**Erin Anagnost**

**Lehigh Valley Summerbridge**

**Literature**

**7th and 8th Grade**

**Unit Title:**

Steve Jobs: The Man Who Thought Different

**Unit/Project Summary (4-5 sentences):**

* This unit will focus on the genre, paying particular attention to the unique insight, and narration we see through this biography. This unit will require students to talk to the text, work in groups, and read independently, as well as with their peers. This unit will also play off of the title of the book, *Steve Jobs: The Man Who Thought Different,* by developing ways students can “think differently”, to combat adversity, failure, and misfortune. The difference between short-term and long-term goals will be analyzed, and students will begin to explore how to make their goals a reality. Success and failure are two major topics that will be discussed through this unit and students will learn to develop their own definitions of each.

**Important Book Themes (Lit Teachers)**

* Success
* Failure
* Innovation
* Adversity

**Objectives (7-10):**

* Students will be able to explain what makes a biography different from other genres in literature.
* Students will assess the legitimacy of narrators and determine potential biases present.
* Students will be able to identify and define short/long-term goals.
* Students will individually define what it means for them to “think differently”.
* Students will identify ways in which Steve Jobs “thought differently” and develop ways they can be innovative.
* Students will evaluate, criticize, defend and refute the methods and actions of Steve Jobs.
* Students will be able to individually define the terms “success” and “failure” and apply them to their everyday life.
* Students will be able to respond to text they read with thoughtful and insightful connections, questions, and interpretations.
* Students will be able to construct viable solutions to life’s adversity.

**Skills Covered:**

* Terms/Concepts: genre, narration, foreshadowing, bias, point of view, imagery
* Talking to the Text
* Inference Making
* Identifying meanings of unknown words
* Differentiating between important and minor/irrelevant details
* Evaluating legitimacy of sources of information, including narrators
* Fixed and Growth Mindset

**Potential Activities:**

* Nightly reading and talking to the text
* Group discussions and collaborations
* Artwork
* Music/Movement activities
* Warm up discussions

**Potential Deliverables:**

* A “talk to the text” journal will be the final deliverable that students will be working towards throughout the unit. Multiple nights throughout the summer students will add to their journal. Students will also add commentary to their journals during discussions in class. This commentary could include insights from their peers, new ideas, questions, unknown vocabulary, connections, and more. Students will record the page number the correlates with each entry in their journal, creating a piece that correlates cohesively with the book itself.

**Weekly Topic Order**

**Week 1: Talking to the Text**

* Students will read pg. 1-45 of the book
* Students will journal along with their 10-page reading each night
* Key terms will be outlined and referenced throughout the text
* The themes of success and failure will be followed and recognized throughout the text
* Mon: Students will get to know each other and myself; students will be introduced to the book, the class, and the objectives for the course; students will engage in some pre-reading exercises (with analysis of the cover and title)
* Tues: Students will do a warm-up related to the first 12-pages of the book (“The first chapter of our book is titled “Seeds”. What do you think this chapter is going to be about and why do you think that? Does the title of the chapter give you any idea what it will be about?”); as a class we will discuss the warm-up and their responses; we will read the first 12 pages of the book together as a class and discuss throughout; brief introduction to talking to the text
* Wed: Students will do a warm-up related to the prior nights assigned reading; talking to the text activity; web diagram of talking to the text for students to fill in; excerpt from chapter 2 (page 17) to analyze/talking to the text practice; students read pages 20-30 for homework looking for one element of talking to the text in their reading recording it in their notebook
* Thurs: Students will do a warm-up related to the prior nights reading (sharing their talking to the text); students will do a music and movement activity in small groups and analyze the different elements of talking to text
* Fri: Students will do a warm-up related to the prior nights reading; students will read articles on current events and practice talking to the text individually, small groups, and in a large class discussion

**Week 2: Inferences/Short + Long Term Goals**

* Students will read pg. 46-90
* Students will journal along with their 10-page reading each night
* Key terms will be outlined and referenced throughout the text
* The themes of success and failure will be followed and recognized throughout the text
* Mon: Activity: inference making jumpstart activity (crime scene analysis)
* Tues: Students will do a warm-up related to the prior nights reading; Making inferences PowerPoint activity; Text Message Inference Making Class Discussion
* Wed: Students will do a warm-up related to the prior nights reading; As a class we will read pages 81-90 and stop along the way to make inferences and elements of talking to the text
* Thurs: Students will do a warm-up related to the prior nights reading; students will continue to look at the goals of Jobs; the difference between short-term and long-term goals will be discussed; students will pick out one short-term and one long-term goal that Steve Jobs had as outlined in the biography; as a class we will brainstorm ways Jobs did or could have done to attempt to achieve these goals; we will analyze the possibility of success and of failure as Jobs worked toward his goals students will create their own definitions for success and failure; Big Questions… Is failure always a bad thing? Is success always a good thing? Did Jobs always succeed? Will you always succeed?
* Fri: Students will do a warm-up related to the prior nights reading; we will review the difference between short-term and long-term goals; Goal Setting in Action; SMART goals activity

