

# IDENTITY

Who Am I?



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Conceptual Unit: LAE4360

Methods

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December 2010

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**Rationale:**

This unit is designed for an all-girls school located in Manhattan, New York. The girls in the class are juniors at an honors level. The students in this school all have their own personal laptops and bring them to school every day. Most everything that the teacher needs to make the unit work comes standard in the classroom (DVD player, projection screen, internet access, etc. Copies are easily accessible).

In today's world, it is becoming increasingly difficult for our youth to have a solid idea of who they are. "I'm a singer" or "I'm an athlete" doesn't give any indication of what makes that person tick; thoughts, feelings, beliefs, self-image, etc. In high school, there are so many different groups and cliques that students feel they need to identify with one or they won't fit in. There are students who identify with a handful of different groups and end up losing themselves altogether. Chances are, when you ask a high school student "Who are you?," they wouldn't know the first place to start with an answer. This unit encourages the students to look inside of themselves to find out who they really are.

It can be argued that girls who come from a well-off family struggle just as much as girls who come from an underprivileged family. The girls in this school face pressure to succeed from their parents, community, and peers. They have to deal with the societal pressure and the expectation to make it in the world. In addition, these girls are held to a higher standard to always look and act "perfect" and be better than the common teenager. These girls rarely have the freedom to their own thoughts, feelings, wardrobe, and choices of extra-curricular activities and straying from **their** societal norm isn't an option. Their lives are perfectly planned out for

them, leaving no room for the girls' creative license. It is important that these girls realize that every person is unique and it is okay to be an individual instead of being part of a stereotype.

“Many units can be justified because they respond to the psychological needs of students. Literature often deals with common human experiences about the pressures, changes, dilemmas, aspirations, conflicts, and so on that make growing up (and being grown up) such a challenge” (Smagorinsky, 2008). This unit was created after noticing that the girls in the school were struggling with their self-perception, and the texts were selected based on giving the girls a better understanding and appreciation of individuality and acceptance of themselves in addition to others.

Throughout the duration of the unit, the girls will be shown various clips from the television show, *Hannah Montana*. This show is based on a teenager, Miley Stewart, who leads a secret life of a pop star. Instead of being Hannah Montana, the pop star, all the time, Miley wants to experience life as a normal kid instead of living as a celebrity. During the day, Miley is a down to Earth, normal girl. However, at night she's a big-shot celebrity who has famous friends, attends exclusive parties, and leads a lavish lifestyle. These clips will lead into class discussions about the stress it causes someone to keep their identity hidden. Being Hannah Montana is a huge part of Miley's life and instead of telling everyone that she's Hannah, she keeps it hidden because she wants her friends to accept her for who she is as a normal person, and not for the perks that come along with being famous. Miley is constantly seeking the approval of other people instead of being true to herself. The girls will be challenged to look at Miley's situation

and realize that being one person, and being true to that person, is a much better way to go about living your life.

In addition to a short story that the class will read together, the girls will split into 5 groups of 6 in the first week of the unit to read short stories for a Literature Circle. These 6 short stories all deal with the theme of identity in a different way. When reading these short stories, the girls will be challenged to think about what the characters must feel while they're struggling with their own identities. The goal is that the girls are able to see that other people are going through an identity struggle too and that they're not alone. The girls will be encouraged to gain a concrete understanding of who they are and that being a unique individual is better than pretending to be somebody you're not for the sake of fitting in.

The poems that we're reading deal explicitly with body image. This is to reinforce the importance of being happy with who you are, no matter what you look like. While the poems both deal with body image, they are two completely different sides of the same coin: one poem is a negative opinion and the other is a positive look at the female body. After reading the poem by Lucille Clifton, the girls will write their own "Homage to My..." poems, lauding a part of their body that they need to be more confident about. These two poems are essential to the unit because a large part of adolescent girls' identity and self-esteem comes from their body image- especially girls in the Upper East Side of New York.

The song *The Best of Both Worlds* by Hannah Montana speaks about how happy Miley is that she gets to lead two different lives, hence the title. While reading the lyrics and listening to the song, the girls should be thinking about how stressful and time-consuming it is to keep a part

of yourself hidden from other people. The other song, *Reflection* by Christina Aguilera, is about the struggle to find your identity. The girl in the song is looking at herself in the mirror and she's not even sure who's looking back at her. While we're going over this song, the girls should be thinking about how this relates to their final project, their "I Am" poem, and evaluating how much they have learned about themselves over the course of the unit.

The anchor text for this unit is *Speak* by Laurie Halse Anderson. The main character, Melinda, is raped at a party. She doesn't tell anyone what happened which causes her to lose all of her friends. The rape really messes with Melinda's mind upon entering high school and she struggles with her identity during her freshman year. She knows that she was raped but she doesn't identify herself as a rape victim. The trauma causes Melinda to go into a stage of depression and self-mutilation. Once she's able to identify herself as a rape victim at the end of the story, she remembers who she was before the rape and that realized that she is more than a victim.

This unit strictly adheres to the theme of identity. "By studying thematic units, then, students can potentially see literature and related texts as useful tools and touchstones in their own development as people". I want these students to understand that we're not reading these texts "just because"; there is a purpose behind everything we do in the class and these specific texts will challenge the students to look at their lives introspectively. In order to make this conceptual unit work, I'm relying on a variety of different forms of texts: poetry, songs, video, short stories, and a novel. "These [conceptual] ideas are pursued through a variety of texts, both those read (usually literary) and those produced (usually written)" (Smagorinsky, 2008). Not

only will the students in this class read different texts, but they will be expected to construct their own writing that encapsulates the idea of identity.

