

Olivia West

vs.

Middle School

Unit Plan: Lessons 1 – 4



*Understanding the Connection between
Conflict and Growth*

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Grades 5/6

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Unit Rationale

The purpose of this unit is to allow students to explore the social-emotional side to the challenges of middle school through a language arts text. Middle school students' face extreme emotional challenges during their adolescent year and it is important to support learning in that area. When students are equipped with tools to understanding themselves and the world around them, they will have the opportunity to make better choices when faced with difficulty. The content area of language arts is a venue that allows creativity for writing, understanding character depth and identifying with people and situations. Through this venue, students are able to address curricular goals while dissecting various aspects of the novel.

The concepts that are addressed in this unit are growth and conflict. Through the concept of growth, students will have the opportunity to demonstrate changes of the character over the course of the novel and carefully analyze what contributed to the growth of the characters. Further, students will also analyze what the characters did not experience that may also have contributed to his/her growth. The concept of conflict is demonstrated throughout the book. Relationships are developed and dismantled and an analysis of the problems that were a symptom of the relationship outcomes is determined. Overall, students will ultimately understand how the concept of growth and conflict are intermingled and contribute to the change seen in the plot of the story.

The experience of understanding and analyzing these characters is important because having experiences in the social-emotional area for an adolescent is important. Gaining insight to the concept of dealing with conflict will provide experiences and prepare them for real-world knowledge. Participating in the language arts content area will reinforce skills of analyzing,

explaining, and describing that provide a higher level of critical thinking that is necessary across all content areas.

Differentiation for Gifted Learners

Content

The content of this unit is particularly appropriate for gifted learners because the subject of social-emotional growth connects to a more mature students. Often gifted learners are able to handle a more mature, stronger content than general education students. The content discussed incorporates Human Growth and Development which is standard in the middle school years, but in a discussion forum may be challenging. Additionally, students may better be able to understand and reflect upon a character's feelings if they encompass a degree of greater insight. Pintrich (2000) posited that gifted learners initiate behavior to further their knowledge. Use of a more mature content will peak students' interests and allow them to enact those behaviors.

Process

Some processes used in this unit included research, assembling a themed survival kit, evaluation, synthesis and development. The skills employed required students to move from base levels of knowledge into organizing information for varying purposes. One example of a process used to create a product was the organization of ideas to determine what items would need to be included in a middle school survival kit. Part of the processes that the students worked through were to analyze the events that took place and based on those events connecting and needed items. Students not only chose the items, but were required to justify how that item was pertinent and why. This also encouraged students to think more in-depth about the social-emotional needs of the characters.

Product

The performance task of this lesson required students to research and find information that would support a viable peer mediation program. Using research will require gifted learners to connect with scholarly articles and locate information that they feel would support situations such as the characters in the novel experienced. Task performance is the process by which sensory stimuli is interpreted and the appropriate action taken. A deep understanding of the situations that the characters in the story experienced would lead them to locate resources or develop a proposal that included information and processes that work to address emotional challenges. Though a higher-level skill, students can relate to many of the circumstances presented in the novel.

Learning Environment

The benefits of a learning environment encourage active participation, improve conceptual and theoretical forms of learning and increase overall student engagement (Brooks, 2011). Examples of modifying a learning environment may be adjusting seating arrangement, changing venues for a lesson, encouraging movement, or simply adjusting lighting. Students' needs for a learning environment may greatly differ. The goal is to provide an environment that allows students to be comfortable and be engaged in the activity. As educators, it is possible to stifle children's desire to participate because they don't feel at ease to learn. Modifications to the environment for this lesson include continuous movement, change of venue during lessons to include a scavenger hunt, and rearrangement of desks to differ from the typical school year organization. The goal in organizing my desk in the manner that I did was to help the students feel that it was a relaxed environment that was open to discourse and frequent movement.

Differentiation

Differentiation for gifted students should be based on complexity, challenge, depth and acceleration. Acceleration address the ability of students to learn faster than other students. Gifted students benefit from real-word problems versus repeated procedure while learning, An example of challenging a gifted student with this lesson was to think beyond the character's thoughts. Students were asked to understand a character's perspective or point of view, however, a true understanding can only come when given the ability to apply that information. A component of this lesson was to give students different scenarios to solve with the knowledge of how a characters feels, thinks, acts, and believes. Attempting to approach a different and possibly more complex situation with the knowledge base of a similar perspective shows challenge, depth of understanding, and the ability to effectively analyze more sophisticated details.