**Week 3: Bias/Legitimacy of the Narrator**

* Students will read pg. 91-140
* Students will journal along with their 10-12-page reading each night
* Key terms will be outlined and referenced throughout the text
* The themes of success and failure will be followed and recognized throughout the text

-Mon: Students will explore the legitimacy of the narrator, the term “bias” and “point of view”; Big Questions…What does a biography do for us as readers? Does being bias mean being wrong? What are the different points of view? What point of view is our text? This activity will show how easy it can be to misinterpret or misconstrue information. Activity: whisper down the alley 91-105

-Tues: Activity: students will be partnered up and ask each other a series of three questions, the students will then report back to the class about what the other person said while trying to remember their words verbatim. a class discussion on the previous night’s reading will follow the warm-up; students will be given time in groups to discuss a certain section and report out with any questions or insights their group had about the reading 105-118

-Wed: FOURTH OF JULY

-Thurs: Students will do a warm-up related to the prior nights reading; students will be given time in class to catch up on reading, talk-to-the text submissions, and ask me questions about the book 119-135

-Fri: Students will do a warm-up related to the prior nights reading; students will come up with their own favorite life motto/phrase and paint it on canvas. This relates to the various quotations from Steve Jobs throughout the book and throughout his life that he lived by and believed in.

**Week 4: Summarization of Nonfiction**

* Students will read pg. 141-190
* Students will journal along with their 10-page reading each night
* Key terms will be outlined and referenced throughout the text
* The themes of success and failure will be followed and recognized throughout the text

-Mon: we will discuss summarization techniques for nonfiction, explore what qualifies as a necessary detail and what does not; powerpoint, practice on nonfiction texts; cross out technique

-Tues: Students will do a warm-up related to the prior nights reading (paragraph from prior nights reading to analyze for essential and nonessential information); Cross Out Method, build complete sentences of essential information, then build a one paragraph summary using the sentences of essential information

-Wed: Students will do a warm-up related to the prior nights reading; GIST Method

-Thurs: Students will do a warm-up related to the prior nights reading; Activity: students will be split into groups and assigned a page of the book they have already read, and they will dissect the page, writing down the necessary information as well as the extra information separately, each group will share their findings and we will review how to summarize nonfiction

-Fri: Students will do a warm-up related to the prior nights reading; in-class reading day

**Week 5: Theme/Fixed + Growth Mindset**

* Students will read pg. 191-240
* Students will journal along with their 10-page reading each night
* Key terms will be outlined and referenced throughout the text
* The themes of success and failure will be followed and recognized throughout the text

-Mon: Introduction to Theme: What is theme? What are the major themes evoked from our book?

-Tues: Two major themes will be discussed, students will find evidence to support that this theme exists in our text

-Wed: Students will do a warm-up related to the prior nights reading; “Anyone who has never made a mistake has never tried anything new” -Albert Einstein – students will be given this quote and asked to respond to “write one full paragraph (at least 6 sentences) about a time you were hesitant to try something new. What was it and what happened; I will then ask a few students to share their narrative and experience with the class; Students will analyze the themes of success and failure and identify attributes that make both Steve Jobs a success and a failure

-Thurs: Students will do a warm-up related to the prior nights reading; Students will get various quotes and will be asked to label them “fixed” or “growth” depending on the quotation, students will then share with partners or small groups their answers. Students will record quotes that did not have unanimous answers in their group and we will discuss those findings as a class.

-Fri: Students will do a warm-up related to the prior nights reading; students will go on a hunt in their book for examples of fixed and growth mindset of Steve Jobs; these can come from moments, quotations or reading between the lines of the text. Students will work in teams, one “fixed” and one “growth” to see how many each team can find within the text and write them down on a piece of poster paper

**Week 6: Building A Biography (Genre)**

* Students will read pg. 241-267
* Students will journal along with their 10-page reading each night
* Key terms will be outlined and referenced throughout the text
* The themes of success and failure will be followed and recognized throughout the text

-Mon: As a class we will review fixed and growth mindset; students will be given various prompts to practice fixed and growth mindset in fictitious situations; we will discuss these prompts and their responses as a class, deciphering which responses would go under “fixed” and which would go under “growth”; activity: students will create a mock-title for their own “autobiography”

-Tues: Students will do a warm-up related to the prior nights reading; students will hand in their talk-to-the text journals. I will return them on the last day with feedback on their final submissions.

-Wed: Students will do a warm-up related to the prior nights reading; activity: students will design a cover for their own autobiography that includes the title, color, and their own unique creativity

-Thurs: Students will do a warm-up related to the prior nights reading; students will write a letter to the author Karen Blumenthal; students will finish up reading the book; activity: students will design a cover for their own autobiography that includes the title, color, and their own unique creativity (cont.)

-Fri: Students will do a warm-up related to the prior nights reading; students will play a re-cap game on the book and discuss their favorite and least favorite parts of the book and the class

**Personal Goals**

* My goals for this summer are to build my lesson planning skills, classroom management skills, and build my confidence in the classroom.
* I hope to learn about the students, and about myself as a teacher.
* I hope to produce a warm and welcoming environment for my students, while building their knowledge and confidence.
* This is my first summer with the program and I hope to gain as much valuable information as I can, be an asset to the Summerbridge program, and return next summer with the same tenacity for teaching.