



I Am an Emotional Creature: The Secret Life of Girls

Academic Curriculum – Language Arts

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Language Arts Mini-Unit: Walk a Mile in Her Shoes

Subject:

Language Arts, Grades 9-12

Text:

Let Me In

Topics:

Peer pressure, bullying, harassment, conflict, point of view, perspective

Time:

Two 45-60 minute periods

Mini-Unit Objectives:

- Students will explore point of view and perspective.
- Students will experience different perspectives within the context of one point of view.
- Students will consider how to use fiction writing to communicate about a social problem.

NCTE Standards:

- **Reading:** "to build an understanding of texts, of themselves, and of the cultures of the United States and the world"
- **Writing:** "apply knowledge of language structure, language conventions"

Preparation:

Review sections in Facilitator's Guide on bullying and harassment.

Strong Language:

- "tits", "went all the way", "shitty", "perfect breasts", "piece of shit"; "...posse circle in the shower when Amber was naked and we all laughed at her body. "

Terms Students May Be Unfamiliar With:

- Posse, Marc Jacobs, Juicy Couture, Beyonce, MTV, Gwen Stefani, abbed (to have obviously developed ab muscles), UGGs, Miley, Angelina Jolie, Britney, posse slam

Key Terms:

Harassment can be defined as unwanted conduct which may create the effect (intentionally or unintentionally) of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment which interferes with an individual's learning, working or social environment or induces stress, anxiety, or sickness on the part of the harassed person.

Bullying can be defined as persistent actions, criticism or personal abuse, either in public or private, which humiliates, denigrates, undermines, intimidates or injures the recipient.¹



Point of View is the mode of storytelling used by a writer. Point of view can be expressed as -

- First Person - The narrator is a character in the story who can reveal only personal thoughts and feelings and what he or she sees and is told by other characters. He can't tell us thoughts of other characters.
- Third-Person Objective - The narrator is an outsider who can report only what he or she sees and hears. This narrator can tell us what is happening, but he can't tell us the thoughts of the characters.
- Third-Person Limited - The narrator is an outsider who sees into the mind of one of the characters.
- Omniscient - The narrator is an all-knowing outsider who can enter the minds of more than one of the characters.²

Perspective is another term also commonly used to describe Point of View. The term perspective can describe the experience or the standpoint from which narrators from two different points of view are telling a story or experiencing an event.

¹<http://www.campus.manchester.ac.uk/equalityanddiversity/harassmentdiscriminationandbullying/>

²http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm

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LANGUAGE ARTS MINI-UNIT: WALK A MILE IN HER SHOES
LESSON ONE

Materials/Preparation:

- Copies of monologue
- White board/chalk board or large sheets of paper

Warm-Up Activity (10 Minutes):

- Ask for three student volunteers
- Student 1 will go out in the hallway.
- Student 2 will stand up in front share a short story about something fun that they did over the weekend or a funny story from when they were a kid (first person point of view).
- Student 3 will listen to the story and then go out into the hallway and tell the story to Student 2 (third person objective point of view).
- Student 2 will come back into the classroom and relay the story they heard.
- Compare the first person account and how the story is told after it has been passed on.

Active Engagement (15-20 minutes):

- Review the Key Terms Point of View and Perspective.
- Pass out copies of the monologue. Read the monologue out loud as a class. Ask students to think about the following as they read –
 - What point of view the monologue is written in?
 - What are the different character perspectives that are represented?
- Discuss –
 - What were your thoughts about the monologue?
 - What was the point of view? What were the character perspectives?
 - Do you think this point of view was an effective way to tell the story? Would it have been as effective in a different point of view?
 - Is this a situation you can relate to?
 - Ask students to define “bullying” and “harassment”. Refer back to the definitions included in Key Terms.
 - Who is bullied or harassed in this monologue? Do you think these are extreme examples? Why or why not?

In-Class Writing Assignment (Remainder of Class Period):

- Ask students to choose a character from the monologue – Bree, Wendy, Julie, or Tiffany.
- Students should read the monologue again through the eyes of the character that they have chosen.
- Students will write their own monologue from the perspective of their chosen character in first person point of view. Give students a copy of the monologue rubric.
- The monologue should include the character’s perspective on –
 - The narrator’s entrance into the lunchroom
 - The narrator’s exclusion from the “in crowd” table

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LANGUAGE ARTS MINI-UNIT: WALK A MILE IN HER SHOES
LESSON ONE (continued)

- Witnessing the narrator’s breakdown and blackout in the lunchroom
- Any other events in the monologue that the chosen character may have witnessed

Homework:

Students should take their monologues home and finish writing, proof, edit and hand in a final draft for the next class.