Content Goals and Outcomes

Goal 1: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves forward.

Students will know.....

- A. Character point of view in a story makes a difference.
- B. Vocabulary: Point of View, Themes
- C. Plot development creates dynamic characters.
- D. Objective summaries are free from personal opinion

Process Goals and Outcomes

Goal 2: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot

Students will do....

- A. Students will *analyze* and articulate examples of character development and changes within the story through letter writing.
- B. Students will be *evaluate* how experiences and processes shape growth within a person and reflect on how they can connect it to their lives.
- C. Students will use writing to *acknowledge and synthesize* the conflict and offer possible solutions.

Concept Goals and Outcomes

Goal 3: Growth results from experiences.

Students will understand....

- A. Articulate experiences in the text that produced growth in the characters
- B. Transfer knowledge of growth from experiences to their own personal lives
- C. Predict how a character may respond after experiencing a challenge
- D. Given the opportunity, analyze other situations and recommend possible solutions that may lead to growth.

Assessment Plan

Various forms of assessment were planned for this unit. Often, informal assessment data was gathered through discourse, questioning and written work. Formal and informal assessment are necessary to determine student achievements. Stiggins (2002) noted some importance of assessments are being able to build a student's confidence and to continuously adjust instruction to meet student needs. I found as I worked on the informal assessment that I needed to adjust to provide more support for a few students. Some of the adjustments were due to social skills behavior and academic challenges. Adjusting partners daily, as was suggested, addressed the social behavior and lent itself to support the student with academic challenges.

Assessment for Lesson 1 included an informal evaluation using an exit ticket. At the end of the lesson, students were asked to discuss details from the story that connected to the essential question. The first assessment was as follows:

1: Students will complete an exit ticket using the following questions:

- a. How did the gain or loss impact the character's growth?
- b. Compare and contrast those experiences and how it contributed to each character's growth?

This assessment allows the instructor to gauge conceptual knowledge by the student and if they can identify and articulate relative examples.

The second evaluation required students to work on a journal of events while reading. This informs the instructor if students are able to gather relevant events within the text. This activity supports the evaluative portion that requires the students to acknowledge the examples or events

connected to the change. Connecting the two concepts will demonstrate an understanding of the growth concept.

The second portion of the evaluation is as follows:

Evaluation 2: Students will be asked to chronicle the main characters happenings in a journal. Students will write a letter to the main characters asking her questions and commending the student for dealing with specific events and acknowledging specific examples of change demonstrated.

A scripted discussion in lesson 3 leading to resolution between two characters was the result of an additional assessment. Students spend time researching effective communication skills and processes that will support an outlined plan for resolution. Throughout this lesson, students are following a decision making process as they discuss in their groups what steps would be helpful and justifying their positions. The evidence produced from this portion of the lesson demonstrated the ability to have a clear understanding of the conflict that occurs and what processes might be helpful in reestablishing a good relationship between the characters that has been damaged. Evidence of understanding will be the correct use of connotation, use of dialogue and developing a guide that will lead the characters back to a positive state. This evidence assessed the students' ability to produce a writing piece appropriate to task, while understanding how the characters responded or changed as the plot moves towards a resolution.

The performance task required students to utilize their research to develop a proposal for a peer mediation program. As students read the novel, they understood that communication can be challenging and may possibly leads to misunderstandings. Students' requirements are to research other middle school peer mediation programs and develop a proposal for the principal

on what steps they have identified as effective in the process of resolution. The idea will be to put a program in place that would potentially resolve a situation such as the characters in the book. Within task, students followed procedures with regard to discussion, justification of ideas and decision making among a group. Understanding the processes of developing and creating products will teach students skills in planning, understanding outcomes and how to arrive to an end. Through this, students will also learn that given a process, there are multiple ways to obtain an outcome and finding those ways creates a stronger, analysis-focused thinker. A concept that fits within the unit is conflict. An understanding of what conflict is and how it can contribute to growth can be seen in the final product as students outline effective ways to communicate to create growth in characters, themselves, and others.

