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Out With the Old, In With the New Digital Era Instruction: 21st Century Education Must Conform to the Needs of "Digital Kids"

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OUT WITH THE OLD, IN WITH THE DIGITAL ERA
INSTRUCTION:
21st Century Education Must Conform to the Needs of “Digital Kids”

by

Sheila M. Neth

A thesis submitted to the department of Education of the College at Brockport, State University of New York, in partial fulfillment of the requirements for the degree of Master of Science in Education

July 8, 2017
OUT WITH THE OLD, IN WITH THE DIGITAL ERA INSTRUCTION:

21\textsuperscript{st} Century Education Must Conform to the Needs of “Digital Kids”

by Sheila M. Neth

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Abstract
Modern day youths are known for their tech savvy ways and dependency on digital devices. They choose to spend their free time in front of a digital screen chatting, taking and sending photos, playing games, drafting emoji messages, etc. These youths are then expected to attend school and remove all electronic devices and pay attention for 6+ hours a day in each seat for at least 40-minute intervals. The relevancy to learn is lost; students can hardly see any relevancy in the content being learned at school with their own lives filled with technology and immediate driven results. Thus, it is imperative that educators evolve right along with society to ensure students are engaged and motivate to learn while still obtaining the necessary knowledge and skills for future successes. Educators must adapt 21st Century skills within their curriculum to better support students’ success in the modern world. Unfortunately, teachers lack adequate instruction for our 21st Century learners due to unsupportive administration and lack of resources to name a few. It is up to modern day educators to find the balance between content and 21st Century skills and inspire our current day screenagers to become successful adults in society post-graduation.
Chapter One: Introduction

Problem Statement: Teachers lack adequate instruction for our 21st Century youths who require a much more innovative style of instruction than past generations due to their digitally driven lifestyles.

Today’s students spend large amounts of their day immersed within electronic devices and patrolling the internet for the latest entertainment as reading material. Their evenings consist of binge watching Netflix, playing video games, or posting to social media as priority before homework. In fact, John Seely Brown, author of “Learning in a Digital Age” refers to today’s youths as “digital kids” and suggests that technology is just as essential as oxygen because it is the only way they know how to live. Now, Millennials, the youths that were born between the years 1980-2000 have mostly entered the workforce, but there is still a large percentage that make-up most of our schools. This generation has come to develop a negative reputation pinning them as being entitled with only a care in the world for their iPhones and social circles. The generation post-Millennial is receiving a similar reputation, perhaps even worse. The solution is not to ignore and complain of the needs and technological obsessed students, but instead to adapt and develop instruction to better serve these students on their strengths which include being familiar with technology and how to use it appropriately within the classroom.

Students are immersed within digital media outlets just as many hours as they are in school. Thus, teachers are constantly in competition to receive and maintain students’ interests and engagement during their learning. As curriculum evolves and technology becomes increasingly apparent within the lives of our youths, it is critical that we address the challenges of teaching students of the 21st century. Primarily, our students are used to being able to obtain information and answer questions instantaneously using search engines like Google and Siri.
Teachers have the challenge of presenting information that is going to be interesting enough to obtain students’ engagement, but fast and concise enough where they will not lose interest (International Education Advisory Board, n.d., p. 8). Teachers can learn to use this immediate, answer-seeking attitude to their advantage by focusing on a student-led instructional atmosphere where students are in control of their learning and a technology source.

Today’s teachers must be aware and think about how to adapt their instruction to better serve the unique characteristics of current youth. According to The International Education Advisory Board, (n.d.) the 21st century student consists of unique characteristics comparable to past generations based on their relationship to technology, reaction to technology, exposure to digital media, economics, what the make-up of the news consisted of, goals for a successful lifestyle, and key attributes. All this key information is illustrated within the chart shown below:

<table>
<thead>
<tr>
<th>Years of birth</th>
<th>Baby Boomers</th>
<th>Generation X</th>
<th>Millennials</th>
</tr>
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<tbody>
<tr>
<td>Relationship to technology</td>
<td>Later members of the generation were exposed to new media/technology during formative years*</td>
<td>First generation to be raised on television</td>
<td>First generation with personal computer at home</td>
</tr>
<tr>
<td>Reaction to technology</td>
<td>Tries to understand how new technology works, marvels at it, generally holds to tradition, rather than adopting new technologies</td>
<td>Tries to understand how new technology works, marvels at it, generally adopts new technologies easily</td>
<td>Does not marvel at technology, accepts it adapts to it uses it</td>
</tr>
<tr>
<td>Exposure to digital media</td>
<td>7 hours/day</td>
<td>6 hours/day</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Grew up during post-war times of economic growth</td>
<td>Born during time of economic consolidations-experienced inflation, consumerism, materialism</td>
<td>Growing up in one of the best economic times in the last 100 years, living luxuriously*</td>
</tr>
<tr>
<td>In the news</td>
<td>New family patterns; women’s liberation; assassinations of public figures; first walk on the moon; Vietnam War; sexual freedom; civil rights movement; Watergate; the cold war; oil embargos; inflation; gasoline shortages</td>
<td>Ecological problems; influx of mass media; increasingly worldwide communication; globalization; failing schools; nuclear threat</td>
<td>Watches 9/11 terrorist attacks; Columbine school shootings; war live on television</td>
</tr>
<tr>
<td>Goals</td>
<td>Work- and family-oriented; focuses energy on pursuing professional careers and founding families between age 25 and 30*</td>
<td>Education, time-leisure- and work-oriented; because of improved access to education, economic uncertainty and high rates of unemployment, postponed workforce entry in lieu of academic pursuits; values leisure because of influence and lifestyle preferences*</td>
<td>Time/leisure- and family-oriented; views life as uncertain, determined to manage time—and when it is free—differently*</td>
</tr>
<tr>
<td>Key attributes</td>
<td>• Experimental • Individualistic • Free-spirited • Social issues oriented • Less optimistic • Over-reliant on government • Cynical*</td>
<td>• Reactive • Realistic • Creative • Financially engaged • Work-oriented • Independent • Rebellious attitudes</td>
<td>• Group-oriented • Global • Technologically content • Risk-taking • Optimistic</td>
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In summary, current students are well-practiced users of technology because of their lifelong exposure. Thus, students will naturally gravitate towards anything technologically based or digital media grounded with an expectation that it will aide them in their learning, provide immediate results, and do what they want it to do. Teachers can transform their teaching instruction and classrooms using technology to assist current day students better understanding, maintain engagement and motivation to learn, and prepare for future digital sound members of society. To best serve 21st Century students, schools must alter their basic skills and knowledge expectations of the past and transform into a more innovative approach to learning that is flexible, inspires creative thinking, and focuses on collaboration and problem solving (Pacific Policy Research Center, p.1). Many schools lack the necessary training and professional development to introduce new ways to use technology in the classrooms for their teachers. If students are expecting to utilize technology within every aspect of their lives, including academics, but fail to do so, their expectations are not being met and they lose interest and assume no relevancy within the instruction being taught.

In fact, many school districts lack any emphasis on professional development opportunities as it is, let alone training for technology uses in the classroom. Some of the reasoning behind a lack of training is directly related to the high costs of providing resources and materials for teachers, staying updated on the latest trends with professional development access, and perhaps even the fact that some administrators do not value technology over traditional instruction. The teachers that do have technology training opportunities report that over an entire year, they spend only about eight hours participating in professional development (International Education Advisory Board, p. 7). This is not enough exposure and practice to have any significant impact on teaching practices. Additionally, if teachers lack the proper training and
practice of technology implementation, rather than improving instructional practices, technology could in fact become a distraction and lead to a disconnect with learning.

**Significance of the Problem:**

Students are no longer required to hand write anything longer than a short response paragraph and even when that daunting task is encouraged a massive groan can be heard throughout the entire room in unison. Students are texting, e-mailing, messaging, snap chatting, and face-timing their friends and family on any given second throughout the day when their phones or digital devices are permitted. No longer are teachers catching students passing notes or finding written conversations to one another in the hallways. Instead, a teacher will simply see a student on his/her phone and ask them to put it away or confiscate it depending on the rules of the classroom or school district. Either way, the traditional ways of writing are almost just as extinct as the Tyrannosaurus Rex. Most of English Language Arts classrooms begin the writing portion of class by stating, “Please get out your iPad, Chromebook, or lap top.” However, the problem is not that traditional writing is becoming outdated; the problem is the fact that teachers are not supplied with the necessary resources, like computers daily for all students, and proper, on-going training (John, 2012, p. 21). Technology is constantly updating and changing and it is important to evolve with it because the success of one’s future is dependent upon it. If teachers are lacking the necessary resources to implement effective digital literacies within the classroom, then they are essentially not teaching the skills needed for their students’ successful future. John (2012) mentions, “It is crucial for teachers to incorporate these programs within their curriculum because society is moving in a technologically driven direction. Digital literacy is important for student success in higher education. It is imperative that students are afforded practice with digital literacy skills at the high school level” (p. 21). If an urban school with the majority of students receiving
free or reduce lunch does not have the budget to supply computers and other technological devices to aid in learning, then those students will most likely suffer within the workforce or post-secondary school because of their technology skill deficit.

It is obvious that technology is important within the classroom to help students prepare for the future. But, how do the unique needs of these digital kids and the technology driven world specifically affect ELA classrooms? Since education has evolved, the skills needed to be successful has changed as well. In the past, education was sufficient when a student would read a text, write something, and perform on some type of assessment such as, a quiz or test. Current day students are required to comprehend texts as well, but also are responsible for so much more. For instance, according to the Kamehameha Schools Research and Evaluation and Pacific Research Center (2010), 21st century students now require skills to collaborate with diverse teams, have an open-mind, be goal-oriented, ability to manage projects and tasks, have self-advocacy and be accountable, have individual and community responsibility, ability to critically think and problem solve, and perform creatively and innovatively (n.p.). ELA teachers are no longer responsible to provide primarily reading and writing instruction. To incorporate all these necessary skills within an ELA classroom, teachers must utilize technology and digital literacy platforms.

Additionally, ELA classrooms that lack proper use of regular doses of technology risk being unengaging and boring for 21st century students. The past generations of students that made up the ELA classrooms were well suited to learn using texts and the traditional ways of lecture and learning. According to Phyllis Niles (2011) the current generation, known as the Millennial generation is widely different than any other past generation due to their abilities to multi-task, reliability on a variety of digital devices, and their overall distinctive approach (p. 2). Niles mentions that when teaching Millennials “…books are great YouTube videos are even better” (p.
2). This generation of students are not going to maintain engagement or remain motivated to learn if teachers approach their learning in the same ways that were done in the past; simply reading a text and responding to text-dependent questions is not going to keep their attention or provide them the necessary skills to become successful in their future education or career paths. The problem in the ELA classroom is that students prefer to use technology and have lost interest or any purpose for actual books and traditional writing. When teachers assign tasks that involve reading or writing in more traditional ways, students tend to zone out and recognize no relevancy in that task. Teachers must find a way to balance traditional and modern styles of teaching to better suit the needs and wants of the 21st century students to maintain their attention and ensure that what they are learning and how they are learning is relevant to their lives now and in the future. If curriculums are going to be continually evolving and encouraging more learning for the future students, than teachers must do so as well. ELA teachers must have the proper training, resources, and drive to implement instruction and promote a classroom environment that is just as stimulating, relevant, and entertaining as the activities the 21st century students are accustomed to.

Purpose:

The writing process is one of the most complex, challenging concepts to both learn and teach. Writing is a skill that is never fully developed and can always use room for improvement. In today’s digital age, teachers not only have the responsibility to teach the writing process, but also to teach writing across many other digital mediums utilizing technology effectively, for both academic and societal purposes. Current educators across the nation are dealing with the challenges of becoming more technologically dependent when it comes to writing; students are required to know how to use technology effectively for both college and career. The only way that teachers will be able to effectively teach and utilize appropriate means of technology within the
classroom is if they are provided with the necessary professional development trainings and resources. Thus, it is important that administrators and districts realize how technology is a priority within the classroom to be relevant to modern students.