There are three essential questions that will be asked and answered during the unit. First, the teacher should ask the students “What are five main words or phrases that describe who you are as a person?” Second, “Have you ever changed your personality to fit in with a group of people? Did you feel like you were compromising yourself?” And finally, “What are some of the differences in who you think you are, and who others think you are?” These questions are spaced throughout the unit and when asked in class, the students should jot down their answers on their own paper, then the class should share their answers to see the similarities and differences between people in the classroom. The teacher should also participate in answering the questions so it doesn’t feel like the students are being singled out.

Most of the classes will be spent in discussion- a teacher should really value what her students think and have to say. Everything the class reads, watches, listens to, etc., will be discussed in depth with the teacher as a facilitator to a student-led discussion. “I distinguish this variety of talk from a *lecture* in which one person provides information or opinions (including literary interpretations) for others to record” (Smagorinsky, 2008). By staying away from the lecture-style classroom setting, I’m encouraging the students to speak up. A main ideal of this unit is that their voices are important and are worth something.

In addition to informal assessments that will be made by the teacher daily, the students will also be evaluated participation in the classroom discussions, Literature Circles, a Glogster poster, three reading quizzes, two vocabulary handouts, a Facebook page, a poem, a final poem,

and the movie component to the final poem. The students will have every opportunity to critically think about their identities.



**Goals:**

- Students will learn the difference in identity and self-esteem
- Students will grip the relationship between identity and self-esteem
- Students will be confident in their character
- Students will create a poem at the end of the unit, summing up what they've learned about themselves
- Students will learn new and relevant vocabulary
- Students will appreciate and respect themselves and their peers
- Students will stray from cliques and stereotypes

**Objectives:**

Students Will Be Able To...

- Identify major qualities within themselves
- Read a variety of texts dealing with a central theme and recognize the relationship between the two
- Create a character profile based on a story they have read
- Work through societal stereotypes and focus on what makes them happy
- Use technology to display their knowledge
- Answer essential questions relating to the overlaying theme
- Analyze song lyrics and discuss how they relate to their personal lives and the theme of the unit
- Critically analyze African American Literature
- Work in groups to come to a common goal for a group project
- Present their final projects in front of the class with poise and tact

**Standards:**

LA.1112.1.6.1: The student will use new vocabulary that is introduced and taught directly;

LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text

LA.1112.1.6.3: The student will use context clues to determine meanings of unfamiliar words

LA.1112.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts

LA.1112.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections

LA.1112.1.7.7: The student will compare and contrast elements in multiple texts

LA.1112.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme

LA.1112.2.1.5: The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial

LA.1112.2.1.7: The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions

LA.1112.2.1.9: The student will describe changes in the English language over time, and support these descriptions with examples from literary texts

LA.1112.2.1.10: The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture

LA.1112.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests

LA.1112.3.1.2: The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion

LA.1112.3.3.1: The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation

LA.1112.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics)

LA.1112.3.4.4: The student will edit for correct use of grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense

LA.1112.3.5.1: The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia)

LA.1112.3.5.3: The student will share with others, or submitting for publication.

LA.1112.4.1.2: The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

LA.1112.5.1.1: The student will use fluent and legible handwriting skills

LA.1112.5.2.1: The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations

LA.1112.5.2.4: The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations

LA.1112.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations)

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity

**List of Materials:**

- Internet Access (Youtube access)
- DVD Player
- Speaker system
- Projection screen
- Students need their laptops
- White poster boards
- Markers
- Pen/pencil
- Paper
- Reading Quizzes (Appendix A)
- Bell Ringers (Appendix A)
- Free-writes (Appendix A)
- Final Project instructions (Appendix B)
- Glogster instructions (Appendix B)
- Literature Circle Roles and instructions (Appendix B)
- Literature Circle book breakdown (Appendix B)
- Unit Calendar (Appendix C)
- *Speak* Anticipation Guide (Appendix C)
- Vocabulary handouts (Appendix C)
- 2 poems (Appendix C)
- 2 song lyrics (Appendix C)
- Texts Used (Can Be Found in The Norton Anthology of American Literature
  - o *Desiree's Baby*, Kate Chopin
  - o *The Man Who Was Almost a Man*, Richard Wright

- *Neighbour Rosicky*, Willa Cather
  - *Good Country People*, Flannery O'Connor
  - *Recitatif*, Toni Morrison
  - *The Wife of His Youth*, Charles Chesnutt
- *Speak*, Laurie Halse Anderson

### **Grading Breakdown**

This unit is based on a total of 150 points. The grading breakdown is as follows:

Facebook Page	5
“Homage to My...” Poem	10
Reading Quiz 1	10
Reading Quiz 2	10
Reading Quiz 3	10
Vocabulary Worksheet 1	10
Vocabulary Worksheet 2	10
Participation	15
Literature Circle	15
Glogster	15
Final Poem	20
Final Movie	20
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Total	150 points

## Unit Outline: Identity

\*All lessons based on a 50 minute class

### Week One

Day 1: Monday

3 minutes- Attendance, House keeping

7 minutes- Bell Ringer (see Appendix A)

5 minutes- Introduce theme/unit (See Appendix C)

15 minutes- Anticipatory set

- 5 minutes- Hannah Montana clip- Season 1, Episode 1: Miley has been keeping her Hannah secret from her best friend Lily for 2 years and in the beginning of the episode, Miley and her family go to great lengths to ensure the secret stays hidden.
- 10 minutes-Class discussion- how much stress does a person go through while trying to keep their identity a secret? Miley and Lily have been friends their whole lives and Lily has no idea that Miley is Hannah Montana. This is a huge part of Miley's life and the one person who knows everything about her doesn't know she has an alter-ego.
  - o Does your best friend know everything about you? Do you know everything about her/him?
  - o Do they accept you for who you are? Do you accept them?

