

See we Unit Planning Template

Course: AP Literature	Topic/Title: Making Sense of War/Slaughterhouse Five
<p>Understandings</p> <p>Identify satire and explain how it functions within a text using <i>Slaughterhouse-Five</i> and videos as examples.</p> <p>Write their own examples of satire.</p> <p>Think critically about war and time and develop opinions based on evidence provided by the novel, interviews, articles, and historical facts.</p>	<p>Essential Question(s)</p> <p>What are the consequences of individuality and alienation?</p> <p>Is the American Dream an illusion?</p> <p>What is the meaning of morality?</p>

Standards

RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text, including determining where the text leaves matters uncertain

RL2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

RL3 Analyze the impact of author's choices regarding how to develop and relate to elements of a story or drama

RL4 CC.K-12.R.R.4 Craft and Structure: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL5 CC.K-12.R.R.5 Craft and Structure: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL9 CC.K-12.R.R.9 Integration of Knowledge and Ideas: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI3 CC.K.R.I.3 Key Ideas and Details: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

SL1 CC.K-12.SL.1 Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

WL1 CC.K-12.W.R.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<p>Content Knowledge</p> <p>Measures of success</p> <p>Themes in text</p> <p>Reflecting on central ideas</p> <p>Text-to-self and text-to-world connections</p>	<p>Skills</p> <p>Read and annotate with key thematic questions in mind</p> <p>Track themes of the dangers of war, familial relationships, PTSD, spatial awareness</p> <p>Literary Analysis - the catastrophe of war, the sadness of being isolated, and realization of no free will, which all ties into the novel's unique structure.</p>	<p>Vocabulary</p> <p>Identify</p> <p>Explain</p> <p>Analyze</p> <p>Characterize</p> <p>Develop</p> <p>Contribute</p> <p>Literary Terms:</p> <p>characterization</p> <p>diction</p> <p>figurative language</p> <p>foil</p> <p>imagery</p> <p>irony</p> <p>juxtaposition</p> <p>narrator</p> <p>point of view</p> <p>setting</p>
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		symbolism theme
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Assessment

Common Learning Activities

Close Reading - Annotating

Writers' Groups/Lit Circles

Class Discussion

Writing Prompt Responses

Journaling

Summative-must address essential questions and all standards identified

Students must examine the text through one of three literary theories - Marxist, feminist, or Psychoanalytic. They need to defend their reasoning through an in-class essay that would mirror a free response paper they would see on the AP exam.

Texts: Mark I for informational or L for Literature. Mark the Lexile level next to each title.

Extended Text	Short Texts for Close Reading, Whole Group Lessons, and/or Independent Practice	Read Aloud
<p><i>1984, The Fountainhead, Jabberwocky, The Jungle, How to Read Lit Like a Professor</i></p> <p><u>Lexile</u> 1984 - 1090 Fountainhead - 780 The Jungle - 1170 HRLLP - Not found Poems - Not found</p> <p>Key - Lit - in Bold</p>	<p><i>“The Jungle,” 1984, “Jabberwocky,” “Women Work,” The Fountainhead</i></p>	<p>Chapters: 1, 4, 7, 10, 11, 14, 15, 18, 19 (out of 20 chapters)</p>

Primary Source Documents	Poetry/Art/Music	Websites, Videos
<p><i>Slaughterhouse Five</i> book</p>	<p>“Jabberwocky” poem, create your own poem, “Women Work”</p>	<p><u>Info Sites:</u> www.historylearningsite.co.uk/bombing_of_dresden.htm http://history.com/this-day-in-history/firebombing-of-dresden http://www.spiegel.de/international/germany/death-toll-debate-how-many-died-in-the-bombing-of-dresden-a-581992.html</p> <p><u>Videos:</u> Firestorm Over Dresden - documentary: https://www.youtube.com/watch?d=FLTP5zKqA WW1 and WW2: Prisoners of War - Doc https://www.youtube.com/watch?v=0ne6flwU-Me</p>

Vocabulary:

<http://www.vocabulary.com/lists/244923#view=notes>

Podcast/Audiobooks

Grammar Girl: Why People Mix Up the Pronouns “Me” and “I”

<https://itunes.apple.com/podcast/grammar-girl-quick-dirty-tips/id173429229?mt=2&ignmpt=uo%3D8>

