

# JUSTIN BOLIVAR PORTFOLIO

1 TO KILL A MOCKING BIRD

**ENGLISH 10**

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# TO KILL A MOCKINGBIRD

Harper Lee

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## UNIT: TO KILL A MOCKING BIRD

**IB Unit Question:** "How does it feel to get inside someone else's skin and walk around for a while?"

**Area of Interaction Focus:** Heath and Social Education

**Significant Concepts:** Use empathy to identify with characters in the novel, and be able to establish an understanding of the novel to relevant social and historical issues.

**Final Assessment Task:** Students will create a visual journal that is an ongoing reflection of their reaction to the novel.

**Approaches to Learning:** Making connections, self-awareness.

**Synopsis:** Team taught with my school advisor for two weeks, and independently completed the novel with the classes, as well as assigned, collaborated, and marked a visual collage assignment looking at different aspects of the novel. The feedback that I received from the students around the visual collage was that it helped them really think about the issues that come up in the novel, and challenges them to think about how they would represent it. Rather than having students write an essay, they can ex-

press visually the important components of the novel. In addition to creating the collage, students also presented their collage and explained the choices that they made based on their chosen topic.

While teaching this unit, I was fortunate to have an opportunity to assess approximately thirty visual response journals using the IB rubric, and report out an IB mark out of 10 for each criterion.

# ASSIGNMENT: TO KILL A MOCKINGBIRD COLLAGE

## TO KILL A MOCKINGBIRD– COLLAGE ASSIGNMENT

IB Unit Question: How does it feel to get in someone's skin and walk around for a while?

A collage is a collection of pictures which represents the creator's mental images on a theme or topic. Either individually, with a partner, or in a group of three, create a visual representation of a character, setting, or scene from the novel. Be sure to choose images that represent your topic and be prepared to explain your choice of visuals in a presentation of your collage to the class

Directions:

- 1) Find images or symbols from magazines for one of the following: a character, a setting, or a scene from the novel.
- 2) Create a caption that describes each image or symbol, as well as why you chose it.
- 3) Select and include a quote from the novel to explain the symbol and caption. Your quote must relate to your chosen item. You must write your quote correctly with the page number.
- 4) Compile your images/symbols, captions, and quotations to construct a collage on a piece of paper.
- 5) You will present (as an individual or as a group, depending on how you worked on your collage) your collage to the class.

**Example**– image, caption, and quotation:



**Quote:** “Against the fence, in a line, were six chipped-enamel slop jars holding brilliant red geraniums, cared for as tenderly as if they belonged to Miss Maudie Atkinson.” (174).

**Due Date:** \_\_\_\_\_



# RUBRIC: TO KILL A MOCKINGBIRD COLLAGE

To Kill a Mocking Bird Collage Rubric

	4	3	2	1	
<b>Creativity</b>	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative	The student did not make or customize any of the items on the collage.	<b>/4</b>
<b>Captions and Quotes</b>	Captions and quotes are written clearly and are easy to read. Text varied in color, size and/or style for different text elements.	Captions and quotes are written clearly and are easy to read close-up. Text varied in color, size and/or style for different text elements.	Captions and quotes are written clearly and are easy to read close-up. There was little variation in the appearance of text.	Captions and/or quotes are hard to read, even when the reader is close.	<b>/4</b>
<b>Design</b>	Graphics are trimmed to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the paper.	Graphics are trimmed to an appropriate size and interesting shape and are arranged with some items in front and others behind. The paper, however does not appear balanced.	Graphics have been trimmed to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.	Graphics are untrimmed OR of inappropriate size and/or shape. It appears little attention was given to designing the collage.	<b>/4</b>
<b>Attention to Theme and Presentation</b>	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.	<b>/4</b>
<b>Presentation</b>	The group or individual has explained all items on their collage in detail.	The group or individual has explained 2-3 items on their collage in detail.	The group or individual has explained 1 item on their collage in detail	The group or individual has explained no items on their collage.	<b>/4</b>

Group Members:

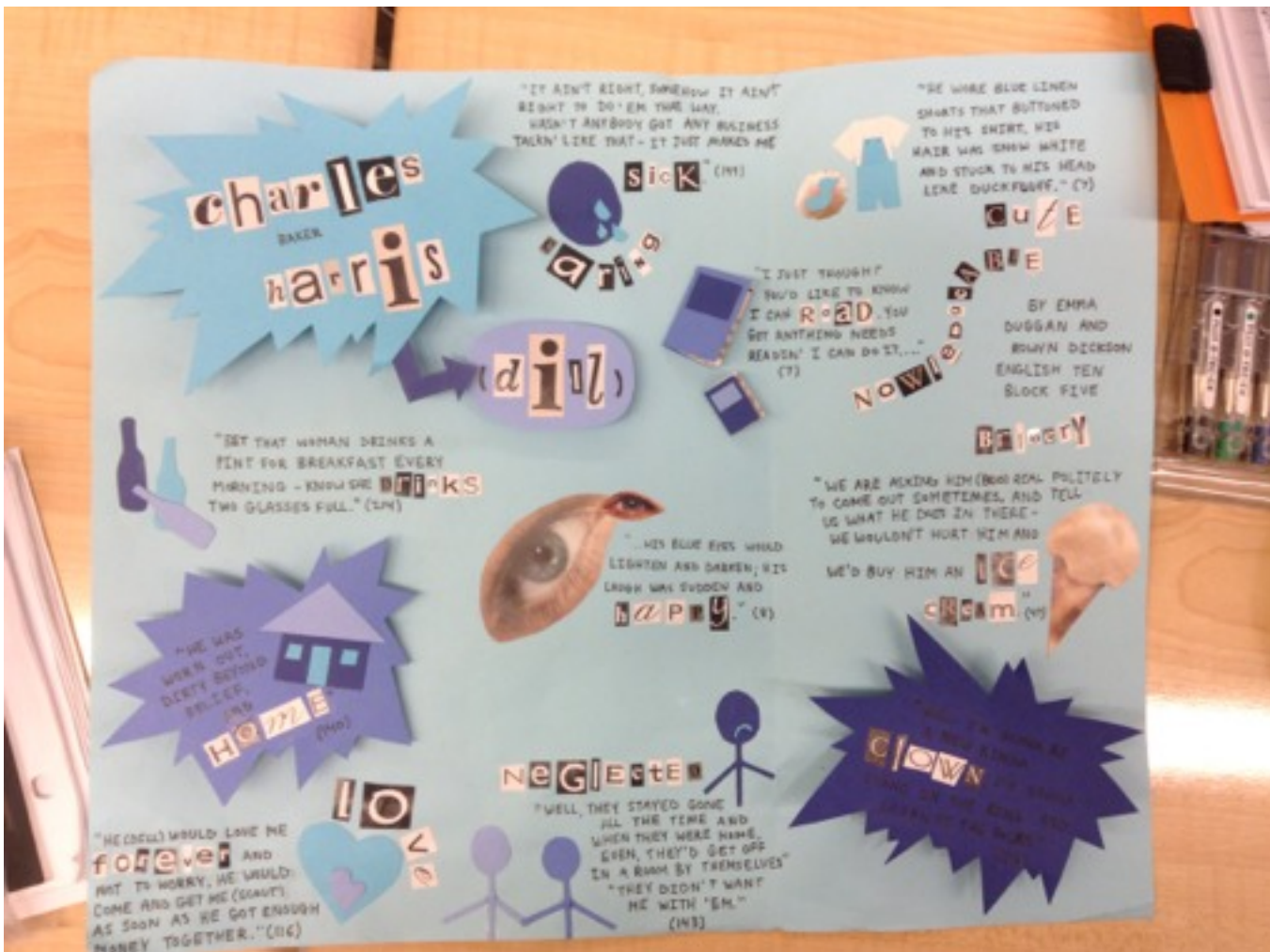
/20

# EXEMPLARS: TO KILL A MOCKINGBIRD COLLAGE

1)



2)





# EXEMPLARS: TO KILL A MOCKINGBIRD COLLAGE

3)



4)





# HOW THE TO KILL A MOCKINGBIRD COLLAGE FITS INTO THE MYP PROGRAM

## MYP KEY CONCEPT OF CREATIVITY

- Allows students to generate new ideas and create new perspectives about the text.

## MYP ASSESSMENT CRITERION C: PRODUCING TEXT

It is written in the MYP guide that “[students] produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.” I find that this assignment is proficient in hitting all standards laid out by IB.

## LEARNER PROFILE TRAITS OF RISK TAKING, REFLECTIVE, AND COMMUNICATORS

- Students take several risks in this activity, such as presenting their work, choosing a personal and stylistic approach to their collage, as well as thinking outside of the parameters of the assignment. In example #2, the group took a creative risk in making their quotes pop out in 3-D. Not only was this a learner profile trait, but also a key concept of creativity.
- Reflection on the text occurs in all four examples, for students are focusing on one major element of the text: a character, a setting, or a scene. Some feedback that students gave me after the project was that they really were able to reflect and make connections about some of the powerful elements in the novel, such as the racial tensions, and why Tom Robinson was in so much trouble for what the Ewell’s said he did.

# LESSON PLAN FOR PRESENTATIONS:

## March 6 (Blocks 5 and 8) / March 7 (Block 4) To *Kill a Mockingbird* Presentations and Journals

### **Learning Objectives:**

- SW orally present a collaborative project to the class
- SW explain why they chose quotes from the novel that support their collage choices
- SW work individually on reflection journals based on chapters of the novel.

### **Resources:**

- Student collages
  - Marking rubrics
  - Student journals
- 

### **Silent Reading:** (10 minutes)

- Students will silently read for 10 minutes.
- Take attendance.

### **Preparation for Presentations:** (10 minutes)

- Students will have five minutes to prepare their presentations.
- Remind students that they need to have someone hold their collage, and that they need to designate a spokesperson to explain their choices to the group.
- Remind students that they are being marked on design, quotes and captions, creativity, and presentation.
- Students also will sign up on the board to determine the order that they will be presenting in.
- *As students are preparing for their presentations, go around with an iPad to photograph the collages, so that they are seen on the projector.*

### **Presentations** (35 mins)

- Students will present their collages to the class. As students present, think of questions to ask them that deepen their understanding and reflection of the novel and project. Example: “If you were to put one image as Scout’s Facebook profile, what would it be?”
- Teacher will be marking their collages on rubrics as students present.