2 minutes- Ask Essential Question #1

- "What are 5 main words or phrases that describe who you are as a person?"
- Have students jot down answers on their bell ringer paper

10 minutes- Go over answers

- Teacher will give her answers first, writing them on the board. The students will then take turns calling out their words/phrases and a student scribe will write them all on the board.
- The class will then discuss the similarities/differences in their collective answers

8 minutes- Closing discussion

- Teacher will review the theme of the unit and what she expects the girls will gain from the unit
- Closing questions/comments

Day Two:

3 minutes- Attendance, House keeping

7 minutes- Bell Ringer (see Appendix A)

10 minutes- Introduce the six stories that the girls will choose from for their Literature Circles (See Appendix B)

- Teacher will give a brief synopsis of each of the short stories so the girls will be prepared with a decision

5 minutes- In an orderly fashion (however the teacher deems necessary), the girls will sign their name on a paper with the story title at the top, selecting their short story

5 minutes- Students will get into their Literature Circle groups while the teacher passes out the copies of each story

5 minutes- Teacher will spend this time describing to the students, in depth, the roles of the Lit Circle project and what is expected from the girls. The teacher will also show her example of a past Lit Circle activity to give the students a tangible example of what is expected. See Appendix B for Lit Circle Roles

15 minutes- Girls will read the first assigned section of their story. Whatever they don't finish in class will be homework to read.

Day Three:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

5 minutes- Hannah Montana clip

- Season 2, Episode 9- Miley's boyfriend is the famous actor Jake Ryan. They have been dating for a few months and she decides it's time to tell him that she's Hannah Montana.

5 minutes- Class discussion- Be who you really are, especially in a relationship. In order to develop a healthy relationship, girls need to be comfortable with who they are and love themselves first.

- What would you do if you found out your boyfriend wasn't honest about who he really was? Would it change anything? Does the severity of the situation matter?

5 minutes- Girls will get into their Lit Circle groups

15 minutes- The girls will read the second assigned section in their groups (See Appendix B)

5 minutes- In their groups still, the girls will start working on their roles for that day

5 minutes- Closing questions/comments

Day Four:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

5 minutes- Girls will get into their Lit Circle groups

20 minutes- Girls will read the last section of their stories (See Appendix B)

10 minutes- Girls will start working on their role projects

5 minutes- Closing questions/comments

Day Five:

Day 5: Friday

3 minutes- Attendance, housekeeping

7 minutes- Bell ringer FREE-WRITE (See Appendix A)

10 minutes- Lit Circle groups gather to put finishing touches on their projects

20 minutes- Each group will stand in front of the class, showing their Lit Circle projects, explaining it well enough that the other girls understand a summary of the story and how the theme of identity reveals itself in the book

## **Week Two**

Day Six:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

5 minutes- Hannah Montana clip- Season 1, Episode 4



- After discovering that a boy she likes doesn't like Hannah Montana, Miley changes around Hannah's public image to impress him.

10 minutes- Class discussion- Not only is Miley hiding who she really is from a boy she likes, but she also changes her style of music to make Hannah more appealing. Imagine the stress that is put on Miley to impress a number of people, instead of just being herself and being loved or hated for it.

- How much would you be willing to change about yourself to get a boy to like you?
- Wouldn't it be easier for Miley to tell this boy that she's Hannah and if he doesn't like her, then they shouldn't date?

5 minutes- Class reads "Homage to My Hips" by Lucille Clifton aloud (See Appendix C)

5 minutes- Teacher instructs the students to write a short poem about a part of their body that they like. Teacher needs to explain to the girls that they need to love their bodies. This activity should increase the girls' self-worth

15 minutes- Girls will write a draft of their poems. They don't need to be perfect, but they do need to be turned in the next day

Day Seven:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

10 minutes- Introduction to African American Literature and a short biography on Charles Chesnutt

15 minutes- Teacher will read aloud the first section of "The Wife of His Youth"

15 minutes- Teacher will give out the Glogster instructions for the class (See Appendix B). The class will get into their groups and start brainstorming. \*This is due Friday.

Day Eight:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

15minutes- Class will read the second section of "The Wife of His Youth"

25 minutes- Class will get into their Glogster groups, head to the computer lab, and start working on their posters

Day Nine:

Day 23: Wednesday

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

15 minutes- Teacher will read the last section of "The Wife of His Youth"

25 minutes- The class will work on their Glogster posters and present to the class

Day Ten:

3 minutes- Attendance, housekeeping

7 minutes- Bell Ringer FREE-WRITE (See Appendix A)

5 minutes- Teacher will play the song "Best of Both Worlds" by Hannah Montana (See Appendix C)

15 minutes- The class will discuss the song and how it applies to Hannah. The class will then talk about all the sacrifices that Miley is making by having a hidden identity

5 minutes- Hannah Montana clip- Season 2, Episode 3

- Miley gives Lily a makeover to impress a boy that asked her to a dance. The boy stands her up because he doesn't like the "new Lily"

10 minutes- Class discussion- Instead of being confident in who she is, Lily lets Miley change her for the likes of someone else. Once Lily finds out that they boy likes her for who she really is, Lily stops acting like someone she's not

- Even though Lily is able to come to this conclusion and she embraces her true self, Miley still keeps her Hannah identity concealed. Why do you think she does this?

5 minutes- Closing questions/comments

### **Week Three:**

Day Eleven:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix)

2 minutes- Ask Essential Question #2

- “Have you ever changed your personality, or an aspect of yourself, to fit in with a group of people? Did you feel like you were compromising yourself?”

