Thematic Unit Plan: Friendship

Overview

This unit explores the universal theme of friendship geared toward a ninth grade Language Arts classroom. My justification for formulating a unit around one basic theme comes from Maxwell and Meiser. They contend “the best way to teach literature is by theme... when students read thematically related works they are able to connect the ideas and characters to their own lives and to other works as well” (Maxwell and Meiser 425). By not generating a unit based on genre, I have more reign to incorporate a variety of different literature genres that lead up to the major work and catch a larger number of students’ interests. As supplementary materials, I have incorporated an array of different literature that explore the theme of friendship—short story, prose, poetry, song lyrics, fable, and young adult literature. The main canonical piece of literature the unit will end with is The Adventures of Huckleberry Finn by Mark Twain. At this point in the unit, students are in the middle of their major young adult novel Holes by Louise Sachar.

Rationale

<table>
<thead>
<tr>
<th>ELA Standard</th>
<th>Student Outcome</th>
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<tr>
<td>9.4.2.2</td>
<td>Students will comment on the theme of friendship throughout the novel <em>Holes</em></td>
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| 9.4.3.3      | Students will track a character’s changes throughout the course of *Holes*  
|              | Students will comment on major character’s changes through journal entries |
9.4.5.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Students will discuss parallel plot, summarizing the importance of that element throughout the novel

Students will discuss how flashbacks affect the story

9.4.6.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Students will investigate how the concept of marriage is different in Vietnamese culture

9.4.6.7 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students will periodically defend their opinions and assertions with textual evidence in their journals

Students will complete an essay about the changes of one particular character

9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will complete an essay about the changes of one particular character in *Holes*

9.7.5.5 **Use a writing process to** develop and strengthen writing as needed by planning, **drafting**, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Students will complete an essay about the changes of one particular character in *Holes*

9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students will periodically take notes and complete journal entries on level one and level two

9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Students will discuss literature in pairs, groups, and as class

9.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Students will analyze pieces of literature for figurative elements: simile, metaphor, tone, attitude, flashback, parallel story, narrative connection, symbol

Students will analyze author’s meaning through tone

9.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Students will state opinions on characters, supporting that with textual evidence

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**Annotated Bibliography**


This fable, a genre not normally given to ninth graders, touches on the theme of friendship with a specific moral behind it. It gives students the opportunity to read familiar literature similar to that of their younger years, which changes things up on them. Its simplistic and straight-forward style is easily understood by ninth graders, which can generate more discussion.

Being a work by a famous poet and touching on the theme of being alone/having no friends, this poem gives an uncommon perspective on being an outsider. As a way to encourage students that life is about the attitude you have toward certain things, this poem can supplement this unit and possibly act as therapy for students struggling to make friends.


As supplemental material to the unit on friendship, this piece of prose gives opportunities for students to analyze a different genre of literature. This piece goes along with the theme of friendship and acts as a buffer between reading the young adult novel daily. Because this work is more difficult than others, students are challenged to work on their vocabulary. It also can be connected and compared to earlier supplemental works.

*Holes.* Dir. Andrew Davis. Walt Disney Pictures, 2003. DVD.

For visual learners, witnessing events unfold through film can help with comprehension. For this reason, and to incorporate some less-strenuous work days (something for students to look forward to), including a film version that is very close to the sequence of events in the novel is a fun addition.


The use of this poem in a classroom gives students a glimpse at a shorter work on the theme of friendship with a slightly cynical tone. It allows students to investigate the poet's intentions and to compare it to the moralistic story of “The Hare With Many Friends.” Overall, it provides students with a break from the larger work and gives them a taste of more contemporary poetry.

“Rain Music” provides students with a culturally diverse short story that is manageable in one class period and reflects the unit theme of friendship. Students are able to see a culturally diverse perspective and compare it to their own values and norms. This short story can act as a discussion point of acceptance and tolerance.


