**“Touching Spirit Bear”**

**by**

**Ben Mikaelsen**

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**Adapted by 2010-2011 Language Arts Consortium Team Members**

**“Touching Spirit Bear”:** **The Circle of Life**

Mikaelsen, Ben. *Touching Spirit Bear*. New York: Harper Collins Publisher, Inc. 2001.

Grade Level: Grade 8 Duration: 30 X 45 minute lessons

**Global Rationale:** I chose this novel on a recommendation from our librarians, Mrs. Harris and Mrs. Deutsch. They indicated that students strongly relate to the content of the novel. While reading, I recognized both my students and myself in the characters as it is full of lessons that address real life issues. Also, during the planning of the novel unit, an incident occurred that became “real life” to my students. The masterful writing of Mikaelsen enables students to relate to both the issues that Cole faces and the manner in which he handles his anger without the students feeling patronized. This coming-of-age novel appropriately addresses emotional issues and offers insight to other cultural methods of handling life.

**Teaching Options:** This unit provides a variety of teaching options of both direct and indirect nature. Information is presented in visual, oral and written form, thus tapping into as many different learning styles as possible. Also, students that require more help can easily acquire the notes ahead of time and students that work quickly can move forward or build on their assignments as the class progresses. Students work their way through the text via listening, reading and peer sharing. Events/theme/characters are summarized in written and visual forms by the students by both individual and group effort. Students communicate their knowledge in written, visual and oral form and are given many options for their final projects to ensure as much student engagement as possible.

**Assessment Options:** Students’ acquisition of knowledge is assessed in both longitudinal and immediate evaluation methods. The novel portfolio project contains many different forms of assessment, including brief compositions, in class questions, design, personal opinions and longer written expression. This portfolio is assessed for completion over the entire unit with a final assessment at the end of the unit. As such, students’ progress will be monitored over time. Reader Response Journals engage the student on a personal level with the material as well as teaching strategies for handling demanding material. Students participate in visual and oral forms of expression as well, including drawing, discussion, design and debate. Students are assessed both individually and as part of a group. This unit also includes a lot of informal assessment and thus, the unit can be altered to put more assessment emphasis on class participation, written expression or presentation. Furthermore, the weighting of the formal assessment can easily be altered to place a heavier emphasis on any of the individual components. It is also very adaptable to add activities that the students select and choose to present; therefore, creating a learning environment that is conducive to meet the student’s individual needs and interests. The unit also address the New Mexico State Standards and Benchmarks and can easily be updated to meet any new requirements placed.

**Resources:**

Ben Mikaelsen-Lesson plans from the author

<http://www.benmikaelsen.com/lesson_plan_eleven.htm>

A summary of the novel from Kidsreads.com

<http://www.kidsreads.com/reviews/0380977443.asp>

National Tribal Justice Resource Centre-Resource on Circle Justice

<http://www.tribalresourcecenter.org/programs/messageboard/messagedetails.asp?36>

Current Issues in Law: Circle Justice

<http://www.lawconnection.ca/modules.php?name=News&file=article&sid=30>

Native American Resources

-Information about the Tlingit First Nations people, including cultural heritage and current concerns

<http://www.everythingalask.com/eta.tin.html>

<http://cooday8.tripod.com/alaska.htm>

*Touching Spirit Bear* Novel Units: Teacher Guide and Student Packet by Veda Boyd

Jones, HarperCollins Publishers Inc, 2001.

*Touching Spirit Bear* Perm –Guides by Perma-Bound: Teacher’s Guide by Laurie Rozakis, Ph.D. 2007.

Appendices: Class ready assignment handouts

**Unit Prescribed Learning Outcomes:**

**Comprehend and Respond (Strategies and Skills)**

* use various strategies to cope with difficult or dense communications
* use a variety of resources to obtain background information

**Comprehend and Respond (Comprehension)**

* demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media
* locate and interpret details in stories, articles, novels, poetry, or non-print media to respond to a range of tasks
* organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms
* explain the motivation of the characters in works of communication, providing evidence from the text of each work

**Comprehend and Respond (Engagement and Personal Response)**

* describe and give examples to explain their personal criteria for assessing and responding to what they view, read, or hear
* identify and explain connections between new ideas and information and their previous beliefs, values, and experiences

**Communicate Ideas and Information (Composing and Creating)**

* apply various strategies to generate and shape ideas
* organize and structure information in a variety of literary, expository, persuasive, and other forms

**Communicate Ideas and Information (Presenting and Valuing)**

* create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations
* demonstrate pride and satisfaction in using language to create and express their thoughts, ideas, and feelings

**Self and Society (Working Together)**

* evaluate group processes and their own contributions to them by using established criteria
* use various strategies to prompt and support others

**Self and Society (Building Community)**

* interact purposefully, confidently, and respectfully in a variety of situations
* use language to demonstrate that they respect and value diversity

**New Mexico Content Standards and Benchmarks**

**STRAND I: Reading and Listening for Comprehension**

**Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**5-8 Benchmark I-A:** Listen to, read, react to, and interpret information

8 1. Narrate a personal account that:

a. establishes a point of view and sharpens focus;

b. uses remembered feelings;

c. selects details that best illuminate the topic; and

d. connects events to self and society.