Kurt Vonnegut reads
Slaughterhouse-Five

https://www.youtube.com/watch?v=To9fYi8i1tE&index=4&list=PLQ35yrfe9i8pvDBv-_9DhV7j0eVtV-aUm

1. Blogs:

		<p>Hyperbole and a Half: “The Alot”</p> <p>http://hyperboleandahalf.blogspot.com/2010/04/alot-is-better-than-you-at-everything.html</p>
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Daily Instructional Plan

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
<p>INTRODUCTION</p> <p>Journal Entry: (20 minutes)</p> <ol style="list-style-type: none"> Based only on the word “War.” Students will write their responses to this word any way that suits them in their journals Open up the floor to anyone who wants to share. Introduce <i>Slaughterhouse-Five</i> with brief foregrounding via multimedia PowerPoint (Kurt Vonnegut and World War II, esp. Dresden) - discuss the following bullet points: <ol style="list-style-type: none"> Kurt Vonnegut: Early years and WWII experience: WWII: Show Firestorm over Dresden Video Closing Discussion HW: Read Ch. 1 	<p>IN CLASS:</p> <ol style="list-style-type: none"> Journal Prompt (25-30 minutes) <ol style="list-style-type: none"> Have at least 2-3 volunteers share their responses before moving on Collect student vocabulary lists before giving the prompt; compile a list while they’re writing. Put the student-selected vocabulary words on the projector and define each word as a class. Discussion (15 minutes) Read Chapter 2 as a class, the following day with the other chapter’s list. Closing Mini Journal Prompt (5 minutes) <p>HOMEWORK:</p>	<p>IN CLASS:</p> <ol style="list-style-type: none"> Have a student read a poem of their choice out loud for the class (there will be a signup sheet at the very beginning of the year so students know which day they’re responsible for bringing a poem). Open up a class discussion about the poem and how it works in regards to content and structure. (15 minutes) Journal Prompt: (30 minutes) <ol style="list-style-type: none"> Collect vocabulary lists and check off reading assignments in students’ journals. Journal prompt: Why does Roland Weary continue to help Billy, despite his utter lack of motivation to live? What beliefs or values influence Roland’s decision to be Billy’s savior? Which passages within the text support your reasoning? 	<p>IN CLASS:</p> <ol style="list-style-type: none"> Mini Journal Prompt (5 minutes) <ol style="list-style-type: none"> <u>List</u> things in chapters 3 and 4 that you found interesting, confusing, or beautiful. Discussion (30 minutes) <i>*chapters don’t necessarily need to be discussed in order; some topics are applicable to both chapters*</i> <ol style="list-style-type: none"> Chapter 3 (use as many topics as needed without exceeding 15 minutes) What evidence does the text provide, if any, as to why Billy is smiling as he marches as a prisoner of war? He was miserable and wanting to give up before his capture, so why is he smiling after his conditions worsen? What does this tell you about his character? 	<p>IN CLASS:</p> <ol style="list-style-type: none"> Video – WW1 and WW2: Prisoners of War (30 minutes) <ol style="list-style-type: none"> Create the final vocabulary list from chapters 1-5 while they’re watching the video; have a copy printed for each student before vocabulary review) The video is 48 minutes long, so cut it off at 30 minutes. Finish the rest of it at the end of class if there is time. Have each student turn in a list of three things they learned from the video. Vocabulary Review (30 minutes; dedicate any leftover time to the review game) <ol style="list-style-type: none"> Go over the vocabulary list for chapter 5 first Review vocabulary list for chapters 1-5; include example sentences and definitions for each word Vocabulary Review Game

