

Courtney Woods

Instructional Unit Plan

*The Five People you Meet in Heaven* written by Mitch Albom

Linking Text:

The Poem "The Secrets we Hide" by Tiffany Franklin.

"<http://www.youtube.com/watch?v=L-uJCAWl7pw> : clip from the Lion King

<http://mitchalbom.com/bio> (non-fiction biography)

Quote from Eleanor Roosevelt

Quote from Buddah

## Rationale

As students enter the ninth grade they are moving out of the childhood and into young adult hood. They are no longer the “top dogs” of the school but now the “babies” back on bottom. Both boys and girls are starting to grow up and starting to learn about themselves and who they want to be throughout their journey in high school. I cannot teach them how to act or what they must do with their lives but when teaching lessons to my students I always want them to walk away with a bigger feeling of accomplishment rather than just reading a story and totally forgetting about it. When they read the novel they are going to be searching for their true meaning in life, just as Eddie did throughout the novel, *The Five People you Meet in Heaven*.

This book written by Mitch Albom would be taught in my ninth grade English class. It is a reading level 6, which would be a struggle for some students and maybe a bit easy for others but throughout the activities and lessons each student will be pushed to their greatest ability to learn and understand the meaning that Mitch Albom wrote for Eddie to learn throughout his years on earth. Students will be interested and learn about this book not only for reading a book but to help them figure out who they want to be throughout their high school career and their life. This book helps students see life at many different stages and that each stage is important and makes an impact on what will happen in the present and future for themselves and their peers. Students will be asked many different questions throughout the lesson some including, how can understanding others help with their own lives? Also what can we learn from flashbacks that we have in our own lives? Do we wish we could have changed that outcome? These are all questions that students will be thinking about which in the end will help them learn who they were, are and going to be. I think it is important for students to look at all aspects of their lives and become a better person for it.

Teaching about death within the classroom will not be an easy task and some faculty, parents and even students may want to object this text because it is about a man dying and him going to heaven. Some may argue that this would include religion and some parents may not want their student reading and learning about religion or death at all. I would totally understand that there are different religions and beliefs within our world, community and school district but one thing I can assure of you of, is this book is not taught around religion or even the idea of death. This is about what has happened to Eddie here on earth and what impact he has made. To my staff, parents and students I assure you that I would not promote one religion over another or a place after death. This is just were Mitch Albom believed Eddie should go, and each student can have their own beliefs. Also that this novel may be about Eddie dying but the author is showing us the theme through his life and what happened with his years on earth, which each of us are doing every day.

Throughout this unit we will be using many different linking text to help us connect other readings and eras to our theme of this novel. The poem “The Secrets we Hide” which is written by Tiffany Franklin is a poem that will help students connect that others have secrets about the life they live and what they learn from those secrets. *Tuesdays With Morrie* is another novel written by Mitch Albom that connects closely with Albom’s theme from *The Five People you Meet in Heaven*. I think that showing students Albom’s way of writing will help to get started when opening up the book. There are many connecting themes and lessons in both books that students will be able to compare and contrast different characters within both novels. Before starting the lesson we will be first begin to learn about the author. It is important for students to know exactly who they are reading from and their background. Mitch Albom has biography just like everyone else in this world and it is important for students to learn about him and why he

writes and sticks to the themes that he does. For another linking text of this unit there is a short clip from the movie The Lion King to show to the students. This is a clip from when Simba is returning to pride rock after scar has taken over. It shows that sometimes you need to go back to something in order to make it better. This will connect students not in a real world aspect but in something they are already comfortable with. Using movie clips always gets students engaged about what they could learn, especially from a Disney movie that they would have never thought about before. Two more linking text come from quotes from important people that have impacted our past including Eleanor Roosevelt and Buddha. Both quotes include some idea or meaning of life. These would be great to use as bell work or a question of the day and have students analyze exactly what each quote means and why they said those quotes. When learning about a theme within a novel and a unit it is important to bring in other areas of literature and learning. Students need to learn more than just about one book, bringing in and using all different types of readings then the classroom has to opportunity to become more well-rounded.