2. Interact in group activities and/or seminars to:

a. share personal reactions to questions raised;

b. give reasons and cite examples from texts to support opinions;

c. clarify, illustrate, or expand on a response; and

d. ask classmates for similar expansion.

3. From oral selections, compare, contrast, and evaluate for details, main ideas, themes, actions, and main character.

**5-8 Benchmark I-B:** Gather and use information for research and other purposes

8 1. Create a research product in both written and presentation form by:

a. determining purpose, audience, and context;

b. choosing a relevant topic;

c. selecting a presentation format (e.g., video, essay, interactive technology);

d. evaluating information for extraneous detail, inconsistencies, relevant facts, and organization;

e. researching and organizing information to achieve purpose using notes and memory aides to structure information;

f. supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources;

g. citing sources used; and

h. employing graphics, charts, diagrams, and graphs to enhance communication.

2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.

**5-8 Benchmark I-D:** Demonstrate competence in the skills and strategies of the reading process

8 1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying

assumptions of a variety of texts and media.

2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.

3. Recognize when information presented in a text is new knowledge and describe how it can be used.

4. Use the various parts of a text to locate specific information (index, table of contents, glossary)

5. Identify the topic sentence in a reading selection.

6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and

structures of those works to understand main elements, perspective, and style.

**Strand II: Writing and Speaking for Expression**

**Content Standard II**: **Students will communicate effectively through speaking and writing.**

**5-8 Benchmark II-A:** Use speaking as an interpersonal communication tool

8 1. Use correct and varied sentence types and sentence openings.

2. Identify and use parallelism to present ideas in a series.

3. Juxtapose items for emphasis.

4. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.

5. Evaluate the use of dialects in standard and non-standard English.

6. Prepare an outline based upon a chosen pattern of organization to include an introduction; transitions, previews, summaries; a logically

developed body; and an effective conclusion.

7. Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas.

**5-8 Benchmarks II-C:** Demonstrate competence in the skills and strategies of the writing process

8 1. Describe the significance of the subject to the author.

2. Demonstrate competence in writing by using specific strategies (e.g., tension, suspense, eliminating extraneous details,

inconsistencies).

3. Create written arguments to persuade by:

a. establishing context;

b. creating a persona;

c. developing interest;

d. developing a controlling idea that makes a clear and knowledgeable judgment;

e. arranging details, reasons, and examples effectively; and

f. anticipating and addressing reader/listener concerns.

**Strand: Literature and Media**

**Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.**

**5-8 Benchmarks III-A:** Use language, literature, and media to understand various social and cultural perspectives

8 1. Demonstrate familiarity with selected:

a. classic literature;

b. mythology;

c. classic fiction and non-fiction; and

d. drama.

2. Use literature and media to reflect on learning experiences by:

a. evaluating personal perspectives and how they are influenced by society, cultural differences, and historical issues;

b. appraising learning as change in perspective; and

c. evaluating personal circumstances and background that shape interaction with literature and media.

3. Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

**5-8 Benchmarks III-B:** Identify ideas and make connections among literary works

8 1. Identify conflict, rising action, and resolution of conflict in a literary work.

2. Describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence

structure, line length, punctuation, rhythm, repetition, and rhyme.

3. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author’s meaning and perspective.

4. Identify the defining characteristics of classic literature and themes.

Unit Plan-Overview of Formal Assessment Assignments:

1. Class maps (5): 2(2.5)
2. Novel Portfolio (15 marks per first three sections-assignments included have their own marking schemes-5 marks for participation):

* Reader Response (RRP): short compositions, short answer questions
* Prediction Envelope: predictions about text
* Class Notes + Discussion: class notes, including summaries
* Assignments: Survival plan, mock Circle Justice, final project…

1. Reader Response Journal (RPJ) (10):

* K-W-L strategy (Know-Wonder-Learn)
* Know-What do I know already about the topic they are reading?
* Wonder-What do I wonder about?
* Learn-What have I learned so far?

Students fill in the columns as they read, including answering any questions or confusion they may have.

1. Mock Circle Justice (10): participation /7, composition /3

* Students start with 4 marks and receive one mark for every appropriate and thoughtful comment; they lose one mark for every inappropriate and disrespectful comment. If a student totals 3 marks or less in the participation category, the student will have to do additional composition to compensate for the participation component.
* Composition criteria: One mark for stating opinion, and two marks for supporting evidence.