### **Presentation Wrap-up** (5 minutes)

- What were you looking for in your images?
- Did taking a creative approach to review help further your understanding?
- Did the collage project shape the way you are approaching your journal?

### **Journals** (20 minutes)

- Students will have twenty minutes to work on their TKAMB journals, which are due the first class after spring break.

### **Wrap-Up**

- Reminder that we will be covering chapter 23 next class, and to bring their journals to class.

# FINAL ASSESSMENT RUBRIC:

CREATED BY CARSON GRAHAM ENGLISH DEPARTMENT. WHILE ON PRACTICUM, ALONG WITH MY SA, I MARKED APPROXIMATELY 30 VISUAL RESPONSE JOURNALS USING THE MYP IB ASSESSMENT RUBRIC.

## Language A Assessment Rubric: Visual Response Journal

### IB MYP UNIT QUESTION:

How does it feel to “get inside someone else’s skin and walk around for a while”?

### Criterion A: Content (receptive and productive)

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 or 2	The student demonstrates <b>very limited</b> understanding of the text and topic, and <b>little or no</b> awareness of the author’s choices. There is <b>little or no</b> detail, development or support. In creative work, pieces show <b>very limited</b> imagination or sensitivity; the student <b>rarely</b> employs literary features, or employs literary and/or non-literary features that <b>do not</b> serve the context or intention. The use of terminology or imagery is <b>missing, inconsistent</b> and/or <b>incorrect</b> .
3 or 4	The student demonstrates <b>limited</b> understanding of the text and topic, and <b>sometimes</b> shows an awareness of the author’s choices, although detail, development and/or support are <b>insufficient</b> . In creative work, pieces show <b>limited</b> imagination or sensitivity; the student <b>attempts to</b> employ literary and/or non-literary features; these <b>sometimes</b> serve the context and intention. The use of terminology or imagery is <b>sometimes</b> accurate and appropriate.
5 or 6	The student demonstrates a <b>sufficient</b> understanding of the text and topic, and an <b>awareness</b> of the author’s choices, using <b>adequate</b> detail, development and support. In creative work, pieces reflect <b>some</b> imagination and sensitivity; the student <b>generally</b> employs literary and/or non-literary features that serve the context and intention. Terminology or imagery is <b>usually</b> accurate and appropriate.
7 or 8	The student demonstrates a <b>good</b> understanding of the text, topic and the author’s choices, using <b>substantial</b> detail, development and support. In creative work, pieces reflect imagination and sensitivity; the student employs literary and/or non-literary features that serve the context and intention. <b>Relevant</b> terminology or imagery is used accurately and appropriately.
9 or 10	The student demonstrates a <b>perceptive</b> understanding of the text, topic and the author’s choices, <b>consistently</b> using <b>illustrative</b> detail, development and support. In creative work, pieces reflect a <b>lot</b> of imagination and sensitivity; the student employs literary and/or non-literary features <b>effectively</b> that serve the context and intention. The student shows a <b>sophisticated command</b> of <b>relevant</b> terminology or imagery, and uses it appropriately.



# FINAL ASSESSMENT RUBRIC:

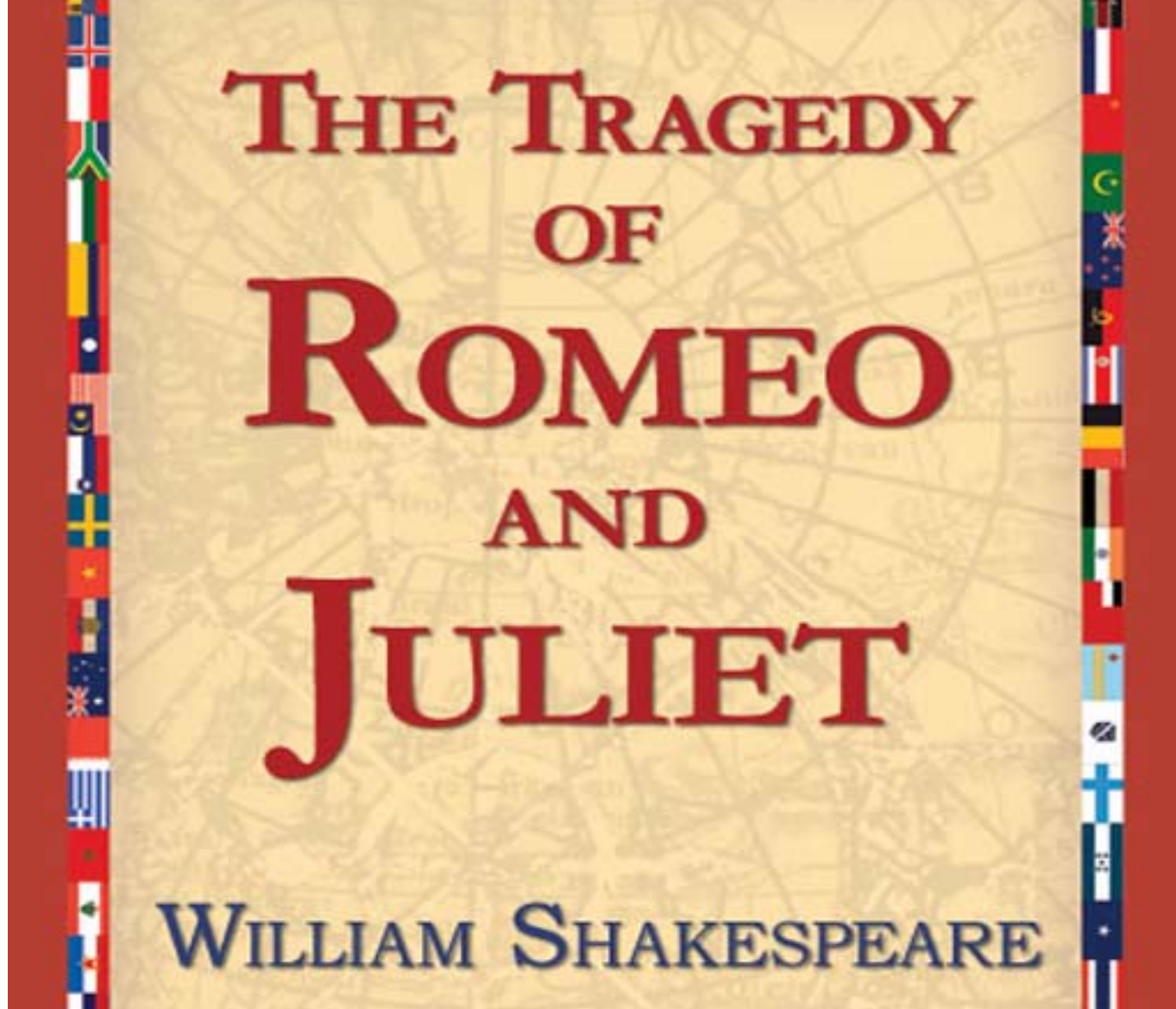
CREATED BY CARSON GRAHAM ENGLISH DEPARTMENT. WHILE ON PRACTICUM, ALONG WITH MY SA, I MARKED APPROXIMATELY 30 VISUAL RESPONSE JOURNALS USING THE MYP IB ASSESSMENT RUBRIC.

## Criterion B: Organization

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 or 2	The student <b>rarely</b> employs organizational structures, or uses those that <b>do not</b> serve the context and intention. The work is generally <b>disorganized, unclear</b> and/or <b>incoherent</b> . The student employs critical apparatus <b>inappropriately</b> or <b>not at all</b> .
3 or 4	The student <b>sometimes</b> employs organizational structures that serve the context and intention. The work shows the <b>beginnings</b> of organization but <b>lacks coherence</b> . The student employs critical apparatus with <b>limited success</b> .
5 or 6	The student <b>usually</b> employs organizational structures that serve the context and intention. The work is <b>generally organized, clear and coherent</b> . The student <b>generally</b> employs critical apparatus correctly.
7 or 8	The student <b>consistently</b> employs organizational structures that serve the context and intention. The work is <b>usually well-organized</b> , clear and coherent and the ideas being expressed <b>build on each other</b> . The student employs critical apparatus <b>correctly</b> .
9 or 10	The student consistently employs <b>sophisticated</b> organizational structures that serve the context and intention. The work is <b>consistently</b> well-organized, clear and coherent and the ideas being expressed build on each other in a <b>sophisticated</b> manner. The student <b>integrates</b> critical apparatus correctly <b>and effectively</b> .

2 ROMEO AND JULIET

**ENGLISH 10**



## UNIT: ROMEO AND JULIET

**IB Unit Question:** "How do different types of love affect our decision making?"

**Area of Interaction Focus:** Heath and Social Education

**Significant Concepts:** To understand and appreciate Shakespearian language, learn about character relationships, and review poetic devices.

**Final Assessment Task:** Write a letter from one character to another using Shakespearian language.

**Approaches to Learning:** organization, reflection, thinking, making connections.

I started the play with the class, and began by talking about Shakespeare's life and influences. We spent some time looking at iambic pentameter, so that they students could better understand Shakespearian language. To approach the play, we read collaboratively as a class, as well as engaged in different visual representations of the play. An important focus of our study of the play was to look at performativity, and how reading the play as a



class was different than watching a performance. We actively read the play, and as a guide, I provided references for what was happening, and the importance of the language Shakespeare used.

# ASSIGNMENT: SHAKESPEARE TEXT MESSAGE

ENGLISH 10: IB UNIT QUESTION: "How Do Different Types of Love Affect Our Decisions?"

## **SHAKESPEARE TEXT MESSAGE**

In preparation for the final assessment task of the unit, where you will write a letter to any character from the play or be yourself, but in Shakespearian language, "Shakespeare Text Message" will be your first step!