Teachers must incorporate a balance of a variety of different technology resources within their instruction. If a teacher only uses one variation of software or writing outlet for 21\textsuperscript{st} century students, soon enough, it will become redundant and boring because these modern students are used to things changing immediately, additions of new developments, and updates. Therefore, teachers’ training in relevant and appropriate technology sources should be a yearly, on-going participation to keep up with the latest trends, ability to build a vast technology tool box, and have enough exposure/practice. Think about it, the youths’ iPhone will update with all the latest data a few times a year. The apps on their digital devices update, almost weekly, to adhere to latest trends or improvements. Technology should be included within each lesson within the ELA classroom in one form or another to maintain relevancy to the modern 21\textsuperscript{st} century students’ needs and abilities to learn and prepare for their future successes.

Writing is a skill that improves due to the influence and exposure of other writers. Thus, if a teacher wants to improve writing in students, it would be ideal to expose those students to more complex authors than what they have known previously. Having easily accessible technology within the classroom allows teachers and students to have an unlimited supply of complex writings. The benefit of this unlimited resource is that students can have the flexibility of choosing writing(s) and author(s) of their own interests rather than only working with what the teacher supplies regardless of relevancy. This can be easily integrated within the daily ELA classroom using search engines such as, Google, Yahoo, etc. According to the \textit{International Education Advisory Board}, 21\textsuperscript{st} century students prefer to learn and are more likely to be engaged when they are in control of
their own learning (p. 4). Allowing students to search for their own inspirations of writing and/or author(s) will provide them with an approach to learning that is student-driven, catering to their needs of being more in control. This strategy would be easy to implement within a lesson either before a writing project for students to view other works similar for a means of inspiration or perhaps after a writing project for students to self-check and edit if needed, before submission. Teachers can approve or disprove of specific websites or authors depending on the assignment or relevancy to the task.

The basics of the writing process are taught using a Word software on computers where students can draft, revise, and finalize their writing easily. Troy Hicks mentions, “students can manipulate text with word processors in ways that allow them to easily revise sentences for fluency, try out different words with a built-in thesaurus, and sample different text patterns by copying an author’s words and then mimicking the sentence’s patterns” (53). These tools are beneficial for students to improve upon their writing in a faster, more efficient way than if they were writing by hand and had to cross things out or re-write an entire sentence because they could not figure out the right syntax. As mentioned previously, if students are consistently only using Word for their writing assignments, then they will become bored and disengaged early on. Therefore, it is important that teachers have a wide array of technology tools to incorporate for different assignments. For instance, ELA teachers could have students create a blog and post daily for their in-class writing assignments, post to a poetry board, e-mail, etc.

Writing in this new digital age is also motivated by the many different mediums of writing that students are exposed to in today’s world. Writing in the classroom is no longer limited to essays and research papers. Instead, students are exposed to using images, sounds, music, text (limited). Music and movies are so relevant to our students’ daily lives and if taught
how and what all goes into these multimedia productions, they will begin to think about writing and interpretations in a whole new way (Hicks, 55). Having the knowledge and insight into how an author can influence or affect their readers based on certain decisions they make can help with their writing in choice or certain words or imagery. Hicks also makes mention of the importance of students taking their own photos and images rather than just googling images, because it is more learning the process (63). Students then become more motivated and passionate about their writing which will most likely create better writing in the end.

Classrooms that “involved digital technologies and newer forms and genres of composition” showed students that were more “engaged, lively, and highly productive” suggesting that use of technology in writing is more interesting to students (Peterson, 145). Peterson describes some of these alternative genres of writing as, Power Point mini-lessons and use of the Smart Board (144). Thus, a solution to meeting the needs of the 21st century learner is determined by a balance of instruction including technology and other engaging resources. In effort to address this current challenge impacting classrooms across the U.S., I am going to provide a unit plan that adheres to Common Core State Standards and addresses academics within a more digital approach. The specific skills that my unit will address to encompass the 21st century learner will include collaboration among diverse teams, open-mindedness, development of goal-oriented skills, ability to manage projects and tasks, becoming a self-advocate, accountability (individual and community responsibility), critical thinking and problem solving, and perform creatively and innovatively. Other methods I will integrate within this unit to meet the needs of the digital era students are: Social Media (i.e.: Twitter, Facebook, Instagram), Blogs, Wikis, Discussion Boards, etc. If teachers maintain authentic writing assignments in the classroom, students are more likely to be engaged.
Rationale:

The characteristics and needs of students of the 21st century, as mentioned previously, are much different than past generations. These “digital kids” need to be in control of their own learning, have choice, collaborate, submerged within technology in more than one way, multi-task, opportunities to take risks, view a purpose within all their learning, and all education must be relevant to them. To help these modern-day students, learn to the best of their abilities, teachers need to teach within their terms to maintain motivation and engagement. Without both motivation and engagement there is no learning happening within those classroom walls. Teachers must have the appropriate means of resources and training to create and implement creative, tech savvy lessons that students can relate to and find a purpose within. After all, the revolutionary world is constantly evolving and becoming increasingly technologically reliant, thus the demands of specific skills of individuals to become successful members of society evolves as well. The skills that students need in the 21st century reflect their own adaptions and immersion within the digital era.

Definition of Terms:

- Digital literacy- Digital literacy is the knowledge, skills, and behaviors used in a broad range of digital devices such as smartphones, tablets, laptops, and desktop PCs
- Technology- Technology is the collection of techniques, skills, methods, and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation
- ELA- English Language Arts
• 21st Century Students- refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world.

• Digital Kids – students that grow up surrounded by participating in a variety of different devices such as smartphones, tablets, laptops, etc.

• Google – search engine on the internet

• Siri – search engine on the iPhone

• Netflix – a media platform that members can watch T.V. shows or movies on demand.

• E-mail – communication across the internet

• Text Messaging – communication with cell phones that is in written form to be sent from person to person

• Snap Chatting – a form of communication with short 3 second videos that disappear after a period of time

• iPhone – a cell phone made by Apple

• Social Media – a form of communication and sharing on the internet such as, Facebook, Instagram, Twitter, etc.

• Millennials – Children born between early 1980s- early 2000s

• ICT- Information and Communications Technology

Chapter Two: Literature Review

Research has proven that as education evolves, students do so as well. It is imperative that the instruction evolves right along with education and students to maintain relevancy, engagement, and motivation. The same instructional approach and curriculum that was taught ten, even five years ago is irrelevant to students of today’s student populations. As each day
passes, our societies become increasingly digitally driven, and if this is the world that our students are accustomed to daily outside of school hours, then the instruction inside of school must maintain some array of digital implementation to maintain the relevancy to our students’ lives. In fact, the Common Core State Standards was developed and adapted by majority of the states and school districts because the United States realized that the curriculums across the board were suffering greatly as our students’ needs were not being met appropriately. It is very easy to develop and implement the same lesson plan and/or curriculum repeatedly, but does this support students to the best of their learning potential(s)? It is evident that students are consistently distracted and immersed within a world of digital chaos outside of the classroom, thus how can teachers create curriculum that stays relevant to maintain the attention, engagement, and motivation of modern students? How does this new digitally driven era impact the way that teachers are teaching the traditional subjects such as, reading and writing in English Language Arts? What are some innovative and effective ways to implement technology to adhere to the skills needed for 21st century students to succeed post-school? What are the skills that educators need to be focusing on to provide support for students’ success in the 21st century? These are some of the most important questions that educators must be asking themselves prior to developing curriculum pathways. Many students are not able to make the connection with how and why English classes are relevant to their lives and futures and unfortunately, are not enjoying, and even sometimes dreading, entering the classroom. This is a direct reflection on how and what the teachers, past and present, are teaching to these students. If students are not engaged and motivated, and excited to learn, then it is our job as educators to switch it up and develop individual instruction that does maintain their attention and interest.
The newly developed and adapted Common Core State Standards receives mixed reviews from educators all over the U.S., but has been developed with the modern students’ needs in mind. The skillsets that the Common Core State Standards focuses on reading, writing, listening, and speaking are all necessary for successful 21st century learners. There is also a great emphasis on use of technology within lesson planning, as well. Although some teachers may snicker at the idea of following and adapting their lessons to these standards, it is still our job as educators to develop creative ways to engage students and keep the content relevant to their digitally equipped lives. According to the article, “Preparing America’s Students for Success,” (2015), The Common Core State Standards were first being discussed in 2007 by state officials. Many discussions took place before drafting anything and it wasn’t until 2009 that the common standards were beginning to address the goals that students were expected to learn by the time they graduated high school (“Preparing America’s Students for Success,” 2015). These standards were first called the career-and-college readiness standards because they were beginning to develop the standards based upon a student’s preparedness for both college and career after their educational paths in grades k-12 (“Preparing America’s Students for Success,” 2015). The reasoning behind the development of these standards is strictly related to students and their success after their primary and secondary educations. In fact, the website states, “Every state also had its own definition of proficiency, which is the level at which a student is determined to be sufficiently educated at each grade level and upon graduation. This lack of standardization was one reason states decided to develop the Common Core State Standards in 2009” (“Preparing America’s Students for Success,” 2015). This development insisted upon the collaboration of many individuals with sufficient educational backgrounds. However, before being able to accept and understand the Common Core State Standards and how to teach digital-
age kids, educators must first understand the 21st century learner and the skills needed for their future successes.

The 21st Century Learner

History of the 20th century within the U.S. has proven that success was directly related to career paths dependent upon industrial and technological settings as factories boomed and took over the land, and computers became increasingly popular. Individuals could live well with middle class lifestyles on the income of a factory worker or computer programmer, which required limited education of a high school diploma. Additionally, individuals who dropped out of high school could still maintain a modest lifestyle despite their lack of educational completion (Childress 1). However, as technology evolved and economic times changed as the 21st century came into play, individuals were required to become more educationally qualified for positions. According to Vincent Childress, not only are students in the 21st century required to have substantial education, pass tests, and keep up with the latest technology, but also “The 21st century worker will be (and is) communicating with diverse customers and diverse coworkers from around the world or will be assisting those who do…They will experience rapid deployment of innovative ideas, and they must be able to adapt to those innovations. Lifelong learning will be second nature to them if they are to succeed. In the face of this change, 21st century workers must become problem-solvers who can both collaborate with people from diverse cultures and at the same time think critically for themselves. They must be able to think creatively and communicate effectively to participate in the development of innovations that will drive the economy in the global market” (2). The future successes of our 21st century learners are fully dependent upon educators implementing these skills within lessons to pave the way for college and career readiness.
All this information on 21st Century skills seem to be all new information that we are finally recognizing as being a vital component of our education. Does that mean that these skills have yet to exist within our society from the 20th Century and backwards? No, by any means. For instance, these new skill sets and curriculum based on the 21st Century learner is all about the facts and content of knowledge, but also how students learn to engage and dig a lot deeper within that knowledge to spark those skill sets of advocacies, responsibility, creativeness, etc. Think about those historical figures from our countries’ past that prove the fact that individuals already have inhabited those skills such as, Thomas Edison, Christopher Columbus, Martin Luther King Jr., just to name a few. It is apparent that these individuals possessed skills, such as diverse collaboration, open-mindedness, creative and innovative thinking, that we now recognize as requirements for our 21st Century learners. So, to act like these are new skill sets to teach among our youth to ensure success would be a false statement. It is imperative that we educators recognize the fact that although these skills did exist, it was not consistent among all individuals. In fact, in today’s age not all school districts or event teachers are teaching these impactful skills that the 21st Century learner needs to succeed. According to, Andrew J. Rotherham and Daniel T. Willingham (2010), “those who are fortunate enough to attend highly effective schools or at least encounter great teachers—but it’s a matter of chance rather than the deliberate design of our school system… If we are to have a more equitable and effective public education system, skills that have been the province of the few must become universal” (17). The implementation of the Common Core State Standards is a step in the right direction whereas the United States recognizes that we are and were in desperate need to increase our expectations across the board in all aspects in relation to academics and life skills. The states, which is just about all fifty, that have adapted to the CCSS are beginning to offer a universal curriculum to support a more
effective education for the public-school system to meet the needs of these 21st Century learners while avoiding the notion of an ineffective curriculum within a district or a teacher lacking efficiency.