1. Survival Plan and accompanying composition (5):

* Plan-must include resources (food, shelter, water) and possible hazards(2)
* Composition-one mark per question. (3)

1. Healing Continuum (5):

* Continuum-0.5 mark for accurate placement of three people on the healing continuum, 0.5 marks for justification of placement
* Two sentences of explanation, 1 mark each sentence.

1. Marked Discussion (10):

* Students start with 5 marks, go up with appropriate and thoughtful comments, down with inappropriate and disrespectful comments
* Students indicate how many times they have spoken by placing fingers in the air; others must call on those who have spoken the least.
* If a student has less than 5 marks total at the end of the discussion, the student will be given the opportunity to research any theme presented in the novel and do a short summary for the remaining marks.

1. Final projects (30): See final project list.
2. Participation and completion of informal assignments (5)

Lesson 1& 2: Introduction to Unit

Objective: To introduce the unit activities and expectations

To provide class time for designing required materials

Materials: 1” binders for portfolios (student provided), large poster paper for class maps, pen/paper for Reader Response, handouts, example composition

Video/DVD of Alaskan Wilderness and Survival

Class Activity: Class maps

* Divide students into two groups: characters and theme/ideas.
* Provide handout on character/theme examples.
* Discuss and provide examples of character/traits and theme.
* Class Map Activity Introduction: (explain what will happen and expectations)
  + Read chapters aloud to students.
  + While listening, students will focus on either characters or theme and make notes about their topic. Two designated students from both groups per day writes these traits on the class character map or the class theme map.
  + After reading, students share character and theme traits in a class discussion. These are added to the class maps to make a comprehensive map for review (20 min)

Class Activity: Reader Response Journal

* Reader Response Handout
* Discuss expectations and assessment
* Answer any questions about how
* Do a guided activity with a separate composition (20 min)

Class Activity: Portfolios

* Portfolio Handout
* Discuss expectations and assessment (20 min)

Provide time to start designing the maps (priority for next class), portfolios and reader response (20 min)

Closing: Read title aloud, then ask students to make a prediction about content based on title, signed by teacher, put this prediction in portfolio envelope. (5 min)

Lesson 3&4: Chapters 1-4

PLO:

* locate and interpret details in stories, articles, novels, poetry, or non-print media to respond to a range of tasks
* organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms
* demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media

Objectives: Introduce the novel

Start class maps for novel and Reader Response

Materials: Class maps and Reader Response Journals

Class Activity:

* Read first two chapters aloud to class (approx. 2 min per page) (50min)
* While listening, students start character/theme maps for first two chapters
* After reading, students share the information in a class discussion and this information is added to the maps as a summary activity.
* If needed, class discussion on theme to ensure knowledge transfer from previous lesson:
* Some themes to consider:
  + Culture: Circle Justice, First Nations, Tlingit, At.’oow
  + Violence: Criminal Justice System, young offenders
  + Emotion: anger, resentment, frustration
  + Circles: everything in life is a circle (30min)

Closure: Time given for reader response journal for 1st four chapters, focus on vocab/themes/ideas-students may re-read the chapters if necessary.

defiant omen banishment violent

juvenile smirk slime disinfectant

grudgingly shrouded irritation smoldered

ignited venomous sullen specific

mimicked frigid scoffed acknowledge

obligation rejected collapsed wavered

Class work/Homework: complete Reader Response if not finished in class

Assessment: none

Lesson 5&6: Chapters 3&4 Summary/Questions, Chapters 5&6

PLO:

* identify and explain connections between new ideas and information and their previous beliefs, values, and experiences
* describe and give examples to explain their personal criteria for assessing and responding to what they view, read, or hear

Materials: Reader Response Journals (RR), assignment handout, class maps

Class Activity:

* Hand in RR
* Informal assessment on events of HW reading: overhead of questions, students copy to answer individually, hand in for completion marks
* Questions:
  + Why does Cole burn down the supplies?
  + Do we have any idea why Cole is so angry?
  + What do we know about Cole’s parents?
  + What do you think of Circle Justice?
  + Should Peter forgive Cole?
  + Should Cole go to jail or to Circle Justice? (10min)
  + Add new information to character and theme maps by class (10min)
  + Read Chap 5&6 aloud, add to maps (50min)
  + Handout Assignment, HW assignment:
  + Circle Justice question: Should Cole go to jail or Circle Justice?
    - Next class, students will assume the role of Cole, Peter, Peter or Cole’s parents, Peter or Cole’s lawyer or Garvey
    - Student will assume the role that they feel they most identify with, regardless of gender or race.
    - Students do not have to have the same reasoning as their role but must reflect the general position of the role. (i.e. Peter’s lawyer can’t push for Circle Justice) (10min)

Closing: Before class ends, students will have their draft answer to the above question checked by the teacher to ensure students are on track.