Throughout this unit students will be using a multitude of strategies to help with their understanding. One of the major strategies that will be used is group and classroom discussion, following the common core standard of Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. I believe that discussion helps students get a better understanding than just reading it silently and not talking about it with each other. When students talk about the different lessons and Eddie is learning and what is happening when he is meeting each person students can get and understanding of what each other thinks. They not only see it in their eyes and ears but in their peers too. Another strategy that will be used within this unit is reading

journals. Students can write down questions or their feelings throughout each chapter and that would be a good starting point for discussions. Coming from the reading journals the common standard of Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) would be addressed. Using vocabulary and comprehension quizzes will also be utilized throughout the unit so that I can make sure each student understands that content within the novel. At the end of the unit students will be asked to get in groups of two or three and put together a presentation that will be orally given to the class along with a written narrative essay. This will be a strategy and an assessment throughout the unit. Assessments are happening every day in class with discussions. I will be walking around the room and making sure that each student understands the content and what is being asked of them. This will be on one of the major themes that Eddie could have learned through meeting the five people in heaven. Even though the major theme of this novel is focusing on the true meaning of life, Eddie learns five smaller lessons that that include: all life is connected, although life ends love endures, when you lose something you gain something, let go of angry and everyone's life has a purpose. These will also be used and taught throughout the linking text, strategies and assessments throughout the unit.

I think that this is an important unit and will be very beneficial novel for students to read that are in the ninth grade. Using the different themes, multiple linking text and many different strategies and assessments students will get a comprehension and care for the author, the novel and the theme as a larger world concept.

## Objectives

- Students will be able to decide what the theme of a text is and how it develops using detail from the text.
- Students will be able to write an effective essay focused on a question from the novel by choosing effective details and organizing them into a sequence.
- Students will be able to analyze author's ideas and make connections of the ideas and text.
- Students will be able to identify connotative meaning of word in a text.

## Essential Questions

- What types of experiences help man find meaning in his life?
- What specifically is it that people need to learn throughout their life?
- What motivates people throughout their life?
- Does everybody we meet, have some impact on where we will go in life? Explain.
- Throughout life, man meets many people, does each person meet have an impact on where life my go? Explain.

## Common Core Standards

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1)
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (RI.9-10.3)
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RL.9-10.4)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.9-10.3)
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.9-10.1)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1)

## Annotated Linking Text

- *Tuesdays with Morrie* also written by Mitch Albom is a book about a man that walks through his old and young life to help him find a meaning of life. This is a good that could go with my main text because in both stories they are looking for something bigger than themselves, even if in the end they do not need to. I would have students either read this book or refer to it often to maybe see the similarities the author used in both.
- *Man's Search for Meaning* is a 1946 book by Viktor Frankl recording his experiences as an Auschwitz concentration camp inmate during World War II, and describing his psychotherapeutic method, and what he had to do to identify a purpose in life to feel positively about the outcome of the war and his life. This would be another great book to read or at least parts of it because it is showing a struggle in life but if you have hope so much can come from it.
- <http://mitchalbom.com/bio>. This is an online biography of Mitch Albom. It is important that students know exactly who the author is and why they write the books that they do. I feel this is important for any and all students to know before reading any novel, poem or short story. This is a non-fiction website about his true life and who he is a person. Before even handing out the books I would want my students to be informed of who they are going to be reading for their next unit.
- [http://www.nytimes.com/2012/05/15/health/losing-more-to-gain-more-amputees-once-unthinkable-choice.html?\\_r=0&adxnml=1&adxnmlx=1381972849-I5zUrzR2gVKkoYVL74WcNA](http://www.nytimes.com/2012/05/15/health/losing-more-to-gain-more-amputees-once-unthinkable-choice.html?_r=0&adxnml=1&adxnmlx=1381972849-I5zUrzR2gVKkoYVL74WcNA) is a great article about an amputee who has done so much more with their life. I think this would be a wonderful article to look at to see that when you lose something you can also gain even more.
- [https://www.google.com/search?q=love+last+forever&newwindow=1&source=lnms&tbm=isch&sa=X&ei=dVJfUpitN4bW9QTGq4DwBA&ved=0CAkQ\\_AUoAQ&biw=1366&bih=643&dpr=1#facrc=&imgdii=&imgrc=PJVMFpzWSwemUM%3A%3BpYKwiQ3INNYtOM%3Bhttp%253A%252F%252F26.media.tumblr.com%252Ftumblr\\_m32bynYNEU1r6tqwso1\\_500.jpg%3Bhttp%253A%252F%252Fimgfave.com%252Fview%252F219740%3B500%3B281](https://www.google.com/search?q=love+last+forever&newwindow=1&source=lnms&tbm=isch&sa=X&ei=dVJfUpitN4bW9QTGq4DwBA&ved=0CAkQ_AUoAQ&biw=1366&bih=643&dpr=1#facrc=&imgdii=&imgrc=PJVMFpzWSwemUM%3A%3BpYKwiQ3INNYtOM%3Bhttp%253A%252F%252F26.media.tumblr.com%252Ftumblr_m32bynYNEU1r6tqwso1_500.jpg%3Bhttp%253A%252F%252Fimgfave.com%252Fview%252F219740%3B500%3B281) (very long. Sorry) This is a picture that shows love starts and grows and that love does last forever. This is important because Eddie love, Marguerite, is now gone but she will always be with him. Student could feel that through this picture and describe different feelings Eddie may be feeling.
- <https://sites.google.com/site/metaphysicsrobertiodice/meaning-of-life-essay> This is a short essay that talks about what the meaning of life in a philosophy matter. It brings another look to the table about the actual meaning of life and would be great for students to read before the actual book so they could think about the meaning of life in a couple different ways including a philosophical way.
- <http://www.youtube.com/watch?v=L-uJCAWI7pw> this is a clip from the Lion King when Simba returns to pride rock. This is shows that Simba found a meaning to life, also he is