TEACHER NAME		Lesson #
Angela Monell		1
MODEL	CONTENT AREA	GRADE LEVEL
VTS Lesson Plan	Language Arts	6th
CONCEPTUAL LENS		LESSON TOPIC
Growth		Transitioning and Understanding Growth in the Middle Years
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RL 6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p> <p>RL 6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves forward.</p> <p>RL 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Growth results from experiences.</i>		<i>How do varying experiences contribute to growth?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> a. Students will explore the theme of "Growing Up." b. Character point of view in a story makes a difference. c. Vocabulary: Point of View, Themes d. Plot development creates dynamic characters. e. Objective summaries are free from personal opinion. 		<ul style="list-style-type: none"> a. Students will be able to identify examples of the theme "Growing Up" in the novel "Olivia West vs. Middle School: Round 1. b. Students will understand and articulate examples of character development and changes within the story. c. Students will be able to connect events and experiences of the

story to a change within the characters.

d. Students will be able to understand how experiences and processes shape growth within a person and reflect on how they can connect it to their lives.

e. Students will assemble a 6th grade survival kit using items chosen based on based on events and daily reading of the novel.

f. Students will **understand** plot development, character dynamics and character growth as a result of plot events.

g. Students will identify the narrator's point of view and how that point of view is developed throughout the story.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What role does a character play in a novel?</p> <p>Why are character interactions important?</p> <p>How have you seen growth in yourself from 4th to 5th grade?</p> <p>VTS - Image Questions</p> <p>What do you see?</p> <p>What do you think is happening?</p> <p>Does anyone see something different?</p> <p>What can we tell by looking at their facial expressions?</p> <p>What kind of mood might they be in?</p> <p>What may have caused that mood?</p> <p>What does the environment tell us?</p> <p>What specifically leads you to that conclusion?</p> <p>Does it seem to be a happy or sad place?</p> <p>What helped you make that decision?</p>	<p>Story Questions:</p> <p>What character traits can we assign to Olivia?</p> <p>What does the narrator believe?</p> <p>State the point of view of the narrator.</p> <p>Why did Olivia's attitude change?</p> <p>What changes occurred in Olivia within the first chapters of the book?</p> <p>What growth does the reader see in the group of "cool girls?"</p> <p>Where in the story do we see continued evidence of the narrators point of view?</p> <p>List the experiences that Olivia is having?</p> <p>Discuss the experiences that her best friend is having?</p> <p>Describe how those experiences for each show growth.</p>	<p>How do varying experiences contribute to growth?</p> <p>What examples of Olivia's behavior did we see that connects to her character traits?</p> <p>Did the narrator have a bias?</p> <p>What questions would you ask Betsy about her first day in middle school?</p> <p>How would you have handled the group of girls that Olivia encountered?</p> <p>What ideas justify the conclusion of the story?</p> <p>Describe the particular events that contributed to growth in the characters?</p> <p>What did the characters gain and or lose?</p> <p>How did the gain or loss impact the character's growth?</p> <p>How do you compare and contrast Olivia's experiences with Betsy's experiences?</p> <p>Can you compare and contrast those experiences and how it</p>

		<i>contributed to each character's growth?</i>
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DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
		<p>Students will develop a middle school “travel brochure” and plan with step by step instructions on how to effectively navigate middle school. Students will include a map, places of interest, government, education information, key officials (administrators), geography, historical information, clubs/entertainment , languages and dialects, foods, and contact information. This product will allow students to do in-depth research and organize factual information about their school and community.</p>	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

When students walk in the door, they will see colorful bags on the desk with each students' name. The theme song to the movie "Mission Impossible" will be playing to gain their interest due to the familiarity of the tune and to signify adventure. On the first day, students will participate in a scavenger hunt around the school that will allow them to identify things in a middle school building as well as locate objects that are prevalent to the "middle school life." Students will partner read each day. After daily reading, students will be asked to bring in an object that represents something that they might need to survive if they were the characters. The item should be connected to the lesson or reading for the day. Students will build on their "survival kit" each day.

A personal box will be provided for the students to store their chosen items. At the end of the session, the teacher will randomly distribute boxes to students and they will have a survival kit created by a peer. Students will be instructed to open the box only the week prior to beginning 6th grade.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will look at chosen pictures and be asked pre-lesson questions. Without talking, students will do a gallery walk to observe the pictures. Once the students finish the gallery walk, they will be asked to go back to their seats and write a connection and a reaction for each picture. Students will be encouraged to create scenarios based on evidence in the pictures.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After completing their connection and reaction, students will be asked to share their responses. Students may elaborate and make personal connections. Students may also begin to make predictions about the story based on the picture that they are given. *Students will delve into the VTS lesson questions as a teacher directed activity to assist with leading them to the concept of the novel.*

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will begin to look at the cover of the book and talk more about what they think middle school is like. Students will be given a list of the characters with one character trait and discuss what things the character might do based on the character trait. Students will begin reading through chapters in the novel and learn more about each character. This will allow them to elaborate on the connection of the pictures and the characters in the story. Students will be asked during lesson questions to assist them

with addressing the Language Arts goals.