	<p>Finish chapter 2 if it wasn't done in class</p> <p>Read chapter 3 with recurring reading assignments</p>	<p>c. Give them 10 minutes to write, compiling the vocabulary list as they do so. Discuss their responses as a class for 20 minutes.</p> <p>3. Go over vocabulary list as a class in the regular format. (15 minutes)</p> <p>4. Read Chapter 4 as a class in the regular format (described in Day 2, Activity 4). (25 minutes)</p> <p>5. Closing Activity (5 minutes)</p> <p>a. Ask each student which part of the in-class reading was their favorite and why. b. Must answer (verbally) before leaving class.</p> <p>HOMEWORK: Finish any of chapter 4 that wasn't read in class with recurring reading assignment.</p>	<p>3. We've now seen Billy time-travel many times. When does he most often travel in time? What patterns do you see in his trips? What purpose do these vacations serve for Billy? What evidence in the text proves he really is time traveling? What evidence proves he's just dreaming, or crazy, or hallucinating? Does it matter?</p> <p>a. We've now seen many people die. Which death(s) has been the most significant for you? Which death(s) has been the most significant to the plot? How does Billy respond to these deaths? Is there a death that is more significant for him than the others? If so, how can you tell? What have been the causes of these deaths, and what patterns do you see in them?</p> <p>b. Chapter 4 (use the second one to teach them about satire, along with as many other topics as needed without exceeding 15 minutes)</p>	<p>(30 minutes)</p> <p>a. Vocabulary Jeopardy! Break students up into groups of 3-4. The game is played just like regular jeopardy, but the students will have to choose from the following categories:</p> <p>b. Reverse Definitions (students will listen to a definition, then have to tell which word it's defining)</p> <p>c. Definitions (students will be given a word and have to come up with their own definition)</p> <p>d. Example sentences (students will be given a word and have to use it in a sentence)</p> <p>e. Spelling</p> <p>f. Bonus: part of speech/translation into Spanish or any other language (if guessing the parts of speech is too easy, you can cut that out completely and just use the translation part: students just need to translate the word, which will hopefully make ESL students feel that their language is a strength and not a weakness)</p> <p>g. Give candy (or extra credit points if students are in need)</p>
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			<p>c. What phrases have we seen multiple times, so far? (So it goes, And so on, ivory and blue, mustard gas and roses, etc.) What purpose do they serve? What connections do they have between the contexts in which they're used? What is Vonnegut trying to accomplish by repeating these phrases?</p> <p>d. What is Vonnegut trying to accomplish by telling the story of the bombing of Dresden backwards? What is this device called? (<i>satire</i>) How did you respond to the passage? Would you have responded differently if it wasn't told backwards?</p> <p>e. What do you think of what the Tralfamadorian says about free will? What moments in the novel have you seen Billy doing things that go against his will? What is Vonnegut saying about free will, and where do you see your answer supported in the text?</p> <p>4. Read chapter 5 as a class (30 minutes) <i>*it's a very long chapter, so don't expect to get through the entire thing; this gives them a head start on</i></p>	<p>of them) as rewards when a group (4-5 students) gets the answer right.</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. Read chapter 6
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			<p><i>their homework*</i></p> <p>5. Read pages 87-93 as a class</p> <p>a. Listen to Vonnegut read via YouTube for pages 94-96 (for some reason, his reading of the novel as posted skips around – feel free to have him read more of the chapter if you can find it elsewhere)</p> <p>b. Video: 0:07 – 4:00</p> <p>c. Text: “The Englishmen were clean...” – “So it goes.”</p> <p>d. Read the rest as a class, or as much as you can get through within 30 minutes</p> <p>e. Brief Vocabulary Review (5-10 minutes)</p> <p>f. Go over the words they’ve learned so far, and let them know you’ll have a complete list for them next class.</p> <p>g. Ask students which words they’ve been struggling with the most and focus on those.</p> <p>5. Homework/Study Time (10 minutes)</p> <p>a. Allow students to either work on their reading homework or study vocabulary for the remainder of class (quietly).</p> <p>b. This is also a good time for students who have questions</p>	
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			<p>or concerns to come talk to the teacher.</p> <p>HOMEWORK:</p> <ol style="list-style-type: none">1. Finish reading chapter 52. Study for vocabulary quiz	
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Week 2