Individually, your task will be to write **six** text messages of appropriate length (three sent and three received) using Shakespearian language. These responses will be shared with the class for collaboration and feedback, so that you have some information for your final assessment.

**An example would be:**

Romeo: Good morrow Mercutio

Mercutio: Art thou heavy?

Romeo: Methinks perchance I thou woeful :(

Mercutio: Thou should'st hie to Capulet's mansion this e'en ;)

Romeo: And be struck by cupid's arrow?

Mercutio: I shall see the anon, love struck fool!

# HOW SHAKESPEARE TEXT MESSAGE FITS INTO THE MYP PROGRAM

**MYP APPROACHES  
TO LEARNING:  
COMMUNICATION  
SKILLS**

**MYP OBJECTIVES:  
PRODUCING AND  
USING LANGUAGE**

**LEARNER PROFILE  
TRAITS OF  
INQUIRERS , THINKERS,  
AND OPEN-MINDED**



# TENTATIVE UNIT PLANNING

## English 10 Preparation- Shakespeare

March 31st/April 1st

- First Response to Shakespeare and Predictions
- Shakespeare Biography

April 2nd/April 3rd

- Shakespeare Biography
- Sonnets and Iambic Pentameter

April 4th/April 7th

- Shakespeare Recap
- Discussion of IB Unit Question
- Act I, sc. i-ii
- Family Tree

April 7th

- Block 5: read acts i, ii, iii. Character Map
- Block 8: partially through i. Start at beginning. Character map.

April 8th/April 9th\*LS

- Act I sc. iii-v
- Love Connection Activity

April 10th/April 11th

- Act II sc. i-iii
- Hand Out Text Message Assignment
- Time to work on Love Connection or Text Message Assignments

April 14th/April 15th

- Act II sc. i-ii-iii
- Act II sc. iv-vi
- Hand in text message assignments at the end of class

April 16\*ED/April 17th

- Act I, II quiz
- Read out text message assignments\*
- Go over love connection\*

April 22nd/April 23rd\*LS

- Act III sc. i-iv
- Hand out final assignment
- Character sketch of Romeo? Juliet?

April 24th/April 25th

- Act III sc. v.
- Act III quotes

# TENTATIVE UNIT PLANNING

## February

2014

January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	31	1
2	3	4	5	6	7	8
	1 2 3 4	5 6 7 8	2 3 1 4	6 7 5 8	PD Day	
	<ul style="list-style-type: none"> <li>First response to shakespeare, and predictions</li> </ul>		<ul style="list-style-type: none"> <li>Shakespeare Video/Globe Theatre</li> <li>Sonnets/Iambic Pentameter</li> </ul>			
9	10	11	12	13	14	15
	Family Day	1 2 3 4	5 6 7 8	2 3 1 4	6 7 5 8	
		<ul style="list-style-type: none"> <li>Act. I sc.i-ii.</li> <li>Family tree handed out/Filled out together</li> <li>IP extension</li> </ul>		<ul style="list-style-type: none"> <li>Act. I sc. iii-v.</li> <li>Watch to iii</li> <li>Read out iv-v</li> <li>Love Connection Activity</li> </ul>		
16	17	18	19	20	21	22
	1 2 3 4	5 6 7 8	2 3 1 4 **LS	6 7 5 8	3 1 2 4	
	<ul style="list-style-type: none"> <li>Act II sc. I-iii</li> <li>Hand out practice assignment, students will get time in class to work on the assignment.</li> </ul>		<ul style="list-style-type: none"> <li>Act II sc. Iv-vi</li> <li>Time to work on Text message assignment</li> <li>Hand in practice</li> </ul>		<ul style="list-style-type: none"> <li>Act I, II quiz</li> <li>Read out text message responses</li> </ul>	
23	24	25	26	27	28	1
	7 5 6 8	1 2 3 4	5 6 7 8 ** LS	2 3 1 4	6 7 5 8	
		<ul style="list-style-type: none"> <li>Act III sc. I-iv</li> <li>Hand out final assignment</li> </ul>		<ul style="list-style-type: none"> <li>Act III sc. v</li> <li>Act III quotes</li> </ul>		
2	3	4	5	6	7	8

# LESSON PLANS FOR SHAKESPEARE:

## Lesson #3: Starting the Play

### Learning Objectives:

- SW list 3 Capulets on a family tree
- SW list 3 Montagues on a family tree
- SW take effective notes using the prescribed technique
- SW read out loud using a text to the class.

**PLO's:** A3, A5, C2

### Resources:

- Copy of the play for each student
- Teacher copy of the text with notes
- Character Map (blank), character map completed

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### *Silent Reading (10 mins)*

### *Iambic Pentameter Review (5 min)*

- Review iambic pentameter activity from last class.
- Explain that we will try to use iambic pentameter when we read in class today.

### *Read Act I, scene i (20 min)*

- Stop every few pages to write down the characters that we're encountering. Make a 'T' chart, with Capulets on one side, and Montagues on the other. As the first two acts are read, write down the characters and what sides they're on. These will be used for a family tree, so that students can better understand who is on who's side in the play. Hand out pre made mind map of where the characters lie on each side.
- Utilize the teacher text to reference notes and information about the text.
- Ask students to write down words could be difficult.
- Ask students what is happening in this scene?
- Read teacher notes from text, pause when necessary to elaborate on plot and devices.
- Readers needed for:

• Sampson	• Capulet
• Gregory	• Lady Capulet
• Abram	• Montague
• Benvolio	• Lady Montague
• Tybalt	• Prince
• Officers	• Romeo

### *Read Act I, scene ii (20 min)*

- Ask students to write down words could be difficult.
- Ask students what is happening in this scene?
- Read teacher notes from text, pause when necessary to elaborate on plot and devices.
- Readers needed for:
  - Capulet

- Paris
- Servant
- Benvolio
- Romeo

*Character Map/Family Tree (20 min)*

- Retrace the diagram that was handed out to the students on the board. As characters move out from Romeo and Juliet, write their names and their significance. Follow master chart to ensure accuracy.
- Ask students information about each character. Add accurate information to the board for the students to put on their diagram.

**Closing:** (5 mins)

- Review what we have covered. Remind that the work sheet is for homework.

**Reflection:**

- Did I meet the big idea of the lesson?
- What worked for the students? What didn't
- Something I will do differently next time is:

Silent Reading	15m
Iambic Pentameter	5m
Act I, scenes i, ii, iii	40m
Character Map	20m
	<b>80m</b>



3 MEDIA STUDIES

# ENGLISH 12

## UNIT: MEDIA STUDIES

For English 12, I created a media unit that I taught in two blocks, and my SA taught in one block. The unit focused on commercials and advertising, Canadian stereotypes, social media, news, satire/parody, and reliability of information. When I put the unit together, I wanted it to be something that enticed the students to be invested in the topic and encouraged their points of view. Some of the work that students created were presentations on different forms of social media such as Facebook, Twitter, Instagram, YouTube, and Tumblr. They were encouraged to use their own devices to research their social media platform. Also, they wrote an opinion piece on the topic of reliability in the news, and created a social media advertisement that was promoting a social media platform, or was a work of satire that criticizes a social media platform.

# ASSIGNMENT: MEDIA OPINION PIECE

English 12 Media Opinion Writing Assignment- Due: \_\_\_\_\_

1. Do you think that news media covers relevant stories?
- or
2. Do you think that crime in the media is sensationalized?

Based on what we have examined so far, and using your personal experience, do you think that news media covers relevant stories, or do you think that the media sensationalizes crime? Write a 1.5- 2 page (double spaced) typed response stating your argument and position on either of the questions.

Your response should include:

- A clear position and statement (because it is personal, you can use the first person "I")
- At least three reasons why you believe your statement is true
- Two examples of news media covering relevant stories, or not covering relevant stories, or two examples of sensationalized crime in the media with sources. Your sources can be from a news cast, an online news source, or a printed news source. If the source is a news cast, state the day and time that you viewed the news cast.

English 12 Media Opinion Writing Assignment Rubric (include with your final copy)

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

Date: \_\_\_\_\_

Block: \_\_\_\_\_

	4	3	2	1	0		
Evidence to support opinion	<b>Two Examples</b> are present to support the writing, as well as at least <b>three reasons</b> why you believe your statement is true. Sources are mentioned	<b>One Example</b> is present to support the writing, as well as at least <b>two reasons</b> why you believe your statement is true. Sources are mentioned.	<b>One Example</b> is present to support the writing, as well as at least <b>one reason</b> why you believe your statement is true. Sources are not mentioned.	<b>One Example</b> is present to support the writing, or at least <b>one reason</b> why you believe your statement is true. Sources are not mentioned.	<b>No examples</b> or reasons are present to support your opinion. Sources are not mentioned.	/4	Self Assessment
						/4	Teacher Assessment
Persuasive Writing Techniques	<b>Excellent</b> use of persuasive vocabulary to present your opinion.	<b>Adequate</b> use of persuasive vocabulary to present your opinion.	<b>Some</b> use of persuasive vocabulary to present your opinion.	<b>Minimal</b> use of persuasive vocabulary to present your opinion.	<b>No use</b> of persuasive vocabulary to present an opinion.	/4	Self Assessment
						/4	Teacher Assessment
Writing Mechanics (Grammar and Spelling)	<b>0-2</b> grammatical mistakes and <b>0</b> spelling mistakes. Writing adds to build opinion and argument.	<b>2-4</b> grammatical mistakes and <b>up to 2</b> spelling mistakes. Writing adds to build opinion and argument.	<b>5-7</b> grammatical mistakes and <b>3-5</b> spelling mistakes. Writing detracts from building an opinion and argument.	<b>8-10</b> grammatical mistakes and <b>5-7</b> spelling mistakes. Writing greatly detracts from building an opinion and argument.	<b>10 or more</b> grammatical mistakes, and over <b>7</b> spelling mistakes.	/4	Self Assessment
						/4	Teacher Assessment
Organization and Content	Writing is <b>logically organized</b> , making the writing <b>easy</b> to understand. The content is interesting and captures the reader's interest.	Writing is <b>partially</b> organized and follows a sequence, but still makes the writing <b>easy</b> to understand. The content is interesting, but loses the reader's interest.	Writing sequence is <b>inconsistent</b> , and <b>detracts</b> from the understanding of the writing. The content is not interesting, and loses the reader's interest.	Writing is <b>not</b> organized, and <b>detracts</b> from the understanding of the writing. The content is not interesting, and loses the reader's interest.	<b>No organization</b> , and <b>no</b> content.	/4	Self Assessment
						/4	Teacher Assessment
						/16	Self Assessment
						/16	Teacher Assessment

# ASSIGNMENT: SOCIAL MEDIA ADVERTISEMENT

## English 12: Social Media Advertising Assignment

Based on our study of advertising, create an advertisement for one of the social media platforms that we looked at in class.