Students will use the character trait sheet and circle a character that they feel they identify with.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Evaluation 1: Students will complete an exit ticket using the following questions:

How did the gain or loss impact the character's growth?

Compare and contrast those experiences and how it contributed to each character's growth?

Evaluation 2: Students will be asked to chronicle the main characters happenings in a journal. Students will write a letter to the main characters asking her questions and commending the student for dealing with specific events and acknowledging specific examples of change demonstrated. This will evaluate an understanding of how events impact the character's growth.





TEACHER NAME		Lesson #
Angela Monell		2
MODEL	CONTENT AREA	GRADE LEVEL
Moral Dilemma	Language Arts	6th
CONCEPTUAL LENS		LESSON TOPIC
Conflict		Facing Conflict with Peers
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RL 6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</p> <p>RL 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>W 6.4 - Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Conflict leads to change		How do varying events of conflict lead to a change?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> a. Students will explore the theme of "Conflict." b. Students will finish reading the story "Olivia West vs. Middle School: Round 1." c. Students will examine in-depth connections between chapters in the text and the overall plot. d. Students will identify the narrator's point of view and how that point of view is developed 		<ul style="list-style-type: none"> a. Students will analyze and articulate examples of character development and changes within the story through letter writing. b. Students will be evaluate how experiences and processes shape growth within a person and reflect on how they can connect it to their lives. c. Students will use writing to acknowledge and synthesize the conflict and offer possible solutions.

throughout the story.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What is point of view?</p> <p>What can you gain as a result of hearing two different perspectives of points of view?</p> <p>Share when you have had an experience in which your perception was different than how someone else saw it? Maybe your parent?</p> <p>Thus far, what character do you side with and why?</p> <p>How does the theme of conflict fit into what we are reading?</p> <p>Why would you consider Betsy to not be such a good friend?</p> <p>Of what is Betsy really afraid?</p>	<p>Story Questions:</p> <p>From whose point of view is the text written?</p> <p>How does the conflict develop between Cardinal kids and Olivia?</p> <p>How does the author show Olivia is dealing with the conflict?</p> <p>How does the author's word choice show how Betsy's feelings about the Cardinal kids?</p> <p>How does the author develop the narrator's point of view?</p>	<p>What growth did we see in Olivia's character?</p> <p>What growth did we see in the Cardinal kids?</p> <p>How did Olivia's confidence change the Cardinal kids' perspective of her? Of themselves?</p> <p>How did the conflict scene between Betsy and Olivia at the lockers contribute to a change in the characters?</p> <p>Describe the particular events that contributed to growth in the characters?</p> <p>What do you think the main character should do?</p> <p>What is the most important reason for this action?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>The book on CD will be provided as well as an electronic copy to allow for computer reading</p>		

	programs.		
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PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will get to move around and re-enact the food fight between the Cardinal kids and other students in the cafeteria. When students walk in the classroom, they will have a character's name on their desks **and directions of what to do**. Students will use soft/paper items to represent items for their "food fight." This was a large event in the conflict of the story.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will discuss the pre-lesson questions, the significance of the food fight in the plot of the story and why it was an important event. Students will discuss some results of the food fight among the characters and how it contributed to character development. Students will be put into groups and given moral dilemma/problem solving scenarios that may happen in middle school. Students will decide as a group what decisions they would make based on the information given. Students will record their answers.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students will discuss the moral dilemma among the characters which includes the "popular" kids vs. the "loser" kids. The dilemma begins when Betsy (Olivia's best friend at the beginning of the story) decides to turn on Olivia and join the "popular" kids; leaving a friend for superficial reasons. This conflict is developed throughout the plot and is presented through various events in the story. As a group, this scenario will be discussed. Students will fill out a graphic organizer that shows character changes, relationships and growth through the beginning, middle and end of the story. Students will discuss principal characters in the story, and discuss actions and potential actions for the protagonist. **Students will also focus on the during lesson questions.**

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will choose an alternative action for the protagonist and write a letter to the character explaining their understanding of the issue and offering ideas of how to problem solve the issue using the alternative action. Each letter will outline in steps what she might do to address the conflict. The conflict chosen may be between her and her best friend and that of the Cardinal kids that she desperately thinks she wants to be a part of.