Day 1	Day 2	Day 3	Day 4	Day 5
<p>CLOSE READING</p> <ol style="list-style-type: none"> 1. Read Chapter 4 in How to Read Lit Like a Professor and discuss in groups - 2. Share out 	<p>IN CLASS:</p> <ol style="list-style-type: none"> 1. Vocabulary Quiz (30 minutes, or less) <ol style="list-style-type: none"> a. Give the test verbally; each student must spell the word correctly and give a definition for it. b. Grade them and return them by the next class c. If they finish before 30 minutes, let them have free time (quietly if others are still working) 2. Class Discussion (30 minutes) <ol style="list-style-type: none"> a. Open up the floor to any questions about chapters 5 and 6. b. Have the class briefly summarize what has happened in each chapter. c. Chapter 5: How does the German soldier respond to Billy’s question of “Why me?” What previous scene in the novel does this mirror? What connections do the two scenes have? What is the author telling us through this question and the relationship between its 	<p>IN CLASS:</p> <ol style="list-style-type: none"> 1. Have a student read a poem of their choice out loud for the class (there will be a signup sheet at the very beginning of the year so students know which day they’re responsible for bringing a poem). Open up a class discussion about the poem and how it works in regards to content and structure. (15 minutes)? 2. Have at least five volunteers share their art activities from the previous class and read the quote they chose and explain why they chose it. Students will turn them in after sharing. (15 minutes) 3. Mini Group Discussion (30 minutes): Have students discuss one of the following in groups of 3-4 (10 minutes) and then have each group share what they discussed with the rest of the class (20 minutes). Chapter 7 	<p>AP PREP:</p> <p>Examine MC Prep:</p> <ol style="list-style-type: none"> 1. Introduce Multiple-Choice Strategies 2. Students take a twenty question multiple-choice question exam 3. Review answers 	<p>IN CLASS:</p> <ol style="list-style-type: none"> 1. Journal Prompt (15 minutes) <ol style="list-style-type: none"> a. Billy Pilgrim says the happiest time in his life is “his sundrenched snooze in the back of the wagon.” Think about why this might be the happiest moment in his life. If you had to pick just one, what would the happiest moment in your life be? 2. Partner Discussion (10 minutes) <ol style="list-style-type: none"> a. Have students discuss the last set of chapter 8 questions regarding the firebombing of Dresden. This will help them organize their thoughts for the class discussion. b. Chapter 8: c. Vonnegut describes Edgar Derby as one of the only characters in this story. What does he mean by that? What does it mean to be a character? Why are there