Using the information from the notes on creating and designing advertisements, as well as our study of parody and satire, create an ad that either promotes or criticizes a social media platform.

Your ad can be a script for a commercial, a video, a drawing– anything you want. If you need further clarification, please ask Mr. Bolivar.

Due Date: \_\_\_\_\_

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

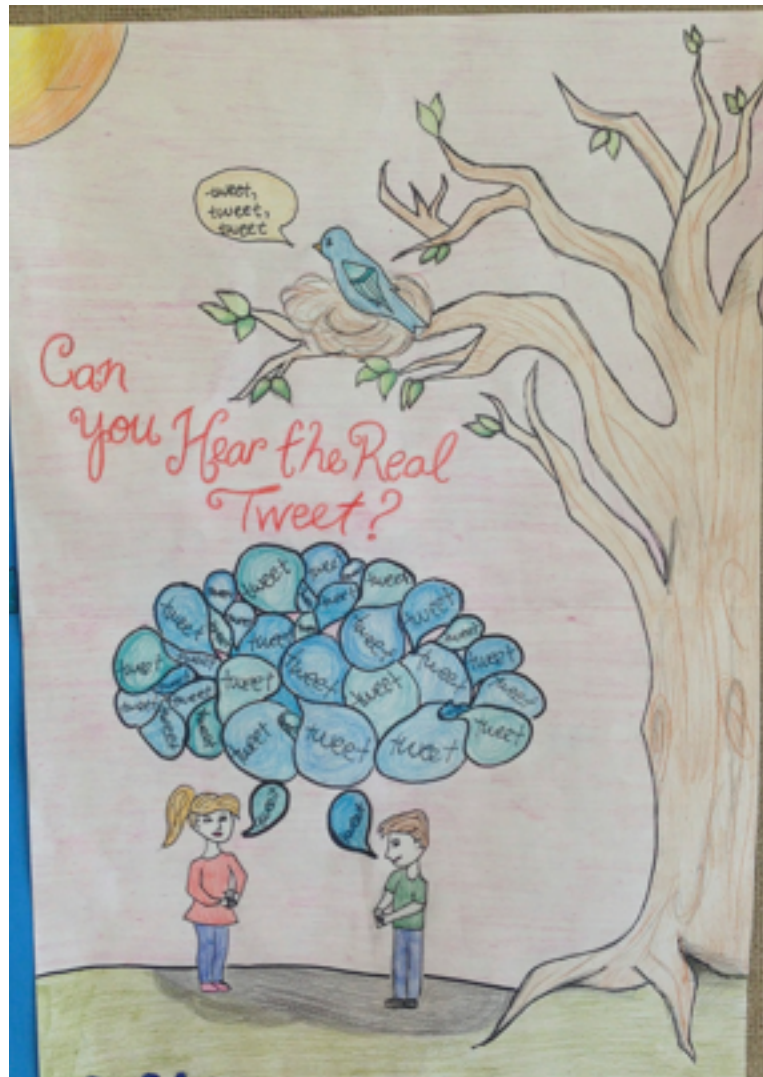
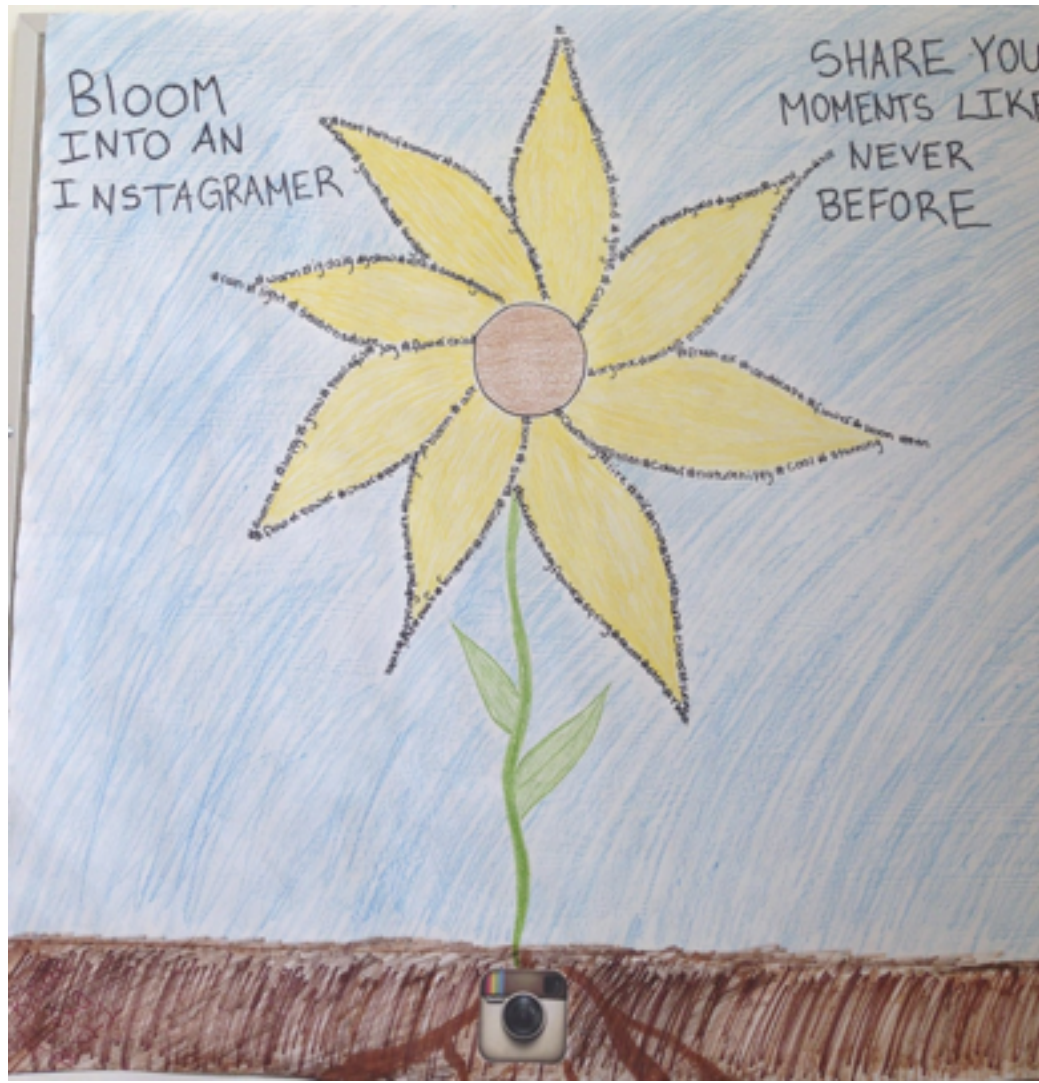
Date: \_\_\_\_\_

Block: \_\_\_\_\_

English 12 Social Media Advertising Rubric

	4	3	2	1	
<b>Writing for Advertisement</b>	Advertisement contains <b>all</b> of the following: <ul style="list-style-type: none"> <li>• Advertisement has a tagline</li> <li>• Advertisement is memorable</li> <li>• Advertisement is persuasive</li> <li>• Your ad appeals to your product's user</li> </ul>	Advertisement contains <b>3</b> of the following: <ul style="list-style-type: none"> <li>• Advertisement has a tagline</li> <li>• Advertisement is memorable</li> <li>• Advertisement is persuasive</li> <li>• Your ad appeals to your product's user</li> </ul>	Advertisement contains <b>2</b> of the following: <ul style="list-style-type: none"> <li>• Advertisement has a tagline</li> <li>• Advertisement is memorable</li> <li>• Advertisement is persuasive</li> <li>• Your ad appeals to your product's user</li> </ul>	Advertisement contains <b>1</b> of the following: <ul style="list-style-type: none"> <li>• Advertisement has a tagline</li> <li>• Advertisement is memorable</li> <li>• Advertisement is persuasive</li> <li>• Your ad appeals to your product's user</li> </ul>	<b>/4</b>
<b>Design of Advertisement</b>	Advertisement contains <b>all</b> of the following: <ul style="list-style-type: none"> <li>• Ad uses a memorable image or slogan</li> <li>• Ad distinguishes your product from your competitors</li> <li>• Ad has a logo for your company</li> </ul>	Advertisement contains <b>2</b> of the following: <ul style="list-style-type: none"> <li>• Ad uses a memorable image or slogan</li> <li>• Ad distinguishes your product from your competitors</li> <li>• Ad has a logo for your company</li> </ul>	Advertisement contains <b>1</b> of the following: <ul style="list-style-type: none"> <li>• Ad uses a memorable image or slogan</li> <li>• Ad distinguishes your product from your competitors</li> <li>• Ad has a logo for your company</li> </ul>	Advertisement contains <b>none</b> of the following: <ul style="list-style-type: none"> <li>• Ad uses a memorable image or slogan</li> <li>• Ad distinguishes your product from your competitors</li> <li>• Ad has a logo for your company</li> </ul>	<b>/4</b>
<b>Creativity</b>	Several of the items used in the ad reflect an exceptional degree of student creativity in their creation and/or display of the ad	One or two of the items used in the ad reflect student creativity in their creation and/or display	One or two items were made or customized by the student, but the ideas were typical rather than creative	The student did not make or customize any of the items in the ad	<b>/4</b>
<b>Persuasiveness of Advertisement</b>	<b>Excellent</b> use of persuasiveness to present your product.	<b>Adequate</b> use of persuasiveness to present your product.	<b>Some</b> use of persuasiveness to present your product.	<b>Minimal</b> use of persuasiveness to present your product.	<b>/4</b>
					<b>/16</b>





