UNIT TITLE: Acceptance
NOVEL: Bystander
Author: James Preller
Grade/Course Level: 8th Grade Language Arts
Length: 3 Week Unit- Begin Date: 8/27/13-9/12/13

The Story of The Bystander Project

The Bystander Project is the story of Eric, a 13 year-old boy who moves with his mother and young brother to the city of Bellport, on Long Island, New York. Eric's family has moved due in part to his father's mental illness, and so he faces two challenges: he must adjust to life at a new middle school in a new town and he must learn to come to terms with his father's disability and absence.

Eric also has another large challenge: on his first day in Bellport, he witnesses bullying from one student, Griffin, to another, Hallenback. Of course, nothing is as simple as it looks: Griffin’s father is abusive, and Hallenback often provokes his attacker. With his friend Mary also confronting a vicious cyber-bullying situation, the two teens have a very important decision to make: will they be bystanders, or will they speak out?

About James Preller: Author of the novel Bystander

James Preller is best known for his beloved Jigsaw Jones mystery series, but also has penned a number of other young adult novels and picture books: Six Innings; Along Came Spider; Mighty Casey; and A Pirate's Guide to First Grade. Of Bystander, James Preller writes on his website (jamespreller.com): "It’s an important book for me, as it deals with bullying in a Middle School. Hopefully readers will find it tense and exciting and see their world realistically conveyed. "
Iowa Core Standards/Benchmarks

Used in Unit:

**Key Ideas And Details**

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
- IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

**Craft And Structure**

- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Range Of Reading And Level Of Text Complexity**

- RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

**WRITING:**

**Text Types And Purposes**

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
• Use precise language and domain-specific vocabulary to inform about or explain the topic.
• Establish and maintain a formal style.
• Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production And Distribution Of Writing

• W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
• W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Research To Build And Present Knowledge

• W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
• W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
• W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  ◦ Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
  ◦ Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Range Of Writing

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Conventions Of Standard English- (DAILY BELL RINGER FOCUS ACTIVITIES)

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - Form and use verbs in the active and passive voice.
  - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - Recognize and correct inappropriate shifts in verb voice and mood.*
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - Use an ellipsis to indicate an omission.
  - Spell correctly.

Vocabulary Acquisition And Use

- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g. verbal irony, puns) in context.
  - Use the relationship between particular words to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Unit Resources:

Author Site: [http://www.jamespreller.com/](http://www.jamespreller.com/)
[http://www.youtube.com/watch?v=k623Y0u6RZ0](http://www.youtube.com/watch?v=k623Y0u6RZ0) Anti bullying video
[http://www.cleanvideosearch.com/media/action/yt/watch?v=9d1_ZKJLR98](http://www.cleanvideosearch.com/media/action/yt/watch?v=9d1_ZKJLR98) THE BULLY EFFECT CARTOON NETWORK
Day 1: Tuesday, August 27 & Wednesday, August 28, 2013
(Continued)

Shared Learning:
Tuesday: Ethical Dilemma Prompt/Activity/Bell Ringer: What Would You Do if.....?
Wednesday: Quote of the Week Activity Bell Ringer

Collaborative Learning: ENTICE/ENLIGHTEN
* Define the term “unique”. Students identify their most unique trait and write on puzzle piece.
* Explain the importance of acceptance, and the zero tolerance policy for bullying. Gather prior knowledge of students involving bullying.
* Introduce new novel and author: *Bystander* by James Preller
* Create class definition of bystander. Prompt students to make inferences and predictions for novel.

Facilitated Instruction: Vocabulary Acquisition & Use

**PRE-READING STRATEGIES/ACTIVITIES**

Define terms:
• Bullying - teasing, name-calling, fighting, intimidation, and cyber-bulling. TYPES OF BULLYING!!
• Bystander- noun- a person who is present at an event or incident but does not take part.
• Fitting in - moving to a new community, making friends and starting at a new school.