This song touches on an issue of friendlessness that many ninth graders have had or currently have to deal with. It is important in my classroom to discuss issues that directly relate to the school’s camaraderie. This song gives students and teachers an opportunity to discuss the touchy subject of feeling alone, without friends.


As supplemental material to the unit on friendship, this song gives opportunities for students to analyze song lyrics in a way they may have never done before. This song is fairly contemporary and fits perfectly into the theme of friendship. It also acts as a buffer between reading the young adult novel daily.


One of the major themes throughout this novel deals with the idea of friendship. Two characters, Zero and Stanley, have struggled with having friends their entire lives until they bond at a camp for juvenile delinquents, where they discover they have more connections than just being labeled as friendless delinquents. As an easy read to accommodate lower level readers and a great film adaptation with a theme that is easy for ninth graders to relate to, this young adult novel is great for the classroom.

As supplemental material to the unit on friendship, this song gives opportunities for students to analyze song lyrics in a way they may have never done before. This song fits perfectly into the theme and acts as a buffer between reading the young adult novel daily.
### Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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| **Jan. 31** | **Holes** Chapter 27-9  
**Level One Write:** Favorite character thus far  
**Literary Devices:** Parallel Story Flashback  
**HW:** “Dance Upon the Wind” and Aesop’s Fable—Describe tone |
| **Feb. 1** | **Poem:** “Dance Upon the Wind” by Intimate Knight  
**Fable:** “Aesop’s Fable: The Hare with Many Friends” by Aesop  
**Venn Diagram:** Compare and contrast how these works similarly and differently explore the idea of friendship.  
**HW:** *Holes* Chapter 30 |
| **Feb. 2** | **Level Two Write:** Zero and Mom  
**Mini-lesson on Thesis Statements**  
**HW:** Complete thesis statements; Find song about friendship |
| **Feb. 3** | **Songs:** “Lean on Me” by Bill Withers (1972)  
“Umbrella” by Rihanna (2007)  
**Level One Write:** Letter to Linh’s parents  
**Themes:** Rain Music” by Longhang Nguyen  
**Film segment**  
**HW:** *Holes* Chapters 31, 32 |
| **Feb. 4** | **Short Story:** “Rain Music” by Longhang Nguyen  
**Level Two Write:** Favorite character’s changes  
**Film segment**  
**HW:** *Holes* Chapters 33, 34, 35, 36, 37 |
| **Feb. 7** | **Quiz on Chapters 27-37**  
**Literary Devices:** Symbols-Peaches  
Narrative Connection  
Metaphor  
Drama Activity  
**Collect Chapter Summaries** |
| **Feb. 8** | **Prose:** “Friendship” by Ralph Waldo Emerson  
**Compare to “The Hare with Many Friends” and “Dance Upon the Wind”**  
**HW:** *Holes* Chapters 38, 39 |
| **Feb. 9** | **Level Two Write:** Relationship between Stanley and Zero  
**Displays of friendship between Stanley and Zero**  
**Two connections between Zero and Stanley are discovered:** shoes and ancestors  
**HW:** *Holes* Chapters 40, 41, 42 |
| **Feb. 10** | **Short Story:** “Rain Music” by Longhang Nguyen  
**Level One Write:** Letter to Linh’s parents  
**Themes:** The line between friendship and a romantic connection can blur; difference in cultures  
**HW:** *Holes* Chapters 43, 44, 45; Brief summary of Kate Barlow’s story |
| **Feb. 11** | **Holes** Chapter 40-2  
**Level Two Write:** Stanley  
**Characters:** Zero Stanley  
**Literary Devices:** Parallel Story Symbol-Onions  
**Film segment**  
**HW:** *Holes* Chapters 43, 44, 45; Brief summary of Kate Barlow’s story |
| **Feb. 14** | **Holes** Chapter 43-5  
**Scavenger Hunt**  
**Level Two Write:** Warden  
**Characters:** Zero Warden  
**HW:** S.H write-up; Read “I’m Nobody!”  
**Notes on attitude** |
| **Feb. 15** | **Song:** “On the Outside Looking In” by Jordan Pruitt  
**Poem:** ”I’m Nobody! Who are You?” by Emily Dickinson  
**Themes:** What it’s like not to have friends  
**Two different interpretations (hurt vs. content)** |
Daily Lesson Plans