Students will be split into different groups from the Explore section and go back to the scenarios given by the teacher. Students will explain their positions and be able to support those positions to their peers. Students may review possible alternatives for the protagonist in those scenarios and develop a plan as a group on how to best handle those situations.

1) clarification, 2) student interaction, 3) focus, 4) perspective- taking, and 5) proof of reasoning.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will participate in a round table discussion that encourages student-to-student interactions. The teacher will facilitate a discussion that encourages students to clarify their position, perspective and offer proof of reasoning. Students will focus on the main characters and what she should do to solve her moral dilemma. Students will also need to support their position.

Students will submit, their written plans for the scenarios, letters to the main characters and suggestions for final reasoning and actions of the main character.

TEACHER NAME		Lesson #
Angela Monell		3
MODEL	CONTENT AREA	GRADE LEVEL
Performance Task Part 1	Language Arts	6th
CONCEPTUAL LENS		LESSON TOPIC
Conflict		Resolving Conflict with Peers
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>RI 6.1 Cite textual evidence to support the analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details, provide a summary of the text distinct from personal opinions or judgments</p> <p>RL 6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.</p> <p>RL 6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</p> <p>W 6.4 - Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding?)</i>
Communication breeds resolution		What elements of communication produce resolution?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> a. Students will define communication b. Students will continue reading the story "Olivia West vs. Middle School: Round 1." c. Students will explore "effective" communication. 		<ul style="list-style-type: none"> a. Students identify and articulate examples of the changing relationships in the novel "Olivia West vs. Middle School: Round 1. b. Students will discuss examples of character development. c. Students will research peer mediation programs for middle

<ul style="list-style-type: none">d. Students will research peer mediation programse. Character development over timef. Dissecting informational text	<p>school settings</p> <ul style="list-style-type: none">d. Students will practice the use of effective communication.e. Students will create a list of ideas and elements for a peer mediation program
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GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>How do you communicate the most?</p> <p>How have you resolved conflict with a peer?</p> <p>With an adult?</p> <p>Report what you think communicating means?</p> <p>Describe what other types of communication there are? (Mention nonverbal)</p> <p>What is your non-verbal communication when your parents tell you to clean your room?</p> <p>Have you ever heard of peer mediation? If so, what is it?</p> <p>If not, what do you think it is?</p>	<p>Dramatize Olivia's behavior?</p> <p>Explain what she did for herself?</p> <p>What word would you use to describe her in the beginning of the story?</p> <p>What words would you use now?</p> <p>Outline how her peers have contributed to her growth?</p> <p>Critique the peer mediation documents.</p> <p>Judge the effects of the peer mediation process.</p> <p>Defend the step that your feel is most impacting in the mediating process.</p>	<p>What growth did we see in Olivia's character?</p> <p>Support Olivia's decision to talk to Morgan.</p> <p>Compare and contrast Olivia's attitude at the beginning of the book and now.</p> <p>Forecast what will happen with Olivia and Betsy.</p> <p>Formulate ideas that you think will work well in a peer mediation plan.</p> <p>Judge the value of Rachel being Olivia's friend.</p> <p>What can you attribute to Olivia's change?</p> <p>What elements of conflict lead to resolution?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Students will look at various peer mediation programs with differing levels of complexity.</p>			

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

When students walk in, stations will be set up in the room. The four stations will include two cups with a string, two sheets of paper, cell phones (they will need their own), and two bullhorns. Students will be asked to go to each station and “communicate” using the items that are at the desk.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will discuss the significance of communication. Given four scenarios, students will read and identify the challenge within the communication in the scenario. Students will then report on how the situation could have been resolved with better communication.

Students will review peer mediation exemplars from elementary and middle schools to generate ideas to begin writing their own plan. Students will be given a rubric to analyze each plan. Students will be guided to look for “effective” steps of communication. Students will discuss elements that they find within their exemplar with the group members.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students will report out to peers what they have chosen as effective steps and justify what they have determined would be useful in developing a peer mediation plan.