Anti Bullying videos:  [http://www.youtube.com/watch?v=k623Y0u6RZ0](http://www.youtube.com/watch?v=k623Y0u6RZ0)
THE BULLY EFFECT CARTOON NETWORK:  [http://www.cleanvideosearch.com/media/action/yt/watch?v=9d1_ZKjI898](http://www.cleanvideosearch.com/media/action/yt/watch?v=9d1_ZKjI898)

Guided Instruction: EXTEND
* Read chapters 1-6: *Bystander*
* Ask student volunteer to take notes for the entire class during discussion.
* Begin character list, vocabulary list, and reflection questions.

Materials Needed:
Old puzzles, Markers, Novel: *Bystander* - Study Guide & Pre-Reading questions
DAY 2: Thursday, August 29, 2013

Shared Learning: Interactive video journal bell ringer

Guided Learning: ENTICE/ENLIGHTEN
View Videos:

Guided Instruction: EXTEND/APPLICATION
* Read chapters 7-12: *Bystander*
* Ask student volunteer to take notes for the entire class during discussion.
* Continue character list, vocabulary list, and reflection questions.
* Use reading strategies while reading: Infer, predict, summarize, etc.

Formative Assessment: Independent Learning
Start reflection journal. Reflect on the events that occurred in chapter 5 entitled *Lunch.*
Prompts: Are you like any of the characters in this scene? If not, how would you have handled the issues and events in this chapter. HOW? WHY?

**QUESTIONS DURING READING:**

- What challenges does Eric face by moving to a new city? What are the obstacles he will face?

- Is Griffin a "bully"? What things does he do that qualify him as bully?

- When does Griffin not act like a bully? Why do you think Griffin acts in the manner he does? Where do you think his anger comes from?

- Who is Hallenback? Why do you think Hallenback allows himself to be treated poorly by Griffin?

- Do you think Hallenback "deserves" his treatment because he sometimes appears to be mean and insensitive? What are some ways that Hallenback's classmates could get to know him better?

- Who is Mary? If Mary had remained silent about the cyber-bullying against
Chantel, would she be considered a Bully?

**Materials Needed:**
Laptop
Study Guide/Discussion Questions

**DAY 3/4: Friday, August 30, 2013**

**Shared Learning:** Literary Term of the Week Bell Ringer

**Guided Instruction:** EXTEND
* Read chapters 13-19: *Bystander*
* Ask student volunteer to take notes for the entire class during discussion.
* Continue creating character list, vocabulary list, and reflection questions.

**Collaborative Learning:** Continue discussion questions.

**DAY 4: Monday, September 2, 2013**

**Shared Learning:** M.U.G SHOTS (Mechanics, Usage, & Grammar) Bell Ringer

**Guided Instruction:** EXTEND
* Read chapters 20-25: *Bystander*
* Ask student volunteer to take notes for the entire class during discussion.
* Continue creating character list, vocabulary list, and reflection questions.

**Formative Assessment:** Collaborative Learning
Introduce and apply reading strategy: “SWBST”  Somebody, Wanted, But, So, Then.

SOMEBODY: Who is the main character?
WANTED: What did they want?
BUT: What/Who kept them from attaining their wants?
SO: How did they react, or what events happened as a result?
THEN: The end result.

HOW are we unique what makes us unique?
[http://www.nuskool.com/lesson/showlesson/398](http://www.nuskool.com/lesson/showlesson/398) mental illness
extra lessons:
[http://www.nuskool.com/lesson/showlesson/70](http://www.nuskool.com/lesson/showlesson/70) jimmy neutron
Day 5: Tuesday, September 3, 2013

Shared Learning: Ethical Dilemmas Bell Ringer: What Would You Do If....?

Guided Instruction: EXTEND
* Read chapters 25-30: Bystander
* Ask student volunteer to take notes for the entire class during discussion.
* Continue creating character list, vocabulary list, and reflection questions.

Day 6: Wednesday, September 4, 2013
FINISH NOVEL

Shared Learning: Quote of the week bell ringer

Guided Instruction: EXTEND
* Read chapters 30-334: Bystander
* Ask student volunteer to take notes for the entire class during discussion.
* Continue creating character list, vocabulary list, and reflection questions.

Summative Assessment:
Create trading card for 5 characters, places, or events using Trading Card Creator located at www.readwritethink.org.