letting go of angry and also when life ends there is still love that is there. I would show this to help the students think of chapters where these themes are occurring.

- <http://www.youtube.com/watch?v=aNN1VKeS61g> Here is a short little cartoon film that gives some advice on things to do with your life. I felt this would fit great in after the book maybe towards the end if we were going to do a large paper or something because then the students could ask themselves if they also agree with the cartoon on what makes people happy in their life.
- <http://www.brainyquote.com/quotes/quotes/b/buddha104025.html> This is a wonderful quote from Buddha. I think it would be great to open up a class with this before Ruby is brought into Eddie's five people of meeting because letting go is what she reminds him to do. It would be great for students to think about things maybe they could let go about that have made them angry.
- The Poem "The Secrets we Hide" by Tiffany Franklin. This is a poem that talks about what to do with life and not to let it get away from you. Talks about not letting secrets hide within yourself go live your life. This is a feeling the Eddie feels throughout the book so it would be related closely within the reading.
- "The purpose of life is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience."  
— Eleanor Roosevelt what a wonderful quote written by E. Roosevelt. I would love to ask my students if they think that Eddie did this and to what extent.

## Prerequisite Skills

Before entering into the ninth grade, students should be able to complete the common core standards for grade eight. Some things that would be important for this particular unit would include determining a theme or central idea of a text and be able to analyze its development over the text. Students will need to find the overall and continuing themes of *The Five People you Meet in Heaven*. Students should also have prior knowledge in citing textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. These are two skills pertaining to reading that students should be prepared to exemplify in. Also in the ninth grade there is a lot of writing that will be done students should be able to write narratives to develop real or imagined experiences or events using technique, relevant details and well-structured event sequences. Writing narratives will be a form of assessment at the end of the unit and having previous understanding of them will be a necessity for students. Since small and large group discussions is a major part of the unit students should have speaking and listening skills also. This may include engaging effectively in a range of collaborative discussions with diverse partners. All of these tasks are important for students to be able to complete when starting this unit. All students need to have knowledge in reading, writing, speaking and listening to be able to succeed in this unit.

So I am sure that students are at this level I will be assessing them on their readings and writings. We will take AR STAR test in the beginning of the year to see where each student is on a reading level. Also we will read some short stories throughout the beginning of the year to reinforce findings of text. Students will have to produce different themes and character development before this unit is started so I know what they have learned in the past. Students will also be asked to write short narratives about a certain topic before the unit is presented so

that I know, as a teacher, exactly how much they have learned in their past about narrative writing. Students should be coming into ninth grade already have learned how to read stories and pull information out of them, and write different types of essays but just to make sure I will assess them to see what they still comprehend and understand.