January 31

Standards Addressed

9.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings

9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

9.4.5.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Student Outcomes

Students will summarize the events of assigned chapters in groups (students keep a log of these summaries in their journals)

Students will identify examples of Flashback in their text

Students will illustrate how Parallel Story is used in the novel

Students will informally write about a character, justifying their reasons for liking him/her

Materials

Holes Chapters 27, 28, and 29

Procedure

In groups, summarize chapters—one group shares aloud

Discuss Parallel Story

Groups discuss definition—one group shares aloud

Groups discuss parts of the book where this device was shown

Groups summarize the story of Kate Barlow up until this point

Discuss as class

Discuss Flashback

Define

Groups find example from text
Journal Write

Who is your favorite major character in this book at this point in your reading? What qualities of this character make him or her appealing to you? Why?

Homework

Read “Dance Upon the Wind” and “The Hare with Many Friends”
Write down a one-word adjective to describe the tone for each

Assessment

Informal browsing between groups during discussion

February 1

Standards Addressed

9.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Student Outcomes

Students will analyze two different genres of literature (poem, fable) on the same theme of Friendship.
Students will identify figurative language (simile) within the literature.
Students will discuss how each piece of literature views friendship similarly.
Students will discuss how each piece of literature views friendship differently from the other
Students will evaluate tone in each work

Materials

“Dance Upon the Wind” by Intimate Knight
Aesop's Fable—The Hare with Many Friends
Blank Venn diagram worksheets
Procedure (in-depth)

- Discuss figurative language element: Simile:
  - Definition
  - Example from poem

- Discuss Tone:
  - Definition
  - Example from *Holes*

- Teacher reads aloud: “Dance Upon the Wind”
  - In groups of 3:
    - Recorder
    - Reporter
    - Facilitator
    - Students discuss how this poem views friendship and pick out the use of simile (evidence from the literature)
    - Students discuss the tone
    - Teacher is roaming from group to group to ensure groups are on-task
  - Discuss responses as whole group.
    - What if the last line of the poem were omitted/taken out?

- A student volunteer reads aloud: *The Hare with Many Friends*
  - In same groups of 3:
    - Switch duties: Recorder to Reporter; Reporter to Facilitator; Facilitator to Recorder
    - Write the moral of the story in a phrase
    - Discuss how this story views friendship
    - Discuss the tone
    - Teacher is roaming from group to group to ensure groups are on-task
  - Discuss as whole group.
What are the differences between the works and their views?
What are the similarities in views between the works?
How does the tone of each work affect its meaning/message?
Fill in group Venn diagram

**Journal Write**
- In your journals, write your definition or explanation of the word *Friendship.*
  - How would you explain it to someone who did not know what it means?
  - Describe someone who fits your definition and explain why or how.
  - (5 minutes for free writing).

**Homework**
Read Chapter 30 in *Holes*

**Assessment**
Groups turn in their completed Venn diagrams

**February 2**

**Standards Addressed**
9.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
**Student Outcomes**

Students will formulate their own thesis statement including three main points when given a topic.

Students will use their own knowledge and creativity about a given subject, without research, to create a thesis statement.

