose the same book. The students will still use the same poetry and assignments with the book they chose to read. A book suggestion would be “A teacup full of Roses” by Sharon Bell.

## Videos

Videos should be an ongoing feature of this unit. Videos will help with engaging the students. Poetry videos can be downloaded from any educational site or YouTube if it can be accessed through your school. Links to videos will be included in the appendices for teacher reference.

## **Classroom Activities**

### Dream Boards

Students can use an electronic dream board app to make their personal board. The board will include future goals, how to accomplish goals, and roadblocks they may hinder meeting the goal.

### Think-pair-share

Think-pair-share is a cooperative discussion amongst a group of students. This strategy occurs in three stages which gives it its name. During the “thinking” stage, students are thinking about a question or statement the teacher posed. During the “pairing” stage, students are talking with a partner about their thoughts. Finally at the “sharing” stage, students share their thoughts with the class.

### Gallery Walks

Gallery Walk is a discussion technique that allows students to work together in small groups to share ideas and respond to meaningful questions, scenarios, and/or texts. The teacher posts stations around the room. Groups will be formed and allowed a few minutes to respond to a prompt. After time has elapsed, students will move on to the next station. The process will continue until every group has been to every station. Each group will present to the class.

### Centers

Centers will be used for research purposes and grouping will depend on who selects what doctor. Teacher may change groups or split groups based on academic skills and social behavior.

## Discussions

It is important for every students to share in classroom discussion. This is a great way to assess whether students are understanding the concepts. Discussions can involve sharing of ideas, information experiences, reactions, and opinions. During discussions students are able to use a higher level of thinking to help them retain information. They can also retain information when they are able to connect prior knowledge or experiences to what they are reading.

## Exit Tickets

Exit tickets are used to informally assess where students are with in concept. The exit ticket can be used to assess where students feel they are and what they have actually learned. Reviewing these tickets will give the teacher the opportunity to group students according and decide if a review is necessary.

## **Teacher Resources**

[http://alex.state.al.us/lesson\\_view.php?id=12128](http://alex.state.al.us/lesson_view.php?id=12128)

This website give background information on the “I AM” poems and how to implement them. The site also includes templates for the poem. The teacher is able to choose a template to best meet the need of each student.

<http://www.literaturecircles.com/article1.htm>

This website breaks down literature circles and how they can be used within the classroom. The teacher may choose to use different books to complete the unit and this cites will be helpful in implementing the literature circles.

<http://www.cidde.pitt.edu/using-discussion-classroom>

The discussion website helps teachers with leading effective classroom discussion so that students are productive in achieving the task.

<http://www.ibo.org/>

The IB cite is a great way to incorporate social learning skills so that classroom groups/stations can work efficiently and effectively. The website is beneficial in understanding the characteristic need from individuals to make the group work.

## **Student Resources**

Bell, Sharon. *Teacup full of roses*. 1972. Reprint. New York: puffin books, 1987. Print.

This book is based on an inner-city family. Joe has made a decision to leave home due to hopelessness. Joe’s family is dealing with many issues including his mother’s blindness and his older brother’s addiction to drugs.

Langan, Paul. *The bully*. New York: Scholastic Inc., 2007. Print.

The Bully is a book about a boy who has moved from Philadelphia to California with his mother. Darrell struggles with self-image because he is significantly smaller than his peers. He is an easy target for bullies in his family and in school. Darrell is able to overcome bullying by joining the wrestling team and getting payback.



## **Appendix 1: Implementing Common Core Standards<sup>x</sup>**

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. This objective is addressed with video activity and through the oral presentation of poetry.

CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. This objective is addressed through analysis of poetry and comparisons to the book.

CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. This objective is addressed in the unit where students are comparing, contrasting, and making connections through the novel to the poetry they are assigned.

CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. Students meet this standard through the vocabulary portion of the unit.

CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. The texts provides the opportunity to analyze characters and their decision-making. Students will be able to determine why the choice was made, what if the character chose the alternative, and the repercussions of the choice made by the character.