The main concern is not in relation to the content that is being taught to the 21st Century learner, but instead the largest concern is related to how the information is being delivered in a way that students of the 21st Century can internalize and understand it in the best way possible. Although the CCSS deliver the framework for learning objectives for each specific grade level and discipline, it is still up to the educators to develop and implement effective instruction that will adhere to modern-day students and their digitally fascinated lives while keeping them engaged, motivated, and knowledgeable in both content and skills being presented to them.

**Missing the Boat on Digital Kids**

Many of the current, and certainly most of the next, generation of students who reach college age are remarkably immersed in technology, far more so than we or other members of any older generation can likely fathom. Today’s digital kids think of information and communications technology (ICT) as something akin to oxygen: they expect it, it’s what they breathe, and it’s how they live. They use ICT to meet, play, date, and learn. It’s an integral part of their social life; it’s how they acknowledge each other and form their personal identities. Furthermore, ICT to some degree has been supporting their learning activities since their first Web search and surf years ago

(Brown, John S., 70).
Digital devices and variations of forms of technology are second nature to modern-day students. Children as young as 12-months old can operate a smart phone to perform tasks such as, play videos, music, view or take pictures. These infants know which buttons to press or swipe left or right to turn on/off or move pages on the billions of apps available catered towards young children. They practice their ABCs, 123s, or play games for just plain entertainment. Many companies have developed child-friendly tablets that infants as young as 12-months can function, as well. Children have been immersed to early reading and writing intervention programs through companies like Leapfrog which utilizes technology to read to children texts in effort to teach them early skills of phonics and phonemic awareness. Overall, children, or infants rather, are fully accustomed to utilizing and functioning through the use of digitally imprints. The challenge facing our educators is that we need to teach our students to be able to thrive in a contemporary world that is cluttered with even more digital information than we can digest at times. According to Carol Kuhlthau, Leslie Maniotes, and Ann Casperi, authors of the book, *Guided Inquiry: Learning in the 21st Century, 2nd Edition* (2015), “Many teachers sense that they are not meeting the needs of all students” (5-6). Teachers may be aware of the stigma presented to them about including technology within their lessons to better meet the needs of these 21st century digitally driven students, but the problem is that they do not know how or where to even begin. The CCSS requires teachers to utilize technology throughout the year to meet the standards criteria, most teachers are just throwing in something in relation to technology with no significant means to their learning. In fact, “Schools need to move beyond teaching how to use technology tools to integrating technology for use in learning and seeking meaning” (Kuhlthau et al., 6). Teachers cannot just simply introduce the technological tools within the classroom and check off that they met CCSS and be done with it. The reason that technology must be
implemented within their learning is because it is going to be a driving force that their success will be dependent upon post-school. Kuhlthau et al. (2015) mentions that “Information technology has an impact on education, the economy, and politics in phenomenal ways that change the ways we learn, work, and are governed. New skills, new knowledge, and new ways of learning are essential to function and thrive in this vibrant information environment. Students who are unprepared are headed down a slippery slope leading to disappointment, confusion, and possible disaster” (6). Thus, it is imperative that educators are provided with the necessary resources and professional developments to aide them in the planning and implementation process of introducing technology to students. As Kuhlthau et al. mentions students must learn how to use technology in innovative ways to help them support their learning, make meaning, and gather information rather than just be introduced to the foundational function of it. The only way that educators, especially veteran educators are going to properly provide the knowledge to their students regarding ICT (Information Communication Technology) will be through those available professional development practices.

According to the National Research Council, *Enhancing Professional Development for Teachers: Potential Uses of Information Technology* (2007), “Teachers, like other professionals, need to stay informed about new knowledge and technologies. Yet many express dissatisfactions with the professional development opportunities made available to them in schools and insist that most effective development programs they have experienced have been self-initiated” (1). So, even those teachers that do recognize the importance of technology implementation for their modern 21st Century students, cannot effectively meet their digitally driven needs because they lack the necessary resources and training. It is quite time consuming and cost effective if a teacher is expected to maintain adequate information on contemporary instructional practices.
when the school district or administration does not support it. The chances are slim that enough teachers would take the initiative to become properly trained and practiced in digitally driven instruction to meet the needs of 21st Century learners.

**How 21st Century Learning Affects the ELA Classroom**

Educators can no longer teach curriculum year after year with little to no change due to the “...contemporary economic and political pressures, which require institutions to improve their design processes and outcomes across the board” (Beetham 14). Those pressures that Beetham is referring to are directly related to this increasingly digitally dependent world. Teachers must develop and evolve right along with the needs of their modern-day students and the societies’ demands. Beetham (2013) argues that new technology has the power to meet the needs of every single student to better prepare them for the 21st century. For instance, Beetham states that new technology is, “an engaging and highly responsive medium; it can gather content according to interest; it can respond to individual needs of pace and level; it fits with the style and forms of youth culture; it can link the classroom to the workplace and in doing so enables teachers to provide much more of what only they can do for their students” (2). Therefore, technology is a necessity in all disciplinary classrooms, but can be especially beneficial in the ELA classroom with individualizing instruction with reading and writing abilities.

Simply introducing and utilizing technology in the ELA classroom is not going to be sufficient for our 21st Century learners. The reason behind this matter is that these digitally driven students are so used to using technology for every little thing among their lives that it is just not as exciting as it may be more less frequent users. In fact, Ian Dukes (2005) states that “They use technology transparently, without thinking about it, without marveling at it, without wondering how it works” (30). Providing the technological tools is not the answer to influence
students’ learning to the best of their potential, but in addition, educators must encourage students to choose and use a form of technology to create or be innovative or solve a problem. This way, technology is the engagement factor, but is only there to supplement their learning and not be the focus.

Screenagers of the 21st Century are a challenge within the traditional ELA classroom though because of their accustomed skillsets and expectations from their digital lives outside of school. Ian Jukes (2005) explains that the 21st Century youths are used to an immediate response world where they are living a life in the fast lane. Then, when they arrive at school and are greeted with a more traditional teacher that has not grown up in a technologically concentrated world, they are forced to slow down drastically. This unfortunately results in a bored, disengaged, irrelevant connection between student and teacher and therefore, learning in general. Education today has not been able to transform along with the youths fast enough. The current day education is a misconception on what the needs are of our youths and is catered to a more traditional learner, which is from a time of the past.

In ELA, writing is often a process where students are given a packet of some sort to offer as a graphic organizer as the first steps into the writing process. Then, students are encouraged to fill out the packet in all its entirety to be turned in to be graded. Once approved and graded, students can then begin to work on their more extensive, cohesive writing piece. Guess what? They most likely get to type it using a computer (only if, the school that is, supplies enough or any computers to that class). Can you say, “Yawn?” Think about it; our students are coming in from a night filled with electrifying, color-blasting video games, apps, videos, movies, etc. And we are still approaching them and their learning as if they were home reading books and listening to record players. If we want students to gain a love of reading and writing in ELA class, and
learning in general, then we must create learning FOR them and THEIR needs. Sitting in a classroom and reading aloud a novel is not relevant to their lives because they do not see the need for reading from cover to cover when they can simply just look up the answers to a question they have or preview the movie trailer to get the gist of the text. However, Jukes (2005) mentions that “While the internet may be far superior for quickly finding related bits of information, for understanding a topic deeply, it still requires the ability for extended focus and reflection” (28). This is exactly what we need to be teaching to our students. We need to provide them with information that they cannot simply just look up on a search engine or watch on YouTube. We need to teach these students that there is a benefit to reading an entire novel from beginning to end and then we must ensure that they understand and appreciate that knowledge for the future. This is a direct challenge on the ELA teacher because literature is never going to go out of style and should always be valued. As Jukes mentions “In an age of multimedia, hypertext, blogs, wikis and much more, reading is no longer a passive, linear activity, that simply deals with text. And writing is no longer just about being able to communicate effectively with written or spoken text. Rather it’s about have a wide range of different skills needed to function within a rapidly changing society” (34). Educators of the 21st Century must embrace the new technology and varieties of literacy and texts that will engage and motivate our screenagers to their best learning potentials. This is just repeating the notion that ELA class is no longer only about reading and writing development, but instead it is that while utilizing various mediums of multimedia; Also, it is the focus of 21st Century skills that students will need for a fast-moving, technology driven society. ELA classes must teach students how to interact with one another in diverse teams, be self-advocates, take responsibility, just to name a few of the 21st Century skills mentioned previously.
Common Core State Standards

America was in desperate need for an Educational Reform as reading proficiencies plummeted nationally. To counteract this “reading epidemic,” CCSS were developed with an emphasis on literacy, specifically concentrating on ELA and reading skills as well (Woodard & Kline, 244). Since reading is the foundation for all academics, the consistent low performance in reading throughout the country was detrimental to society in the present, but would be catastrophic for the future of the country. According to Woodard and Kline (2015), the development of a more rigorous English curriculum within the CCSS is a direct relation to the “increasingly technical and literate demands…being placed on our workforce, and reading and writing abilities have become a marker of high-skill, high wage professional work (244). If students are to succeed after K-12 education, they must be prepared accordingly; it is all about supply and demand. The CCSS were developed because there was a need for a reform in the entire education system within the U.S. as educators were noticing that the graduating students did not have the successful skills needed to make it today.

There have been many debates as to whether the CCSS are effective in teaching students the knowledge that they need to be successful. Of course, there may be some flaws, as with anything new, that will be worked out in time. Several studies have been conducted to compare the standards to 21st Century skills and whether students will obtain those skills to be successful if their education has been based upon the CCSS. “A recent study by the NRC (2012) compared the standards documents to identify overlaps and uniqueness between standards and 21st century skills...They found substantial evidence for overlap in the cognitive domain, involving for example, critical thinking and non-routine problem solving, but less overlap in the interpersonal and intrapersonal domains” (Kyllonen, 9). This is evident that even if educators are aware of the
digital era and are implementing technology using the CCSS, it still may not provide enough support for student success to meet all the needs of the 21st Century workforce. Educators must have the support and resources to aide them in the process of developing and implementing the adequate skills for students of the modern world. Based on the results that Kyllonen (2012) mentioned from the research on CCSS vs. 21st Century skills, the interpersonal and intrapersonal domains are some of the most important skills that have been listed as necessary skills for 21st Century success. This gap is important to recognize and adhere within the classroom instruction since it is often being overlooked as teachers and administrators only concentrate on sticking to the standards. If the standards are lacking some of the most important skills to learn, students are still going to go into the workforce lacking experience and practice in all areas recognized for success.

The Common Core State Standards are a great foundational framework for school districts to use in creating their learning objectives. However, these standards should not be the only means of curriculum development. Many of the challenges with these CCSS is how students are still being assessed with standardized tests and are not able to apply the skills they need and are supposed to be practicing in relation to the 21st Century skillsets. Therefore, “…valid, reliable, practical assessments of 21st Century skills are needed to improve this situation” (Dede, 70). This is another factor in which educators will need support in both resources and professional development training to fulfill the gaps in assessment(s) and 21st Century skills in conjunction with the CCSS. Overall, it is evident that society is changing and will continue to change in becoming a more digitally dependent world. The workforce will be in demand of the 21st Century skills mentioned previously, but also continue to develop more needs. Our youth will continue to be more immersed within technology at even earlier ages and
will be demanding of a more digitally framed curriculum in school to keep their engagement and motivation with learning just as their video games and media outlets do so at home. The only way that educators are going to be able to stay ahead of the curve and support students to the best of their learning abilities is through supportive administration, high standards, and constant contemporary professional development supported by the district. English Language Arts is a challenging subject to teach in an era that is reliant less and less on traditional reading and writing skills. It is about time that we support one another and reinvent the classroom instruction, including ELA, to better meet the needs of our modern students. After all, it is all about them!