Students will take those determined steps and use them within a scenario used earlier in the lesson. Students will build upon previous work on effective communication that leads to resolution; now using the steps they used while researching established peer mediation programs.

Elaborate — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will use the determined steps and create a script to include Olivia and Morgan as they attempt to resolve their conflict. Script will include students outlining their problems and challenges. Students will refer back to the text to gain ideas and list the evidence of dialogue. The students will include themselves in the script as the “peer mediator.” The student role will be to use the chosen strategies and turn them into effective dialogue that leads to resolution.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The learning will be assessed from the product of the script. The teacher will look for selected steps and dialogue that is reflective of the steps with the idea of leading to resolution.

TEACHER NAME		Lesson #
Angela Monell		4
MODEL	CONTENT AREA	GRADE LEVEL
Performance Task Part 2	Language Arts	6th
CONCEPTUAL LENS		LESSON TOPIC
Communication		Resolving Conflict with Peers
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>RI 6.1 Cite textual evidence to support the analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 6.2 Determine a central idea of a text and how its conveyed through particular details, provide a summary of the text distinct from personal opinions or judgements</p> <p>RL 6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.</p> <p>RL 6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot</p> <p>W 6.4 - Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Communication breeds resolution		What elements of communication produce resolution?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> a. Students will define communication b. Students will finish reading the story "Olivia West vs. Middle School: Round 1." c. Students will research peer 		<ul style="list-style-type: none"> a. Students analyze and articulate examples of the changing relationships in the novel "Olivia West vs. Middle School: Round 1. b. Students will discuss examples of character development. c. Students will organize selected lists

<p>mediation programs</p> <ul style="list-style-type: none">d. Character development over timee. Dissecting informational text	<p>of ideas for a peer mediation program.</p> <ul style="list-style-type: none">d. Student will formulate a draft document of the proposed Peer Mediation program to present to the school Principal.
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GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>Have you ever heard of peer mediation? If so, what is it?</p> <p>How can you use peer mediation skills in your relationships?</p>	<p>What had Betsy's role become?</p> <p>Examine Morgan's personality. How would you</p> <p>Outline how her peers have contributed to her growth?</p> <p>Critique your peer's peer mediation documents.</p> <p>Judge the effects of the peer mediation process as you have designed it.</p> <p>Defend the step that your feel is most impacting in the mediating process.</p>	<p>What growth did we see in Olivia's character?</p> <p>Support Olivia's decision to talk to Morgan.</p> <p>Compare and contrast Olivia's attitude at the beginning of the book and now.</p> <p>To what do you attribute Betsy's change in perspective?</p> <p>Formulate ideas that you think will work well in a peer mediation plan.</p> <p>Judge the value of Rachel being Olivia's friend.</p> <p>What elements of communication lead to resolution?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
		<p>Students will develop an electronic presentation of the</p>	

		proposed program using Google presentation	
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PLANNED LEARNING EXPERIENCES <i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
<p>Engage and Connect - <i>This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.</i></p> <p>Student will walk in to the following items on the table: A corsage, a picture of Miley Cyrus, a progress report, a piece of paper that says, "Dear Steven...", a picture of a lake house, and a pair of sun glasses.</p> <p>Explore - <i>In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas</i></p> <p>Selected students will receive one of the items and will predict how each items might relate to the final chapters of the book. As chapters are being read, students will identify their items and its relation to the chapter. Students will report out explaining how the item is related.</p> <p>Explain - <i>Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.</i></p> <p>Students will review their reporting out to peers from the day before regarding what they have chosen as effective steps. Students will discuss final selection of steps.</p> <p>Elaborate —<i>Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways</i></p> <p>Students will use the chosen steps and create an organizational format to list steps in the process of using effective communication that lead to resolution. Students will be able to use exemplars to help guide the organization of their document.</p> <p>Evaluate: <i>This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.</i></p> <p>The learning will be assessed from the product of the final document put together for the Principal.</p>

Unit Resources

Study Guides and Strategies – Peer Mediation

This website offered the reasons peer mediation may need to occur as well as outlined possible strategies for students to research.

