

Attack of the Black Rectangles:

Lesson Plan and Materials for the 8th grade

Name: Patricia Wagner

Stage One: Goals and outcomes (3pts.)

What is your civic literacy theme? Civic Engagement

Enduring Understandings for this lesson?

Students will understand the importance of participating in and voting for local governments such as the school board. Students will understand the dangers of censorship and how it impacts everyone. Students will understand different ways that they can take action when they feel their rights have been infringed upon.

Essential Questions for the lesson?

What is censorship? What is civic engagement?

Stage One: Goals and outcomes

Closely-aligned standards:

Standard - 5.2.8.B

Describe how citizens resolve conflicts in society and government.

Standard - CC.1.3.8.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard - CC.1.3.8.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Objectives for students for this lesson:

Students will write a letter to the author of a book that they have read that has been banned or challenged, students will identify the meaning of censorship, at least one example of why the book should not be banned or challenged, and at least two examples of how they could protest the banning of the book with ninety percent accuracy.

List the vocabulary for this lesson:

Civic engagement, Revolt, Unconstitutional, Protest, Policy, ACLU, Censored/Censorship, and Intellectual Freedom.

Stage Three: Instructional sequence

This book will be read by students in Literature Circle Groups. The book will be broken into the following sections, one section will be read each day. The following lesson plan will be divided and explained based on each group of chapters. The resources and materials for each section will be provided with the explanation. Extra time or extra days may be allotted for reading and activities. The book will be broken up into sections as follows:

Day/ Reading 1: Page 1 - 63

Day/ Reading 2: Page 64 - 111

Day/ Reading 3: Page 112 - 157

Day/ Reading 4: Page 158 - 201

Day/ Reading 5: Page 202 - 258

Before:

During:

(Techniques: Awakening Student Questions, page 17-18)

Before reading each new section of the book, students will complete the following graphic organizer. The students will fill out a predictions sheet based on what they think will happen during the next section of the book.

Directions: Before reading the next section of your books, work together with your lit circle group to think of four predictions you have about your next reading section. This may include what Mac and his friends will do, what will happen with their books or what they will do next.

What Will Happen Next....

Name: _____ Date: _____

?

?

?

?

? Predictions?

?

?

After everyone has made their predictions, each group will take turns sharing one prediction that they made with the class.

What Do You Mean Questions Graphic Organizer?

Directions: Before we begin reading, everyone is also going to get a copy of our What do you mean graphic organizer. This graphic organizer has three columns, the first we're going to fill out now. So, take a look at the cover of your books again, read the summary, and if you have any questions, please write them in the first column and we can discuss them. The middle column is for any questions you may have while reading, we'll discuss these at the end of each day, and the last column is where you will write any questions that you still have after we have finished the entire book. Please keep these with your prediction worksheets.

⓪ ⓪ **What Do You Mean?** ⓪ ⓪

Directions: You will complete the first column before we begin reading, the middle column is for any questions while we read through the book, and the last column is for any questions you have after we have finished reading.

Before	During	After

Day/ Reading 1: Page 1 - 63

After students complete their predictions worksheet, they will read pages 1 - 63 in their Attack of The Black Rectangles book with their lit circle groups. As students read, they will record any questions they may have or any points they find important in their reading journals.

Okay everyone! Please turn to the next blank page after your vocabulary, and write the title of the book, and the page number, for today, pages 1 - 63 at the top. If you have any questions, come across any words you don't know or would like to look up or would like to write down any notes about what you've read, you will record it on that page.

After students have completed their summaries, we will discuss the following discussion questions as a class:

What is censorship?

Should some books be restricted?

How can students learn to make responsible and appropriate book choices for themselves?

How do the characters in Attack of the Black Rectangles make book choices for themselves?

Thank you all for participating! Now before we wrap up with our summaries, we're going to take a look at some additional resources about censorship.

Before we wrap-up, can everyone please login to our google classroom, and head to the day 1 tab for Attack of the Black Rectangles, and open the first link please.

<https://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/decade2019>

Here you will find the top 100 books that have been banned the most often from the years 2010 to 2019. I would like everyone to take a look at the list, and I'm willing to bet that everyone has read at least one book from that list.