## Instructional Lesson Plan

### Day 1

#### **Objectives:**

- Students will read and understand a biography.
- Students will develop an understanding of the author.

#### **Materials:**

- Copies of Mitch Alboms Biography (See 1.1)
- Students will get their text books *The Five People You Meet in Heaven*

#### **Lesson Outline: 50 minutes**

**10 minutes:** To introduce *The Five People you Meet in Heaven* students will start off with bell work, like they will every day when coming into class. On the overhead there will be instructions which would include “Please write a 1-2 page biography on yourself. You may write about anything that you want, think about what people may want to learn about you or important facts you feel they should know. You may skip lines if you would like but you do not need to.” Students will have the first 10 minutes of class to prepare these and write down what they feel is most important.

**5 minutes:** We will have some students who want to share their biography’s share with the classroom. If students do not share theirs I would read mine out loud and have a small discussion on what we feel is important in a biography.

**2 minutes:** I will be passing out Mitch Albom’s biography. I will explain who Mitch Albom is to the class and why he is going to be important for the next couple of days. Explaining that we are going to reading his book over the next couple of days, I will not be giving away what book it is yet or anything about it.

**10 minutes:** Once the biography is passed out to everyone then I will start with the first paragraph and just continue on with a popcorn style of reading. We will start at one end of the classroom and students will read a paragraph then go onto the next person. If one student does not want to read they may say “pass”.

**5 minutes:** Students will get with their groups (which for today we will be discussing with our tables about 5 students per table). I want students to pick out important facts about Mitch Albom. What they feel is important to know about him before reading a book that he wrote.

**5 minutes:** We will all come back together as a class to and make a checklist, I will write these down on the overhead for all students to see, for what is important to add in a biography. Each group will give a couple of examples that they had or explanations about Albom’s biography.

**10 minutes:** I will pass out one book of *The Five People you Meet in Heaven* to each student. They will be asked to read just the back cover of the book. Once they are done the students will be asked to have a sheet of paper and write down information from the back of the book that may be clues to what the story is about or clues that Mitch Albom was the author. They may take these clues from what we decided was a good biography and see if we can tell Mitch Albom was the author of this book just from the writing. Did his biography and the back cover have anything the same? Does this book relate to Albom or anything in his biography? Explain. These are a couple of questions to get the students thinking of where to start.

**3 minutes:** To close class students will be asked to answer the exit ticket which would include them stating if they are excited to read this book. From just the back cover what seems to be interesting? Why or why not? Students will also be informed that they need to read the through chapter 2 as homework and come in to class prepared to start the book.

## Day 2

### **Objectives:**

- Students will create character analysis to keep throughout the unit.
- Students will be able to use context clues to understand the first 4 chapters.

### **Explanation:**

Students will begin class with a bell work. We will then recap of what happened in the first 2 chapters of the book. This will be a quick class discussion to make sure that students are reading and understanding the book so far. As a class we will read chapter 3 and 4 out loud. These are very short chapters. I will start with the first paragraph and just continue to do the popcorn reading, starting where we left off from the day before. Once these two chapters are read we will, as a class, create a character analysis page. Students will keep this throughout the whole unit and continue to add to it. Also as a class we will create a setting analysis to help students continue to follow the plot and where the story moves from chapter to chapter.

For homework students to fill out these character and setting analysis sheets that we have created in class, if we did not finish.

## Day 3

### **Objectives:**

- Students will be able to apply theme within a text.
- Students will participate in collaborative small group discussions.

### **Explanation:**

Students will begin class with a bell work. Today's focus is on theme. There will be a short lecture on what theme is. This will include different ways to search for theme such as reading through the characters, focusing on different aha moments or when a character realizes something through the text. Students will be asked to re-read chapter 4 in the groups I have already assigned for them (depending on reading levels) and go through chapter 4 to see if there are any clues to what the theme may be in this chapter. It will be a close reading exercise. We will share different themes as a class at the end of the hour and add theme ideas to our notes which already include character and setting/plot.