Assessment: Monologue Rubric

CATEGORY	4- to 4+ / Excellent	3- to 3+ / Very Good	2- to 2+ / Satisfactory	1- to 1+ / Needs Improvement
Point of View and perspective	Character expresses herself consistently in first person point of view. Character's perspective is clear throughout the monologue.	Character expresses herself in first person point of view most of the time. Character's perspective is clear throughout the monologue.	Character expresses herself in first person point of view some of the time. Character's perspective is sometimes clear.	-Character expresses herself in first person point of view very inconsistently or not at all. Character's perspective is not clear.
Content	Monologue addresses all four events clearly and in detail. The four events are linked together to form a fluid, expressive story that helps to reveal the character.	Monologue addresses all four events. The four events have some flow between them. The story is coherent.	Monologue addresses at least three events. The three events are used with inconsistent relationship between them. Story is somewhat coherent.	Monologue addresses less than three events. The events are used with no relationship between them. Story is not coherent.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. Style and word choice is appropriate for character.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. Style and word choice are appropriate for character.	Writer sometimes uses words that communicate clearly, but the writing lacks variety, punch or flair. Style and word choice are inconsistently appropriate for character.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest; jargon or cliché may be present and detract from the meaning. Style and word choice are seldom, if at all, appropriate for character.
Conventions (Grammar, Spelling & Punctuation)	Writer makes virtually no errors in grammar, spelling or punctuation, so the monologue is exceptionally easy to read	Writer makes a few errors in grammar, spelling or punctuation, but the monologue is still easy to read	Writer makes too many errors in grammar, spelling or punctuation that catch the reader's attention and interrupt the flow/distract the reader from the content	Writer makes far too many errors in grammar, spelling or punctuation that catch the reader's attention and greatly interrupt the flow/distract the reader from the content

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LANGUAGE ARTS MINI-UNIT: WALK A MILE IN HER SHOES
LESSON TWO

Materials/Preparation:

- Copies of monologue
- White board/chalk board or large sheets of paper

Warm-Up Activity (10-20 minutes, depending on how many readers volunteer):

Invite students to volunteer to share the monologues they wrote with the class.

Small Group Discussion (15 minutes):

- Divide class into groups of 4-5. In small groups discuss –
- How does hearing the same story from different perspectives change your feelings about the story?
- How does perspective guide the reader/listener to draw conclusions?
- Do you think a story from a first person point of view makes a bigger impact on the reader? Does it make a difference what kind of story is being told?

Class Discussion (15 minutes):

- What was your experience writing from the other perspectives, especially if you had one that was distasteful to you?
- How do you think that writing the same story from different perspectives can help us to understand a story or issue?
- How did this monologue change your awareness of cliques, bullying, or peer pressure?
- How could you use this monologue to help people explore labeling/social classifications, bullying and peer pressure?

Extension Activities:

- Have students write a monologue from their own observation or experience on the topics of bullying, peer pressure, cliques or personal identity vs. group identity.
- Have students write a short play to raise awareness in their community about peer pressure, bullying, cliques, identity and growing empathy. Perform plays for another class.
- Have students write a short play or puppet show for young children about peer pressure, bullying cliques, identity, and growing empathy. Arrange for students to perform for children at a nearby elementary school.

Additional Resources:

Article – “My Bullied Son’s Last Day on Earth” by Mallory Simon.

Jaheem Herrera, 11, committed suicide after school bullied continuously called him “gay” and “the virgin”. His mother believes her son killed himself because nobody would help him.

<http://www.cnn.com/2009/US/04/23/bullying.suicide/>



Language Arts Lesson: The Power of a Word

Subject:

Language Arts, Grades 9-12

Text:

Stephanied

Topics:

Sexual identity and questioning, perspective, voice, audience, religion

Time:

One 45-60 minute period

Lesson Objectives:

- Students will examine the importance of tone/voice, audience and word choice.
- Students will apply their understanding of these concepts in writing an original poem or monologue.