# UNIT PLANNING

## February

2014

January							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30	31					

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	31	1
2	3	4	5	6	7	8
	1 2 3 4	5 6 7 8	2 3 1 4	6 7 5 8	PD Day	
9	10	11	12	13	14	15
	Family Day	1 2 3 4	5 6 7 8	2 3 1 4	6 7 5 8	
		<ul style="list-style-type: none"> <li>What is Media?</li> <li>What does it Mean to Be Media Literate?</li> </ul>	<ul style="list-style-type: none"> <li>What is Media?</li> <li>What does it Mean to Be Media Literate?</li> </ul>	<ul style="list-style-type: none"> <li>How do stories make it into the news?</li> <li>How does bias make it into the news?</li> </ul>	<ul style="list-style-type: none"> <li>How do stories make it into the news?</li> <li>How does bias make it into the news?</li> </ul>	
16	17	18	19	20	21	22
	1 2 3 4	5 6 7 8	2 3 1 4 **LS	6 7 5 8	3 1 2 4	
	<ul style="list-style-type: none"> <li>Based on what we know from the news, is crime increasing or decreasing?</li> </ul>	<ul style="list-style-type: none"> <li>Based on what we know from the news, is crime increasing or decreasing?</li> <li>* Will have students away for law trip</li> </ul>	<ul style="list-style-type: none"> <li>How reliable is information we find on the internet?</li> <li>What determines reliability?</li> </ul>		<ul style="list-style-type: none"> <li>How reliable is information we find on the internet?</li> <li>What determines reliability?</li> </ul>	
23	24	25	26	27	28	1
	7 5 6 8	1 2 3 4	5 6 7 8 ** LS	2 3 1 4	6 7 5 8	
	<ul style="list-style-type: none"> <li>How reliable is information we find on the internet?</li> <li>What determines reliability?</li> </ul>	Satire versus Parody		<ul style="list-style-type: none"> <li>How is Canada portrayed in the media?</li> <li>What perpetuates Canadian stereotypes?</li> </ul>		
2	3	4	5	6	7	8



# UNIT PLANNING

## Lesson #1- What is Media?

PLO's: A1, A4, A7					
	Length	Start Time	End Time	Students	Teacher
		9:00 AM			
<b>Silent Reading</b>	10m				
<b>Introduction and Hook</b>					
Think/Pair/Share what media is. Form groups to share out and brain dump.	20m	9:10 AM	9:30 AM		
<b>Development</b>					
Cover What Media We Will Be Looking at in the unit	10m	9:30 AM	9:40 AM		
Define "Media" and "Media Literacy"	10m	9:40 AM	9:50 AM		
What is Bias?	10m	9:50 AM	10:00 AM		
What are Generalizations? Stereotypes	10m	10:00 AM	10:10 AM		
<b>Closing</b>					
	5m	10:10 AM	10:15 AM		
<b>End</b>	75m	10:15 AM			

## Lesson #2- How Do Stories Make the News?

PLO's: B3, B6, B9					
	Length	Start Time	End Time	Students	Teacher
		9:00 AM			
<b>Silent Reading</b>	10m				
<b>Introduction and Hook</b>					
Show 3 news reports, ask which one is fake?	10m	9:10 AM	9:20 AM		
<b>Development</b>					
Discussion: What Makes the Cut?	10m	9:20 AM	9:30 AM		
Presentation: How is News Created?	15m	9:30 AM	9:45 AM		
News Dissection Project- Where is There Bias?	15m	9:45 AM	10:00 AM		
<b>Closing</b>					
Recap/Preview for Next Class	5m	10:00 AM	10:05 AM		
<b>End</b>	80m	10:05 AM			

## Lesson #3- Crime and News Media- Sensationalized

PLO's: A4, A8, C4					
	Length	Start Time	End Time	Students	Teacher
		9:00 AM			
<b>Silent Reading</b>	10m				
<b>Introduction and Hook</b>					
Share What News Articles We Found Last Class	15m	9:10 AM	9:25 AM		
Show Crime in News Media. Is Crime increasing or decreasing?	5m	9:25 AM	9:30 AM		
<b>Development</b>					
Hand Out and read "Top Stories Tonight"	15m	9:30 AM	9:45 AM		
"Top Stories Tonight" Discussion Questions	15m	9:45 AM	10:00 AM		
Looking at some news stories, how is crime sensationalized?	15m	10:00 AM	10:15 AM		
<b>Closing</b>					
Recap/Preview for Next Class	5m	10:15 AM	10:20 AM		
<b>End</b>	80m	10:20 AM			

## Lesson #4- Reliability of Information on the Internet

PLO's: B2, B6, B9					
	Length	Start Time	End Time	Students	Teacher
		9:00 AM			
<b>Silent Reading</b>	10m				
<b>Introduction and Hook</b>					
Show an article or clip from The Onion	5m	9:10 AM	9:15 AM		
<b>Development</b>					
What determines reliable information? What is trusted?	15m	9:15 AM	9:30 AM		
What do we look for in a source? A case study	20m	9:30 AM	9:50 AM		
Wikipedia. Should we be able to use it as a source? Debate	25m	9:50 AM	10:15 AM		
<b>Closing</b>					
Recap/Preview for Next Class	5m	10:15 AM	10:20 AM		
<b>End</b>	80m	10:20 AM			

# UNIT PLANNING

PLO's: A1, B3, B8					
	Length	Start Time	End Time	Students	Teacher
Silent Reading	10m				
Introduction and Hook					
Show clip of #hashtag video from Jimmy Fallon	5m	9:10 AM	9:15 AM		
What is Social Media and how do we use it?	10m	9:15 AM	9:25 AM		
Development					
What is considered to be effective Social Media?	10m	9:25 AM	9:35 AM		
How is Social Media Used in the School?	10m	9:35 AM	9:45 AM		
Presentations Assignment	30m	9:45 AM	10:15 AM		
Closing					
	5m	10:15 AM	10:20 AM		
	End 80m	10:20 AM			

## Lesson #6- Social Media

PLO's: B10, C4, C6					
	Length	Start Time	End Time	Students	Teacher
		9:00 AM			
Silent Reading	10m				
Introduction and Hook					
	5m	9:10 AM	9:15 AM		
Development					
What are some issues around Social Media? FoMo?	20m	9:15 AM	9:35 AM		
Work on Social Media Presentations (iPads or library)	40m	9:35 AM	10:15 AM		
Closing					
Recap/Preview for Next Class	5m	10:15 AM	10:20 AM		
	End 80m	10:20 AM			

## Lesson #7- Social Media Presentations

PLO's: A5, A10, A12					
	Length	Start Time	End Time	Students	Teacher
		9:00 AM			
Presentation Prep Time	10m				
Presentations					
Facebook	10m	9:10 AM	9:20 AM		
Twitter	10m	9:20 AM	9:30 AM		
Instagram	10m	9:30 AM	9:40 AM		
Pinterest	10m	9:40 AM	9:50 AM		
Google+	10m	9:50 AM	10:00 AM		
Development					
Recap of Presentations	15m	10:00 AM	10:15 AM		
Closing					
	5m	10:15 AM	10:20 AM		
	End 80m	10:20 AM			

## Lesson #8- Popular Culture in the Media

PLO's: B5, B6, B7					
	Length	Start Time	End Time	Students	Teacher
		9:00 AM			
Silent Reading	10m				
Introduction and Hook					
Canadian Stereotypes	5m	9:10 AM	9:15 AM		
Development					
How is Canada Portrayed in Pop Culture?	15m	9:15 AM	9:30 AM		
What is Popular Culture?	15m	9:30 AM	9:45 AM		
TPS: How can we critically think about pop culture portrayals?	30m	9:45 AM	10:15 AM		
Closing					
	5m	10:15 AM	10:20 AM		
	End 80m	10:20 AM			



4 ROMEO AND JULIET- AB ED.

**ENGLISH 10**

## Bringing an Indigenous Perspective to “Romeo and Juliet”

Shakespeare, perhaps the mere symbol of English literature, challenges students' to think about a multitude of issues. Not only do students consider issues in Shakespeare's texts, but they also have difficulty understanding the language used. What I intend to do in this assignment is examine how to teach Shakespeare from an indigenous perspective. By using indigenous stories and methodologies, I believe that we can break down some of the barriers and issues that students have accessing Shakespeare.

For the purposes of this assignment, I have created two lesson plans that act as an introduction to teaching “Romeo and Juliet”. On my practicum I started the play with my class, and I did not enjoy the way that I opened the play (we watched a documentary on Shakespeare and his life as students filled out an adapted sheet). I struggled to look for ways to open the play to the class, and I feel that approaching the play Indigenously will help to open up Shakespeare to students, and encourage them to think about the themes and issues that Shakespeare addresses, but also invites them to make a personal connection to the play, and the stories we will be looking at along side Shakespeare. By introducing Indigenous stories alongside Shakespeare that have similar themes, I hope to make Shakespeare more accessible to students, as well as broaden Indigenous stories in the classroom, as well as study the art of oral story telling.

The two lesson plans I have included examine the prologue, as well as Act I, scenes i and ii in “Romeo and Juliet”. Alongside these parts of the play, I will also ask the students to bring in something from nature that they are connected to, so that we can help to understand our connection to the earth, but also the connections that Romeo and Juliet have to the earth and each other. The Indigenous story that we will first look at is called “Flying Wonder”, and is based out of the Peace Region of British Columbia and Alberta. By starting with a localized story, my hope is that it will entice and engage the students since it is something from a local community. In addition, the class will start by defining and examining seven Aboriginal learning attributes that we examined in class. We will also be using and focusing on a unit question, which is: “How do Romeo and Juliet have a relationship with the natural world and the world of people?”