For homework students will read chapters 5 and 6 at home. Students will come in prepared and with their charts all filled out up to chapter 6.

## Day 4

### **Objectives:**

Students will demonstrate close reading and finding a theme within a poem.

Students will differentiate between past and present tense.

Students will interpret the usage of flashbacks.

### **Lesson Outline:**

**10 minutes:** For bell work today we will be working with a poem by Tiffany Franklin called "The Secrets we Hide." This would be up on the overhead and the poem reads as follows:

we struggle to have meaning  
in this world which we all know  
we try but yet we wonder  
where we all should go  
hidden in the questions  
which we can not find  
the answers are all hidden  
deep inside our minds  
hidden in our soul  
is the life we try to hide  
but in time it will find you  
and it will release  
all of its secrets hidden beneath  
so before it ruins the life you have made  
release those dark secrets  
and the memories will fade  
hidden in our lives are stories left untold  
of the things we didn't want them to know  
but once you tell somebody  
and make your feelings known  
the struggle will be over  
and you'll finally be home

For the bell work students will have to read this poem and try to find different themes that are brought out throughout this poem. I will ask students to work with a partner of their choice, for the first 10 minutes, and pull out clues that helps them find lessons or themes that the author wants their readers to know. Once it seems like students are done I will then break the poem down two lines by two lines and we will closely see what two lines are trying to tell us and by the end of the poem the whole class would create a theme. Each class may come up with a different theme. I will only guide them on the close reading I want them to do all of the thinking to where the lesson of the poem.

**10 minutes:** We will move forward with the learning and being to look at flashbacks within the story. We will have a small class discussion, this will be just a raised hand kind of discussion about some questions that we want to ask as we are getting deeper into the story. Some of these questions may include Why is Albom's use of flashback effective? Is it ever distracting? Why or

why not? Would the novel be as engaging if Albom simply told the story by using past tense? These questions are just a place to start, students may move the discussion forward though.

**20 minutes:** Students will be asked to work in groups of three which I have already assigned due to different reading and writing levels. Each student in the group will be assigned a task which would include a speaker, scribe, or historian. Each student is responsible for contributing to the group. The speaker will present the group's findings to the rest of the class, the scribe will write notes for the speaker as discussed in the group, and the historian will be responsible for correctly citing quotations from the novel to prove the group's argument. The group should revisit Chapter Three and rewrite the chapter, simply by using past and present tense. Each group has until the last ten minutes of class to work on this writing assignment.

**10 minutes:** Each group will present their writings to the class and when finished reading the group will tell us if they agree that Albom's flashbacks are important to the story and why.

**Close:** To finish up the class students exit tickets would be to write a quick flashback (2-3 sentences) about a time in their life. This could be something that happened years ago or just yesterday. Just so students can start thinking about narrative writing, even if they do not know it yet. Also that their homework is to read chapters 7 and 8 for tomorrow's class.

## Day 5

### **Objectives:**

Students will evaluate different narrative essays.

Students will be able to create their own narrative outline.

### **Explanation:**

Students will begin today's class with a bell work. This bell work will include an idea of flashbacks about themselves. What makes something a flashback? When are flashbacks used? These are a few questions students may be answering throughout their bell work. Once bell work is finished we are going to move forward and I will pass out some examples of narrative essays. We will go over what makes a narrative essay and different ways to write them. This will be a lot of a lecture type of class but students will be highlighting, underlining and circling different parts to narrative essays. Once students have seemed to catch on to different ideas of a narrative essay they will make a small outline of different narratives they could write about. This could just be a short list from their past. This could also connect to a theme from the novel so far and they could apply it to something in their life.

To finish up class students will turn in their outlines just so I can see where they were going and how much they were understanding during the lecture. There will be a short quiz tomorrow on chapter 7 – 10 so I will also remind students of that, also for that quiz they must read chapter 9 and 10 tonight.

## Day 6

### **Objectives:**

Students will be able to compare and contrast two characters.

Students will recognize different emotions from main character.