Class work/homework if not competed in class: Students will write a brief composition (no more than half page) about their role and stance on this issue. Remind students to consider the philosophy behind Circle Justice (both the victim and perpetrator must find healing and forgiveness in order to move past the crime) and to justify their answer.

Assessment:

* RR/HW Question: marks for completion

Adaptations: give struggling students the overhead questions before this class

Lesson 7&8: Mock Circle Justice (80 min)

PLO:

* interact purposefully, confidently, and respectfully in a variety of situations
* use language to demonstrate that they respect and value diversity
* evaluate group processes and their own contributions to them by using established criteria

Objectives: To engage students in an open discussion that focuses on providing and supporting a personal opinion in a safe, respectful environment

Materials: Mock Trial assessment form

Class Activity:

The Question: Should Cole go to jail or Circle Justice?

* Students will form a circle in the classroom, seated, in clumps of their identities (all the Peters together)
* Have a brief discussion about respect concerning personal opinion/expression and appropriate comments
* Remind students of Circle Justice protocol: holding the feather, speaking in turn only, listening for the remainder of the time
* Remind students that everyone gets to speak at least once, and when you hold up your hand for the feather, indicate how many times you have spoken with your fingers-the feather will go to those who have made the least amount of comments
* The teacher is the Feather keeper-help guide and focus discussion

Closing: If time allows, the final 20 min of class-students write their final opinion for this question. If there isn’t enough time, students will complete this composition for homework.

Assessment:

* Participation: 7
* Composition: 3

Lesson 9&10: Chapters 7-9

PLO:

* describe and give examples to explain their personal criteria for assessing and responding to what they view, read, or hear
* identify and explain connections between new ideas and information and their previous beliefs, values, and experiences

Materials: Class maps, student novel portfolios

Class Activity:

* Read aloud the three short chapters (50min)
* While reading, the designated students are working on the character/theme maps
* The remaining students are focussing on Spirit Bear:
* Put these questions on the board as a reference point for the students and ask them to jot down notes as they listen:
  + What is Spirit Bear?
  + Is Spirit Bear a real animal or a mythological creature within the First Nations culture?
  + What function do you think Spirit Bear fulfils?

Vocabulary

taunted unflinching persistent disobeyed

welts consequences isolation turbulent

charred cavity landscape nauseating

eternity inconvenience haphazard relentlessly

torrents paralyzed stench solitary

fragile suffocating survive dredged

Closing: Response Questions for Portfolio (complete as homework if not finished in class)

* + Write down three sentences that stand out to you from these chapters
  + What is the importance of the baby birds?
  + What happens to Cole’s thinking as he lays there injured?
  + What is significant (important) about the last question he asks at the end of the chapter? (30min)

Assessment: marks for completion (part of ongoing portfolio)

Lesson 11&12: Chapters 10-13

PLO:

* use various strategies to cope with difficult or dense communications
* apply various strategies to generate and shape

Materials: Reader Response Journals and Response Portfolios, Class Maps, prediction envelope

Class Activity:

* 30 minutes of silent reading for Chap 10, teacher finishes and reads Chap 11
* Predictions: What does the Spirit Bear do? Will Cole survive?
* Theme maps: Focus on life and death, survival, choice and blame
* Allow substantial class discussion on these topics
* Reader Response Journal-class time to answer any questions that students are having trouble with; efforts should be made to go to peers first
* Start new questions in Response Portfolio-to be completed in class or for homework:
  + What role has the Spirit Bear played so far?
  + Why doesn’t he attack again?

Vocabulary

bombarded parched surged delirium

Closing: If time permits, Chap 12 + 13 can be read in class; otherwise read in class the next day.

Assessment: completion marks for RRJ and RRP

Lesson 13&14: Review of Part I

Objective: to provide a summary of Part I

Provide class time to complete all projects to date

Materials: Class maps, Reader Response Journals, prediction envelope

Class Activity:

* Complete class maps for Part I (10min)
* Focus for maps: how have the characters changed over time? What themes have been noted so far?
* Complete Reader Response Journals for Part I-answer all questions and seek help if necessary (RRJ completed for unit now) (20 min)
* Read the title for Part II, students make predictions about the remainder of the novel (5min)
* Discuss past predictions from envelope-how many were fulfilled? (10)
* Class discussion on events of Part I (\*note-why does Cole throw away the white hair?) (20 min)

Closing: Reader Response Portfolio: students write a possible ending for the story, in first person narrative; one page, double-spaced-if not completed during class time, hand in for HW (15min)

Assessment:

* RRP: one page conclusion-marks for completion
* class maps (group mark) / 2(2.5)=5
* Reader Response Journals /10
* Informal assessment of portfolios-signed for completion/up to date

Follow-Up: create a summary of notes for students on Part I, given as a handout before end of unit. If there is a student volunteer, it can be used as a bonus assignment.