## **Lesson 1: Aboriginal Education Learning Attributes and “Romeo and Juliet” Prologue**

### **Learning Objectives:**

- Students will: be able to talk in detail about one learning attribute for aboriginal education
- Students will: orally discuss in small groups how they feel connected to an object in the physical world
- Students will: practice reading Shakespearian language and listen to oral story telling.

### **Unit Question:**

- How do Romeo and Juliet have a relationship with the natural world and the world of people?

### **Materials:**

- Romeo and Juliet prologue
  - Student objects
  - Printed out version of “Flying Wonder” for the class to read aloud
  - 7 sheets of paper for students to define learning attributes for aboriginal education
- 

### *Introduction (10 mins):*

- Before the class, ask students to bring in an item that they find in nature that they feel a connection to. For example, it could be a leaf, dirt, rock, water, wood, etc.
- Have students break into seven groups (number off depending on class size and students present)
- Let students know that they will share:
  - What their object is
  - Where they found it
  - The connection they feel with it.
  - \*If a student did not bring in a natural object, ask them what their ideal object would be.

### *Learning Attributes (20 mins):*

- Once students have shared their objects, assign the seven groups one of the learning attribute sheets:
  - Holistic
  - Lifelong
  - Experiential
  - Rooted in Aboriginal languages and cultures
  - Spiritually oriented
  - Communal activity
  - Integrates Aboriginal and Western knowledge
- \*Let students know that they should be legible, for we will be coming back to these during our Shakespeare unit.
- Once each group has their learning attribute sheet, have them define what they think each learning attribute means, as well as how the learning attribute could help them more effectively study “Romeo and Juliet.”

### *Reading “Romeo and Juliet” Prologue (15 mins)*

- Have students rearrange their seating so that they are sitting in a circle and can see one another.
- Let the students know that we will be reading the text as a class, and that they will be engaging the text as a community, not individually. Hopefully this can alleviate tensions about the complexity of Shakespearian language.



#### 440 Final Assignment- Justin Bolivar

- Remind students that the aim of reading "Romeo and Juliet" is not to learn how to talk or write like Shakespeare, but to understand the meaning of the story.
- Talk about how the plays were meant to be performed, like an oral history.
- Have students attempt to define what a prologue is, and why it is important to the beginning of a play (the prologue holds what the story is going to be about).
- To start out, the teacher will read the story.

Two households, both alike in dignity,  
In fair Verona, where we lay our scene,  
From ancient grudge break to new mutiny,  
Where civil blood makes civil hands unclean.  
From forth the fatal loins of these two foes  
A pair of star-cross'd lovers take their life;  
Whose mis-adventured piteous overthrows  
Do with their death bury their parents' strife.  
The fearful passage of their death-mark'd love,  
And the continuance of their parents' rage,  
Which, but their children's end, nought could remove,  
Is now the two hours' traffic of our stage;  
The which if you with patient ears attend,  
What here shall miss, our toil shall strive to mend.

- Pick out key areas of the prologue to discuss ("Where civil blood makes civil hands unclean," "mis-adventured piteous overthrows," "And the continuance of their parents' rage, Which, but their children's end, nought could remove," and "The which if you with patient ears attend, What here shall miss, our toil shall strive to mend.")
- Ask students to make note of what phrases have a connection to nature.

#### *Reading "Flying Wonder" (20 mins)*

- This story comes from the Peace River region of British Columbia and Alberta.
- Three aboriginal peoples have lived in the Peace River region and Rocky Mountain Trench for countless years.
  - The Athapaskans -- the Beaver and Sekanni -- have been here longest with the Algonkian Creeks arriving from further east not long before the beginning of the Fur Trade era. The articles in this section examine the cultures of the original inhabitants, concentrating on the period before the Europeans arrived and during the fur trade.
- The Saulteau of Moberly Lake, the people with Iroquois background and the Metis are also included here.
- I found this piece from the Calverley Collection of local history materials created by the late Dorthea Horton Calverley of Dawson Creek, British Columbia. The website is: <http://www.calverley.ca/>

#### *Exit Slips (10 mins)*

- Name three themes that came up in "Flying Wonder"
- Were there any similarities between the prologue of "Romeo and Juliet" and "Flying Wonder"? Do you think that there will be any further connections as we read?
- Name three learning attributes that were used in "Flying Wonder."
- Why is it important that we study oral histories, as well as plays like "Romeo and Juliet"?



#### 440 Final Assignment- Justin Bolivar

##### **FLYING WONDER**

<http://www.calverley.ca/Part06-Legends/6-005.html>

A certain man and his wife had a beautiful daughter and three sons who were excellent hunters. The girl was so beautiful that she attracted many suitors all of whom, however, her father dismissed because they could not surpass his sons in hunting.

One day while his sons were out hunting when a stranger entered the camp and said to the father, "I should like to remain with you and work for your daughter's hand."

"What is your name?"

"Flying Wonder".

"Well, you may stay," said the father; "but you cannot marry her unless you excel my sons in the chase".

Flying Wonder lived with them for several months; hunting with the three youths and killing even more game than they did. Having proved his skill, he asked the eldest son for permission to marry his sister. The youth consulted his parents, and the entire family sat in council over the matter.

"He calls himself Flying Wonder," said one, "but we neither know who he really is nor where he comes from".

"That does not matter," replied another. "He has shown himself an excellent hunter."

They decided to let him marry their sister. Without delay he set up a tent under a large pine tree close by and the girl moved into it.

They were no sooner married, however, than Flying Wonder seemed to change. He treated his wife so cruelly that at last her brothers became indignant and said to their father, "We shall have to get rid of him. The next time he abuses her let us kill him."

The very next evening they heard their sister sobbing and the voice of her husband mocking her. Inflamed with anger, they rushed over and hewed him to pieces. Then they scattered his body in every direction, abandoned the camp, and erected a new one several miles away.

Being now short of food, the three brothers went hunting again and sighted a large herd of caribou. They approached them cautiously and were almost within bow shot when suddenly a raven flew over their heads and croaked. The caribou then looked up in alarm and fled.

The same thing happened the next day and the day following. At last they understood its meaning. The spirit of their dead brother-in-law had become a raven and was avenging itself on them. They tried several times to shoot the bird, but it always flew beyond the range of their arrows. Soon the family was starving.

The youngest son proposed a device, saying, "Lay out my body as if I were dead, and abandon the camp. The raven will think one of us has already died of starvation, and it will fly down to devour me."

The others agreed. They covered the youth with brushwood that concealed all but his face, abandoned the camp, and set up a new one some distance away.

The raven appeared again, flew over their heads, crying 'kak kak' and sighted the pile of brush. It circled above it, swooped down, settled on the ground a few yards away, and inspected the supposed corpse. The youth made no movement. Still suspicious, the raven hopped around him just beyond his reach.

When even then the youth did not move, it drew closer and tried to peck out his eyes. He caught it in his hands, hacked it to pieces, and, kindling a large fire, carefully burned every fragment. He even collected the bones after the fire died down and pounded them into dust. Then, satisfied that he could do no more, he followed his kinsmen's tracks to their new camp and told them what had happened.

#### 440 Final Assignment- Justin Bolivar

As they sat round their fire that evening, a man entered the camp -- Flying Wonder himself. He said to them, "You cannot kill me, for you do not know where I conceal my heart. But I repent now of my misdeeds and promise that I will conduct myself better hereafter. So let me remarry your sister. If I ill-treat her again, I will tell you where my heart lies and you can kill me."

The family had no choice, for they were starving and could kill no game as long as he was hostile. Flying Wonder kept his word and treated his wife kindly. He joined his brothers-in-law again in their hunting and filled their camp with meat.

One day they sighted a large herd of caribou, and twisting some roots the three brothers constructed a long fence from which they suspended snares of rawhide thongs at regular intervals. Flying Wonder then suggested that they fasten an extra snare to his body and hide him in the bush. They agreed, fixed his snare, and left him in concealment near the fence while they rounded up the herd.

Every snare caught a caribou, but the snare fastened to Flying Wonder caught the biggest animal in the herd. Unable to hold it, he shouted to his companions as it dragged him away, "Have I no relatives to come to my rescue?"

But the three brothers were so busy slaughtering the other trapped caribou that they did not hear him; and when they looked for him afterwards, the thong had already cut him in two.

"Fit me together, and I shall be whole again," cried his head.

But the eldest youth said to his brothers, "No, let him remain as he is. He brought this fate on himself."

They left him there and skinned their caribou, still pondering what they should do. Finally the eldest youth suggested that they should dig a deep pit and bury the head, leaving the rest of the body where it lay. So they buried the head and returned with their hides and part of the meat to their camp.

The next day, with fear in their hearts, they carried all the meat to their camp and hung it up to dry. Flying Wonder did not come near them.

Only after all their meat was dry and stored away in a cache did they hear the raven call again, and this time his call came from high up in the sky. The brothers gazed up at the bird contentedly and said to one another, "Let us not trouble ourselves about him anymore. He can no longer harm us."

And they added, "It is never wise for a man to allow his daughter to marry a stranger."



## Lesson #2: Act I, scene i, Act I, scene ii

### Learning Objectives:

- Students will: make oral connections between an Indigenous story and Shakespeare
- Students will: practice reading Shakespearian language and listen to oral story telling.
- Students will: answer questions in groups making connections between Indigenous stories and Shakespeare

### Unit Question:

- How do Romeo and Juliet have a relationship with the natural world and the world of people?