**Explanation:**

Students will be given their quiz during bell work time. This is a short simple quiz just to make sure students are reading and understanding the chapters. After the quiz students will create a ven-diagram with Joe on one side and Eddie on the other. We as a class will work on a few things to compare and contrast the two but then students will work at their tables and finish them. After students will individually write a short essay using at least three examples to compare and contrast Eddie and his brother Joe.

Even though this essay is no perfect it will be turned in at the end of the hour to see how students writing as grown or if they can take notes and put it onto paper. I will remind them that their homework is to read chapter 11 and also that we are meeting in the computer lab tomorrow.

**Day 7**

**Objectives:**

- Students will use technology to find unknown words.
- Students will organize their notes using technology.

**Explanation:**

Today students will be working in the computer. They have a few different assignments to get done throughout the hour. First the need to get onto the internet and google any type of dictionary that will be helpful to them because they will be going throughout the book and finding words that they are unsure of their meaning. Students have been logging their unknown words in their journal when they are reading at home so now I want them to go through and go onto a word document and type the word and the definition for their own knowledge. I would also like them to type up their character analysis notes, their plot and setting notes and also the different themes that they have been finding throughout the novel thus far. This is good for typing skills but also to get them out of the classroom and reworking on their notes to get them ready for the end of the book quiz and to start their narrative essays.

For homework students will continue to read though chapter 12.

**Day 8**

**Objectives:**

- Students will be able to make a connection from Disney to the novel.
- Students will be able to produce narratives of their own birthdays.

**Lesson Outline:**

**10 minutes:** The students day will begin with bell work. The bell work for the day is just for the students to write who they think Eddie has learned the most from. Is there one person in Heaven

that you believe has brought something new out in Eddie, if so who and what? Once students do this we will have a quick discussion on what some students have put and why.

**5 minutes:** We will be watching a short clip from the Lion King, when Simba returns to Pride Rock. He knows that he has lost his father and other things but there is still something more out there that he needs to find and finish. This is the same feel Eddie has, more than once. I want the students to come up with different examples on how a clip from Simba can tie into such a strong novel.

**10 minutes:** We will then have a class discussion about Eddie after Marguerite's death. Eddie does not celebrate his birthdays. Specifically, his 51st, 60th, 68th, 75th, 82nd birthdays are highlighted in Chapter Twelve. How does Eddie spend each birthday? How does Eddie feel with each milestone? Does Eddie share any of these birthdays with anyone else? Why or why not? Explain your answers. I would like for students to really think about some of these questions and why they are, because our in class assignment will deal with remembering out past and present birthdays.

**20 minutes:** I will ask students to know write about their birthdays that they remember. Once from the past, one from the present and one for the future. A description of where they were, maybe what they got, who was there. We are going to be focusing on detail in this short essay. Put your eyes, nose, ears, eyes and fingers into your descriptions so we can get a feeling of every sense. These are 3 short essays, about one page each.

**5 minutes:** For an exit today I want students to write down some topics that could be used as a final essay for this unit. It can either relate to the novel, be a theme from the novel or a world question or idea that they have. This is just for students to have some final input for what they would like to write about. Also that their homework is to read through chapter 13, only one more to go after that! The last thing I would need to explain what we are doing tomorrow. We will be creating our own 5 people that we would meet in heaven. If these people are close to you or you have actual pictures of them please feel free to bring them in.

## **Day 9**

### **Objectives:**

Students will create and explain the five people they would meet in heaven.

Students will be able to explore themes they have learned throughout their life.

### **Explanation:**

We will begin class with a bell work. The bell work would include some of our world essential questions that I would want students to think about now that we are finishing the book. After bell work we would be creating our heaven today. I will have magazines for students to cut out different pictures, they may bring in their own pictures or draw if they would like. Students would need to make a collage of their 5 people who they feel they would meet. These could be people they actual know or someone who they feel would make a difference in their lives. They need to write the theme that they would have taught them and an explanation of who each person is. We will share in class a couple of them and hang them around the room.

Students need to finish the book for homework!

## Day 10

### **Objectives:**

Students will compare a quote to Eddie's life.

Students will connect all minor characters into one large circle.