Part II-Lesson 15&16 Chapters 14-16

PLO:

* interact purposefully, confidently, and respectfully in a variety of situations
* evaluate group processes and their own contributions to them by using established criteria

Materials: RRP

Class Activity:

* Break into groups of 3 or 4. Assign portions of the chapter reading to each person and students read aloud to their peers. If uncomfortable, students can read their portion to the teacher in private.
* As a class, students will share their chapter portions by providing answers as a group to the following questions:
* Chap 14:
  + What are the main events of Chap 14?
  + Who has become important to Cole?
  + How does Cole define ‘hurt’ now? What does he mean by the bear not trying to hurt him? (p 120)
  + What does this show us about Cole?
  + Chap 15:
  + What are the main events of this chapter?
  + What would you ask for in this Circle Justice concerning Cole’s fate?
  + What roles are Cole’s parents playing now? Have these roles changed?
* Chap 16:
  + What are the main events of this chapter?
  + How is Cole’s approach to the island different this time? His attitude or actions? Is it different?
  + What is Garvey trying to show with the hot dog dinner? (65 min)

Vocabulary

potential galvanized awning pursuit

Closing: Whole Class: Response Portfolio:

* Give yourself a mark out of 5 for your group work contribution and write two sentences describing your contribution to the class discussion.
* Is there a single moment in your life that made you change direction? (p 128) (15min)

Assessment: informal observation of participation and informal self-evaluation

Lesson 17&18: Chapters 17&18

PLO:

* create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations
* organize and structure information in a variety of literary, expository, persuasive, and other forms

Materials: medium poster paper, felts/crayons/pencil crayons, large poster paper for brainstorming

Class Activity:

* 15 min discussion on chapter events to ensure chapter reading
* Initiate by asking students: What happened in these chapters?

Building a Survival Plan:

* Build a survival plan for your own imaginary island Circle Justice
* Draw a map indicating consideration of resources and survival measures, such as freshwater, wood supplies, food storage, shelter, hazards.
* Write an accompanying short composition answering the following three questions:
  + What are your priorities concerning survival?
  + How will you meet these survival demands?
  + If you weren’t receiving food supplies like Cole, how would you find food? What would you eat? What does the land offer by itself?

(65 min)

Vocabulary

quizzically trance hypnotic regained

talons

Assessment: Survival plan (2), composition (3), (5) total

Lesson 19&20: Chapters 19 & 20

Objective: To give students a catch up class, this may also act as a buffer if lessons are falling behind

Materials: Part I summary handout, Final Project Handout

Class Activity:

* Part I summary handout
* Assign final projects: choices given (20 min)
* Time given to read these two chapters silently, read ahead for the homework, work on survival plan or any of the previous assignments (60 min)

Lesson 21&22: Chapters 21-23

PLO:

* demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media
* locate and interpret details in stories, articles, novels, poetry, or non-print media to respond to a range of tasks
* explain the motivation of the characters in works of communication, providing evidence from the text of each work

Materials: Prediction envelopes

Class Activity:

* Class summary of Chapter 21
* Read Chapters 22 + 23 aloud (stopping at end of 22 for prediction) (40 min)
* While reading, students should focus on the following questions and make point form notes (write on board):
  + What does Cole do differently this time?
  + What does this show about his “change”?
  + How do you become “invisible”? (end of Chap 22)
    - Stop here and ask students to make a prediction about how you become invisible. Add to envelope.
  + Does Cole *really* see the Spirit Bear?
  + Why is Cole finally able to do the anger dance?
  + Class discussion (20 min)

Vocabulary

hectic writhed treacherous assaulted

withdrawn incident incredible massive

Closing: Students should summarize their thoughts in their Response Portfolio (20min)

Assessment: ongoing Portfolio assessment

Lesson 23&24: Chapters 24&25

PLO:

* use various strategies to prompt and support others
* interact purposefully, confidently, and respectfully in a variety of situations

Materials: small poster paper, drawing materials, prediction envelopes, response portfolio

Class Activity:

* Students read Chap 24 individually (20min)
* Strategically pair students up to balance strong and weak readers
* Peer share events of Chap 24 (10 min)
* Summarize as a class (10 min)
* Make predictions:
  + Does Peter come to the island?
  + Will Cole be able to help Peter? Why?
  + Read Chap 25 aloud (20 min)
  + In class composition:
    - Consider the following question:
    - Do you think it will be helpful for Peter and Cole to “square off”?
    - Explain your position using one of the following points of view: Peter, Cole, Peter’s parents, Garvey or Edwin
    - Answer in Response Portfolio-MUST be completed by next class (15min)

Closing: Prepare students for marked discussion activity (next class)

* + Explain criteria (similar to Circle Justice protocol)
  + Informally assess students’ understanding of this process by asking questions (5min)

Class work/homework if not completed in class:

* Draw a picture of the “healing continuum” according to Circle Justice philosophy
  + Who is on it?
  + Justify your positioning of each character by writing two sentences of explanation for your choice in your Response Portfolio

Assessment:

* Response portfolios: check for up to date, completion
* “Healing Continuum” assignment /5-due next class!