8 minutes- Go over answers with students who are willing to share. Teacher will also share her answer, from personal experience

10 minutes- The teacher will pass out the Anticipation Guide for “Speak” and the girls will fill it out (See Appendix C)

20 minutes- The class will go over most of the pages the students were supposed to read the night before (pages 3-18). If the girls start a conversation based on the text, the teacher should allow it.

Day Twelve:

3 minutes- Attendance, housekeeping, turn in their “Homage to My...” papers

7 minutes- Bell ringer (See Appendix A)

5 minutes- Hannah Montana clip

- Season 4, Episode 2- Miley isn’t enrolled in high school for her senior year and she relies on Hannah to get to experience it. Once Hannah starts attending school, Miley realizes that her life will never be the same

10 minutes- Class discussion- During the day, Miley is a down to Earth, normal girl, but at night, she’s a big time celebrity that has famous friends, attends exclusive parties, and leads a lavish lifestyle

- What would your life be like if you had a hidden alter-ego?
- Would you be able to keep the lives separate?
- Would you be able to be two completely different people? Would you want to?

20 minutes- The class will go over most of the pages the students were supposed to read the night before (pages 18-37). If the girls start a conversation based on the text, the teacher should allow it.

5 minutes- Closing questions/comments

Day Thirteen:

3 minutes- Attendance, housekeeping, turn in their “Homage to My...” papers

7 minutes- Bell ringer (See Appendix A)

20 minutes- The class will go over most of the pages the students were supposed to read the night before (pages 37-57). If the girls start a conversation based on the text, the teacher should allow it.

15 minutes- Teacher will hand out the final project assignment guidelines and rubric (See Appendix B)

- Teacher will describe in detail the assignment and answer questions about the assignment

5 minutes- Closing questions/comments

Day Fourteen:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

10 minutes- Reading quiz # 1(See Appendix A)

5 minutes- Go over quiz answers

20 minutes- The class will go over most of the pages the students were supposed to read the night before (pages 57-74). If the girls start a conversation based on the text, the teacher should allow it.

5 minutes- Closing questions/comments

Day Fifteen:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer FREE-WRITE(See Appendix A)

20 minutes- The class will go over most of the pages the students were supposed to read the night before (pages 74-92). If the girls start a conversation based on the text, the teacher should allow it.

10 minutes- Class will divide into groups and make Facebook pages for the following characters: Melina, Heather, Mr. Freeman, Rachel, and David Petrakis

10 minutes- Class will share their Facebook pages

## **Week Four**

Day Sixteen:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

5 minutes- Review of last week's reading

10 minutes- Reading Quiz (See Appendix)

5 minutes- Go over quiz answers

20 minutes- The class will go over most of the pages the students were supposed to read the night before (pages 95-116). If the girls start a conversation based on the text, the teacher should allow it.

#### Day Seventeen:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

5 minutes- Hannah Montana clip- Season 4, Episode 9

- Miley's boyfriend, Jesse, is the guitar player in Hannah Montana's band. Once she decides to tell him that she's Hannah, he already knows.

10 minutes- Class discussion- Jesse tells Miley that their relationship can't work if she's two different people. She either needs to be Miley or Hannah, not both.

- What are some of the perks to having a separate identity?
- What are some of the set-backs? Do you think it would be too hard for you to juggle both people instead of telling everyone who you really are?

20 minutes- The class will go over most of the pages the students were supposed to read the night before (pages 116-137). If the girls start a conversation based on the text, the teacher should allow it.

5 minutes- Closing questions/comments

#### Day Eighteen:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

20 minutes- The class will go over most of the pages the students were supposed to read the night before (pages 141-162). If the girls start a conversation based on the text, the teacher should allow it.

20 minutes- Girls will work individually on their final project poems

Day Nineteen:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer (See Appendix A)

10 minutes- Reading Quiz #3(See Appendix A)

5 minutes- Go over quiz answers

20 minutes- The class will go over most of the pages the students were supposed to read the night before (pages 162-180). If the girls start a conversation based on the text, the teacher should allow it.

5 minutes- Closing questions/comments

Day Twenty:

3 minutes- Attendance, house keeping

7 minutes- Bell ringer FREE-WRITE (See Appendix A)

20 minutes- The class will go over most of the pages the students were supposed to read the night before (pages 180-198). If the girls start a conversation based on the text, the teacher should allow it.

5 minutes- Class will listen to "Reflection" by Christina Aguilera (See Appendix C)

10 minutes- Class will discuss the theme of identity in the poem

- Underline the words that show the artist isn't aware of who she is
- Circle the words "I", "me", and "my"

## **Week Five**

Day Twenty-One:

3 minutes- Attendance, housekeeping

7 minutes- Bell ringer (See Appendix A)

5 minutes- Hannah Montana clip- Season 2, Episode 27

- Miley starts dating a rich boy and almost gives away her secret by trying to impress him and his “snooty” parents

10 minutes- Class discussion- Again, instead of telling everyone that she is Hannah, Miley is hiding her identity. She wants people to accept her as Miley, but she feels like this particular family thinks she’s too “country bumpkin” and they would accept someone like Hannah instead.

- Are you impressed with who you are?
- Are there things you would change about yourself to impress a boy or his parents?

25 minutes- Class will work individually on their projects in the computer lab. Teacher will assist when necessary.

Day Twenty-Two:

3 minutes- Attendance, housekeeping

7 minutes- Bell Ringer (See Appendix A)

2 minutes- Ask Essential Question #3

- “What are the differences in who you think you are and who others think you are?”