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. The student will master this objective with the book study project which includes the research, the memoir, and the student's poetry.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. The student will master this objective with the book study project which includes the research, the memoir, and the student's poetry.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. The student will master this



objective with the book study project which includes the research, the memoir, and the student's poetry.

## Bibliography

Bluemink, Johanna, et al. "Group-Level Analysis on Multiplayer Game Collaboration: How Do the Individuals Shape the Group Interaction?." *Interactive Learning Environments* 18, no. 4 (December 1, 2010): 365-383. *ERIC*, EBSCOhost (accessed October 30, 2013). This article focuses on the interaction of groups in interacting learner environments. It provides great background information on the workings of collaborative groups.

Davis, Sampson, Rameck Hunt, and George Jenkins. *We Beat the Street*. 2005. Reprint. New York: Puffin Books, 2005. This book is the story of the above authors and how they made a pact to become doctors. The book discusses the struggles they encountered while trying to meet their goals.

Ediger, Marlow. *Exploring Poetry: The Reading and Writing Connection*. n.p.: 2002. *ERIC*, EBSCOhost (accessed October 30, 2013). This article included the connection between poetry, reading, and writing. The author discusses how poetry assists in students in the enjoyment of reading if it is presented correctly.

Nesdale, Drew, and Michael J. Lawson. "Social Groups and Children's Intergroup Attitudes: Can School Norms Moderate the Effects of Social Group Norms?." *Child Development* 82, no. 5 (September 2011): 1594-1606. *Academic Search Complete*, EBSCOhost (accessed September 17, 2013).

Randall, Daniel W., Normal. Communication Research Center. Illinois State Univ., and Others And. *The Effects of Territorial Depiction and Disruption on Group Cohesion in a Classroom Setting*. n.p.: 1972. *ERIC*, EBSCOhost (accessed October 30, 2013). This article devised the interpersonal and territorial and the disruption of territory in a small group classroom setting. The research shows that problems may result from the lack of positive results in the classroom.

Starr, Lisa. A Critique of the International Baccalaureate Learner Profile as a Curricular Document: Context, Hegemony, Hermeneutics and the Four Rs. [yonseijournal.files.wordpress.com/2012/08/pear-2-starr\\_1.pdf](http://yonseijournal.files.wordpress.com/2012/08/pear-2-starr_1.pdf). (accessed September 15, 2013). This article focuses on the ideals such as citizenship, caring, integrity, and persistence and how they are linked to overall student success.

Yamaguchi, Ryoko. "Children's Learning Groups: A Study of Emergent Leadership, Dominance, and Group Effectiveness." (April 1, 2003): *ERIC*, EBSCOhost (accessed

October 30, 2013). This article focused on leadership, dominance, and group effectiveness as it relates to group dynamics.

---

<sup>i</sup> <http://www.cms.k12.nc.us/cmsdepartments/accountability/cfsi/School%20Improvement%20Plans/2011-2012/Albemarle%20Road%20Middle.pdf>

<sup>ii</sup> <http://www.ibo.org/>

<sup>iii</sup> Nesdale and Lawson. "Social Groups and Children's Intergroup Attitudes: Can School Norms Moderate the Effects of Social Group Norms?." 1594-1606

<sup>iv</sup> Daniel Randall. *The Effects of Territorial Depiction and Disruption on Group Cohesion in a Classroom Setting*. N. p.

<sup>v</sup> Lisa Starr. A Critique of the International Baccalaureate Learner Profile as a Curricular Document: Context, Hegemony, Hermeneutics and the Four Rs.

<sup>vi</sup> <http://www.threedoctorsfoundation.org/>

<sup>vii</sup> <http://www.youtube.com/watch?v=FNu4Rjwx5CA>

<sup>viii</sup> <http://www.poetryfoundation.org/poem/175884>

<sup>ix</sup> Bluemink, Johanna, et al. "Group-Level Analysis on Multiplayer Game Collaboration: How Do the Individuals Shape the Group Interaction?." 365-383.

<sup>x</sup> <http://www.corestandards.org/>