Lesson 25&26: Chapters 26-27

PLO:

* interact purposefully, confidently, and respectfully in a variety of situations
* use language to demonstrate that they respect and value diversity
* evaluate group processes and their own contributions to them by using established criteria
* use various strategies to prompt and support others

Materials: individual student notes on their position

Class Activity: (80 min)

* Marked discussion:
* Question: Do you think it will be helpful for Peter and Cole to “square off”? What would you suggest as a solution to Peter’s depression? Consider the results when you answer. Why?
  + Remind students of respectful and appropriate sharing/listening
  + Bring opinion to the circle and discuss

Closing: Prediction-What is going on, under the surface, between Peter and Cole? Make a prediction about the novel conclusion? Will they settle their differences?

Assessment: as per the marked discussion template (10) Lesson 27&28: Chapter 28

PLO:

* demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media
* locate and interpret details in stories, articles, novels, poetry, or non-print media to respond to a range of tasks
* organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms

Materials: large poster paper, felts, overhead for prediction results

Class Activity:

* Read the chapter silently (20min)
* Divide students into groups of theme, events or characters
  + Brainstorm a review of assigned group topic (one of themes/events/characters) of Part II (10min)
  + Present brainstorm to class (30min)

Prediction Envelopes:

* + Take out predictions, share with peer, discuss outcome of your predictions (10)
  + Share with class to make a prediction result summary of correct predictions on the overhead (how many did you get right? What were some alternatives that you thought up for the novel’s events? This may be threatening so participation should be voluntary) (10min)

Closing: Summary

* + Allow students time to ask questions, generate a class discussion about any aspect of the novel
  + Remaining time can be used to catch up on projects

Homework: Portfolios and final projects are due next class.

Return all marked assignments to be used as review for final class.

Lesson 20&30: Presentation of Final Projects

PLO:

* interact purposefully, confidently, and respectfully in a variety of situations
* use language to demonstrate that they respect and value diversity
* create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations
* demonstrate pride and satisfaction in using language to create and express their thoughts, ideas, and feelings

Materials: any that the student chose

Class Activity: (80 min)

* Students present their final projects gallery style
* If the project is a dramatic representation, allow sufficient time for viewing

Portfolios due

Appendices: Class Ready Assignment Handouts

**Unit: “Touching Spirit Bear”**

Welcome to a novel study! Over the next four weeks, we will read the novel “Touching Spirit Bear” by Ben Mikaelsen and participate in a wide range of activities. The assignments are flexible so if you have any ideas that you would like to include, please feel free to ask. You will receive an in-depth explanation and set of criteria to follow for each of the listed assignments but the overview of marks is as follows:

Unit Plan-Overview of Formal Assessment Assignments:

1. Class maps (5): 2(2.5)
2. Novel Portfolio (15 marks per first three sections-assignments included have their own marking schemes-5 marks for participation):

* Reader Response (RRP): short compositions, short answer questions
* Prediction Envelope: predictions about text
* Class Notes + Discussion: class notes, including summaries
* Assignments: Survival plan, mock Circle Justice, final project…

1. Reader Response Journal (RPJ) (10):

* K-W-L strategy (Know-Wonder-Learn)
* Know-What do I know already about the topic they are reading?
* Wonder-What do I wonder about?
* Learn-What have I learned so far?

Students fill in the columns as they read, including answering any questions or confusion they may have.

1. Mock Circle Justice (10): participation /7, composition /3

* Students start with 4 marks and receive one mark for every appropriate and thoughtful comment; they lose one mark for every inappropriate and disrespectful comment. If a student totals 3 marks or less in the participation category, the student will have to do additional composition to compensate for the participation component.
* Composition criteria: One mark for stating opinion, and two marks for supporting evidence.

1. Survival Plan and accompanying composition (5):

* Plan-must include resources (food, shelter, water) and possible hazards(2)
* Composition-one mark per question. (3)

1. Healing Continuum (5):

* Continuum-0.5 mark for accurate placement of three people on the healing continuum, 0.5 marks for justification of placement
* Two sentences of explanation, 1 mark each sentence.

1. Marked Discussion (10):

* Students start with 5 marks, go up with appropriate and thoughtful comments, down with inappropriate and disrespectful comments
* Students indicate how many times they have spoken by placing fingers in the air; others must call on those who have spoken the least.
* If a student has less than 5 marks total at the end of the discussion, the student will be given the opportunity to research any theme presented in the novel and do a short summary for the remaining marks.