### **Lesson Outline:**

**10 minutes:** For bell work I want students to write a full page on this book. It can be anything about it. What they enjoyed. Areas they disliked. What activities were helpful. Should this book be read anything. It can be anything that they want to share with me about their feelings on this unit. May it be something that they learned throughout the book, a lesson that may apply to their life now. We can share some ideas if they want but this would not be a bell work where I would call on students to tell me exactly what they thought because they may not want to share their opinions in front of the class.

**10 minutes:** Students will be asked to list in bullet form each and every single minor character. Next to the character I want them to say tell if Eddie learned a lesson from that person and if so, what was it. I know that we have our character analysis charts already made but this is something a little different. I would give them the first 5 minutes to do it on their own then they can walk around the room and ask other students what they have come up with, maybe they are missing someone. I want EVERY minor character from the book. We would discuss this as a whole class and I would put my list up on the white board and we would compare different characters and lessons that were brought up.

**20 minutes:** Students will line up in the front of the class with NO talking from shortest to tallest. Then we will count off by 10s (or depending how many students were in the class so that there are 2-3 people in each group) this is a way to try to get students working with their peers that they may have not worked with yet this unit. I will ask a student to write the next chapter, but begin where time has passed. Amy or Annie has grown old and is now visiting Eddie as one of her people she meets in Heaven. Write about their meeting and be sure to include their dialogue. Stay true to Mitch Albom's method of tying everyone together. All events, conversations, and lessons should be relevant to staying connected. Your chapter should be at least two - three pages in length, double spaced. This is a group project so everyone in your group will have to participate. It will be turned in at the end of the hour. If you do not finish that is okay as long as I can see where you were going with it and that you were working together. You will each get an individual grade along with a group grade. You will need to also grade each of your peers on how helpful and willing to work they were within these 20 minutes.

**10 minutes:** For the end of class this quote will be on the board: "The purpose of life is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience." This is a quote from Eleanor Roosevelt. For their exit ticket I want students to describe if Eddie has lived up to this quote, why or why not. Please use at least 2 examples from the book. If you do not finish this by the time class is over then please finish it for homework. Also don't forget that your test is tomorrow, only 10 questions, also that your final essay will be handed out tomorrow.

## **Day 11**

### **Objectives:**

Students will use their knowledge to finish their final novel test.  
Students will choose and outline a final essay to write on.

### **Explanation:**

Students are given a final test for the book. They are given 20 minutes to complete this test, if they finish early they may work on other homework or silent read until each student is finish and the 20 minutes are up. Once that is done we will go over the hand out for the final essay. I will read the 3 different options there are to write about and answer any questions that they may have. Students have the rest of the time to pick what on they would like to do and start creating an outline for this, or even start their first draft if they would like. We will be starting the movie tomorrow so please bring your charts from character, plot/setting and themes to class so that we can compare and contrast the movie and novel.

## **Day 12**

### **Objectives:**

Students will compare and contrast the novel and the movie with at least 5 examples.  
Students will analyze the emotions that Eddie shows throughout the movie.

### **Explanation:**

Students will watch this film and take notes compared to the book. Also something that students should be focusing on is emotions and theme. In order to finish the book in two days we will need to watch it from beginning to end of the class period for two days.

## **Day 13**

### **Objectives:**

Students will compare and contrast the novel and the movie with at least 5 examples.  
Students will analyze the emotions that Eddie shows throughout the movie.

### **Explanation:**

Students will watch this film and take notes compared to the book. Also something that students should be focusing on is emotions and theme.

## Summative Assessment: Final Essay

You may choose one of these three essays to write on.

It must be typed, double-spaced and 12 pt font.

Your essay should be 4-6 pages in length.

You must turn in at least one outline of where and how you started with your essay but you do not need to turn in multiple drafts of it.

1. The Blue Man tells Eddie, "That there are no random acts. That we are all connected. That you can no more separate one life from another than you can separate a breeze from the wind." (p. 48, ll. 1-3) Show how this quote is one of the main lessons throughout the novel. Be sure to cite at least three specific examples and connect them back to the quote.
2. *The Five People you Meet in Heaven* is moral in nature. Cite and discuss three lessons that resonate with you. First, identify their relevance in the novel. Then, discuss these lessons as they impacted you. If you do not have three particularly favorite lessons, identify the three lessons that would apply to most people in today's society.
3. Mitch Albom effectively uses his own experiences with relatives to create Eddie and his other characters. Draw connections between the people in Albom's life and those in Eddie's life. Write an essay paralleling the similarities and contrasting the differences.