### Materials:

- Romeo and Juliet Act I, scenes i and ii
  - Printed out version of "Flying Wonder" for the class to reference
  - Examination Questions on projector for students to answer.
- 

### *Review from last class (10 mins)*

- Go over exit slips from last class
  - Name three themes that came up in "Flying Wonder"
  - Were there any similarities between the prologue of "Romeo and Juliet" and "Flying Wonder"? Do you think that there will be any further connections as we read?
  - Name three learning attributes that were used in "Flying Wonder."
  - Why is it important that we study oral histories, as well as plays like "Romeo and Juliet"?
- Review seven learning attributes

### *Exploring the Unit Question (10 mins)*

- How do Romeo and Juliet have a relationship with the natural world and the world of people?
- Take two minutes, and write about people, places, or items that you have a relationship with. Think about what your world would be like without these connections.
  - Think back to last class. What would your world be like if the object you brought in were suddenly taken away. How would you feel? How would it change your daily life?
    - *\*ask a few students who are comfortable sharing to read their answers aloud.*
- Throughout our study of the play and the various Indigenous stories that we will examine, we will return to this question, and how it could shape our understanding of "Romeo and Juliet."

### *Read Act I, scene i of "Romeo and Juliet" (20 mins)*

### *Read Act I, scene ii of "Romeo and Juliet" (15 mins)*

### *Examining the first two scenes: (20 mins)*

- Split into groups of two to answer the following questions:
  - What role did the Elders play in mediating the fight at the beginning of the play?
  - Why was there conflict, and why did the conflict come into the play like it did?
  - Comparing the first two scenes to flying wonder, how are the two families/sides similar to the family in "Flying Wonder"?
  - Paris and Capulet talk about Juliet getting married. Capulet seems to think that Juliet is too young to be married, but Paris continues to push for them to meet. In what ways are Flying Wonder and Paris similar? Different?

### Recap (5 mins)

5 THE GLASS CASTLE

**ENGLISH 11**

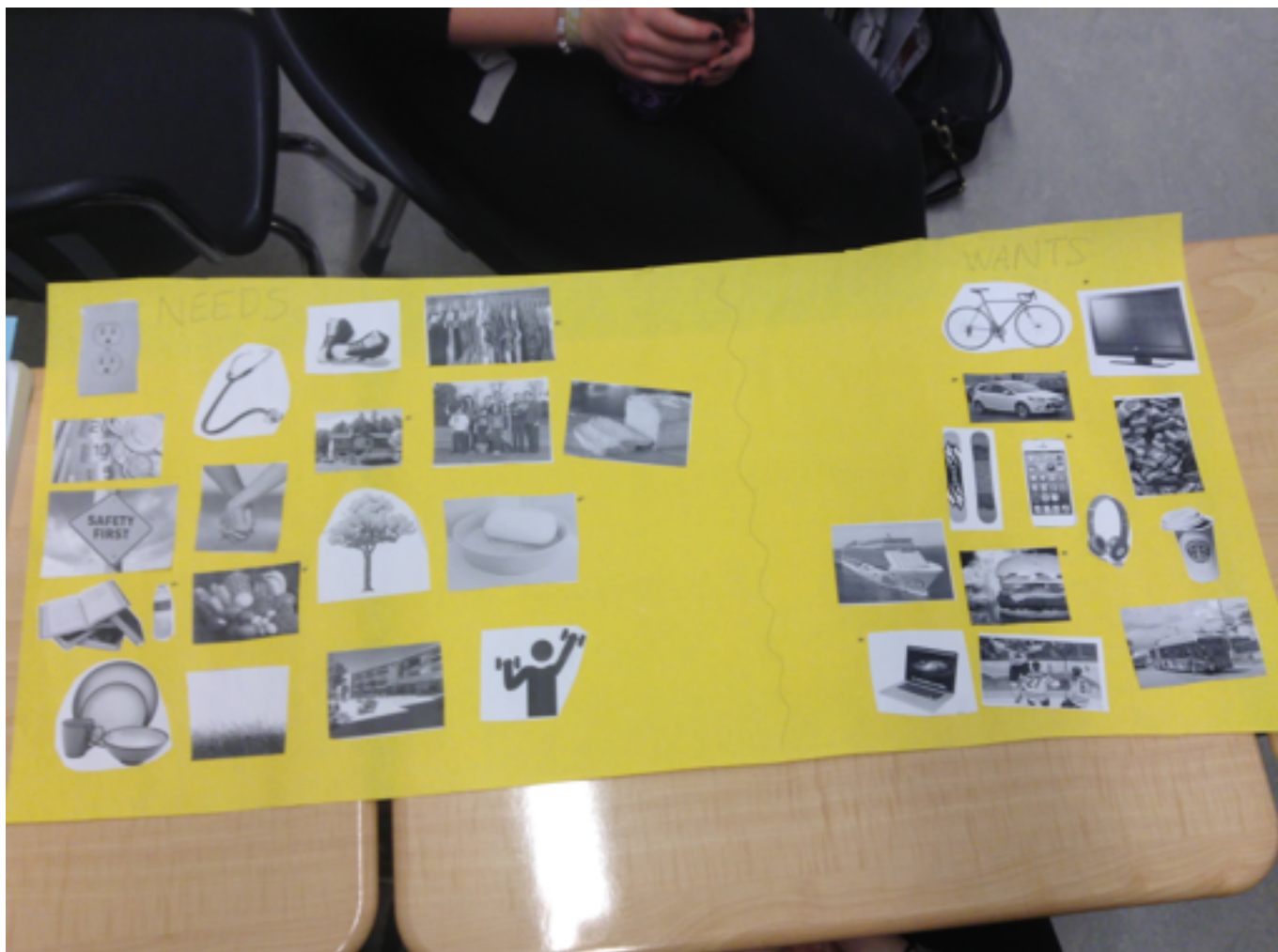
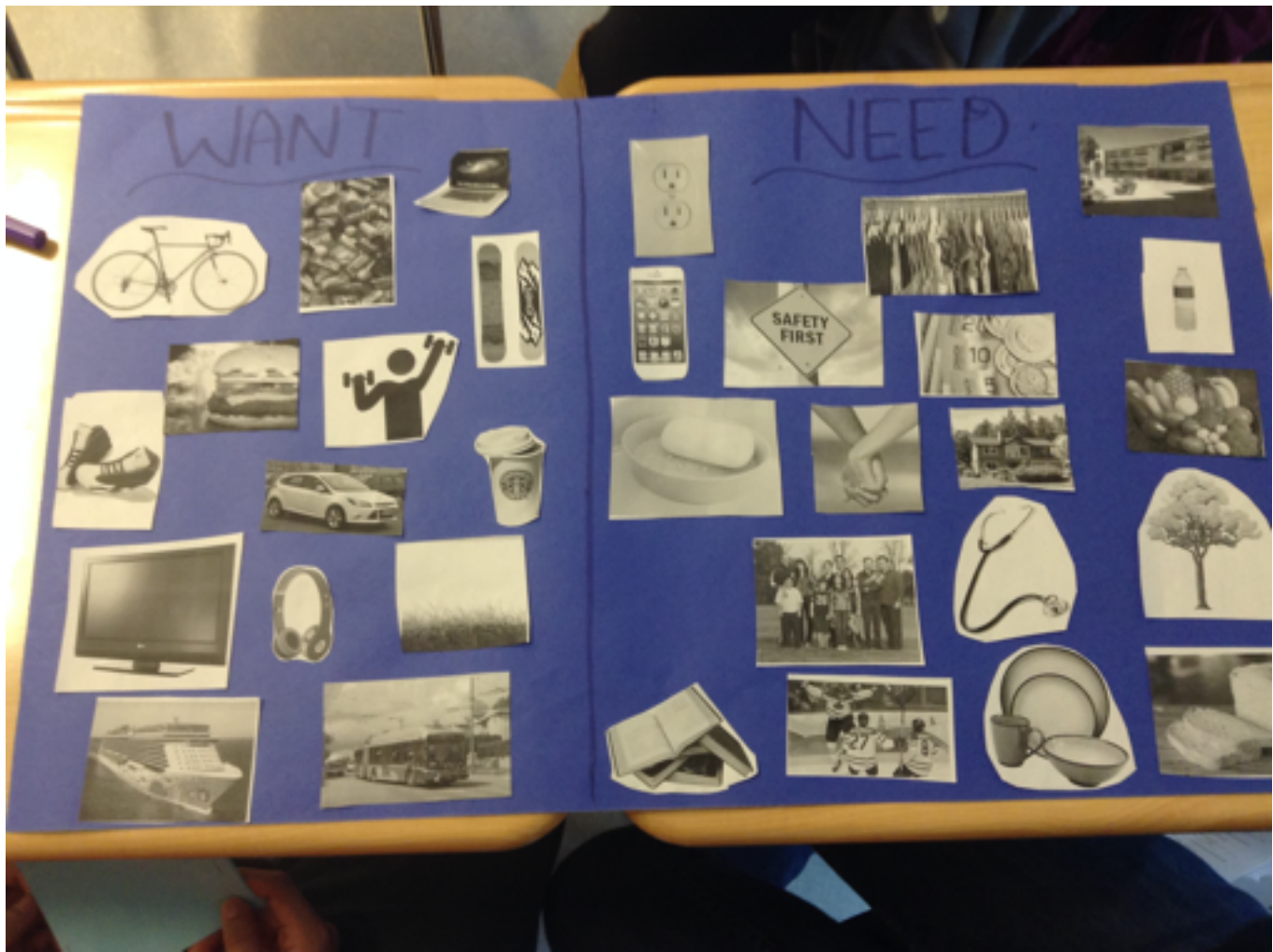


I taught the novel for eight weeks and interrogated the themes, characters, and issues that arose in the novel. This particular block allowed for me to develop the most based on the diverse students in the classroom. Initially I had developed a novel study that I had to discard three classes in since I realized that it would not work with the class. I worked closely with my school advisor to adapt to the learning needs of the students, and work to create an environment where students of all levels could learn. To connect the novel to the students' lives, we had several activities where we did not address the novel directly, but the concepts themselves. We examined needs and wants, Maslow's Hierarchy of Needs, homelessness, and mental illness. To compare the memoir novel to another work, we studied the film *Catch Me if You Can* and drew parallels between the two stories to enhance the students' learning experience. Maslow's Hierarchy of Needs