1. Final projects (30): See final project list.

Participation and completion of informal assignments

1. Class maps (5)
2. Novel Portfolio (15 marks per first three sections-assignments included have their own marking schemes-5 marks for participation):

* Reader Response
* Prediction Envelope
* Class Notes + Discussion
* Assignments

1. Reader Response Journal (RPJ) (10):
2. Mock Circle Justice (10)
3. Survival Plan and accompanying composition (5)
4. Healing Continuum (5)
5. Marked Discussion (10)
6. Final projects (30)
7. Participation and completion of informal assignments (5)

**K-W-L STATEGY FOR READER RESPONSE JOURNALS**

|  |  |  |
| --- | --- | --- |
| **KNOW**  **(What do I know already?)** | **WONDER**  **(What do I wonder about?)** | **LEARN**  **(What have I learned so far?)** |
| I know that young offenders are protected under the Young Offenders Act | Why isn’t this discussed concerning Cole’s fate? | Cole is a repeat offender and is at a “last chance” stage… |

If you have trouble getting started, consider the following questions and apply all or any of them to what you have just read, seen, heard, experienced.

* What’s going on in your mind? What pictures occur in your head? What feelings do you experience? What do you expect to happen? What questions occur to you?

Suggested Sentence Leads

1. I wonder what this means….
2. I really don’t understand this part because…
3. I really like/dislike this idea/character because…
4. This character reminds me of myself or of somebody I know because…
5. I think this setting is important because…
6. This scene reminds me of a similar scene in (title of work) because…
7. This part is very realistic/unrealistic because…
8. This section makes me think about/because
9. I think the relationship between \_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is interesting because….
10. This situation reminds me of a similar situation in my own life. It happened when…
11. If I were (name of character) at this point, I would….

Criteria for Response Journals - How are they marked?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 0 |
| Response  X3  (7) | Critical thought to the journal prompt is evident. The response is thorough and thought provoking. Connections made to prior knowledge or experiences. Exhibits a level of comprehension that extends beyond the literal to the personal, critical, and evaluative responses. | Responses are fairly thorough and are thoughtful. Exhibits a level of comprehension that extends beyond the literal to the personal with some critical responses. | Exhibits a level of comprehension that is mostly literal or personal, with few critical responses. Some responses are incomplete or irrelevant. | Exhibits a level of comprehension that is mostly literal with some personal responses and no critical responses. Many responses are incomplete or irrelevant. | No journal completed |
| Mechanics  X1  (3) | No mistakes in mechanics and/or spelling | A few mistakes in mechanics and/or spelling | Several mistakes in grammar and/or spelling | Many mistakes in grammar and/or spelling | No journal completed |

**Total /10**

**Reader Response Portfolio**

While we are studying this novel, you will create and maintain an ongoing portfolio that contains the following sections:

* Reader Response (RRP): in this section, you will include short compositions, short answer questions and any other composition work that you wish. (5 marks)
* Prediction Envelope: in this section, you will keep all predictions that you make about the text in the given format (5 marks)
* Class Notes + Discussion: in this section, include class notes about lecture material, class discussions, handouts and group projects. Essentially, any notes that are not part of an assignment (5 marks)
* Assignments: in this section, include all assignments, including criteria and marked finished project. This section is marked individually by assignment.

You may design this portfolio in any manner that you wish, but it must include those sections in an organized manner. You are responsible for keeping your portfolio up to date and complete. If you have any questions about this assignment, please ask immediately. The final assessment of your portfolio will be on the last day of the unit.

**Prediction Envelope**

Make a prediction about the text and provide evidence from the text to support your prediction. For example,

|  |  |  |
| --- | --- | --- |
| **Prediction** | **Evidence** | **Outcome** |
| I think Peter will come to the island | Edwin comes back to ask Cole how he could help | Peter does come to the island |

**Circle Justice Mock Trial**

**Circle Justice Question: Should Cole go to jail or Circle Justice?**

* Assume the role of Cole, Peter, Peter or Cole’s parents, Peter or Cole’s lawyer or Garvey. You can assume any role that you feel you identify with the most, regardless of gender or race. You do not have to use the same reasoning as your character but you must reflect their general position (i.e. Peter’s lawyer cannot push for Circle Justice).
* Write a brief composition (no more than half page) about your role and stance on this question in the given format. Remember to consider the philosophy behind Circle Justice (both the victim and perpetrator must find healing and forgiveness in order to move past the crime) and to justify your answer. This is due at the beginning of the Mock Trial.

