

Walt Sutterlin
11/14/06
5th Grade
Lesson #7.2

Title: Writer's Workshop/Character Education – Don't Laugh at Me

Time: 65 minutes (30 minute focus lesson/35 minutes writer's workshop)

Objectives:

- Students will be introduced to social awareness, diversity and varied perspectives.
- Students will analyze emotional responses as inspired by literature.
- Students will create literature to represent their understanding of the importance of caring.

Michigan Content Standards/Benchmarks:

Language Arts

Content Standard 2

All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Benchmark 1: Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.

Content Standard 3

All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Benchmark 7: Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience.

Content Standard 6

All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Benchmark 4: Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences.

Social Studies

Strand VI. Public Discourse and Decision Making

Students will analyze public issues and construct and express thoughtful positions on these issues.

Standard VI.2 Group Discussion

All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.

Strand VII. Citizen Involvement

Students will act constructively to further the public good.

Standard VII.1 Responsible Personal Conduct

All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

Materials:

Materials needed by Teacher

- Guitar
- *Don't Laugh at Me* lyric sheet
- 6 prepared posters
- 6 markers

Materials needed by Students

- *Don't Laugh at Me* lyric sheets
- Writer's Notebooks

Anticipatory/Mental Set:

1. Gather students on floor and handout lyric sheets. Direct them to quietly read the lyrics to themselves (as you get out the guitar as a surprise element).
2. Tell class that we're continuing our unit about caring today, by talking about bullying and teasing. Tell the students to follow along by reading the lyrics as you play.
3. Invite any students who want to sing along with the chorus to do so. Sing the song.
4. After the song, ask the following:
 - a. Can anyone relate to any of the people in this song?
 - b. Were you ever the one being teased? How did you feel?
 - c. Were you ever the bully? How did you feel? What inspired you to tease someone?
 - d. Have you ever teased your friends/siblings?
5. After brief discussion, transition back to desks.

Procedures:

Directions/Group Work

1. Explain to students that we are going to do a "rotating brainstorm". Each group will get a poster with a question at the top.
2. One person is the scribe, but everyone in the group must brainstorm short answers to the questions. Scribe should have neat handwriting as these will be posted
3. After 2-4 minutes, each team will pass their poster clockwise to the next group, who will add new ideas/answers to the poster until all posters have been to all tables.

Poster Questions/Headings and thought starters (*use only if needed*):

1. A bully is a person who...

- *Doesn't care if bad things happen to other people.*
- *Doesn't feel bad when they hurt others.*
- *Likes to be in charge and always gets their way.*
- *Believes deserves to get bullied.*

2. Why do people bully/tease others?

- *Gain power*
- *Get attention*
- *Become popular*
- *Get material things*
- *Act out problems at home*
- *Copy another person they admire*

3. List examples of how people bully/tease others?

- *Physical aggression*
- *Social alienation*
- *Verbal aggression*
- *Intimidation*

4. How can it make you feel to be bullied?

- *Alone or scared*
- *Don't like school*
- *Don't feel good about themselves*
- *Headaches or stomachaches.*

5. How can you stop a bully?

- *Don't Bully Others*
- *Help Others*
- *Speak Out*
- *Ignore It*
- *Get Adult Help*
- *Include Everyone*

6. How can you help someone else who is being bullied?

- *Group Together*
- *Tell Them to Stop*
- *Tell an Adult*
- *Don't Join In*
- *Include Everyone*

Closure:

Checking Understanding

1. Display each poster in a prominent spot and discuss a few of the items listed on each. Have the groups clarify any items as necessary.

Independent Writing

2. Direct students to begin a new piece in their Writer's Notebook about bullying or teasing. It may be a true story or fiction in prose or narrative poetry, like song lyrics.
3. The piece must have a bully, a victim and a conflict or confrontation.
4. Invite them to use the posters/lists or song lyrics as information and inspiration for this writing.
5. Direct students to focus on the conflict of the bullying situation, but not to write a conclusion yet. (Do not end the story today! Students will be writing a twist ending to this piece in a future lesson.)

Assessment:

- Student internalization of character education objectives and following directions will be assessed by the creation of a written piece that includes: 1) a bully or bullies, 2) a victim or victims, 3) a conflict/confrontation, and 4) a twist ending (to be taught in next lesson)
- Final copies of student writing will be assessed on proper use of technology, grammar, spelling, and voice per the attached rubric.

	20 Points	15 Points	10 Points
Elements	Bully, victim, conflict, and twist ending included	One element missing	Two elements missing or no relation to focus lesson.
Spelling	1 or fewer errors per 5 lines of text	2-3 errors per 5 lines of text	4 or more errors per 5 lines of text
Grammar	1 or fewer errors per 5 lines of text	2-3 errors per 5 lines of text	4 or more errors per 5 lines of text
Voice	Unique voice is evident in writing	Written voice is developing	Flat statements or no voice present
Electronic Submission	Turned in electronically, on time	Turned in electronically, after due date	Turned in as a hard copy (not electronically)

Extension:

Verbal/Linguistic:

- This song could also be used for a lesson on creating poetry, where one simple phrase (Don't Laugh at Me) sets the theme of an entire piece of writing.

Visual/Spacial:

- Have students act out scenarios from the song and then step in another's shoes to experience empathy. Have students create new scenarios in writing and act those out.

Auditory/Musical:

- Pair students up to create songs of their own, relating to an emotion.

Self Evaluation:

What went well? Why?

The hook was the best part of this lesson. In class, I am always relating things to songs and the running joke the kids have made is that I'm not allowed to sing, so taking out my guitar really got them interested. Knowing this group, I expected snickers and whispers the entire time, but I was surprised to see each one of them intently reading along the lyrics and listening as I played the song that started this lesson.

Following that, they were all very eager to contribute to a discussion about being bullied or bullying. Even though some of their comments or questions were not exactly on the track I was taking the lesson, I realized how engaged they were, which was enough. They really wanted to discuss this and be a part of it. This is what character education, and education, is all about!

Everything else in the lesson went really well thereafter and I attribute most of it to the hook. The cooperative learning was a great tool and they did a good job of engaging one another. This was further affirmed when they took to the group work voraciously and I didn't have to provide any of the prompts that I had prepared.

What would I change? Why?

The next time I do this, and I will teach it again, I will not allow the flexibility for students to write a story or poem about bullying. I will require them to write a narrative story. I think the hook of playing a song and showing lyrics put them on that track creatively but as I saw some of what they were writing as "seed thoughts", I realized they were trying too hard to create lyrics, but lost the meaning of the lesson to develop characters somewhat and write about bullying/teasing.

I videotaped this lesson for the MATE competition and I invited my CT and another Ed Specialist to observe for feedback. I realized that though I made my way to each group and monitored progress, I was not quick to realize students who were not participating as much. I remedied this quickly, but now realize that I need to look for that much earlier.