NCTE Standards:

- **Reading:** "to build an understanding of texts, of themselves, and of the cultures of the United States and the world"
- **Writing:** "Students adjust their use of spoken, written and visual language...to communicate effectively with a variety of audiences and for different purposes"

Note:

This monologue deals with issues that may be very sensitive for teens in your classroom. It may be very helpful to spend some time at the beginning of class discussing safe space and respect for differing opinions in class discussion.

Materials/Preparation:

- Read section on Sexual Identity in the Facilitator's Guide
- Copies of monologue
- Copies of small group discussion questions
- Review additional V-Girls curriculum resources on sexual identity and questioning.
- Some previous study of poetry, voice, tone and word choice may be helpful.
- Set up classroom for small group discussion.

Warm Up Discussion (10 minutes):

- Invite students to share slang terms that they use or have heard that are totally made up words or words that are used out of context.
- Explain to the class that they will be reading a monologue that hinges on a word that the author invented.



LANGUAGE ARTS LESSON: THE POWER OF A WORD (continued)

- Before reading the monologue, have the class review or define – monologue, dialogue, literary audience, voice, perspective

Active Engagement (40 minutes):

- Read the monologue to the students or have a student read the monologue aloud. Do not pass out copies of the monologue until they have listened to it at least once.
- Divide class into small groups of 3-5 and pass out copies of the monologue.
- In small groups, discuss -
 - What do you know about the speaker?
 - What about this monologue/poem makes an impact?
 - What is unexpected in this monologue/poem?
 - What are the tone and voice used in this monologue?
 - How would this monologue be if the character were nervous about being judged by her audience (*voice*), or unsure of her feelings and perspective?
 - What word is *the* most important word in the whole monologue? What one word does the entire piece hinge on?
 - What was the effect of this word on you as audience? Why is it so important?
 - Make a list of invented words that are commonly used. (*Can use The Urban Dictionary to inspire students. Students should look to pop culture for ideas.*)
 - As a group, make up at least 3 new invented words and define.
- Share small group discussion, invented, and original words with the class.

Homework:

Write a poem or monologue that hinges upon one word (an invented word or a word used out of context) that will surprise your audience. Give students "Power of a Word" rubric (*next page*).

Extension Activities:

A second class could be had where students share their poems and receive peer feedback.

Assessment:

See "Power of a Word" rubric for homework assignment (*next page*).

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Assessment: “Power of a Word” Writing Rubric

CATEGORY	4- to 4+ / Excellent	3- to 3+ / Very Good	2- to 2+ / Satisfactory	1- to 1+ / Needs Improvement
Voice	Writer's /character's voice is distinct, revealing and consistent throughout the poem/monologue.	Writer's /character's voice is distinct and consistent throughout most of the poem/monologue.	Writer's /character's voice is often consistent throughout the poem/monologue.	-Writer's /character's voice is inconsistent throughout the poem/monologue.
Word Choice	Writer uses one word upon which the poem or monologue is based that surprises the reader and reveals the central meaning of the monologue. Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. Style and word choice is appropriate for character.	Writer uses one word upon which the poem or monologue is based that surprises the reader and reveals the central meaning of the monologue. Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. Style and word choice are appropriate for poem/character.	Writer sometimes uses words that communicate clearly, but the writing lacks variety, punch or flair. Style and word choice are inconsistently appropriate for poem/character.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest; jargon or cliches may be present and detract from the meaning. Style and word choice are seldom, if at all, appropriate for poem/character.
Conventions (Grammar, Spelling & Punctuation)	Writer makes virtually no errors in grammar, spelling or punctuation, so the poem/monologue is exceptionally easy to read	Writer makes a few errors in grammar, spelling or punctuation, but the poem/monologue is still easy to read	Writer makes too many errors in grammar, spelling or punctuation that catch the reader's attention and interrupt the flow/distract the reader from the content	Writer makes far too many errors in grammar, spelling or punctuation that catch the reader's attention and greatly interrupt the flow/distract the reader from the content



Language Arts Lesson: Framing the Story

Subject:

Language Arts, Grades 10-12

Text:

Sky, Sky, Sky; The Wall

Topics:

Israeli/Palestinian conflict, suicide bombing, mandatory military enlistment, peacemaking, conscientious objectors; writing style, form, voice, perspective, metaphor

Time:

One 45-60 minute period

Lesson Objectives:

- Students will explore a first person account of a political/historic event.
- Students will examine effective first person writing to convey a political/historic event.
- Students will discuss the use of imagery, metaphor, and personification.
- Students will use different perspectives and writing styles to illustrate differing opinions or sides of an event.