<http://www.studygs.net/peermed.htm>

The screenshot shows the top navigation bar of the Study Guides AND Strategies website. The header includes the site logo, the text "Study Guides AND Strategies", and a tagline "An education helping learners over 10.4 million visitors in". Below the header is a navigation menu with links for HOME, ABOUT, BOOKMARK SGS!, SEARCH, and TRANSLATIONS & ST. The main content area is titled "Cooperative learning series" and "Peer mediation". It defines peer mediation as both a program and a process, explaining that students facilitate resolving disputes. It lists types of problems including social media improprieties, relationship difficulties, rumors, cheating, racial/cultural confrontations, vandalism, and bullying. A sidebar on the left contains a quote from Genesis and a list of study guide categories.

Peer Mediators – Frequently Asked Questions

This website offered information about peer mediation is and why it is needed. It also offered steps for the students to review for their decision making.

<http://www.peermediators.org/about/faq>

The screenshot shows the Peer Mediators website's Frequently Asked Questions page. It features a navigation bar with links for Home, About, Resources, and Contact. The main heading is "Frequently Asked Questions". The first question is "What is school-based peer mediation?" with an answer stating that it is a facilitated process where students resolve disputes and create solutions. The second question is "What does the peer mediation process look like?" with an answer explaining that the process is voluntary and confidential, and lists five steps: 1. An agreement to mediate and a foundation of ground rules, 2. The sharing of perspectives, 3. Defining the problem, 4. Generating and evaluating potential solutions, focusing on interests, rather than positions, and 5. Composing and signing a written agreement.

Qualities and Roles of the Peer Mediator

This document was designed to allow the peer mediator to be reflective as he or she begins to mediate. Additionally, it provides a structure for a mediator to take notes, listen for key words to respond to the students and complete a mediation agreement.

<https://www.researchpress.com/sites/default/files/books/addContent/4924.pdf>

Karnes, F. A. & Stephens, K.R. (2008). *Achieving Excellence: Educating the Gifted and Talented*. Upper Saddle River, NJ: Pearson Education. (ISBN # 978-0-13-175562-8)

Character Chart

Character Name	Beginning	Middle	End

- a. Choose 1 character and explain what growth you saw in the character.
- b. What growth did we see in the Cardinal kids?
- c. Describe a particular event that contributed to growth in the characters.

Moral Dilemma #1 - Bullying

Julia was in 6th grade and had been at her school since kindergarten. Her two best friends were Wendy and Erin. Erin was the most popular girl in the class and all the girls saw her as the leader. One morning Julia arrived at school and Erin was acting weird. When Julia said hi to her, she didn't respond. She just looked away and smiled at a group of girls in the corner of the classroom.

It didn't take long for Julia to figure out that Erin had turned most of the girls against her. But, she didn't know why! She went to Wendy and asked her why Erin was mad at her. Wendy acted nervous and said that all she knew was that Erin told her that if she hung out with Julia, none of the rest of the girls would talk to her anymore.

The rest of that day lasted forever. Whenever the teacher was looking everyone was nice to Julia. But, when her back was to the class, Erin or another girl would throw pieces of paper toward Julia or whisper to each other and look in her direction. Julia thought Wendy would help her but Wendy just pretended nothing was happening.

That night Julia talked to her parents and they told her to wait and see if tomorrow was better. If not, they said, perhaps they could help Julia talk to Erin and work through the problem. Julia felt like that would make her look stupid if everyone found out that her mom and dad had to get involved. She knew that sometimes the class would pick on someone, but she never thought her friends would turn against her and

do the same thing to her. She felt like she didn't have any friends and nobody liked her.

The next day was even worse. No one wanted to hang out with her at recess and she had to sit by herself at lunch. At the end of lunch she went into the girls' bathroom. While she was there, a girl from her class came in and said that Erin had sent her in and that Julia had to take off her shoes and send them back to Erin or no one would talk to her tomorrow. Julia just wanted to go home. She didn't want to cry but she was confused and hurt and scared. She gave the girl her shoes.

Now she was late for class and was in the bathroom with no shoes. She headed to class and walked in quietly with her head down. Before she could get to her chair, the teacher asked her why she was late and where her shoes were.

Here was her dilemma. What should she do now? Everyone was watching her. If she told the teacher about Erin and the girls ganging up on her she would look like a snitch, and who knows what the kids would do to her after that. But, if she didn't say anything or lied to the teacher, she would get into trouble.