Students will analyze a character, describing how that character is portrayed

Students will summarize the events of assigned chapters in groups (students keep a log of these summaries in their journals)

**Materials**

*Holes* Chapter 30

Note cards

Thesis Statement Handout

**Procedure (in-depth)**

Summarize Chapter 30

Discuss the character of Zero in this chapter—what we learn, how he has progressed

Discuss the character of Mr. Pendanski

**Write “Thesis Statement” on the board.**

**Write out a short definition under the phrase on the board:** *A single statement placed toward the end of the introduction that provides a reader with an understanding about the position the writer has taken on any particular subject and a summary of the main points of the paper.*

**Describe the benefits and importance of having one to start a paper,** writing those underneath the definition in bullet points: *Provides the reader with an understanding about the position the writer has taken on any particular subjects. It narrows down focus. It narrows down research.*

**Ask students if they have any other ideas about how a thesis statement could benefit the paper, the reader or the writer, writing those ideas on the board.*
Handouts about thesis statements for student reference (See Appendix).

Model thesis statement on the board.
  o Ask for ideas.
  o Vote on the favorite topic.
  o Board format:
    Topic: Broad
    Focus: Narrowed
    Position: For/Against/Other
    Main Points/Paragraphs: 1, 2, 3
    Thesis: Design is based on above information

Creating own thesis:

Hand out note cards from beginning of class.

Students must take another student’s idea and create a clear, focused thesis for an essay (they will not actually write an essay, but this can serve as practice in writing introductions/conclusions and formulating an outline later). They will be able to twist the idea in any way possible, being as creative as they wish.

Teacher walks around to help struggling students/answer clarifying questions.

Journal Write

What have you learned about Zero so far? What are his characteristics/qualities? How has he changed from the beginning of the novel? What do we know about him now that we didn’t when we were first introduced to him in Chapter 5?

What do we know about Mr. Pendanski from this chapter? After reading this chapter, has your perception of him changed? Pick out a quote or line in the novel that is evidence for your opinion of him.

Homework

Bring complete thesis statements the following day with three reasons why it is useable in a paper (use the handouts to help in this argument).
Find/think of a song on the subject of friendship and bring in a few lines of those lyrics.

**Assessment**

Bring complete thesis statements the following day with a few sentences describing why it is useable in a paper (use the handouts to help in this argument).

**Criteria:**
- Avoids first person
- Has at least three main points attached
- Specific and focused
- Asserts a point
- Provides reader with a guide/summary of what the paper will address

**February 3**

**Standards Addressed**

9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

9.4.4.4 Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Student Outcomes**

Students will analyze song lyrics

Students will identify ways in which “Lean on Me” and “Umbrella” illustrate the theme of friendship in similar and different ways through tone

Students will create their own song using elements of the two songs

**Materials**

Ipod with “Lean on Me” and “Umbrella”

IPod dock

Lyrics to “Lean on Me” and “Umbrella”
Procedure

Students share songs in front of classmates

Play “Lean on Me”

Discuss how it portrays friendship through its tone

Play “Umbrella”

Discuss how it portrays friendship through its tone

Discuss how they are similar and different

In partners, create a remix or mash-up of these two songs using words, lines or other elements from each one

Journal Write

How is the song you brought to class a song about friendship? What does it say about friendship? How does it make you feel when you listen to it?

What is the difference between hearing it and reading the lyrics?

Homework

Chapters 31, 32 in *Holes*

Assessment

Informally through class discussion

February 4

Standards Addressed

9.4.2.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Student Outcomes

Students will summarize the events of assigned chapters in groups (students keep a log of these summaries in their journals)
Students will discuss how these chapters reinforce the theme of friendship in the book.
Students will watch the events of the book unfold and identify ways in which the film is different from the book.
Students will write about the changes of one character.

Materials

*Holes* Chapters 31 and 32
*Holes* Film

Procedure

Summarize chapters read in groups—groups write up
Discuss how these chapters reinforce the theme of friendship—How does Stanley display genuine concern for Zero?
Watch film up to this point
Continue taking notes on the differences from the film to the novel
Free reading

Journal Write

Track your favorite character's changes up to this point. Draw evidence from the text that shows these changes.