Visual sort of needs versus wants

# Maslow's Hierarchy of Needs

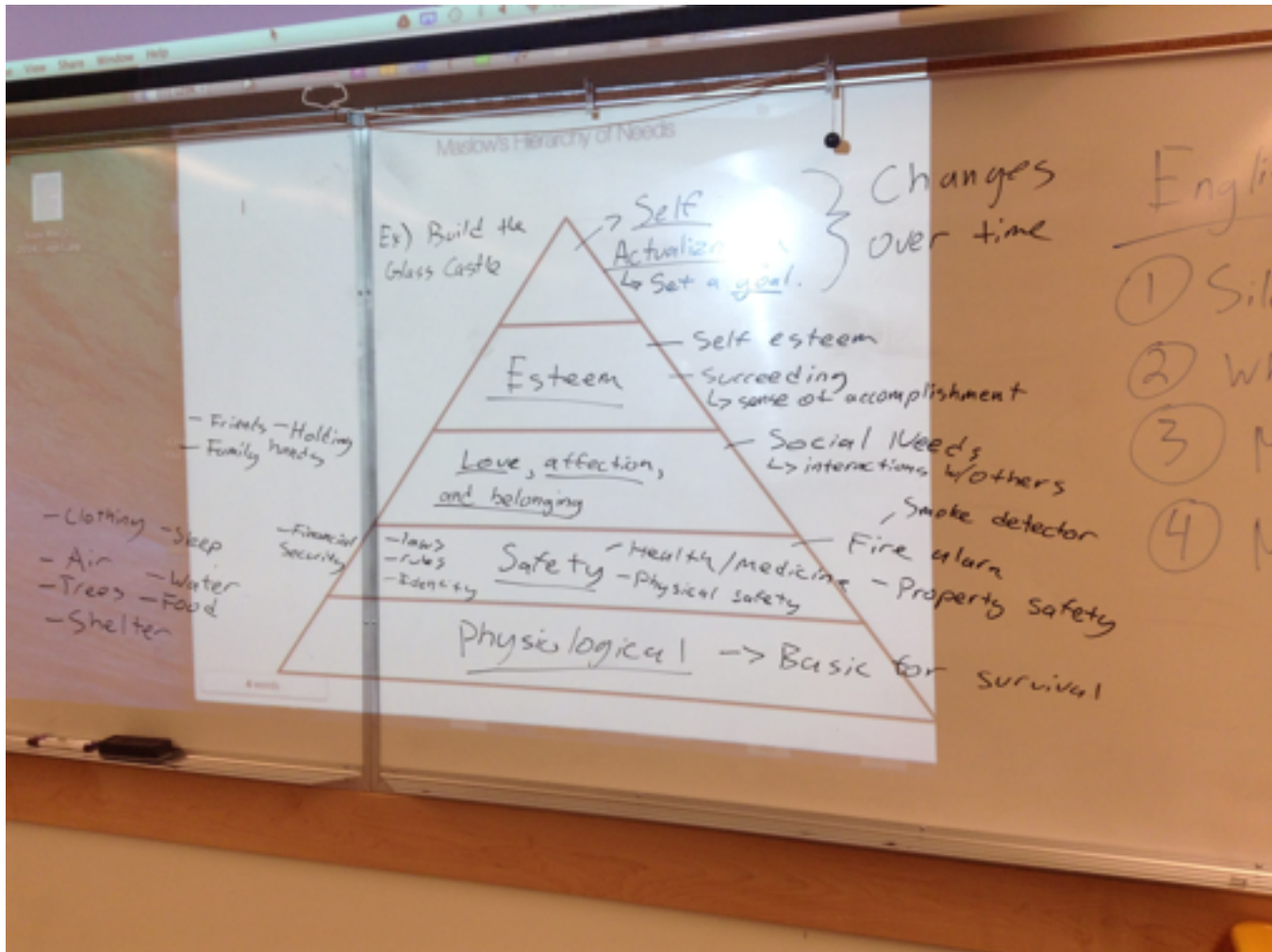
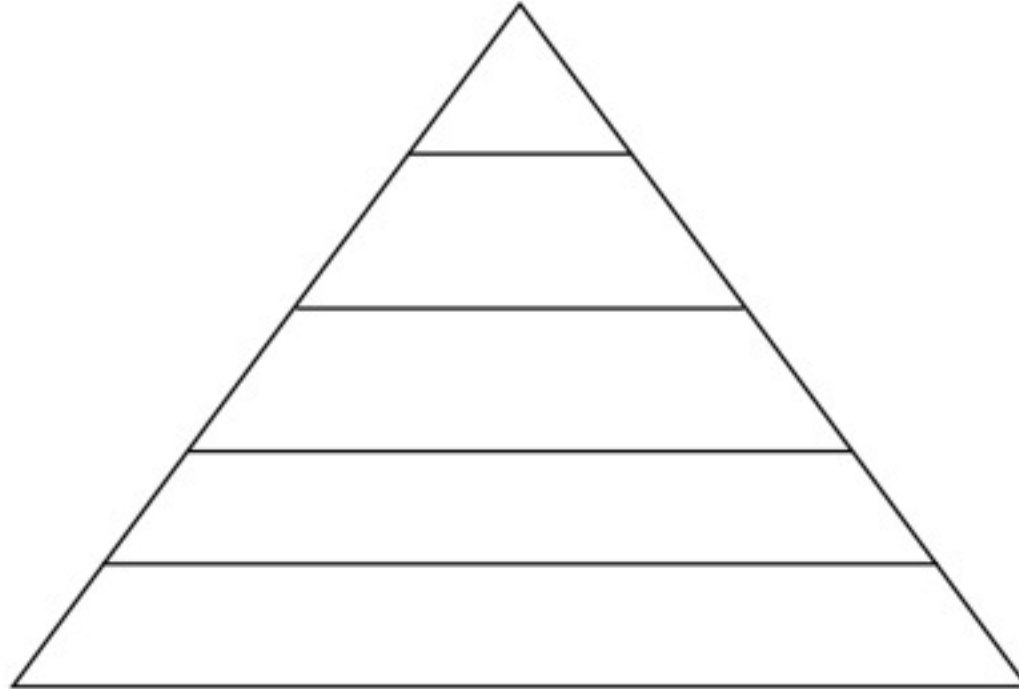
## Visual sort of needs versus wants



# Maslow's Hierarchy of Needs

## Graphic Organizer

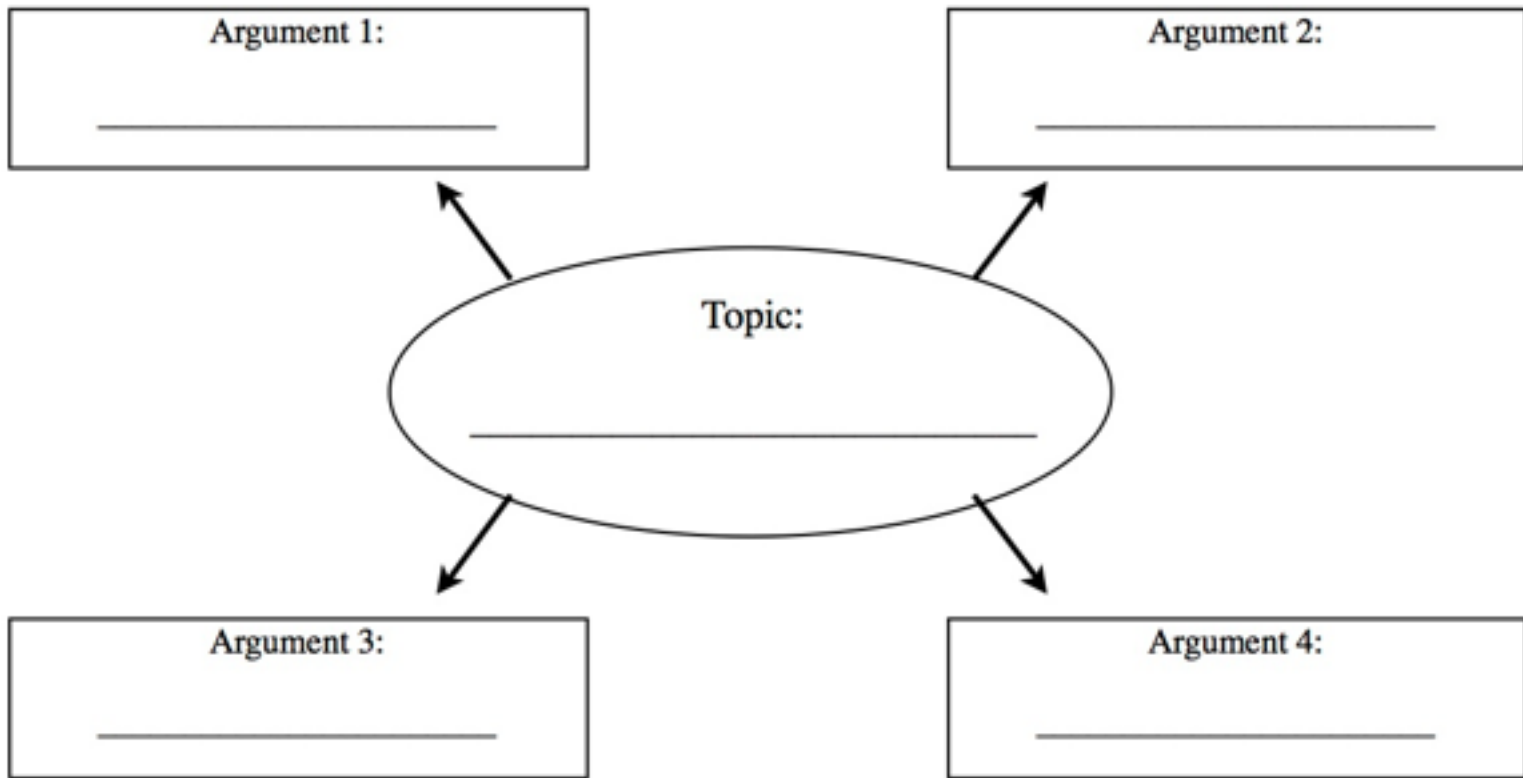
Maslow's Hierarchy of Needs



## Editorial Writing

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