Chapter Three: Application

Solution to Developing Instruction for 21st Century Learners

Research has proven that contemporary educational objectives for learning has changed drastically according to the demands of the necessary skills of the workforce. Digital devices and other forms of technology have become just as prevalent in our lives as food and water. The youth of our society are even more dependent upon this type of reliance on technology because they know no other kind of living. Thus, as society becomes more digitally dependent and driven, our youths’ expectations and needs regarding their digital dependence must be taken into consideration when planning classroom instruction. The main difference between the instruction of the 20th Century and beyond with the contemporary instruction is transitioning from teacher-centered learning to student-centered learning (Marshall, Jason; Thomas, Karen; & Robinson, Sandra, 140). This seems as though it would be an easy transition, but in fact remains one of the biggest challenges for current educators would are used to teaching using a more teacher-centered approach. After all, teachers of the 20th Century have been instructed and practiced
lecturing lessons to students and then assessing students’ performance on whether the material was learned. The more student-centered approach is necessary for the 21st Century classroom because our society is demanding a more independent, self-advocating student and to accomplish this objective, educators must teach using a student-centered approach. This term simply refers to teaching with the student in mind. That is, the student is doing most of the work and the learning while the teacher is simply there to guide the student on their path to success. As mentioned repeatedly previously, Marshall (2016) states that “school is simply boring and learning has no excitement… chalk and talk no longer can keep the attention or focus the concentration of students whose personal lifestyles are increasingly multi-sensory, multi-tasking, and who have short attention span dynamics” (143). This is a large concern among many classrooms because current teachers are not taking this evolution in education serious enough and our curriculum(s) need a wake-up call to support our students for success in their future(s).

It has been mentioned previously, that educators need proper and consistent professional development trainings to stay up-to-date with the 21st Century needs, but it is also possible to transition into the shift from 20th Century to 21st Century learning regardless, if educators simply collaborate and research to develop a more student-centered approach to teaching and learning.

In fact, research has proven that schools that have adapted this student-centered approach to learning in full force have significant benefits for students’ education in comparison to students who are still learning with a teacher-centered approach. According to the article, *Student-centered schools: Closing the opportunity gap* by Friedlaender, D., Burns, D., Lewis-Charp, H., Cook-Harvey, C. M., & Darling-Hammond, L. (2014), the four schools that adapted the student-centered approach in an educational study showed the analysis “confirms that they are outperforming most other schools in the respective communities that are serving similar
populations…This is evident in graduation, student achievement, and college preparatory course completion data; college persistence data; and surveys of graduates” (3). The reason that this analysis proves such great academic performance data is because this is the transitional pathway that is appropriate and beneficial for students of the 21st Century. Not only are these schools overperforming on state assessments and increasing graduation numbers in comparison to their counterparts, but most importantly, these students graduating from student-centered learning schools are well-prepared for college and, “provide students…the fortitude to persist through challenges and to be successful in their chosen careers as well” (Friedlaender, et al., 4). This preparedness and academic achievement(s) for the future in relation to career success is precisely what every educator should be striving to perform within their daily curriculum(s). Now that the research and data is there to support student-centered learning as the most effective instruction for 21st Century learning, all curriculums across the nation should be beginning their transition from teacher-centered.

So, the research proves that student-centered instruction is the most effective for student learning in preparing them for college and career readiness. But, what exactly is student-centered learning? Leo Jones, author of the book The Student-Centered Classroom (2007), describes this type of learning as “A student-centered classroom isn’t a place where the students decide what they want to learn and what they want to do. It’s a place where we consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time. The teacher’s role is more that of a facilitator than instructor; the students are active participants in the learning process” (6). This type of instruction is all about collaboration with peers and mastering the art of communication, which is deemed to be a necessary skill for
college and career success. Jones (2007) goes on to describe characteristics of the student-centered classroom by stating:

In a student-centered class, at different times, students may be working alone, in pairs, or in groups:

- Working alone, preparing ideas, or making notes before a discussion, doing a listening task, doing a short-written assignment, or doing grammar or vocabulary exercises
- Working together in pairs or groups, comparing, and discussing their answers, or reading and reacting to one another’s written work and suggesting improvements
- Working together in discussions or in role-plays, sharing ideas, opinions, and experiences
- Interacting with the teacher and the whole class, asking questions or brainstorming ideas

Also in a student-centered class, students may be teacher-led:

- Before students work together, their teacher will help them prepare to work together with explanations and pronunciation practice

While students are working together, their teacher will be available

- to give advice and encouragement.
- After they’ve finished working together, and the class is reassembled, their teacher will give them feedback, offer suggestions and advice, make corrections, and answer questions.

When students are working together in English, they

- Talk more
- Share their ideas
- Learn from each other
- Are more involved
- Feel more secure and less anxious
• Use English in a meaningful, realistic way
• Enjoy using English to communicate

(Jones, 2007, 6-7)

Therefore, students are learning in a way where they are teaching themselves and their peers the knowledge required within the discipline, while the teacher monitors and provides them with the support for academic success. In fact, learning remains more long-term when students learn from their peers because it resonates more relevant and a more student-friendly approach to knowledge, making it easier to understand. Thus, to implement an effective curriculum catered to the modern-day youths, instruction must be student-centered and no longer teacher-centered while still implementing technology and maintaining interest.

21st Century Technology in the ELA Classroom

At this point, it is evident that technology must be infused within all disciplines to meet the needs of our digitally dependent students, but also to meet the CCSS requirements. These requirements are precisely important within the ELA classroom, because this is where students are still required to perform traditional tasks of reading and writing, but educators must reinvent instruction to be innovative, engaging, and motivating for screenagers.

The biggest component when infusing the ELA classroom with technology is to ensure that the technology is a supplemental tool for the overall content and pedagogy, and not the signal most driving force. After all, much like the activities presented to our students, if they do not have a purpose, then they are not relevant to be a part of the curriculum. Technology cannot be implemented within the classroom just because it is fun, interesting, and meets the standards. Instead, educators must be sure that the technology chosen and used is doing something to
support or advance learning. Carol Pope and Jeffrey Galub, authors of the article “Preparing tomorrow's English language arts teachers today: Principles and practices for infusing technology” (2000), mention that there must be “…an interlocking of content (writing), content pedagogy (peer response), and technology. Technology is not an “add-on” but an integral part of the instruction” (n.p.). An example of teaching writing using technology as a support system is asking students to pull up their rough drafts of their papers on their computer screens. Then, students perform a gallery walk where they are walking around, reading, viewing, and making comments or suggesting to their peers’ rough drafts via computer. Then, when the students return to their own copy, they have an abundance of suggestions/comments to work with when revising their drafts for the final submission (Pope & Galub, 2000, n.p). Of course, this could be done using the traditional pen to paper way, but the inclusion of technology allows for a much faster revise of the draft and allows the students to interact and comment on several different peers’ paper, where traditional commentary would be more limited. Another benefit of using technology with peer reviews is that this could be done outside of the class time, freeing up more instructional time. For instance, students could submit their rough drafts on the school’s campus site and students could read and make comments for homework. Either way, this example of technology in teaching writing proves that technology can be quite effective when used in the appropriate means.

Another crucial recognition of technology in the ELA classroom is its impact on literacy. After all, literacy used to be defined as being able to read and write one’s own name. Now, literacy is much more complex and being able to read and write texts is much more complex because texts can be anything from books, poems, articles, text-messages, e-mails, and even the T.V. Guide channel. Literacy includes elements of reading and writing, but also speaking and
listening, as well. Thus, technology has had a massive impact on the evolution of literacy, especially when teaching reading and writing in ELA classes. For instance, since text has evolved to include so much more than just books, it is important that when teaching reading and writing, our students know and understand the different modalities of texts available and how they are read or written differently (Pope & Galub, 2000). Websites are written and interpreted much differently than a scholarly article; teaching students to decipher the ways to read and write certain texts will be important to their education as they become more apt to encounter variations of texts. Also, supplemental texts in ELA to aide in the understanding of a novel could be a variety of texts to include: articles, websites, apps, videos, music lyrics, etc.; Students will need the skills to interpret each of these modalities unique to their own.

Additionally, to keep the attention spans of these digital kids it is imperative that educators switch it up and involve a lot of variety of technology within the classroom. If students are performing the same skills and tasks in the classroom daily, it will become redundant and boring. Plus, students are not meeting the high demand of being technologically sound if they are not experiencing all the variations that are out there. Pope and Galub (2000) offer several examples of variations of technology inclusion by stating “Students can create websites, “read” the Internet, participate in online discussions (ListServes, real-time chat rooms, asynchronous discussions, videoconferences), and use all kinds of writing process skills on computers (create texts, add graphics and pictures, determine appropriate formats, revise extensively, and edit). The content and pedagogy merge in such experiences” (n.p.). The implementation of a variety of uses of technology give students the opportunity to explore, take risks, and become experts in an area that they are comfortable with. Also, this will keep their attention and maintain their engagement with learning of English language arts. Modern-day
classrooms are no longer a lecture hall where the teacher is the dispenser for all the information; students and teachers share the responsibility for learning.

**Mini-Unit for Seventh and Eighth Grade**

The following pages illustrate a mini unit for seventh and eighth grade. This mini unit consists of five consecutive fifty-six-minute lesson plans that adhere to the CCSS, as well as the recommendation of the NYS Modules with some flexibility. This mini-unit is part of a larger unit that is titled “Determining a Thematic Concept within a Complex Text,” where the complex text is Laura Hillenbrand’s *Unbroken*. Educators have the option of choosing either the original, even more complex version of the book, or in this case, the Young-Adult version. Although I have not provided the unit in its entirety, I have chosen to include substantial lessons that lead up to the unit assessment of students’ ability to determine a thematic concept within a complex text and then create a theme. This objective is universal for all ELA classrooms for many years, but the way students determine these objectives and ultimately portray the theme of complex texts in today’s modern age is much different. The texts are much more difficult, the engagement level is more challenging, and technology must be integrated to maintain relevancy. On day 1, students will be able to analyze character traits of Louis Zamperini, the main character, and explain how specific traits impact survival. This will enable the students to begin thinking of survival as a thematic concept. The learning objectives for day 1 consist of: Students will be able to analyze Louie’s character trait(s) in relation to his successes of survival in comparison to the other two crewmates on the raft. On day 2, students will be able to explain how Louie’s main character trait of resilience impacts the likelihood of surviving on the raft and begin to brainstorm survival and resilience as a thematic concept in preparation for the final unit project and development of a theme. The learning objectives for day 2 consist of: Students will be able
to analyze text-evidence and determine meaning of resilience. Students will be able to explain how resilience impacts the ability to survive. Students will be able to provide text-evidence supporting resilience. On day 3, students will be able to identify the meaning of dignity and a loss of dignity to begin thinking of these concepts as overall thematic concepts in *Unbroken*. This will ultimately prepare them to develop a theme for the end of unit project. The learning objectives for day 3 consists of: Students will be able to determine meaning of unknown words. Students will be able to begin to identify dignity as an important concept in *Unbroken* and how it plays a vital role in survival. Students will be able to participate in whole class and small group discussions about main events. On day 4, students will be able to identify the big ideas or thematic concept(s) within the text, as well as understanding the difference between a theme and a thematic concept. The learning objectives for day 4 consist of: Students will be able to determine a thematic concept of *Unbroken* while understanding the meaning behind a theme VS. a thematic concept. On day 5, students will be creating an overall theme and creating their power point presentation which will be their end-of-unit assessment on whether students can create and support their theme. The learning objectives for day 5 consist of: Students will be able to create and support their theme and its development over the course of the text. Each lesson within this mini-unit consists of a variety of differential supports, means of assessment (both formal and informal), integrated technology, and scaffolding to support the various learning abilities within an inclusive classroom.