	<p>repetitions? (help them understand the pros and cons of escapism/acceptance as Vonnegut sees it)</p> <p>d. What sends Billy into an episode of mental illness during the war? What sends him into an episode of mental illness years after the war? Do these triggers have any connections? What do the doctors think? What evidence in the text suggests that the narrator agrees or disagrees with the opinion of the doctors? How do his mental episodes relate to his being unstuck in time?</p> <p>e. Why is Eliot Rosewater experimenting with being “ardently sympathetic” to everyone? What do you think about his reasoning? (it will make the world “slightly more pleasant”) Do you think the world really would be more pleasant if everyone acted that way? Is it a good thing to be nice, even if you don’t really mean it?</p> <p>f. Chapter 6:</p>	<p>“Billy, knowing the plane was going to crash pretty soon, closed his eyes, traveled in time back to 1944” (156). “[Billy] has no control over where he is going next...” (23). What do you make of this contradiction? How reliable is our narrator? Is Billy really travelling in time? If not, what is he doing? How does the chaotic style of narrative contribute to one or more themes in the novel? The war widow says, “All the real soldiers are dead.” What does it mean to be a real soldier? What does this say about war? Who fights and who hides?</p> <p>4. Short Lecture: Satire (15-20 minutes)</p> <p>Ask students if they remember what satire is. Write all of their guesses at the definition on the board. Define satire again for the class, since it hasn’t been explicitly discussed since day.</p> <p>5. Read the paragraph in which Kilgore Trout’s book about the money tree is described (Chapter 8, page 167).</p>		<p>almost no characters in this novel? What is Vonnegut’s intention behind this?</p> <p>d. What is Vonnegut referencing when he describes the plot of <i>The Gutless Wonder</i> by Kilgore Trout? How is he using satire? Who are the robots? What is the significance of the robot’s halitosis?</p> <p>e. Billy remembers the firebombing of Dresden instead of traveling in time to it. What is the significance of this? How can he remember it so vividly? Does he not want to travel back in time to this event, or does he just not need to?</p> <p>f. How is the firebombing of Dresden described in comparison to eyewitness accounts we’ve seen videos of in class? What does he mean when he says that any living thing was a flaw in the design? What was the design, and who designed it? What was the purpose of the</p>
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	<p>Paul Lazzaro says that revenge is “the sweetest thing there is.” Do you agree or disagree, and why? How did you react to his story about killing the dog? He claims that his actions are justified and he’s never killed an innocent person. How are justice and revenge related? Lazzaro talks endlessly about killing and raping people after the war, all in the name of justified revenge. What does this say about violence and rape? What does this say about war? What purpose does his character serve in the novel?</p> <p>g. Billy goes to Dresden with the knowledge that it will be bombed in about a month. He also goes to Chicago with the knowledge that he will be shot and killed there. Why does he not try to escape or prevent these things from happening? What purpose does the Tralfamadorian way of thinking serve to Billy? What purpose does it serve to the novel?</p> <p>3. Read chapter 7 as a class (15 minutes)</p>	<p>Video: “What Facebook is For” (3:18) Video: “Best Emmy Moment Ever” (2:24) Video: South Park pokes fun at the Washington Redskins (0:46) Open the floor for questions and comments.</p> <p>6. Writing Assignment (10-15 minutes) Each student will write their own satire, no more than one page long. Give them the rest of class to brainstorm ideas and begin writing. Students may also use this time to talk one-on-one with the teacher if needed.</p> <p>HOMEWORK: Finish satire writing assignment Read Chapter 9</p>		<p>firebombing according to Billy Pilgrim? How does it compare to the actual purpose of the firebombing?</p> <p>3. Chapter 9:</p> <p>a. Compare the testimonies and opinions regarding Dresden (Truman, Eaker, and Saundy). Are there any patterns in the people who support or don’t support the firebombing of Dresden? How can you tell whether they support it or not (use specific words and quotes as evidence)?</p> <p>b. What is Professor Rumfoord’s problem with Dresden? Why do you think that the attack on Dresden was kept a secret from Americans? Why does Rumfoord think it was kept a secret? Would you have supported the attack, and why or why not? Would you expect the majority of people to support or not support the attack, and why? Would it matter if the decision was generally supported or not?</p>
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	<p>If it doesn't take the full 15 minutes (it's a very short chapter), move on to the art activity.</p> <p>4. Art activity (15 minutes)</p> <p>a. Have students draw the Tralfamadorians, their space ship, and/or Billy's home in the zoo on Tralfamadore based on their descriptions within the novel.</p> <p>b. Provide multiple art supplies – colored pencils, markers, crayons, pens, etc.</p> <p>c. Give them the rest of the class period to work on it. If they don't finish, the rest is homework.</p> <p>d. Must be high-quality work (not just some half-effort sloppy doodle).</p> <p>e. Grade on effort and accuracy – not artistic ability. Must include (either in the piece of art or on a separate sheet of paper) their favorite Tralfamadorian quote.</p> <p>HOMEWORK:</p> <p>Read chapter 8 Finish art activity</p>			<p>Would it matter if the attack was not kept secret from Americans?</p> <p>c. Rumfoord believes the weak deserve to die, but the hospital staff believes the weak deserve to receive help and live. What pieces of personal backstory might play into Rumfoord's belief? What is this demonstrating? (It demonstrates how many people are incapable of being sympathetic towards those whose situations they have never been in. Rumfoord has always been strong and rich, so he can't imagine being in the place of someone like Billy who has experienced much suffering) How does this tie into the rest of the novel? Who else allows their personal backgrounds to influence their attitudes towards others?</p> <p>d. What is the significance of the man pushing the baby buggy filled with pots and cups? What has been lost, and what has been gained? Which has more worth?</p>
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				<p>e. How does Billy react to the condition of the horses? Why does this disturb him so deeply? What does this say about war?</p> <p>f. What are some examples of Vonnegut using satire to mock the media and the materialistic lifestyles of people? How do you see these flaws and corruptions in real life? How did people see them back when this book was written?</p> <p>g. What is the significance of the serenity prayer at the end of the chapter? How does this tie into the beliefs of the Tralfamadorians? What was the original context/intention of the prayer, and how does it connect to the Tralfamadorians' beliefs?</p> <p>3. Class Discussion (30 minutes)</p> <p>a. Use the questions above to lead the discussion, beginning with the topics covered in the partner discussion segment.</p>
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				<p>4. Share Satire Assignment (15-30 minutes)</p> <p>a. Have at least 3 students share. If there are no more volunteers, devote the rest of the time to homework.</p> <p>5. Study/Questions Time (Optional)</p> <p>a. Students may use this time to speak one-on-one with the teacher, get a head start on their homework, or study their vocabulary.</p> <p>HOMEWORK:</p> <ol style="list-style-type: none">1. Read chapter 10 (final chapter of the book)2.
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Week 3