Homework

Read Chapters 33-37

Assessment

Assess journal write

February 7

Standards Addressed

9.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
Student Outcomes

Students will summarize the events of assigned chapters in groups (students keep a log of these summaries in their journals)

Students will interpret the events of the text and act them out in pairs
Students will label pieces/sentences of the text as metaphor, symbol, or narrative connection
Students will independently identify metaphor from other parts of the text or a separate piece of literature

Materials

*Holes* Chapters 33, 34, 35, 36, 37

Procedure

In groups, summarize events of the assigned chapters

Quiz on Chapters 27-37:

**Quiz Questions:**

1. **What does Mr. Sir do to Stanley’s water when he delivers the water to the boys?**
   
   Dumps it on the ground (116)

2. **What was the first thing Stanley teaches Zero to write after he teaches him the alphabet?**

   Zero—his name (119)

3. **How does Kate Barlow die?**

   Yellow-spotted lizard (123)

4. **What is expected of the boys after the Warden finds out about Stanley and Zero’s deal, after Zero is taken away by the Warden?**

   the Warden expects 7 holes the following day—Stanley has to dig two (140)

5. **How does spelling help Zero after he runs away?**

   Keeps Zero’s mind off of the march toward the mountain (162)
Metaphor—Define, Example/Discuss
Symbol—Define, Example/Discuss
Narrative Connection—Define, Example/Discuss
Drama Activity: In pairs, act out the events of these chapters (one as Stanley, the other as Zero)

Journal Write
None

Homework
Find an example of metaphor from *Holes* or from a different piece of literature

Assessment
Quiz
Drama activity
Independent metaphor search

February 8

Standards Addressed

9.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Student Outcomes
Students will analyze the similarities and differences between the three pieces of literature, visually organizing the pieces into a Venn diagram
Students will identify/pick out figurative language elements
Students will investigate new and difficult vocabulary words, using context clues to determine meaning

Materials
“Friendship” by Ralph Waldo Emerson
Previous copies of “Dance Upon the Wind” and “The Hare with Many Friends”
Procedure

Generate Venn diagram from previous lesson on board—teacher hands back student Venn diagrams

Read a portion of “Friendship” aloud (either student or teacher if not volunteers)

Add another circle to the Venn diagram on the board and discuss the similarities and differences in tone (students take notes on their Venn diagrams as well)

In groups, read another portion of “Friendship,” picking out difficult words and any figurative language (hint: metaphor, which was learned yesterday)

Discuss findings, look up difficult words or use context clues to determine meaning

Record findings on back of Venn diagram

Add to Venn diagram if necessary

Journal Write

None

Homework

None

Assessment

Collect group revised Venn diagrams

February 9

Standards Addressed

9.4.2.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Student Outcomes
- Students will read pieces of the novel aloud
- Students will listen as peers read novel aloud
- Students will summarize the events of assigned chapters in groups (students keep a log of these summaries in their journals)
- Students will write to put the relationship between two characters into their own words using textual evidence

Materials
- *Holes* Chapters 38, 39

Procedure
- Read Chapters 38 and 39 as a class—student volunteers and teacher interjections
- Discuss the friendship between Stanley and Zero—its progression up to this point

Journal Write
- In what ways does Stanley display acts of friendship toward Zero? What kind of connections beyond camp do Zero and Stanley have? How has their friendship progressed up to this point in the novel? Indicate instances from the text—quotations

Homework
- Finish writing response

Assessment
- Assess student journal write

February 10

Standards Addressed
9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
9.4.6.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Student Outcomes

Students will analyze a short story written by a diverse author
Students will connect the theme of friendship to this short story
Students will identify differences in our culture than the one portrayed in the story
Students will propose an argument advocating the relationship between the characters in the story

Materials

“Rain Music”

Procedure

Read “Rain Music” aloud as class
In groups, discuss the themes, differences today in our society, and message
Discuss as class
Write letter individually

Journal Write

Write a letter to Linh's parents in an attempt to explain to them why they should be accepting of the relationship between Linh and David.