Each lesson within this mini unit includes an anticipatory set/warm-up, guided and independent learning, peer collaboration, and closure of the lesson. Additionally, these lessons focus on encouraging kinesthetic, hands-on, visually supportive, and plenty of opportunities for collaborative learning. All students’ needs and learning styles are being met within these lessons
due to the variation of instructional styles and resources made available. I provide a positive learning environment by encouraging an active learning approach which adheres to the kinesthetic learners using a conga line. Rather than having students just pair up with peers the traditional way, I thought it would be much more enjoyable to move around the room to music. The task of interpreting the text-evidence provided is a challenging concept, so providing a fun, safe environment to encourage student engagement is important.

These lessons demonstrate a mini unit that adheres to the 21\textsuperscript{st} Century learner because they include the many skills needed for success in the modern age. For instance, the entire unit is utilizing the student-led approach, allowing the students to be in charge of their learning. Collaboration is encouraged within every single lesson and changes frequently, encouraging diverse collaboration among peers. Technology is implemented on a daily basis and used in a variety of different ways as a supplemental resource for learning. Sometimes, the teacher is utilizing the technology as a visual and auditory aid along with the lesson and other times the students are engaging in virtual discussions via digital devices. These lessons provide the 21\textsuperscript{st} Century learner with the knowledge and skills practice necessary to remain engaged and motivated, while still learning and comprehending complex texts and information.

Overall, throughout this mini-unit students will gain an abundance of knowledge of how to determine a thematic concept of a complex text, in this case \textit{Unbroken}, and from there develop a theme of the entire book. Students will then be assessed on their ability to determine a theme and to provide enough support of that theme throughout the entire book. All throughout this mini-unit students will be engaged and motivated according to 21\textsuperscript{st} Century skills, as well as being encouraged to utilize various technological and digital mediums to assist learning.
Seventh through Eighth Grade Mini Unit

Five Fifty-Six Minute Lessons

Determining a Thematic Concept within a Complex Text

Lesson 1

Grade Level: 7/8
Subject / Content area: English Language Arts
Unit of Study: Determining a Thematic Concept Within a Complex Text
Lesson Title: Lesson 1/Day1: Text-evidence to support Louie’s Character traits & Survival

Central Focus for the learning segment: Students will be able to continue to analyze character traits and explain how specific traits impact survival. This will enable the students to begin thinking of survival as a thematic concept.

Content Standard(s): CCSS: RL 8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character.

Learning Objectives associated with the content standards: Students will be able to analyze Louie’s character trait(s) in relation to his successes of survival in comparison to the other two crewmates on the raft.

Instructional Resources and Materials: Unbroken by Laura Hillenbrand, Young Adult Version book (one per student), SMARTboard with PowerPoint, Nearpod.com, laptops (one per student), schoology.com (Audio for Unbroken), Exit Ticket

Instructional Strategies and Learning Tasks that support diverse student needs:

<table>
<thead>
<tr>
<th>Teacher will…</th>
<th>Students will…</th>
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<tbody>
<tr>
<td>1. Greet students upon entering the room and announce the warm-up and set the timer for one minute.</td>
<td>1. Enter the room, read the SMARTboard for instructions, get laptops and sign into Nearpod.com with appropriate access code listed on board, begin warm-up, share out and then begin poll.</td>
</tr>
<tr>
<td>2. Cold call three students to share out their response to the warm-up. Ask students to hand in the warm up ½ sheet.</td>
<td>2. Review the results displayed from the warm-up poll.</td>
</tr>
<tr>
<td>3. Display a poll on nearpod.com for students to complete.</td>
<td>3. [One student] read aloud the learning target while the others listen and follow along.</td>
</tr>
<tr>
<td>4. Review the results from the warm-up poll displayed on the SMARTboard</td>
<td></td>
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</table>
screen, “Who is the weakest man on the raft?”
5. Show the students the learning targets on the SMARTboard and ask for a volunteer to read it aloud.
6. Discuss with students the poll results from the warm-up by asking a student to volunteer the results stating who, out of Phil, Louie, and Mac was voted for most? Call on the few students who chose Louie (if it applies) to voice their opinion.
7. Link this poll question to prior learning while reminding students of specific text-evidence that shows the readers who was injured and how to show that Louie and Phil were physically injured, but Mac was mentally injured. Pose the question of whether being physically or mentally injured is worse or which is considered weaker to the entire class for a discussion.
8. Ask a student to read aloud the poll results and compare those results with the first poll.
9. Provide an additional discussion question to answer: “How is he physically weak and how is he mentally weak?” “Do character traits impact likelihood of survival?”
10. Provide an additional poll question which asks, “Which man is the most responsible for their survival thus far?”
11. Discuss the results. The goal is that all students choose Louie. If that is not the case, a further discussion is necessary.
12. Ask students to provide a short response under 150 characters to answer the prompt: “Choose one character trait that Louie portrays and helps in his survival thus far in the raft: optimism, empathy, responsible, or calm? Explain your reasoning in a complete sentence.” Go over the meaning of optimism and empathy. Teacher reviews the meaning of character traits.
4. Actively listen to the results of the poll and any peers who are providing an explanation as to why they voted for a specific individual.
5. Read along with the Power Point slide that shows the text-evidence representing the injuries and participate in the discussion.
6. Re-take the poll considering the link to prior knowledge and remembering the injuries and deciding on what makes a man weaker, physical, or mental injuries? Student(s) read aloud the poll result.
7. Respond to the discussion question provided by the teacher, verbal share out.
8. Answer the final poll choosing either Louie, Mac, or Phil as the most responsible for their survival on the raft thus far.
9. Review the results from the second poll displayed on the SMARTboard.
10. Answer the prompt by participating on Nearpod.com discussion board and participating with a definition of terms: character traits, optimism, and empathy.
11. Read their peers’ responses and participate with an explanation or clarification if prompted by teacher.
12. Work with peers in the corners to each take turns describing why they chose a specific character trait for Louie.
13. Return to seats and participate in the discussion by offering any comments or questions.
14. Follow along in the book as the teacher reads aloud chapter 14.
15. Record homework and put worksheet in homework folder.
13. Share the responses on the discussion board on the front SMARTboard for all students to view.
14. Show students the four corners in the room that are labeled with the four character traits and give instructions that students are to discuss their reasoning behind their chosen character trait now verbally for Louie. Provide students the expectations of this four corners activity.
15. Debrief the purpose of the activity: getting us to all share accurate character traits of Louie and what specific actions support those traits. Pose the question: “Does having these traits help Louie survive? Why or why not?”
16. Ask students to open their books up to chapter 14 and read aloud to class. Remind students to keep in mind how Louie’s actions in this chapter support the trait(s) discussed so far?
17. Ask students to take out their agendas and record the homework, to read chapter 15 and complete a comprehension worksheet.
18. Pass out the Exit Ticket labeled, “Character Traits & Survival” which students are to complete and hand in at the end of class (If time runs out, they are to complete as homework and hand in first thing next class).

**Differentiation and planned universal supports:** Students are reading the Young-Adult version of *Unbroken* to provide an easier approach to understanding the text for all students in the class. This is especially helpful for struggling readers. For the Exit Ticket, Students with a learning disability will be given only two character traits to choose from and a page number to reference for finding the text-evidence. All students will receive a sentence stem formula to aid in the format of the paragraph. For students absent previously, they will be required to follow along with today’s lesson and read previous chapters to catch up for homework. For students absent for this lesson, notes will be developed on the discussion questions, examples of character traits, and the Exit Ticket blank to be completed.

**Language Function students will develop.** Additional language demands and language supports: Students will **analyze** the character traits of Louie Zamperini and **compare** traits of Phil and Mac. Students will be able to **identify** and **explain** the text-evidence that supports how these traits help in survival. Vocabulary: Students will revisit the meaning of terms: character trait, optimism, and empathy. Students will be able to accurately understand how to **analyze, compare, identify, and explain**. Students will be able to utilize subject specific vocabulary, such as: text-
Students will be able to use appropriate discourse to write a short response paragraph and include syntax by including textual references in writing and oral responses.

Type of Student Assessments and what is being assessed:

- **Informal Assessment**: Students informal assessment will be through class discussions using their warm-up as a basis and throughout the lesson to gauge whether students are comprehending the task of comparing traits and ability to survive. I will use nearpod.com as a formal assessment as students will be contributing their responses on the SMARTboard. Also, I, as well as my co-teacher, will be monitoring student progress as we float around the room while students are working in pairs/small groups. If students are struggling with the task, I will help their learning by revisiting the task and asking questions to help steer their thinking. I will assess through observation whether I need to reteach or explain more to students identified with learning disabilities. My co-teacher and I will aid students 1-on-1 or in pairs as needed.

- **Formal Assessment**: The formal assessment will be the pre-assessment warm-up brainstorm whether students can answer, “How many character traits can you identify that Louie portrays in 1 minute?” They will hand in for data collection so I can evaluate learning. The post assessment is the Exit Ticket on whether students can identify a character trait of Louie and how it helps in his survival in comparison of the other crewman/their traits. Students will be assessed on whether they complete the in-class Exit Ticket assignment, whether they chose accurate portrayals of character traits, and if there is text-evidence (with a page #) to back up the trait. They will hand in this assignment for a grade.

- **Modifications to the Assessments**: Students with a learning disability or those in need of additional support will be supplied with the page numbers on where to find the character trait evidence for the Exit Ticket. Students with disabilities or struggling readers will be given the option of only two character traits to choose from, rather than coming up with their own traits. Students struggling with reading will also be given more time and can finish as homework. For absent students, teacher-made notes will be supplied for the in-class activities and the student will be expected to read and complete the Exit Ticket for homework.

**Evaluation Criteria**: The formal assessment Exit Ticket is worth a total of 10 points.

<table>
<thead>
<tr>
<th>Question</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student include a character trait that Louie portrays in his effort to survive (That Mac and Phil DO NOT have)?</td>
<td>3 pts.</td>
</tr>
<tr>
<td>Did the student explain how they know Mac and Phil lack that trait with an example?</td>
<td>3 pts.</td>
</tr>
<tr>
<td>Did the student include text-evidence that portrays Louie having that trait?</td>
<td>3 pts.</td>
</tr>
<tr>
<td>Did the student explain that text-evidence?</td>
<td>1 pt.</td>
</tr>
</tbody>
</table>

**Relevant theories and/or research best practices**: This lesson follows the theory from Doug Buehl, suggesting that students will be more engaged and more likely to comprehend complex texts when
they have a variety of ways to discuss with their peers. Students are discussing virtually using nearpod.com as well as in-person during the “Four Corners” activity.”

**Lesson Timeline:** Greet students and begin warm up (5 minutes). Warm-up, Polls, discussion share out (10 mins). Learning Targets read aloud (1 min.), “Four Corners” discussion (10 mins), Read aloud Chapter 14 (15 mins), Exit Ticket (6 mins)

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**Lesson 2**

Grade Level: 7/8

Subject / Content area: ELA

Unit of Study: Determining a Thematic Concept Within a Complex Text

Lesson Title: Lesson 2/Day 2: Resilience and Survival

**Central Focus for the learning segment:** Students will be able to explain how Louie’s main character trait of resilience impacts the likelihood of surviving on the raft and begin to brainstorm survival and resilience as a thematic concept in preparation for the final unit project and development of a theme.

**Content Standard(s):** NYS CCLS or Content Standards: RL 8.2: Determine a theme or central idea of a text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**Learning Objectives** associated with the content standards: Students will be able to analyze text-evidence and determine meaning of resilience. Students will be able to explain how resilience impacts the ability to survive. Students will be able to provide text-evidence supporting resilience.