Day 1	Day 2	Day 3	Day 4	Day 5
<p>CLOSE READING Read an excerpt from <i>Eyes were Watching God</i> for style</p> <p>Discuss in groups</p> <p>Share out</p>	<p>IN CLASS:</p> <p>1. Mini Grammar Lesson (15 minutes)</p> <p>a. "The Alot" blog post</p> <p>b. Scroll through the post as a class and read it out loud. At the end, let the students know that you expect to not see the "Alot" monster in their final projects.</p> <p>2. Mini Group Discussion (30 minutes)</p> <p>a. Break students into groups of 3-4. Write each set of questions on the board and allow each group to choose which one(s) they want to focus on (or you can assign a set to each group, depending on class size). Allow 10-15 minutes for group discussion and 10-15 minutes for each group to briefly share with the class what they discussed.</p>	<p>IN CLASS:</p> <p>1. Poetry (15 minutes)</p> <p>Whoever signed up for this day will bring in a poem to share (same format as previously used)</p> <p>2. Vocabulary Review (15 minutes)</p> <p>Hand out the final list of vocabulary words. Ask students which words they feel they need the most help with; go over those words as a class.</p> <p>3. Vocabulary Game (30 minutes)</p> <p>Flyswatter Vocabulary: Students line up in two lines facing the board. Have all the vocabulary words written on the board. As each pair arrives at the front of the line, read one definition aloud. The first person to swat the word on the board that matches the definition wins. Use either extra credit points or candy as prizes for each word swatted correctly. Erase each word as it is defined. Play until thirty</p>	<p>AP PREP</p> <p>Review "The Tempest" passage for comprehension and context</p> <p>Discuss in groups and share out</p>	<p>IN CLASS:</p> <p>Review <i>Slaughterhouse Five</i> Unit</p> <p>Discuss Big Picture Questions in a Fishbowl</p> <p>Write a closing review of your thoughts on the unit</p>

	<p>b. Chapter 10</p> <p>c. Which famous historical figures are discussed/referenced in this chapter? How do they connect to the themes of war and time in the novel?</p> <p>d. “Roses and mustard gas” is used again for a final time in this chapter. What is he describing the scent of? Where have we seen this description before? What patterns do you see in his use of this phrase?</p> <p>e. How does the book end? How do you feel about the ending? Does the fact that you were told the ending in the first chapter change your feeling/opinion about it?</p> <p>f. Who is the last person to die in the novel? What is the significance of this? Does the fact that you were told about this imminent death multiple times throughout the novel</p>	<p>minutes is over or all of the words are erased.</p> <p>4. Art Activity (30 minutes) First, have at least three students share their movie posters before everyone turns them in. Collages: Each student will create a collage that depicts a character or scene from the novel of their choosing. Provide students with magazines, glue sticks, and tape. If students finish early, have them work on their final projects for the remainder of class.</p> <p>HOMEWORK:</p> <p>Finish collage art activity. Study for vocabulary quiz. Work on the final project.</p>		
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change the impact of it, and if so, how?

3. Art Activity (30 minutes)

a. Movie Poster: Each student will create a movie poster advertising *Slaughterhouse-Five*. Provide students with paper and art materials (colored pencils, markers, crayons, pens, etc.).

4. Assign Final Project (15 minutes)

a. Students will submit a folder of at least five assignments as their final project.

b. More than five assignments will earn extra credit points or one king-sized candy bar per assignment. At least three of their chosen assignments must be writing-based. Of the writing-based assignments, at least one of them must be one of the long writing assignments (essay, bonus chapter). The remaining two assignments must be different

	<p>(i.e. don't do two film or two art assignments; do one of each instead), but if you do more than five assignments total you can do whichever additional ones you want.</p> <p>c. Students may propose their own assignment ideas, but only quality ones will be accepted and only one assignment in their project can be a student proposal.</p> <p>d. Assignments: *Note: Paragraphs need to be 5-7 <i>quality</i> sentences long (no fluff).</p> <p><u>e. Epigraphs (short writing):</u> Examine the epigraph at the beginning of the novel along with its explanation on page 197. Think about its meaning and significance in relation to the themes of the novel. If you were to write a book about your own life, what would your epigraph be? Include 1-2 paragraphs explaining what</p>			
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song/speech/novel/poem it's from and why you chose it.

f. Significant Passage

Translations (short writing):

Choose one passage (can be anywhere from one paragraph to a page) and translate it into another language. Include the chapter, page number, and language you've chosen in English at the top of the page. Underneath that information, write 1-2 paragraphs in English explaining why you think this is a significant passage.