Moral Dilemma #2 - Cheating

Sam knew something was weird the second he got to class on Tuesday morning. He saw kids whispering and pointing at him. Some were looking at him funny. He sat down next to his best friend and picked up the graded report the teacher, Mr. Crosby, had graded over the weekend. Sam looked at the "A-" and forgot about the rest of the class for a minute. He had worked hard at that report and was thrilled it had paid off. He looked up and saw a bunch of kids staring at him. While the teacher cleaned up the white board, Sam whispered to Dylan, "What's going on?" Dylan, looked down and said quietly, "Conner told everyone you copied your report from the internet." "But, that's a lie!" Sam said. "I never cheat and everyone knows it." He was hurt and angry. He couldn't focus the rest of the morning in class.

At recess he went up to Conner and asked him if he had really told everyone he had cheated. "It's no big deal," Conner scoffed. "I only told a few people. Lighten up. It was just a joke." Sam turned and walked away. He wanted to yell at Conner, or hit him, or something. He just wanted to make Conner feel as bad as Conner had made him feel.

For the next two days, Sam avoided Conner but Sam and Dylan made up as many lies as they could think of about Conner to get back at him. They told kids that he was jealous of anyone who did well in school because he almost failed fourth grade last year. They told the girl Conner liked that he still wet his bed sometimes. But it wasn't helping. Sam was still just as mad at Conner. In fact, all he thought about now was Conner and what he had done.

On Friday, Mr. Crosby had all three boys stay to talk with him during recess. He told them they had until the end of recess to work out whatever it was that was going on between them. If they had not all forgiven each other by the end of recess, they had to go to the principal's office. Then Mr. Crosby left the classroom.

The three boys stared angrily at each other waiting for someone to say something. Sam didn't know what to say. All he knew was that he was tired of being mad and hurt. What could he do to make it stop? And what did Mr. Crosby mean by all forgive each other?



Characters L to R: Olivia's mom, Olivia, Betsy, Morgan

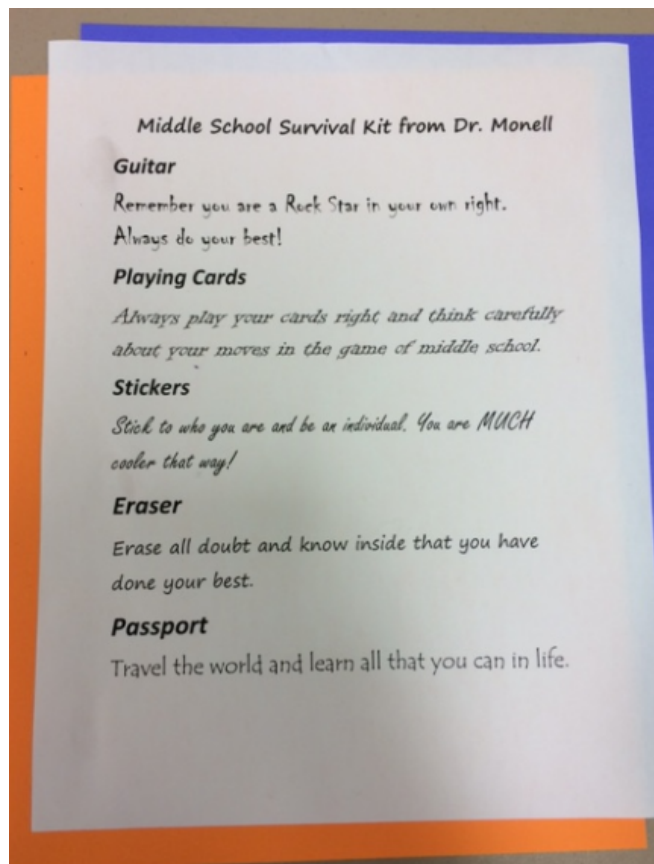
The students felt that since Betsy was so mean to Olivia that she deserved to look "like that." They understood her character and brought it out through their design. The boxes in the background are the survival kits that the students created.



Olivia and her Mother: The students described Olivia’s mom as “uptight” and “dull” because they said she didn’t “do anything fun” and “played it safe.”



Morgan and Betsy – Betsy left Olivia to be a part of the “cool” group that Morgan was in. It turned out that Morgan wasn’t so nice after all. The students said that Morgan was rude and mean because she manipulated Betsy into thinking that she really like her.



Dr. Monell's Survival Kit: *This was the survival guide that I gave my students for middle school. Each of these small items were in a gift bag. They received this in addition to the survival kits that each student created.*

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