**Instructional Resources and Materials** to engage students in learning: SMARTboard, Nearpod.com, Schoology.com (audio version of Unbroken), Unbroken text by Laura Hillenbrand (one per student), Whiteboard, resilience organizer, post-it notes

**Instructional Strategies and Learning Tasks** that support diverse student needs:

<table>
<thead>
<tr>
<th>Teacher will…</th>
<th>Students will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greet the students upon entering the room.</td>
<td>1. Read the SMARTboard for instructions, get their computers and sign into nearpod.com</td>
</tr>
<tr>
<td>2. Read aloud the instructions on the board: Get out computers and sign into Nearpod.com.</td>
<td>2. Listen to the instructions or announcements while signing into computers.</td>
</tr>
<tr>
<td>3. Ask the students to complete the warm-up activity that is on the first slide of the nearpod lesson. “The bomber had given…” (p. 123). After all these men have been through, why is it important to remain hopeful? A pre-assessment</td>
<td>3. Respond to the warm up quick response question pertaining to chapter 15 (read in-class or for homework the night before).</td>
</tr>
</tbody>
</table>
into whether students can identify the term resilience independently.

4. Review and share out the most meaningful responses on the SMARTBoard as well as sharing to students’ individual screens.

5. Ask follow up questions to any students’ answers that may need clarification or further explanation.

6. Close read an excerpt from the previous night’s homework from chapter 15, “Louie took a glance at them…” (p. 120-121).

7. Define the term resilience, again briefly, as it was defined earlier in the unit as well by providing a definition. Pass out “resilience organizer”.

8. Provide students with sentence strips from chapter 15 that reference resilience. Model how to read the sentence and make meaning to depict resilience from it.

9. Share expectations for students to participate in the “Conga Line” activity where students will move around the room in a line to music and stop when the music stops to pair p and share resilience sentence strips.

10. Ask students to return to their seats and fill in at least one example of resilience from the sentence strip conga line activity

11. Discuss with students the previous examples of Louie showing resilience, the current example(s), and that there will be more resilience throughout the rest of the novel.

12. Read in class chapter 16.

13. Close the lesson by revisiting the learning targets and posing the question of whether having the character trait of resilience increases the likelihood of survival? Students hand in their resilience organizer for a participation and proven understanding of the term resilience.

4. Review the responses chosen by the teacher.

5. Participate as called upon.

6. Underline on Nearpod.com within the excerpt provided, every time Louie is said to have jumped back into the Ocean to hide from the Japanese attack. Answer the poll provided depicting Louie as resilient or not based on that excerpt.

7. Write down the definition of resilience and brainstorm with a partner at least three synonyms for resilience on their resilience graphic organizer.

8. Read independently the sentence strips, think of a response to connect to how resilience is represented and write a response on the bottom of the sentence strip for reference.

9. Students participate by moving around the room, when the music stops, they will pair up with a nearby peer and share their quote/sentence strip and their response to how that quote depicts resilience.

10. Return to seats and fills in the resilience graphic organizer.

11. Listen to the discussion on resilience in the text thus far.

12. Follow along to the read aloud to chapter 16 from Unbroken.

13. Students will place a Post-it note on “Parking Lot” section of the classroom wall upon leaving.
**Differentiation and planned universal supports:** Students with a learning disability will be provided teacher-made notes for the resilience graphic organizer as well as one-on-one explanation of the task. Students with a disability will be provided two synonyms on their graphic organizer for resilience, with only the requirement of providing one of their own. All students will be following along with an audio version of *Unbroken*, which is especially effective for struggling readers. Struggling readers and students with a learning disability will be given specific questions to help guide their thinking when making meaning of the resilience in the sentence strips. Such as, “What challenges or struggles is Louie facing within this quote? What or how does he overcome or persevere through that challenge?” Students who have been absent previously will be required to follow along with the lesson up until the read aloud of chapter 16. Then, those absent students will be allowed to go into the hallway to read the chapters they have missed up until chapter 16. Students who happen to be absent for this current lesson will be provided a teacher-made notes of the definition of resilience, but will be required to fill in the remaining graphic organizer, independently and for a grade.

**Language Function students will develop. Additional language demands and language supports: Function(s):** Students will be able to *analyze* the character trait *resilience* while *interpreting* specific sentences from *Unbroken* and *explain* how resilience is depicted. After the lesson, students will be able to *explain* how resilience impacts survival. General academic vocabulary: *analyze, explain, interpret, and depict*. Vocabulary: *resilience, character trait, survival*. Subject Specific: *excerpt* and *synonym*. Syntax: *text-evidence, sentence strips*  

**Type of Student Assessments and what is being assessed:**

- **Informal Assessment:** Students informal assessment will be through the observation of the classroom group work opportunities and by talking/asking questions with the students as they work within their groups on depicting meaning of resilience in chapter 15.

- **Formal Assessment:** Students formal assessment will be their pre-assessment warm-up discussion on Nearpod.com whether they can identify resilience or something similar. Their post assessment is their resilience organizer. The organizer will assess whether students have a clear understanding of the definition and meaning of what the character trait resilience is. If there are students who do not have accurate synonyms or examples from the text, I will know to revisit this concept in a future lesson or to spend time with those specific students during a free-period. Thus, the post assessment will be whether students understand the character trait resilience, and if they write yes/no on a Post-it to answer whether resilience increases survival and post it to the “Parking Lot” on the wall.

- **Modifications to the Assessments:** Students with a learning disability will be given a teacher-written graphic organizer with the definition in a clear and concise manner, pre-written synonyms provided with only a requirement of one additional. Those students who are absent will be given the organizer assessment as homework rather than in-class work, and the opportunity to obtain teacher support if needed. Struggling readers will be provided with teacher support to read or re-explain tasks and directions for categories in the organizer.
### Evaluation Criteria:
The students will be evaluated on whether they can follow instructions and participate by providing all the necessary components of the graphic organizer on resilience. The graphic organizer is worth a total of five points.

### Relevant theories and/or research best practices:
This follows Barak Rosenshine’s primary effective instructional strategy that suggests that each lesson should begin by reviewing the day’s previous lesson to strengthen learning connections.

### Lesson Timeline:
Greet students and begin warm up activity (7mins), Recap the previous day’s reading on chapter 14-15 (5mins), Define resilience and synonyms (5 mins), conga line/sentence strips (15 mins), in-class read aloud (19 mins), Closure (5 mins).

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## Lesson 3

Grade Level: 7/8

Subject / Content area: ELA

Unit of Study: Determining a Thematic Concept Within a Complex Text

Lesson Title: Lesson 3/Day3: Dignity as a thematic concept

### Central Focus for the learning segment:
Students will be able to identify the meaning of dignity and a loss of dignity to begin thinking of these concepts as overall thematic concepts in *Unbroken*. This will ultimately prepare them to develop a theme for the end of unit project.

### Content Standard(s):
RL8.2: Determine a theme or central idea of a text and analyze its development over the course of the text.

### Learning Objectives:
Students will be able to **determine** meaning of unknown words. Students will be able to begin to **identify dignity** as an important concept in *Unbroken* and how it plays a vital role in survival. Students will be able to participate in whole class and small group **discussions** about main events.

### Instructional Resources and Materials
to engage students in learning: YOUTUBE.com, Hillenbrand's *Unbroken* (1 per student), PowerPoint, SMARTboard, index cards, ticket-out short response worksheet “Dignity”, kahoot.it.

### Instructional Strategies and Learning Tasks:

<table>
<thead>
<tr>
<th>Teacher will…</th>
<th>Students will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greet the students as they enter the room. 2. Explain that students will be taking a short quiz on previous chapters, as they are waiting for computers to load to sign in, they will complete a short warm-up on a half sheet of paper to be handed in.</td>
<td>1. Enter the room, and read instructions to get out computers and sign into kahoot.it for a short comprehensive quiz on the previous chapters thus far, complete the warm-up. 2. Take quiz.</td>
</tr>
</tbody>
</table>
where they are asked to define dignity in their own words.

3. Play the two clips from YOUTUBE to summarize chapter 15 & 16 from day previous & homework

4. Re-read an excerpt on page 135 up until the quote: “All I see, he thought, is a dead body breathing.”

5. Have students think, pair, share and concentrating on the close read of the quote above. Pose the question of: “This is the first time he has broken down and cried after all the challenges, struggles, threats against his life; why now? And What might this do to his self-worth (AKA: dignity) to survive from here on out?”

6. Discuss: “Now his body has wasted away. The shock of the transformation of his body weakens his spirit, his will to live, and attacks his dignity, which was so tied up in his ability to overcome physical challenges. Will he be able to continue to stay resilient? Or will he brake (in comparison to the title: Unbroken)”

7. Discuss: “Also, it is worth mentioning that once captured, the Captain (p. 133) orders the Japanese crew to treat Phil and Louie more humanely. Also, the doctor examining and feeding them is kind. Hillenbrand first creates the obvious truth that there are good Japanese people, that not every Japanese person is inherently evil (Unfortunately, some POWs never get over the horrid treatment and are prejudice against Japanese postwar for their entire lives).”

8. Introduce the vocabulary manipulation pairing game: Have students work in small groups of 3 or 4 people and match up the definition with new word, in preparation for reading chapter 18.

9. Go over quickly on the PP to see if they are “correct” or need to make changes

10. Read Chapter 18 in class.

3. Watch the video clips of scenes from the movie Unbroken that depict the same chapters read for homework as a recap of prior learning.

4. Open book to page 135 and follow along as it is re-read by the teacher focusing on the phrase, “All I see, he thought, is a dead body breathing” (135).

5. Think, pair, share with peers sitting next to them to discuss the question.

6. Listen to the interpretation of this quote from peers and teacher. Volunteer to share out answers on resilience and ability to survive and remain unbroken.

7. Listen to the teacher discuss important concepts in chapters we’ve read.

8. Work with peers to manipulate and determine which words should be matched with which definitions.

9. Review the PowerPoint to determine the correct definitions to each word and manipulate words at the desks to reflect correctness.

10. Take out books and follow along as the teacher reads aloud chapter 18.

11. Record the homework in agendas.

12. Complete the fist to five to rate understanding of learning targets.
11. Go over the homework to read chapter 19 and complete dignity short response worksheet. Assessment of the learning target(s) of whether students understand the meaning of dignity and if they can make the connection with the impact dignity has on ability to survive. The quote on page 141 regarding dignity: students are to write a short answer response in paragraph form to **explain**:

- **Explain** what this quote means.
- **Discuss** how one’s **dignity** plays a vital role in survival.
- **Provide text-evidence** of Louie losing his will to survive (which he has had all along, due to the treatment of the Japanese trying to break him of his self-worth)

12. Ask students to rate the learning target using a fist to five showing understanding of dignity. Ask students to rate fist to five if they understand that dignity plays a vital role in *Unbroken*, specifically in Louie’s survival.

**Differentiation and planned universal supports:** Students with a learning disability will be offered the quiz as a traditional pen and paper assessment if preferred or if they perform dramatically lower than anticipated. A filled-in vocabulary worksheet will be provided with words and definitions for students who are absent as well as students with a learning disability that require teacher notes within their I.E.P. All instructions and texts will be read aloud to all students. One-on-one support will be provided to any student showing signs of struggling with task(s) or responses. For students who are absent for this lesson will be provided with the teacher-notes graphic organizer and expected to catch up on the reading(s) upon return.

**Language Function students will develop. Additional language demands and language supports:** Students will be able to **identify** the meaning of unknown words and **determine** the development of **dignity** as a **thematic concept**. Vocabulary: **dignity, dehumanized, degradation, zeal, wretchedness, debased, thematic concept, text-evidence.**

**Type of Student Assessments and what is being assessed:**

- **Informal Assessment:** Students will be assessed informally through observations during group work and discussions. If students are struggling during these activities and are showing that they are not comprehending the tasks, I will be able to re-teach and explain more clearly.