g. Beginnings and Endings

(short writing): Vonnegut tells us the beginning and ending sentences in his book before it begins. Think about the significance of the sentences he chose and how they relate to the theme and message of the novel. If you were to write a novel about your own life, what would your beginning and ending sentences be? Include 1-2 paragraphs explaining why you chose these sentences, what the theme or message of your life

story would be, and how your two sentences relate to that theme or message.

h. Grand Theft Poetry (short writing): Using the quotes you've been writing down in your journals for each chapter, mix and match them to create your own poem. You may shorten lines and combine them together. You may use as many or as few quotes as you want, but your poem must be at least 12 lines in length. Include a second copy of your poem with page numbers in parentheses after each quote. Also include 1-2 paragraphs explaining why you chose those quotes and the theme and message of your poem

i. Kilgore Trout (short writing): Examine the many plots of Kilgore Trout novels described in *Slaughterhouse-Five*. Write 1-2 paragraphs describing the plot of your own Kilgore Trout-style satirical science fiction book. Include a separate paragraph at the end explaining what you're

mocking with your satire and the message you're trying to get across.

j. Bonus Chapter (4-5 pages) (long writing): Write a bonus chapter for *Slaughterhouse-Five*. This chapter can be inserted anywhere within the novel. After the chapter, include 1-2 paragraphs explaining what purpose this chapter would serve, how it would affect the rest of the story, why you included the characters that you did, and how it relates to the themes and messages of the rest of the novel.

k. Essay (4-5 pages) (long writing): Analyzing the message of *Slaughterhouse-Five*: What do you believe Vonnegut's message is? Discuss the development of at least one of the novel's many themes as it relates to this message. Examine how the events of the novel help to illustrate this theme. Include a discussion of at least one motif. How does the motif

help to strengthen the theme? Show the reader what you believe about Vonnegut's work through thorough and complete textual references and citations. Include 4-5 quotes from the novel and at least one fact from another resource we've used in class (lectures, interviews, documentaries, etc.) to support your thesis. Be sure to cite your sources.

I. Alternate Book Cover (art):
Design an alternate book cover for the novel. This may be done using whichever artistic medium you prefer, but it must be original. For example, if you're using Photoshop, I want you to take your own photographs and digitally draw your own pictures. Some ideas for mediums include paint, graffiti, colored pencils, pastels, digital design programs, markers, pen, and charcoal. Include 1-2 paragraphs on a separate sheet of paper explaining what your book cover depicts, how it relates to the themes

or messages in the novel, and why you chose the image and medium that you did.

m. Comics (art): Choose an important scene from the novel and depict it as a comic strip. Your strip must be at least twelve squares in length. Include 1-2 paragraphs explaining the significance of the scene, the reason you chose it, and the reason you depicted the characters the way you did (include at least one piece of textual evidence for each character featured). There should be dialogue included somewhere in your comic.

n. War Collage (art): Create a collage that expresses your feelings towards, associations with, and beliefs about war after reading *Slaughterhouse-Five*. Include 1-2 paragraphs on a separate sheet of paper explaining how your collage depicts your thoughts about war, where you got your images from, and what ideas/events your

	<p>images represent (choose at least three to elaborate on).</p> <p><u>o. Act Out (film):</u> Act out either your favorite scene or the scene you feel was the most impactful from the novel. This can be done as a group (each participating group member can include it in their personal project if the workload was equal) or individually/with supporting actors outside of class (parents, siblings, neighbors, etc.). It must be recorded and uploaded to an accessible website (YouTube, Tumblr, etc.). For your submission, provide a link to the video at the top of the page. Underneath the link, write 1-2 paragraphs explaining why you chose this scene and what textual evidence guided you to this interpretation of it.</p> <p><u>p. The Newsroom (film):</u> Pretend you are a reporter for a major news network during World War II. You may choose any event from WWII to report on. You may do this with a partner as long as the</p>			
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workload is equal and you are a reporter duo (not one person reporting and the other filming). It must be recorded and uploaded to an accessible website (YouTube, Tumblr, etc.). For your submission, provide a link to the video at the top of the page. Underneath the link, write 1-2 paragraphs explaining why you chose this event, what information you got from outside sources, and what you learned that you didn't already know.

q. If explaining the final project doesn't take the full 15 minutes, allow students to brainstorm project ideas for the remainder of the class period.