Homework

Chapters 40, 41, 42 in Holes

Assessment

Groups hand in notes from class

February 11

Standards Addressed

9.4.2.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9.4.5.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

9.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings

**Student Outcomes**

Students will summarize the events of assigned chapters in groups (students keep a log of these summaries in their journals)

Students will analyze a character, describing how that character is portrayed in the novel

Students will watch the events of the book unfold and identify ways in which the film is different from the book

Students will investigate and identify symbol and parallel story

Students will independently read

**Materials**

*Holes* Chapters 40, 41, 42

Assignment sheet for final essay

*Holes* Film

**Procedure**

Summarize the events of assigned chapters in groups

Discuss symbols

Discuss parallel story

Watch film up to this point

Continue taking notes on the differences from the film to the novel

Free reading
Journal Write

Do you think Stanley’s character has made changes through the course of his time at Camp Green Lake? How has Stanley’s character changed from the beginning of the story to this point? Indicate these changes through textual evidence from the novel.

Homework

Add to notes about the differences between the film and the novel
Write up a brief summary of what is going on in the parallel story of Kate Barlow

Assessment

Assess understanding of the parallel story (homework)

February 14

Standards Addressed

9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Student Outcomes

Students will summarize the events of assigned chapters in groups (students keep a log of these summaries in their journals)

Students will work with objects, describing in words how each object works as a piece of the overall novel and how each is important to the overall novel

Students will analyze a character, describing how that character is portrayed

Materials

Scavenger hunt materials (instead of items, picture images on brightly colored paper)

Procedure

Summarize the events in the assigned chapters

Discuss what we learn about Zero in these chapters
ACITIVTY: SCAVENGER HUNT—Items throughout the book are placed throughout the school (Lipstick tube, Sploosh, Canteen, Frosted Flakes, Book on how to teach someone to read, Shovel, Onions, etc.)

Journal Write
What do we find out about the Warden? Does this change your perception of her? How do you feel about the Warden? Do you sympathize with her? Do you think she has the opportunity to change?

Homework
Finish journal write
For each item you found during the scavenger hunt explain the role it has in the novel
Read “I’m Nobody! Who Are You?” by Emily Dickinson and make notes about the speaker’s tone and attitude about being alone

Assessment
Assess scavenger hunt write-ups

February 15

Standards Addressed
9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
9.4.4.4 Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Student Outcomes
Students will analyze two different genres: song and poem
Students will compare two different modes of expression in terms of speaker attitude, tone, and message
Students will transfer class notes to a well-written, coherent paragraph

Materials
“On the Outside Looking in”
IPod iPod dock to play song
“I’m Nobody! Who Are You?"
Blank Venn diagram worksheet

**Procedure**

Discuss *speaker attitude*

Hand students lyrics and play “On the Outside Looking in” by Jordin Pruitt

In groups, discuss song’s message, attitude and tone

Hand out Venn diagram to be filled out in pairs

Discuss student notes on the attitude and tone of “I’m Nobody! Who Are You?”

Fill out Venn diagram, comparing the song to the poem

**Journal Write**

Transfer your and your partner’s Venn diagram notes into a paragraph write-up about the similarities and differences in the writer/speaker’s *attitude*

**Homework**

Chapters 46-8 in *Holes*

**Assessment**

Pair’s Venn diagrams and paragraph write-up
Assessment Plans

Daily journal entries formulate the basis of the student’s final level three essay

Level One
Who is your favorite major character in this book at this point in your reading? What qualities of this character make him or her appealing to you? Why?