**Circle Justice Activity:**

* Form a circle in the classroom, seated, in clumps of your identity (i.e. all the Peters together)
* Circle Justice Protocol: You must be holding the feather to speak and may only speak in turn. The Feather Keeper will indicate to you when it is your turn to speak. The remainder of the time you are listening attentively and with respect.
* Everyone gets to speak at least once, and when you hold up your hand for the feather, indicate how many times you have spoken with your fingers-the feather will go to those who have made the least amount of comments.
* You will start with 4 marks and receive one mark for every appropriate and thoughtful comment and you will lose one mark for every inappropriate and disrespectful comment. If your total is 3 marks or less in the participation category, you will have to do additional composition to compensate for the participation component (7 marks)

**Composition:**

* At the end of the Circle Justice, you will write your final answer to this question in your Reader Response Portfolio. Composition criteria: 1 mark for stating opinion, and two marks for supporting evidence (3 marks)

**Building a Survival Plan**

* Build a survival plan for your own imaginary island Circle Justice
* Draw a map indicating consideration of resources and survival measures, such as freshwater, wood supplies, food storage, shelter, hazards and anything else you wish to include.
* Your map will be marked for the following inclusions: (food, shelter, water) and possible hazards( (2 marks)
* Write an accompanying short composition answering the following three questions (1 mark per question):
  + What are your priorities concerning survival?
  + How will you meet these survival demands?
  + If you weren’t receiving food supplies like Cole, how would you find food? What would you eat? What does the land offer by itself? (3 marks)

**Healing Continuum Assignment**

Draw a picture of the “healing continuum” according to Circle Justice philosophy

* + Who is on it?
  + Justify your positioning of each character by writing two sentences of explanation for your choice in your Response Portfolio

Mark Distribution (5 marks total):

* + Continuum-0.5 mark for accurate placement of three people on the healing continuum, 0.5 marks for justification of placement
* Two sentences of explanation, 1 mark each sentence.

**Marked Discussion**

**Question: Do you think it will be helpful for Peter and Cole to “square off”? What would you suggest as a solution to Peter’s depression? Consider the results when you answer. Why?**

* Participate in a class debate concerning the above question. With your notes from your Reader Response Portfolio, you will state your opinion and provide evidence to support it.
* During the discussion, you will start with 5 marks and go up with appropriate and thoughtful comments or down with inappropriate and disrespectful comments
* When raising your hand to be called on, indicate how many times you have spoken by placing fingers in the air, others must call on those who have spoken the least. The last person to speak chooses the next to speak.
* While waiting to speak, listen attentively to your classmates’ opinions. Try to consider or include their point of view when you speak.
* If a student has less than 5 marks total at the end of the discussion, the student will be given the opportunity to research any theme presented in the novel and do a short summary for the remaining marks(10 marks)

**Final Projects:**

Please choose one of the following to complete as your final project. All compositions will be single spaced, 12 pt. font. These assignments are due at the end of the unit.

1. Constructive Anger
   * Anger can be expressed in both destructive and constructive ways. Using magazines and newspapers, build a collage portraying both constructive and destructive expressions of anger. In some manner, you must designate which are the constructive and destructive components of anger. (20 marks)
   * In your response portfolio, write a half-page composition addressing the following questions:
   * How did Cole Matthews deal with his anger? Was it constructive or destructive?
   * How do you handle your own anger? (10 marks)
2. Design your own At.’oow (20 marks). You may create this on paper or with cloth. Your At.’oww must contain elements that are meaningful for you and you must be able to justify the images you include in your design. In your response portfolio, write a half-page composition explaining the elements you included in your design (10 marks).
3. “Circles” is a theme that resonates in the text, for example, Cole’s father suffers physical abuse so he in turn beats Cole, who in turn beats Peter. Circle Justice recognizes this cycle of life and uses this as a basis for their healing philosophy-those who harm are also part of the healing. Are there any circles in your life, either positive or negative? Using any variety of materials, construct your own circle (20 marks). You may use any forms of expression, including visual, and you do not need to provide an explanation of your circle to the class. In your response portfolio, pick one of the circles in your life and write a half-page composition on any aspect of this circle (10 marks).
4. Spirit Bear is a mystical animal in the novel yet he plays a pivotal role in Cole Matthew’s life. If you were to have a Spirit Animal, what animal would it be? In a two page composition, describe the animal in full (15 marks). Remember to include its traits, appearance, habitat and any special powers it may have. Also, describe how that animal would intervene in your life to change your direction as Spirit Bear intervened in Cole’s life (15 marks). You may substitute a visual representation for one page of composition.
5. Compose an argument for or against Circle Justice to present to an audience. Support your argument with both factual evidence and opinion as support. Document your resources clearly. Be prepared to speak for approximately three minutes on your position and you may use notes (20 marks). In your response portfolio, compose a one page argument stating your position (10 marks).
6. Design your own Totem Pole and if possible, *create* it from any materials you have available (20 marks). Provide a variety of images and be prepared to justify your choice for each image you place on your Totem Pole. In your response portfolio, compose a half page composition explaining the design of your Totem Pole (10 marks). Be creative! Incorporate the culture you were introduced to in this novel but integrate your own knowledge and ideas as well.

**All projects/portfolios are due at the beginning of the last class. Do not leave the project to the last minute! If you are stumped or frustrated, ask for help immediately.**