HOMEWORK:

1. Finish movie poster art activity.
2. Begin working on the final project.

Week 4

Day 1	Day 2	Day 3	Day 4	Day 5
<p>AP PREP WORK</p> <p>Read Chapter 5 in <i>How to Read Lit Like a Professor</i></p> <p>Write a Readers' Response</p> <p>Share out</p>	<p>IN CLASS:</p> <ol style="list-style-type: none"> 1. Journal Prompt (5 minutes) <ol style="list-style-type: none"> a. Based only on the word "War." Students will write their responses to this word any way that suits them in their journals (poem, anecdote, stream of consciousness, etc.). 2. Discussion (20 minutes) <ol style="list-style-type: none"> a. Discuss students' responses to their journal prompt. How have their views/associations changed since the beginning of this unit? How have they remained the same? How has the novel persuaded them to think about war? What devices were used in this process? Were they 	<p>SOCRATIC SEMINAR Prep</p> <p>Review Chapter 10 and Read Chapter 11, come up with Socratic Sem Q's</p>	<p>AP PREP</p> <p>Read Chapter 2 of <i>How to Read Lit like a Professor</i></p> <p>Write a response on how this applies to texts</p>	<p>SOCRATIC SEM ASSESSMENT</p> <p>-Review Chapters 8-12 for Feminist Theory</p> <p>HW: Read Chapter 13 for Monday</p>

	<p>effective? Why, or why not?</p> <p>3. Quick Concluding Question (20-30 minutes)</p> <p>a. Which event in the novel or particular quote/passage stood out the most to you, and why?</p> <p>b. Give students 5 minutes to flip through their journals and read through their previous quotes and responses. They must have an event or quote prepared, along with 1-2 sentences briefly explaining why they chose it.</p> <p>c. Have students sit in a big circle. Have a volunteer go first and then continue around the circle. Everyone must say something. (15-25 minutes, depending on class size)</p> <p>d. ELLs who are incapable of clearly expressing themselves in writing and speaking can answer the question with a picture and can speak partially in their native language in the circle (encourage them to use as many English words as they know, even if they're very simple ones or seldom used). If possible, translate what they say to the rest of the class.</p> <p>4. Final Project Sharing & Submitting/End of Unit Celebration (35-45)</p> <p>a. Have at least five volunteers share a part of their final project. (10 minutes)</p>			
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	<p>b. After everyone who wants to share has done so and the students have turned their projects in, free time begins. (remainder of class)</p> <p>c. Anyone who has brought food/drink for the class may now bring it out. Students must bring enough for everyone if they bring something. Although there aren't many dishes discussed in the novel because everyone is usually starving, a choice of extra credit points or candy will be awarded to anyone who brings a dish inspired by <i>Slaughterhouse-Five</i>.</p> <p>d. Anyone who dresses up as Billy Pilgrim in the war will receive extra credit points/candy (whichever they prefer). Note that there are several goofy outfits to choose from (POW outfit, post-war wagon ride in Dresden outfit, etc.)</p> <p>e.</p>			
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Week 5

Day 1	Day 2	Day 3	Day 4	Day 5
<p>CLOSE READING</p> <p>Read “Jabberwocky” - for unusual poetic devices - write your own poems HW: Read - Ch. 16 for Friday</p>	<p>CLOSE READING - Review Psychoanalytic Theory</p> <p>Review Chapter 13</p> <p>Read Chapter 14 and annotate for PT</p>	<p>CLOSE READING - Review Ch. 14</p> <p>Read Chapter 15 for PT</p> <p>Discuss in groups</p>	<p>AP PREP</p> <p>Read Chapter 3 of How to Read Lit Like a Professor</p> <p>Lit Circle - Respond in Groups</p>	<p>MC CHOICE - Review Chapters 14-16</p> <p>Watch clips from TV Show</p> <p>HW: Read Chapter 17</p>

Week 6

Day 1	Day 2	Day 3	Day 4	Day 5
CLOSE READ: Review Chapter 17, review theories Read Chapter 18 for all theories and discuss HW: Read through Chapter 20 for Friday	CLOSE READ: Read Chapter 19 - Discuss in Writer's Groups the theories of the chapter	WRITING - OUTLINING Come up with outlines for the book using different theories	ROUGH DRAFTS Create a rough draft of final essay - examine book from your choice of lit theories	FINAL DRAFT Write in class free response essay from your chosen theory

Unit Checklist

- Close Reading
- Common Core Writing
- Written Response to Reading
- Variety of DOK
- Visual Literacy Activities

Digital Literacy Activity

Discipline Specific Writing