- **Formal Assessment:** Students will be formally assessed using their online quiz that will be on the previous chapters. Students will also be formally assessed on their pre-assessment warm-up which will be whether they can define the term dignity on a half-sheet of paper to be
handed in as a data collection of their learning. Also, their participation during the class in activities as well as their homework assigned due next class but will prove their understanding of this lesson and a post-assessment on the meaning of dignity.

- **Modifications to the Assessments:** Students with a learning disability will be offered the quiz as a traditional pen and paper assessment if preferred or if they perform dramatically lower than anticipated. A graphic organizer will be provided with teacher-notes and definitions for students who are absent as well as students with a learning disability.

**Evaluation Criteria:** Students will be evaluated on their ability to follow instructions throughout the lesson. Students will be evaluated on accuracy for the quiz, each question is worth one point. Students will be evaluated on their homework, which will be their understanding of the term: dignity and its impact on survival using a rubric worth a total of 10 points:

1. Explain what this quote means. (3 pts.)
2. Discuss how one’s dignity plays a vital role in survival. (3 pts.)
3. Provide text-evidence of Louie losing his will to survive (which he has had all along, due to the treatment of the Japanese trying to break him of his self-worth) (3 pts.)
4. Grammar, Spelling, Complete Sentences (1 pt.)

**Relevant theories and/or research best practices:** This lesson follows Dr. Marzano’s approach to successful teaching strategies that suggests students should work in a cooperative learning environment where students can work collaboratively in small groups.

**Lesson Timeline:** Greet students, log into computers, warm-up (5 mins), take the quiz (5 mins), mini-discussion (5 mins), vocabulary manipulation (8 mins), mini-discussion (3 mins), read aloud (15 mins), closure (10 mins).
Directions: Please answer the following as a written response using complete sentences:

➢ What is a Character Trait that Louie portrays in his effort to survive (that Mac and Phil do not have)?

➢ How do you know Mac and Phil do not have that character trait?

➢ What text-evidence (what does the author write) that illustrates Louie having that character trait? Explain.

SAMPLE FORMAT:
A character trait that Louie portrays in his effort to survive is (Optimism or Responsibility). Mac and Phil do not have this same character trait because

__________________________________________________________________________________.

Hillenbrand mentions that Louie, “____________________________________________________________________,” which shows that he has __________________________ because he ________________ (p. #).
Please get your computers & sign into nearpod.com

**LEARNING TARGETS**
- I can continue to analyze the character traits of Louie.
- I can continue to analyze the challenges that Louie, Phil, and Mac encounter to portray survival.

Who is weakest man on the raft?

- Louie
- Phil
- Mac

Phil had, "two gashes...spurting blood...no condition to make decisions" (p. 104).

Louie had a back ache and had no idea he had actually broken every one of his ribs in the crash (p. 106). Swam after the rafts, pulled men aboard, set rules.

Mac was uninjured. Silent, but did "everything Louie asked of him...startled expression...began wailing" (p. 105).

**READ CHAPTER 14 IN CLASS**

Now, remembering the injuries and conditions of the men, who is the weakest?

- Louie
- Mac
- Phil

Which man is most responsible for their survival thus far?

- Louie
- Mac
- Phil

Louie's character traits & survival

Choose one character trait that Louie portrays and helps in his survival thus far in the raft: optimism, empathy, responsible, or calm? Explain your reasoning in a complete sentence.

**homework**

Chapter 15 & 3 questions hand out
Lesson 2 Materials:

**Sentence Strips:**

A month earlier, twenty-six-year-old Zamperini had been one of the greatest runners in the world, expected by many to be the first to break the four-minute mile, one of the most celebrated barriers in sport. Now his Olympian’s body had wasted to less than one hundred pounds and his famous legs could no longer lift him. Almost everyone outside of his family had given him up for dead.

He could have ended the beatings by running away or succumbing to tears, but he refused to do either. “You could beat him to death,” said Sylvia, “and he wouldn’t say ‘ouch’ or cry.” He just put his hands in front of his face and took it.

By 1932, the modest, mild-tempered Cunningham, whose legs and back were covered in a twisting mesh of scars, was becoming a national sensation, soon to be acclaimed as the greatest miler in American history. Louie had his hero.

He found himself thinking of Pete, and of something that he had said as they had sat on their bed years earlier: A lifetime of glory is worth a moment of pain. Louie thought: Let go.

While in military training, Louie becomes a superbly accurate bombardier.

As Louie takes stock of the rations, Mac starts to scream and shout that they’re all going to die. Louie tries to calm him, but Mac continues to panic so Louie slaps him. Mac falls silent. Louie tells them that they’ll survive by rationing the food. Each man will get one square of chocolate in the morning and at night as well as two sips of water a day.

Louie trains for the 1,500-yard race until he comes to the realization that he’s too young and inexperienced to beat the older and more professional American runners competing for the chance to go to Berlin. Refocusing his energies, he trains his sights on the less competitive 5,000-yard race. Louie wins the preliminary Olympics trials and travels to New York City to compete in the final trial. The residents of Torrance see Louie off, presenting him with travelling money and gifts.

Also falling behind, Louie remembers advice that Pete gave to him as a boy: a moment of pain is worth a lifetime of glory. The memory motivates Louie, giving him the will to run as hard as he can for the last lap. Louie finishes in seventh place, but clocks the fastest last lap in Olympic history.

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**learning targets**

**I can explain how resilience impacts the ability to survive.**

**I can provide text evidence supporting resilience.**

---

Is Louie resilient?

- [ ] yes
- [ ] no
**Unbroken** Lesson 15

**DEFINITION**

The capacity to recover quickly from difficulties; toughness.

**SYNONYMS**

- Tough/Hardy
- Spring back/elasticity

**Resilience**

**MEANING(S)**

**EXAMPLE(S) FROM TEXT**
Lesson 3 Materials

Slides 1, 2
UNBROKEN
LESSON 16
DO NOW
- GRAB COMPUTERS
- SIGN INTO KAHNEXTRA FOR A SHORT QUIZ ON PREVIOUS CHAPTERS

Slides 3, 4
LEARNING TARGETS
I can identify identity, dignity as a theme & how it plays a role in survival

"ALL I SEE, HE THOUGHT, IS A DEAD BODY BREATHING"
Page 138

Slides 5, 6
CHAPTER 18 VOCABULARY
MUTILATION
- THE ACT OF EMBARRASSING OR DEGRADING SOMEONE
Slides 7, 8

- DIGNITY
  - SELF-RESPECT AND SELF-WORTH

- DEHUMANIZED
  - DEPRIVE OF POSITIVE HUMAN QUALITIES

Slides 9, 10

- WRETCHEDNESS
  - VERY UNHAPPY OR UNFORTUNATE

- DEBASED
  - REDUCE IN QUALITY OF VALUE

Slides 11, 12

- ZEAL
  - GREAT ENERGY OR ENTHUSIASM IN PURSUIT OF A CAUSE

- DegrADATION
  - THE PROCESS OF LOSS OF SELF-RESPECT

Slides 13, 14

- LAURA HILLENBRAND
  - SEABISCUIT
  - UNBROKEN

- IN-CLASS READING CHAPTER 13

- DIGNITY
  - "...DIGNITY IS AS ESSENTIAL TO HUMAN LIFE AS WATER, FOOD, AND OXYGEN. THE STUBBORN RETENTION OF IT, EVEN IN THE FACE OF EXTREME PHYSICAL HARDSHIP, CAN KEEP A MAN ALIVE LONG PAST THE POINT WHEN HE SHOULD HAVE DIED..." (P. 141).
1. What was the mission that Louie and his crew were on before the crash into the ocean?
   a. Bombing of Nagasaki
   b. Search and rescues mission of missing plane
   c. Refuel run to another base
   d. Returning from Funafuti

2. What is the name of the unreliable plane Louie and his crew have been appointed?
   a. The Blue Bird
   b. The Green Hornet
   c. The Green Bee
   d. The Red Sparrow

3. ______ and ______ were physically injured from the plane crash.
   a. Phil and Mac
   b. Mac and Louie
   c. Louie and Phil

“Phil reminded Louie that according to lore (folklore), killing a(n) ______ was bad luck” (p. 113).

4. Which bird symbolizes bad luck at sea and beyond for Louie?
   a. Albatross
   b. Seagull
   c. Pelican
   d. Blue-Footed Booby

5. Resilience means to:
   a. Give up after hard times
   b. Bounce back after hard times
   c. Find food and water
   d. Stay afloat on the raft

6. One of the challenges Louie, Phil, and Mac undergo is:
   a. Sunburn
   b. Shark bait;
c. Lack of food and water
   d. All of the above.

7. The character trait of resilience is important for the theme of:
   a. Category
   b. Forgiveness
   c. Survival
   d. Sorrow

**Lesson 3 Vocabulary** for Manipulation and print out for Students to keep in binder

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>humiliation</td>
<td>the act of embarrassing or degrading of someone</td>
</tr>
<tr>
<td>dignity</td>
<td>self-respect or self-worth</td>
</tr>
<tr>
<td>dehumanized</td>
<td>deprive of positive human qualities</td>
</tr>
<tr>
<td>wretchedness</td>
<td>very unhappy or unfortunate</td>
</tr>
<tr>
<td>debased</td>
<td>Reduce in quality of value</td>
</tr>
<tr>
<td>zeal</td>
<td>great energy or enthusiasm in pursuit of a cause</td>
</tr>
<tr>
<td>degradation</td>
<td>the process of loss of self-respect</td>
</tr>
</tbody>
</table>
Directions: Revisit the quote about dignity on page 141.

“…dignity is as essential to human life as water, food, and oxygen. The stubborn retention of it, even in the face of extreme physical hardship, can keep a man alive long past the point when he should have died…”

5. Explain what this quote means.
6. Discuss how one’s dignity plays a vital role in survival.
7. Provide text-evidence of Louie losing his will to survive (which he has had all along, due to the treatment of the Japanese trying to break him of his self-worth)

Chapter 19:

One significant thing that happened in chapter 19 reading:
Lesson 4

End of Unit Assessment

DETERMINING THEMATIC CONCEPTS IN PREPARATION FOR UPCOMING PERFORMANCE BASED ASSESSMENT (END OF UNIT ASSESSMENT)

LEARNING TARGETS:

➢ I can identify a thematic concept and start to create a theme for my final project.

MATERIALS:

➢ PowerPoint and SMARTboard
➢ plain white printer paper
➢ Markers
➢ sticky-notes
➢ pencil/pen
➢ thematic concept graphic organizer for final project
➢ filled in organizer with TKAM examples for a model

DIRECT INSTRUCTION:

1. Students enter the room, immediately get out materials listed on the board, & get into groups.
2. Students finish-up in their groups their timeline on Louie Zamperini’s major life events.
3. Students hang up their timeline on the board coordinating the events in chronological order.
4. Students write down the major life events in order of their choice on their timeline in their packet #47.
5. Students return to their assigned seats.
6. Teacher transitions by connecting the major events in Louie’s life with overall big ideas or words that represent those events
7. Teacher begins to discuss that a thematic concept is much like a big idea of a story. We begin to discuss the difference between an important concept in a story VS. a thematic concept/big idea.
   a. “In order to find major thematic concepts in a story, we must first think of many important events/people/places/things.” - Show TKAM Example
   b. Teacher instructs students that they will be working in groups to “Cover Your Table” with as many sticky-notes as possible that have one or two words on each that represent any important event/people/places/things in Unbroken.

GUIDED INSTRUCTION:

1. Students work in groups to “Cover Your Table” with any important concepts from Unbroken that they can remember. --> They only have 3 mins.
2. Teacher will show the slide that give students ideas to think about to come up with words:
   a. stages in Louie’s life
   b. vocab words
   c. concepts from any worksheets
   d. names of people
   e. places Louie went
   f. character traits

3. Students regroup after 3 mins. & teacher goes back to the TKAM example slide to discuss the difference between a thematic concept and an important event/people/place/thing→play video on thematic concept.