Level Two
A. What have you learned about Zero so far? What are his characteristics/qualities? How has he changed from the beginning of the novel? What do we know about him now that we didn’t when we were first introduced to him in Chapter 5?
B. What do we know about Mr. Pendanski from this chapter? After reading this chapter, has your perception of him changed? Pick out a quote or line in the novel that is evidence for your opinion of him.
C. Track your favorite character’s changes up to this point. Draw evidence from the text that shows these changes.
D. Do you think Stanley’s character has made changes through the course of his time at Camp Green Lake? How has Stanley’s character changed from the beginning of the story to this point? Indicate these changes through textual evidence from the novel.
E. What do we find out about the Warden? Does this change your perception of her? How do you feel about the Warden? Do you sympathize with her? Do you think she has the opportunity to change?

Level Three
Focus on one of the characters and describe: a) if they change or develop throughout the story, how and what provokes that change. b) if they don’t change throughout the story and why that might be—what prevents that change from happening. Present evidence from the text.
Final Essay

Students choose between the following two final essay options:

Option A: Focus on one of the characters and describe: a) if they change or develop throughout the story, how and what provokes that change. b) if they don’t change throughout the story and why that might be—what prevents that change from happening. Present evidence from the text.

Option B: Explore one of the theme of friendship. Describe the relationships between the characters that exist to demonstrate this theme and present evidence from the text to support your findings.
Level 3 Essay Rubric

(25 points) **Mechanics:**
- Correct citations (Page numbers) 1 2 3 4 5
- Capitalization 1 2 3 4 5
- Complete sentences 1 2 3 4 5
- Spelling 1 2 3 4 5
- Punctuation 1 2 3 4 5

(25 points) **Structure/Organization:**
- 5 Paragraphs: 1 2 3 4 5
  - Introduction:
    - Thesis Statement: Preview of main points/key ideas 1 2 3 4 5
  - Conclusion:
    - Restatement of thesis
    - Summary of main points/key ideas 1 2 3 4 5
- 3 Body Paragraphs:
  - SEE: 1 2 3 4 5
    - Statement: Topic Sentence
    - Evidence: Textual Evidence/Examples from text
    - Explication: Explanation of evidence
  - Transitions 1 2 3 4 5

(50 points) **Content:**
- All parts of the question are answered 1 2 3 4 5 X2 ____
- Well-written 1 2 3 4 5 X2 ____
- Clear, focused topic 1 2 3 4 5 X2 ____
- At least two quotations 1 2 3 4 5 X2 ____
- Word choice appropriate 1 2 3 4 5 X2 ____

Total: ____/100

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**Quizzes**

A total of four ten-point quizzes over the readings will be given to students

- Chapters 1-12
- Chapters 13-26
- Chapters 27-37 (Example questions on February 7)
- Chapters 38-50

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Exam

A final exam will be given after finishing *Holes*

Example Exam Questions:

1. **Zero finally stands up for himself before he runs way from camp.**
   Explain what he does to Mr. Pendanski. What does this reveal about his character (hint: what misconceptions did campers and counselors have about him that were shattered in that moment)?
   Zero takes a shovel and hits Mr. Pendanski across the face. He verbalizes that he hates digging holes (something everyone thought he loved) (139).

2. **Explain the scene where Kate Barlow dies:**
   Kate is confronted by Trout and Linda Walker who tie her to a tree while she is sleeping and threaten her, demanding to know where she has hidden the treasure. She dies from Yellow-spotted lizards, and dies laughing. (121-23)

3. **What is God’s Thumb? What is its significance?**
   a mountain
   the same mountain Stanley’s great grandfather found refuge after being robbed from Kate Barlow/it is a safe haven for the boys (166)

4. **What does the Warden ask Mr. Sir to do after Zero runs away? Why?**
   Delete his files/records so that no one will know that the camp had a boy run away (144)

5. **Where does Stanley find Zero? And why is Zero there?**
   in a boat—Mary Lou because it is the only shelter from the heat (154)

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Group Discussion

Students will be informally assessed through group discussion by handing in group notes

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Journal Entries

Students will periodically be graded on a ten-point scale for their journal responses.

Students will be graded on a 20-point scale for their chapter summaries (collected on each of the four quiz days).

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