8 minutes- Girls share their answers with a student scribe jotting down key words on the board

15 minutes- Class will read the poem “Barbie Doll” by Margie Piercy (See Appendix C)

15 minutes- Class will discuss the stereotypes they given and the high standards they are held to

Day Twenty-Three:

3 minutes- Attendance, housekeeping

7 minutes- Bell Ringer (See Appendix A)

40 minutes- The first 10 girls (in any order) will present their video and their “I Am” poem

Day Twenty-Four:

3 minutes- Attendance, housekeeping

7 minutes- Bell Ringer (See Appendix A)

40 minutes- The second groups of 10 girls (in any order) will present their video and their “I Am” poem

Day Twenty-Five:

3 minutes- Attendance, housekeeping

7 minutes- Bell Ringer FREE-WRITE (See Appendix A)

40 minutes- The third group of 10 girls (in any order) will present their video and their "I Am" poem



## **Appendix A**

### **Bell Ringers**

#### **Week One:**

Day One:

Write the following sentences and underline the simple subject.

1. Our English teacher makes us read a lot.
2. As a result, Donny got grounded.
3. Sally's car is bright red.

Day Two:

Write the following sentences and underline the predicate.

1. A football field is 100 yards long.
2. Seashells surround her feet
3. Florida's beaches attract many tourists.

Day Three:

Write the following sentences and underline the verb.

1. Jackie drives to school.
2. My dog barks when the doorbell rings.
3. Uncle Tim jumped over the skateboard.

Day Four:

Write the following sentences and underline the noun.

1. The Statue of Liberty is really tall.

2. I ran into the mailbox.
3. My house is painted white.

### **Week Two**

Day Six:

Write the following sentences and underline the adjective:

1. Your green eyes are pretty.
2. That boy has a terrible haircut.
3. Your Soundtrack paper is amazing!

Day Seven:

Write the following sentences and underline the pronoun.

1. Her dress is pink.
2. I like the way you sing.
3. My pencil just broke.

Day Eight:

Write the following sentences and underline the adverb:

1. I will cook dinner later.
2. She's almost to the mall.
3. Today, we learned about plants in Biology.

Day Nine:

Write the following sentences and underline the preposition.

1. The ball is underneath the car.
2. I received a letter from Megan.

3. Mark is going into the Marines after high school.

### **Week Three**

Day Eleven:

Write the following sentences and underline the conjunction.

1. I lost my socks and shoes.
2. I haven't started my homework yet.
3. I brought a sandwich for you.

Day Twelve:

Write the following sentences and place comma(s) where necessary.

1. After I brushed my teeth I got in bed.
2. She needs mascara blush and eyeliner.
3. My favorite color is pink but I also like red.

Day Thirteen:

Write the following sentences and place quotation marks where necessary.

1. Tommy said I want to go to the park.
2. She laughed and said not a chance.
3. If the dog could talk, he would have said I would like a piece of cheese.

Day Fourteen:

Change the verbs from present to past tense.

1. I'm running to the bus stop.

2. She's singing the song perfectly.
3. Danny and Mindy are eating lunch together.

#### **Week Four:**

Day Sixteen:

Write the following sentences and circle the correct word.

1. The dog is (theirs, theres).
2. He told me he thinks (your, you're) taller than him.
3. I (here, hear) you're running for Class President?

Day Seventeen:

Write the following sentences and insert an apostrophe where necessary.

1. Gails dog is black.
2. I used my moms car for grocery shopping.
3. I love any of Nicholas Sparks books.

Day Eighteen:

Make the following words plural.

1. Baby
2. Goose
3. Mouse

Day Nineteen:

Write the following words and give a synonym for each.

1. Comprehend
2. Mutual
3. Obstruct

**Week Five:**

Day Twenty-One:

Write the following words and give an antonym for each.

4. Comprehend
5. Mutual
6. Obstruct

Day Twenty-Two:

Write the following sentences and insert either “ei” or “ie” in the words.

1. Rec\_\_ved
2. N\_\_ther
3. Rec\_\_pt

Day Twenty- Three:

Write the following words and give an antonym for each.

1. Hollow
2. Individual
3. Release

Day Twenty-Four:

Make each of the following words possessive.

1. Women
2. The Hayes
3. It

### **Structured Free Writes**

Day Five:

What are the cliques you see at this school? Do you feel like you fit in with any of them? Are you a stereotype?

Day Ten:

Is being a child better than being a teenager? Make a list of the pros and cons of each stage.

Day Fifteen:

Sometimes we don't like people who are really good at things, like sports, music, art, school, etc. is this fair? Are you guilty of this prejudice? Has someone treated you unfairly because of something you're good at?

Day Twenty:

If you were Heather and had no idea what Melinda was going through, would you have stopped being her friend because it seemed like she needed professional help?

Day Twenty-Five:

What would you change in the world to make it better?

## Reading Quizzes

Reading Quiz 1

Name \_\_\_\_\_

1. Who sits with Melinda on the bus on the first day of school?
2. What is the name of the teacher that tells her to "Sit" in the auditorium?
3. What is Melinda's ex-best friend's name?
4. What does Melinda call her English teacher?
5. What happens to Melinda in the cafeteria on the first day?
6. What subject does Mr. Freeman teach?
7. Why are people being mean to Melinda at the pep rally?
8. What is Melinda's lab partner's name?
9. What does Heather spill on her bedroom carpet?
10. What does Melinda bite as a form of self-mutilation?

Reading Quiz 2

Name \_\_\_\_\_

1. What is Melinda's last name?
2. What does Melinda bring from Thanksgiving into Art class?
3. What is the name of the group of girls that Heather wants to be a part of?
4. What's the name of the girl in Melinda's Art class that is nice to her?
5. What fruit are they dissecting in Ms. Keen's class?
6. Which student argues with Mr. Neck about civil rights?
7. What does Melinda do at her dad's office over Christmas Break?
8. What sport does Ms. Connors want Melinda to play?
9. What are they dissecting in biology when Melinda faints?
10. What form of self-mutilation does Melinda move on to in this section?