4. Students “weed out” the important ideas and keep the thematic concepts on their table.

5. Teacher(s) walk around and informally assess students’ understanding and help when needed.

6. Students are left with only thematic concepts of *Unbroken*.

**INDEPENDENT INSTRUCTION:**

1. Students do a “Gallery Walk” around the room to review the other groups’ collection of thematic concepts and record any/all words on the appropriate graphic organizer provided.

2. Students regroup and choose one thematic concept that they think they will want to further explore and do their project on.

3. Students write that thematic concept in the appropriate box on the line of graphic organizer provided.

4. Students will receive the example of TKAM graphic organizer that is already filled out and will be used as a model for their expectations and guidelines when filling out their graphic organizers.
   a. Students are asked to volunteer by raising their hands to volunteer what word is chosen for TKAM as the thematic concept: They should say “Judgement”.
   b. Students are asked to skim through the example provided and circle all places in the text where they read the word: judge, judgement, or judging.
   c. Discuss the purpose of doing that.

**CLOSURE:**

1. Revisit the learning target and assess whether students have been able to identify a thematic concept for their final project.
LEARNING TARGET:
I CAN IDENTIFY A THEMATIC CONCEPT AND START TO CREATE A THEME FOR MY FINAL PROJECT.

A THEMATIC CONCEPT....
a short word or phrase that defines the big idea within a story, poem, or other written piece.

What is a thematic concept?

COVER YOUR TABLE!
Racism
Maycomb County
Malevolent monster
Boo Radley
Trial
Tom Robinson
Mayella Ewell
Integrity

COVER YOUR TABLE!
Racism
Maycomb County
Malevolent monster
Boo Radley
Trial
Tom Robinson
Mayella Ewell
Integrity

COVER YOUR TABLE!
Write down:
Stages of Louie’s life
Vocabulary words
Concepts (from worksheets)
People’s names
Places Louie went
Character traits

COVER YOUR TABLE!
Integrity
Racism
Prejudice
Lawyer
Truth Lies
Scout, Jam, Dill

COVER YOUR TABLE!
Integrity
Racism
Prejudice
Lawyer
Truth Lies
Scout, Jam, Dill

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Lesson 5

Determining a Theme

Lesson Objective: Students will be able to create a theme based on the brainstorm activity from lesson 4. Next, students will create a Power Point Presentation following the instructions per slide and rubric as follows:
Planning Sheet/Organizer for final *Unbroken* project

**Directions:** Create a PowerPoint or Prezi in which you explain the development of a theme in the novel. You will also make connections to other texts by analyzing the theme through a song/poem and another person. Each slide is worth 10 points, for a total of 100.

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**Slide 1 - Cover slide:**

Analyzing the Development of a Theme in *book title* and author, your name, your ELA section. picture or graphic

**Slide 2:** Theme

(from thematic concept organizer)

Include a picture or graphic
Slide 3: Written response that gives a brief summary of the book and answers the following prompt: Explain how the theme you found in Unbroken is developed throughout the story.

Slides 4, 5, 6: Choose three quotes from Unbroken. On each slide, type the quote, cite page numbers, and then give the context of the quote (what was going on in the story, who said the quote, etc.) Then tell how/why you picked it and how it demonstrates your theme.

Slide 7: poem/song that also represents your theme – include the poem or song lyrics. On this slide, you can play the music if you know how to attach the audio. (Do not use Poetry.com! Absolutely no inappropriate lyrics.)

Slide 8: How does your poem relate or connect to the theme you chose? Explain using complete sentences.
**Slide 9:** Biography – Choose a person that you know who displays the theme/character traits you have been writing about. This person can be alive/dead/famous/not famous. On slide 9, include the name and a photo of the person.

**Slide 10:** Write a brief biography in which you connect the person and his/her traits to your theme. Use complete sentences and a complete explanation.
## PRESENTATION RUBRIC FOR UNIT ASSESSMENT: UNBROKEN

### Determining and Presenting a Theme

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>COMMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>explanation of ideas &amp; information</td>
<td>It is clear the speaker is knowledgeable of the theme chosen, uses relevant &amp; well-chosen text-evidence, examples, details to support theme.</td>
<td>It is clear the speaker is knowledgeable of the theme chosen, but does not include relevant, well-chosen text-evidence, examples, details to support theme.</td>
<td>It is not clear whether the speaker is knowledgeable of the theme, does not include relevant, well-chosen text-evidence, examples, details to support theme.</td>
<td></td>
</tr>
<tr>
<td>organization</td>
<td>➢ includes all 10 slides in correct order ➢ explicitly states the theme and each slide clearly connects with the theme ➢ organizes time well; no part of the presentation is rushed, too short or too long</td>
<td>➢ includes all 10 slides, but some may be out of order ➢ explicitly states the theme, but some slides do not seem relevant to the theme ➢ generally, organizes time well, but may spent too much or too little time on a slide/idea</td>
<td>➢ not all 10 slides are included. ➢ the theme is not explicitly states ➢ uses time poorly, the whole presentation, or part of it, is too rushed or too drawn out</td>
<td></td>
</tr>
<tr>
<td>eye contact</td>
<td>Makes eye contact with everyone in the room throughout the entire presentation.</td>
<td>Makes eye contact occasionally with people around the room.</td>
<td>Makes very limited eye contact with people around the room.</td>
<td></td>
</tr>
<tr>
<td>volume &amp; clarity</td>
<td>The speaker speaks very clearly so entire audience can hear entire presentation.</td>
<td>The speaker is quiet during some parts of the presentation and/or mumbles</td>
<td>Speaker is too quiet or mumbles consistently so that people in the back of the room cannot hear.</td>
<td></td>
</tr>
<tr>
<td>visual aid (Power Point/Prezi/etc.)</td>
<td>making some things hard to hear.</td>
<td>The visual aid somewhat connects to the theme but lacks some creativity and neatness. Some things are hard to read/follow along.</td>
<td>The visual aid does not connect to the theme and is not neat or creative.</td>
<td></td>
</tr>
</tbody>
</table>

Additional comments/feedback:  
Total: ____________________________
Chapter Four: Conclusions and Recommendations

Traditional classrooms where students sit and listen to a teacher lecturing content is outdated. Or at least it should be! If there is a classroom where teachers are consistently lecturing a quiet class full of students, then I can almost guarantee that they are not learning knowledge for the long term. Times have changed, education has changed and will continue to change, right alongside with our societal norms and dependencies. If the number one characteristic to help students learn is relevancy, then it is imperative that the educational experience these students receive is relevant and has a purpose to their own lives. Students are entering into the classroom after they have had a night or a weekend full of gaming, text messaging, snap chatting, Netflix binge watching, app downloading obsessions that provide them with immediacy and engagement. The outside of school activities that these students are involved with are directly related to what goes on in the classroom because students must be able to connect their own lives with their learning. Therefore, this causes a great deal of difficulty for teachers in the classroom who are competing with such chaotic, digitally driven outlets outside of the classroom. The answer is not to forbid this type of change and behavior in our youths, but instead, embrace what interests them in their free time and develop it in a way that can supplement their learning.

Technology is a vital part of the way we live in today’s modern world. Technology does not discriminate when it comes to age either, because our youths, young adults, middle aged, and even elders are using computers, order from robotic screens, channeling WIFI, searching on smartphones, etc. In fact, simple daily tasks that used to require nothing except a little man power are now dependent upon technology, such as starting the engine of your car or purchasing
an item in a store. Technology is everywhere and it is only going to become more apparent in our lives as society continues. That is why educators must jump on the band wagon if they have not already.

Along with the integration of technology, students require specific skills that are more complex than past generations skills that must now be included in the school curriculum. 21\textsuperscript{st} Century learners must be able to collaborate with diverse team members, be a self-advocate, be goal-oriented, have personal responsibilities, able to digest and understand complex texts, be open-minded, utilize various mediums of technology, all the while of obtaining the knowledge associated with each discipline and its content. The way in which teachers can provide such an atmosphere balancing skills and content for successful futures of 21\textsuperscript{st} Century students is to encourage a student-led classroom. Students must be in charge of how and when they are learning instead of the teacher taking all of the control. Therefore, if students are learning on their own terms, they are more likely to retain the knowledge better and for long term. The way that teachers can be sure that students are in control of their own learning is by developing lessons and units that allow the students to manipulate the content and problem solve with only guidance from the teacher. It is recommended that this is effective in the classroom through peer interaction and daily collaboration. Not only does peer collaboration cater to the many skills of the 21\textsuperscript{st} Century learner, but it also encompasses the student-led approach to learning. There are various ways to integrate collaboration within the classroom daily. For instance, the warm-up, peer reading, response questions, discussions, brainstorming sessions, and even group assessments. It is important to have students working in both heterogenous and homogeneous small groups according to abilities, as well. This way, students whom may be weak in one area
will be teamed up with a peer that is strong in such an area. Anytime that peers can help one another and aide in one another’s learning is an opportunity worth encouraging.

One of the biggest challenges as an educator in the 21st Century is being supplied and supported with the necessary resources and opportunities to further one’s knowledge by administration. Being willing to integrate 21st Century learning in the classroom is only the first step of the process. The school district and administration must also be on board and supportive for the evolution of education to be successful for our students’ futures. Teachers must have the resources to integrate technology, such as having access to programs, apps, digital devices, etc. Also, it is important that teachers are staying up to date with the latest technological trends which can be done through professional development. It is also important that administrators take the time to train teachers on the necessary skills needed to fully adapt curriculum for 21st Century learners. If administrators are concerned with the costs of these programs and trainings, then another way to introduce and train would be to have staff provide the training. For instance, all educators could team up and volunteer to be responsible to introduce a new technology to the staff during a faculty meeting slot time. This way, the school is not paying for a professional to speak with the teachers about a new program that can be used. Teachers may understand the program better when it is explained by a colleague and can really decipher how to adapt it within their own classrooms. Either way, administrators must be aware, willing, and supportive to educators and implementing the 21st Century skills to aide in the success of the youth.

The Common Core State Standards are the first nationally recognition of education revolutionized. It was apparent that the educational systems across the United States were not measuring up to one another and could not be compared due to the severe differences in which educational curriculum was approached. Also, the graduates entering the work place were
lacking the skills and knowledge needed to perform the duties of the modern-day employee. The states, which is most of the U.S., have now adapted the CCSS and can now be comparable to one another. Also, this allows for graduates and employers seeking candidates to be equally comparable with knowledge and skills in terms of what they should know. There have been many educators in uproar or leaving education completely due to the changes in standards. It is important, as an educator, to remember that education will always change and sometimes it is for the better and sometimes it is not. Either way, it is important that educators do their best to adhere to the changes while still making them their own according to their own students’ individual needs and abilities. The challenge with implementing the CCSS is common among veteran teachers who are just not accustomed to the reasoning behind the change and the understanding of what the standards are saying. Of course, with anything new there can be flaws, but if administration is supportive of its educators, then all should run smoothly. It is important for administration, similar to the integration of the 21st Century skills, to ensure that all staff and faculty are supported and supplied with the resources to be successful for any and all changes that occur within education.

It is recommended that educators embrace the new 21st Century skills within their lessons because it is only providing students with the resources to become successful adults. Educators, as part of their job descriptions have the responsibility to stay current with trends affecting students and their learning for future successes. Modern society requires students whom encompass more than knowledge in content area, but instead skill sets that practice diversity, independency, and leadership. Screenagers are a different breed of student than what educators have been used to in years’ past due to their constant dependency on smart phones and digital devices. The challenge of maintaining students’ attention spans and engagement within school is
directly related to the immediate, colorful, flashy chaotic atmosphere taking over every minute of free time outside of school. Educators must recognize this change in education and adapt their ways of teaching to be more student-led if they want to inspire students for the 21st Century and beyond. After all, isn’t that why we all become teachers anyway? To inspire and support students in becoming successful members of society post school. The evolution from chalk boards to SMARTboard is doable, just wait until we have laser beam boards and zero gravity desks.
References


References


References