NCTE Standards:

- **Reading:** "to build an understanding of texts, of themselves, and of the cultures of the United States and the world..."
- **Writing:** "Students adjust their use of spoken, written and visual language...to communicate effectively with a variety of audiences and for different purposes."
- **Writing:** "to employ a wide range of strategies as they as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes."

Note:

- These monologues deal with issues that may be very sensitive for teens in your classroom. It may be very helpful to spend some time at the beginning of class discussing safe space and respect for differing opinions in class discussion.
- The Israeli/Palestinian conflict is complex and controversial. It is important for instructors to appropriately prepare for this lesson by reviewing history of the issue and differing opinions to more deeply understand the conflict. However, if a student asks a question you do not comfortable answering, let the student know that this lesson is an opportunity for you to learn together. You do not need to be an expert to teach this lesson, however, you should thoroughly review the resources included in the curriculum and do any additional research you feel is necessary.

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- Spend as much time as necessary on background information on the Israeli/Palestinian conflict, depending on your students' familiarity with the issues. Use the articles and video clips provided in this lesson or other supplementary materials. You may want to partner with a social studies or history teacher to find resources that your students are already using.

Terms/Issues Students May Not Be Familiar With:

The West Wall; issues and history of the Israeli/Palestinian conflict.

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LANGUAGE ARTS LESSON: FRAMING THE STORY

Key Terms:

Form, perspective, audience, point of view, simile, metaphor

Preparation/Materials:

- Review resources included in this lesson on the Israeli/Palestinian conflict and the West Wall
- Copies of both monologues
- Copies of in class writing assignment
- If you are using video links in class, you will need a projector connected to a computer with internet access
- If you are using any articles in class, you will need copies for students
- Divide class into small groups of 3-5 and prepare classroom set up accordingly

Resources:

- Article – Women’s eNews, 2 Palestinians Turned Back from Suicide Missions
<http://www.womensenews.org/article.cfm/dyn/aid/989/context/archive>
- Article – PBS, Israel Strikes Hamas Targets in Gaza (includes brief history of conflict)
http://www.pbs.org/newshour/extra/features/world/july-dec08/israel_12-30.html
- Video – West Bank, Israel Border Fence
http://www.youtube.com/watch?v=5pEi_xB3NT4
- Video – CBS News, Israel’s Wall Debate
<http://atlantis2.cbsnews.com/video/watch/?id=1239803n>

Warm Up (10-15 minutes):

- Invite the class to define and metaphor.
- Have class complete the following warm up journal exercise silently –
Write a simile or metaphor for each -
 - My hands are/are like...
 - My legs are/are like...
 - My toes are/are like...
 - My hair is/is like...
- Optional - Draw a picture of one of your similes or metaphors.
- Invite class to share what they wrote in their journals.

Active Engagement (35 minutes and up, depending on background study):

- Do any background study, as needed (see notes above). You may choose to assign background reading as a homework assignment before you begin this lesson.
- Review additional literary terms (form, perspective, audience, point of view) as needed
- Class reads aloud *Sky, Sky, Sky*
 - Invite students to share their thoughts, questions, and responses to the monologue.
 - What is the form that the monologue is written in? Who is the audience?



LANGUAGE ARTS LESSON: FRAMING THE STORY (continued)

- Where do you see simile or metaphor in the monologue?
- Where do you see personification in the monologue?
- What does she mean when she says, “I am older, my hair is water”?
- Class reads aloud *The Wall*.
 - Invite students to share their thoughts, questions, and responses to the monologue.
 - Where do you see simile or metaphor in the monologue?
 - Where do you see personification in the monologue?
 - Who is the person in the jail with the speaker at the end of the monologue?
 - What is similar between the two characters/monologues? Differences?
 - Do you think that the writing a first-person account of a historic or political event/experience gives it more impact? How?
- Note – you may choose to have students answer some of these questions on paper and turn in as an assignment.

Homework:

- Choose a political event/issue that you wish to explore. Write two monologues on the subject utilizing two different characters with two different perspectives.
- Note - You may also choose to focus this lesson on an issue that the class is already presently studying in another class. For example, if your senior class studies WWII, they can focus their writing on WWII events or characters.