Reading Quiz 3

Name \_\_\_\_\_

1. What book are they reading in Hairwoman's class?
2. Why doesn't Heather want to be Melinda's friend?
3. Who does Melinda think the card on her locker is from?
4. Melinda skips school again. Where does she spend her day?
5. Who does Rachel start dating?
6. Who invites Melinda to a party after the basketball team wins?
7. Who was Melinda's attacker?
8. Who does Melinda write a report on for Mr. Neck's class?
9. Who gives Melinda a ride to the mall to meet her mom?
10. What is the name of Melinda's high school?

## Reading Quizzes

### Answer Key

#### Reading Quiz 1

1. No one- she sits alone
2. Mr. Neck
3. Rachel
4. Hairwoman
5. She gets hit by throwing mashed potatoes
6. Art
7. Because she called the cops at the party over the summer and people got busted
8. David
9. Nail polish
10. Her lips

#### Reading Quiz 2

1. Sordino
2. Turkey bones
3. The Martha's
4. Ivy
5. Apples
6. David
7. Stuffs and seals envelopes
8. Basketball
9. Frogs
10. Cutting her wrists with a paper clip

#### Reading Quiz 3

1. The Scarlet Letter
2. Because she's depressed
3. David
4. The hospital
5. Andy
6. David
7. Andy
8. The suffragettes
9. Mr. Freeman
10. Merryweather High

## **Appendix B**

### **Literature Circle:**

#### **Books and Breakdown**

1. Recitatif- Toni Morrison
  - a. Section 1-beginning- “Mary, simple-minded as ever...”
  - b. Section 2- “We were supposed to have lunch...” – “Oh, Twyla, you know how it was...”
  - c. Section 3-“But I didn’t know...” - end
2. Neighbour Rosicky- Willa Cather
  - a. Section 1- Parts I and II
  - b. Section 2- Parts III and IV
  - c. Section 3- Part V
3. Desiree’s Baby- Kate Chopin
  - a. Section 1- Beginning - “I knew you would be astonished...”
  - b. Section 2- “The woman bowed her turbaned head...” – “He coldly but gently loosened her fingers...”
  - c. Section 3-““It means,’ he answered lightly...” - end
4. Good Country People- Flannery O’Connor
  - a. Section 1- Beginning- “‘I’m Mrs. Hopewell’ ...”
  - b. Section 2- “‘Oh!’ he said...” - – “During the night...”
  - c. Section 3- “She set off for the night...” - end
5. The Man Who Was Almost a Man- Richard Wright
  - a. Section 1- beginning – “‘Ah tol yuh t git outta here!...”
  - b. Section 2- “‘But, Ma, we needa gun...’” – “‘I don’t see how in the world it happened...’”
  - c. Section 3- “‘Where Dave?’” his mother called...” - end

## Literature Circle Roles

For this project, you will each be assigned a role for the three days you read the story in class. You will get the chance to play 3 different roles in the project, as you will be switching at the end of every day.

The group will assign each member a color of paper that their roles will go on. The colored paper won't change as the roles do (i.e., if Sally is green, every day her new role will go on a green page). So, each week should have five different colors of pages.

**The final group project is due on Friday** in one binder with a cover page.

**The due dates are as follows:**

Wednesday: Role assignment #1 due

Thursday: Role assignment #2 due

Friday: Role assignment #3 **and** the whole project due

### Roles:

**Analyst:** This person will be challenged to look deeper into the text, by way of acknowledging symbols, themes, and tones as they appear in the section. After writing down the symbol, they should tell what the relevance is, or what the symbols mean.

**Dialogue Director:** This person will search out the important words in the assigned section. You will write down the word, the number of the page the word is on, and the definition. In addition, you will copy a sentence from the section that is particularly important with the page number it was found on.

**Production Design:** This person is in charge of the setting and costumes. You should include a picture, or drawing, of the desired setting and costumes, and describe why you chose each one.

**Casting Director:** This person will cast celebrities for the main roles in the story. You will also give a brief description of each character (what they look like, how they act, etc.) This person is also responsible for the role of Cover Page Artist.

**Cover Page Artist:** This person will be responsible for making a cover page with the story's name, a few pictures on the front, each person's assigned role for the day, and the pages that were read.

**Soundtrack Design:** This person will choose a handful of songs that go along with the overall theme or feel of the section (include title and artist). You will choose one scene that **absolutely** must have music, and tell which song that it. You will also choose an overall genre that you feel suits the section.

**Storyboard:** This person will map out the events of the assigned section in either drawings or pictures. This can be done on a plot diagram, comic strip, or flow chart. \*Adapted from ReadWriteThink.org

## Literature Circle - Listening and Sharing : Literature Circles

Teacher Name: **Ms. Baker**

Student Name: \_\_\_\_\_ Story Title: \_\_\_\_\_

CATEGORY	3	3	1	0
<b>Comprehension</b>	Student seems to understand entire story and accurately answers 3 questions related to the story.	Student seems to understand most of the story and accurately answers 2 questions related to the story.	Student understands some parts of the story and accurately answers 1 question related to the story.	Student has trouble understanding or remembering most parts of the story.
<b>Participates Willingly</b>	Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Student volunteers once or twice and willingly tries to all questions s/he is asked.	Student does not volunteer answers, but willing tries to answer questions s/he is asked.	Student does not willingly participate.
<b>Thinks about Characters</b>	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation without being asked.	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation when asked.	Student describes how a character might have felt at some point in the story, but does NOT provide good support for the interpretation, even when asked.	Student cannot describe how a character might have felt at a certain point in the story.
<b>Follows Along</b>	Student is on the correct page and is actively reading along (eyes move along the lines) or finger is following words being read aloud by others.	Student is on the correct page and usually appears to be actively reading, but looks at the reader or the pictures occasionally. Can find place easily when called upon to read.	Student is on the correct page and seems to read along occasionally. May have a little trouble finding place when called upon to read.	Student is on the wrong page OR is clearly reading ahead or behind the person who is reading aloud.
<b>Roles</b>	Student has all 3 role papers done thoroughly	Student has 3 role papers done, but they're lacking	Student doesn't have all 3 role papers done, and the ones that are done are minuscule	Student doesn't have any role papers done

Total: \_\_\_/15

## Glogster Project Instructions

For this project, you will focus on essential literary terms and put them onto a Glogster poster.