Day 7: Thursday, September 5, 2013 - Day 13, Friday September 13, 2013

FINAL BYSTANDER PROJECT

Do daily bell ringers for days of the week:
Monday: M.U.G. Shot Monday: Mechanics, Usage, and Grammar
Tuesday: Ethical Dilemmas: What Would You Do If....?
Wednesday: Quote of the week
Thursday: Interactive Video Journals
Friday: Literary Term of the Week
Day 7: Thursday, September 5, 2013

* Research causes on dosomething.org
* Summative Assessment Objective: Create PSA for students, parents, administrators, elementary, special education.....
* Formative Assessments will be done through random conferencing sessions with students as the week progresses.

**Final Project: Lesson Description**

**ADDITIONAL LISTENING AND SPEAKING STANDARDS/BENCHMARKS USED:**

**Listening And Speaking:**

**Comprehension And Collaboration**

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
  - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**Presentation Of Knowledge And Ideas**

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Procedure

OBJECTIVE: In this lesson, students identify issues that are important to young people, become familiar with how lenticular technology has been recently used in a public service campaign aimed differently towards adults and young people, and develop their own public service announcements to raise awareness and action specifically among young people.

As an entire class or in small groups, have students brainstorm social issues that are important to young people. Some potential issues are: healthy and active living, bullying prevention, media literacy, self-esteem, child abuse prevention, child safety, substance abuse prevention, role models and mentoring, and childhood obesity prevention.

Engage students in a discussion about the ways they come into contact with public service announcements aimed specifically at them with the following questions:

Where do you encounter public service announcements aimed at you (on billboards or in other outdoor areas, in magazines, on the Internet, on TV)?

What imagery or words can you think of that have been used in public service announcements aimed at young people?

How effective do you find the public service announcements aimed at young people? Do you stop and pay attention to them? Do they seem like they really have your interests in mind? Do they seem like they are aimed more at parents or adults than at you? Please explain your answers to all of these questions.

Have you ever really been prompted to think about or take action on an issue because of a public service announcement? If so, be specific about the issue, the way the message was put together, and the action that you took. If not, explain why not.

Can you think of circumstances that might prevent a young person from taking action on an issue that directly affects him or her? What about the control that adults have over kids or the way adults can sometimes abuse their power over young people?
Play the above media for students. The video provides an overview of lenticular technology and how it has been recently incorporated into public service announcements about child abuse awareness and response in Europe. Of particular importance is that one poster provides a different message for adults and for young people based on their different heights and viewing angles. Start another discussion with students about their reactions to the use of this technology in public service campaigns with questions such as the following:

Do you think this is an effective public service message? Why or why not?

Do you think the use of lenticular technology makes it an even more effective message? Could the poster be as effective without providing different messages to adults and to young people? Please explain and support your answers.

Can you think of any situations or issues that might still prevent a young person from thinking about or taking action on child abuse even with a message aimed specifically at him or her?

Turn the class discussion into a project in which students work in small groups to come up with and design a public service message aimed specifically at young people. Use the guidelines in the Assessment section below to give students the project assignment.

Final Project-
Summative Assessment Guidelines:

In small groups, discuss and agree on a public service message that is especially important to young people. It can be one of the issues brainstormed in class, or you can come up with another issue.

When you have agreed on a public service message, work together to decide how you will get that message across to young people in particular. In writing, describe in detail what sort of images and words you will use in your message to reach young people.

Additionally, describe in writing how your public service message would be different from a message about the same issue aimed at adults.
Would you use lenticular technology in your public service message aimed at young people? If so, think about and describe carefully how you would imagine using this technology to reach young people. Would the words and images for young people be very different or only slightly different than those that adults would see? Would your message to young people be accessible due to their height, viewing angle, or other physical factors that you can think of?

Finally, think of any limitations that might still prevent young people from thinking about or taking action on your public service message aimed at them. Be specific in describing what you think might still prevent a young person from responding to your message.

Have the small groups present their public service announcements to the rest of the class, as well as targeted audience (students, administrators, teachers, parents etc.) Generate a discussion about each project by asking students to provide positive feedback and critiques on each others' projects.