Please make sure you read through the rubric to make sure that you have everything I am looking for: (I created this on rubistar...what a helpful website!!)

Teacher Name: **Courtney Woods**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it	There is no clear introduction of the main topic or structure of the paper.

			particularly inviting to the reader.	
<b>Sequencing (Organization)</b>	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Pacing (Organization)</b>	The pacing is well-controlled. The writer knows when to slow down and elaborate, and when to pick up the pace and move on.	The pacing is generally well-controlled but the writer occasionally does not elaborate enough.	The pacing is generally well-controlled but the writer sometimes repeats the same point over and over, or spends too much time on details that don't matter.	The pacing often feels awkward to the reader. The writer elaborates when there is little need, and then leaves out necessary supporting information.
<b>Sources (Content)</b>	All sources used for quotes and facts are credible and cited correctly. Uses at least three examples.	All sources used for quotes and facts are credible and most are cited correctly. Uses two examples throughout novel.	Most sources used for quotes and facts are credible and cited correctly. Uses only one example to support essay.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly. Do not use any examples from novel for essay.

<b>Conclusion (Organization)</b>	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is \"getting at.\"	The conclusion is recognizable and ties up almost all the <u>loose ends</u> .	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

**Literacy:**

Since this unit is focused towards a English class, particularly Reading there was many different styles of literacy throughout the unit. For reading I incorporated numerous ways for students to understand the text and read. We would do close readings with large and small groups and also individually. We also used strategies for reading out loud as a class and individual work at home as homework. We also did not read just one text there were multiple different styles of writing from biographies, to quotes and novels.

Literacy does not only focus on reading but also writing which we did multiple activities that included writing. We have our bell work every morning which incorporates writing to many different prompts for different students. Also different writing works that would include the whole class, small groups or individual work was used throughout the unit. The students summative assessment was a writing assignment for students to take their reading and writing and put it all together.

**Technology:**

Since technology is becoming the center of our world we, as teachers, need to make sure that students are using technology to every advantage that they can. Many school districts are different but for the sake of this unit we would be using the computer lab once for information and typing skills. Students need to use the internet and be able to find different definitions and examples of words. Students also need to be prepared for typing in our world so students are asked to create a word document with their notes. This is not a difficult task for students who know how to type but for those who do not know the keyboard as well as others they can get more skills.

**Diverse Learners:**

There are many students in our world that need to extra or special help when doing certain assignments. Throughout my lesson there are many ways that I have changed the course depending on different students and their learning, usually without them knowing I am doing it. For an assignment I break the students up in groups that I have already assigned, these groups are depending on their skill level. I ask different task of different students so that they can work with others who are at the same level. Some groups may work faster than others but each would be assigned on what I expected from them as a group and that would be different depending on students in each group.

**Formative Assessment:**

Making sure that students are understanding each task each and every day is usually pretty easy to incorporate into the classroom. One way that I am doing this each day is with an exit ticket. This is asking students just about anything from the day that they should have learned either about the assignment, readings or even about themselves. Making sure that students are learning something every day is important to my career. Another way to accomplish a formative assessment is asking questions throughout the whole class period. We have bell works and class discussion almost every day to make sure that students are keeping up with the task at hand, and they are stuck or confused on a task or idea I can go back and address those when needed.

**Summative Assessment:**

I have two quizzes/test that are on *The Five People you Meet in Heaven*, even though these test are important to make sure that students are reading the book and understanding I believe that the important summative assessment is the essay at the end of the novel. This is because I can get a full understanding of how students can take this novel and apply it to their real life and understanding of the themes and ideas that are brought out by the author.

This summative assessment connects to the main unit objectives in different ways. There are three different choices for students to choose from that include ideas from themes and lessons, using detail and organization throughout their essay. Students are using the authors ideas and making connections of them throughout life and the novel. There are a lot of words that have strong meaning throughout the novel, usually in the themes, that the students have to think about and understand and they are doing this by showing they are understanding the themes and vocabulary within the novel.