**\*This is due Thursday in class**

1. Go to [www.glogster.com](http://www.glogster.com)
2. Click "Try To Create Yours" on the right middle side
3. Create away!

Your Glogster poster must include the following:

- Title
- Author
- Characters (with descriptions)
  - o Sam Taylor/Mr. Ryder
  - o Liza Jane
  - o Molly Dixon
  - o Blue Vein Society
- Find pictures of people that would be cast as the characters in a movie
- Theme(s)
- Conflict
- Plot
  - o Rising action
  - o Climax
  - o Falling action
- At least 3 important quotes with page numbers

## Making A Poster : "The Wife of His Youth" Glogster

Teacher Name: **Ms. Baker**

Student Name: \_\_\_\_\_

CATEGORY	3	2	1	0
<b>Graphics - Originality</b>	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.

Total: \_\_\_/15

## Final Project

**Due Wednesday-Friday** (Days 23-25)

After spending 5 weeks talking about identity, it is expected that you have learned some things about yourself. This poem will give you the creative outlet to show people what you know about **you**. This project includes both a poem and a video component. Both are due on the same day. The poem should be typed into the movie and played with it.

Your poem should follow this format:

I am \_\_\_\_\_

I wonder \_\_\_\_\_

I hear \_\_\_\_\_

I see \_\_\_\_\_

I want \_\_\_\_\_

I am \_\_\_\_\_ (the first line of the poem repeated)

I pretend \_\_\_\_\_

I feel \_\_\_\_\_

I touch \_\_\_\_\_

I worry \_\_\_\_\_

I cry \_\_\_\_\_

I am \_\_\_\_\_ (the first line of the poem repeated)

I understand \_\_\_\_\_



I say \_\_\_\_\_

I dream \_\_\_\_\_

I try \_\_\_\_\_

I hope \_\_\_\_\_

I am \_\_\_\_\_ (the first line of the poem repeated)

After you write the poem, you will need to make a video. You can either use Windows Movie Maker on your computer, or you can use [www.Animoto.com](http://www.Animoto.com). Your video should be a reflection of your poem, highlighting it with pictures of the things you value most in life. You should add music to the background of your movie with your poem text streaming throughout.

## Digital Storytelling : Final Project: "I Am" Poem

---

 Teacher Name: **Ms. Baker**

Student Name: \_\_\_\_\_

CATEGORY	5	3	1	0
<b>Images</b>	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
<b>Grammar</b>	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
<b>Soundtrack - Emotion</b>	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
<b>Duration of Presentation</b>	Length of presentation was 3 minutes.	Length of presentation was 2 minutes.	Length of presentation was 1 minute.	Presentation was less than a minute or more than 3 minutes

Total: \_\_\_\_/20

## Appendix C

### Unit Calendar

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Introduction Hannah Montana Clip #1 Essential Question #1	Introduction to Lit Circles Pick stories Read 1/3	Hannah Montana Clip #2 Lit Circles Read 2/3	Lit Circles Read 3/3	Lit Circle Presentations
Hannah Montana Clip #3 "Homage to My Hips"	Intro to African Am. Lit Charles Chesnutt "Wife of His Youth" Part 1 Glogster instructions	"Wife of His Youth" Part 2 Computer Lab	"Wife of His Youth" Part 3 Glogster due	"Best of Both Worlds" Hannah Montana Clip #4
Essential Question #2 "Speak" anticipation guide "Speak" 3-18	Share "Homage to My..." poems Hannah Montana Clip #5 "Speak" 18-37	"Speak" 37-57 Final Project Instructions	Reading Quiz # 1 "Speak" 57-74	"Speak" 74-92 Create Facebook pages for a character from "Speak"
Review of last week's reading Reading Quiz # 2 "Speak" 95-116	Hannah Montana Clip #6 "Speak" 116-137	"Speak" 141-162 Final Project work day	Reading Quiz # 3 "Speak" 162-180	"Speak" 180-198 "Reflection"
Hannah Montana Clip # 7 Final Project work day	Essential Question #3 "Barbie Doll"	PRESENTATIONS 10 girls	PRESENTATIONS 10 girls	PRESENTATIONS 10 girls

## Speak- Anticipation Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Before reading "Speak" by Laurie Halse Anderson, you will complete this handout. After reading the statement, place a check mark under "agree" or "disagree", indicating your feelings on the statement.

Agree	Statement	Disagree
	The pressures of fitting in at high school are greater than any other point in one's life.	
	Students who are depressed are simply afraid to deal with their real or perceived problems.	
	There is a difference between being quiet and being withdrawn.	
	Students should not tell teachers about their personal problems, no matter how serious.	
	A girl who dresses provocatively deserves any negative attention she gets.	
	Girls are more likely than guys to say they have been sexually harassed.	
	Whatever happens at a party should stay at the party.	
	If someone is drunk or high, she or he is not responsible for her or his actions.	
	Parents simply don't understand the problems teenagers go through.	
	People who are quiet have something to hide.	

**Vocabulary Handout # 1**

**Name:** \_\_\_\_\_

<b>Day</b>	<b>Word</b>	<b>Page #</b>	<b>Part of Speech</b>	<b>Definition</b>	<b>Antonym</b>
<b>Monday</b>	Inconspicuous				
	_____	_____	_____	_____	_____
<b>Tuesday</b>	Wan				
	_____	_____	_____	_____	_____
<b>Wednesday</b>	Pseudo				
	_____	_____	_____	_____	_____
<b>Thursday</b>	Vague				
	_____	_____	_____	_____	_____
<b>Friday</b>	Simultaneous				
	_____	_____	_____	_____	_____
<b>Monday</b>	Mayhem				
	_____	_____	_____	_____	_____
<b>Friday</b>	Blathers				
	_____	_____	_____	_____	_____
<b>Friday</b>	Interim				
	_____	_____	_____	_____	_____
<b>Friday</b>	Degrade				
	_____	_____	_____	_____	_____

**Vocabulary Handout # 2**

**Name:** \_\_\_\_\_

<b>Day</b>	<b>Word</b>	<b>Page #</b>	<b>Part of Speech</b>	<b>Definition</b>	<b>Antonym</b>
<b>Monday</b>	Irony	_____	_____	_____	_____
	Battered	_____	_____	_____	_____
<b>Tuesday</b>	Harried	_____	_____	_____	_____
	Obligation	_____	_____	_____	_____
<b>Wednesday</b>	Imperial	_____	_____	_____	_____
	Vermillion	_____	_____	_____	_____
<b>Thursday</b>	Oriented	_____	_____	_____	_____
	Demented	_____	_____	_____	_____
<b>Friday</b>	Conundrum	_____	_____	_____	_____
	Indoctrination	_____	_____	_____	_____

## Poems

### Homage to My Hips- Lucille Clifton

these hips are big hips.  
they need space to  
move around in.  
they don't fit into little  
petty places. these hips  
are free hips.  
they don't like to be held back.  
these hips have never been enslaved,  
they go where they want to go  
they do what they want to do.  
these hips are mighty hips.  
these hips are magic hips.  
i have known them  
to put a spell on a man and  
spin him like a top

### Barbie Doll- Marge Piercy

This girlchild was born as usual  
and presented dolls that did pee-pee  
and miniature GE stoves and irons  
and wee lipsticks the color of cherry candy.  
Then in the magic of puberty, a classmate  
said:  
You have a great big nose and fat legs.

She was healthy, tested intelligent,  
possessed strong arms and back,  
abundant sexual drive and manual dexterity.  
She went to and fro apologizing.  
Everyone saw a fat nose on thick legs.

She was advised to play coy,  
exhorted to come on hearty,  
exercise, diet, smile and wheedle.  
Her good nature wore out  
like a fan belt.  
So she cut off her nose and her legs  
and offered them up.

In the casket displayed on satin she lay  
with the undertaker's cosmetics painted on,  
a turned-up putty nose,  
dressed in a pink and white nightie.  
Doesn't she look pretty? Everyone said.  
Consummation at last.  
To every woman a happy ending.

## Song Lyrics

### *Best of Both Worlds, Hannah Montana*

Oh yeah  
Come on

You get the limo out front  
Hottest styles, every shoe, every color

Yeah, when you're famous it can be kinda  
fun  
It's really you but no one ever discovers

In some ways you're just like all your  
friends  
But on stage you're a star

You get the best of both worlds  
Chill it out, take it slow  
Then you rock out the show

You get the best of both worlds  
Mix it all together and you know that it's the  
best of both worlds

The best of both worlds

You go to movie premiers (is that Orlando  
Bloom?)  
Hear your songs on the radio  
Livin' two lives is a little weird (yeah)  
But school's cool cuz nobody knows

Yeah you get to be a small town girl  
But big time when you play your guitar

You get the best of both worlds  
Chillin' out take it slow  
Then you rock out the show

You get the best of both worlds  
Mix it all together and you know that it's the  
best of both  
(You know the best) You know the best of  
both worlds

Pictures and autographs  
You get your face in all the magazines  
The best parts that you get to be who ever  
you wanna be

Yeah the best of both  
You get the best of both  
Come on best of both

Who would of thought that a girl like me  
Would double as a superstar

You get the best of both worlds  
Chillin' out, take it slow  
Then you rock out the show

You get the best of both worlds  
Mix it all together and you know that it's the  
best,

You get the best of both worlds  
Without the shades and the hair  
You can go anywhere

You get the best of both girls  
Mix it all together  
Oh yeah  
It's so much better cuz you know you've got  
the best of both worlds



**Reflection, Christina Aguilera**

Look at me,  
You may think you see  
Who I really am,  
But you'll never know me.

Everyday,  
it's as if I play  
A part.

Now I see,  
If I wear a mask,  
I can fool the world,  
but I cannot fool my heart.

Chorus:

Who is that girl I see?  
Staring straight,  
Back at me.  
When will my reflection show  
Who I am inside?

I am now,  
In a world  
Where I have to hide in my heart,  
and what I believe in.

But somehow,  
I will show the world what's inside my heart,  
And be loved for who I am.

Who is that girl I see,  
staring straight  
back at me?  
Why is my reflection someone I don't know?

Must I pretend that I'm  
someone else  
for all time.  
When will my reflection show,  
who I am inside?

There's a heart that must be free  
to fly  
That burns with a need to know  
the reason why

Why must we all conceal  
What we think  
How we feel?

Must there be  
a secret me  
I'm forced to hide  
I won't pretend that I'm  
someone else  
for all time.

When will my reflection show  
who I am inside?

When will my reflection show  
who I am inside?

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