You can also check out the other links, which specifically list banned children's books. Please continue browsing through, and think about how

possibly a lot of books that you've read in the past have been banned and how that makes you feel! And let's talk about it!

<https://www.epl.org/booklist/shhhh-these-kids-books-have-been-banned-or-challenged/>

<https://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/childrens-books>

I would have students take a look at the American Library Association's page on Banned Books. You can sort and view banned books by year, you can request support for situations of censorship, and view lots of other available resources. I would also have them look at the additional links listed. I chose these as one of my artifacts to use because when students look at these lists and see them filled with books that many of them have probably read and enjoyed, I think it will help them to understand why the students in the book were confused, upset, and frustrated. And I would use this to inspire students, to want to speak up and say something when they feel their rights have been infringed upon.

Day/ Reading 2: Page 64 - 111

After students complete their predictions worksheet, they will read pages 64 - 111 in their Attack of The Black Rectangles book with their lit circle groups. As students read, they will record any questions they may have or any points they find important in their reading journals.

Okay everyone! Please turn to the next blank page after your notes from yesterday and write ABR pages 64 - 111 at the top. If you have any questions, come across any words you don't know or would like to look up or would like to write down any notes about what you've read, you will record it on that page.

After students have completed their summaries, we will discuss the following discussion questions as a class:

Do you feel that the principal did enough?

Did she react appropriately to their book being censored?

Why do you think Ms. Sett dress coded Marci?

Why do you think Mac feels so strongly about Christopher Columbus Day and about telling the truth?

Before we wrap-up, can everyone please direct their attention to the board? Here you will see, I've hung up three different posters about the censorship and banning of books! Can someone please remind me what the word censor means? *Allow for several student to respond and provide different examples* Great job! You all are exactly right. Now, you can take a few minutes to look at these posters and then we'll discuss them. (See the displayed posters below, you can also find them at the following link:

<https://www.ala.org/advocacy/bbooks/bannedbooksweek/ideasandresources/freedownloads>).

Now that everyone's gotten the chance to read over them: What's everyone thinking? Does the number of book challenges surprise you? Are you surprised at who challenges books the most? Why do you think that is? What do you think we can do to help change this, if anything?

I chose this as my second artifact to show students the data and numbers behind book bans and inspire them to think of ways to change it.

Day/ Reading 3: Page 112 - 157

After students complete their predictions worksheet, they will read pages 112 - 157 in their Attack of The Black Rectangles book with their lit circle groups. As students read, they will record any questions they may have or any points they find important in their reading journals.

Okay everyone! Please turn to the next blank page after your notes from yesterday and write ABR pages 112-157 at the top. If you have any questions, come across any words you don't know or would like to look up or would like to write down any notes about what you've read, you will record it on that page.

After students have completed their summaries, we will discuss the following discussion questions as a class:

If you were in Mac's position, would you have thought of protesting, or would you participate in protests like Mac and Marci did?

Do you think it was a good idea for Marci to ask to speak in front of the school board? Would you if you were in their position?

Day/ Reading 4: Page 158 - 201

After students complete their predictions worksheet, they will read pages 158 - 201 in their Attack of The Black Rectangles book with their lit circle groups. As students read, they will record any questions they may have or any points they find important in their reading journals.

Okay everyone! Please turn to the next blank page after your notes from yesterday and write ABR pages 158 - 201 at the top. If you have any questions, come across any words you don't know or would like to look up or would like to write down any notes about what you've read, you will record it on that page.

After students have completed their summaries, we will discuss the following discussion questions as a class:

If you were in their position, how would you feel after the school board did not give them an immediate decision?

Would you have continued to protest like Mac, Marci and Denis did?

Do you think that their continued protests, handing out leaflets about the censorship and talking to many members of the community helped?

Do you think that is what led to the school board scheduling an emergency meeting?

Now before we finish up for today, we're going to do a fun activity! In the book, they've talked a lot about their protests outside Tad's bookstore. So, on the back table you will find one piece of poster board for everyone, along with marks, colored pencils and our other drawing supplies. I would like everyone to make a protest sign that they would use at a protest against censorship like Mac and his friends have. The only rule is no profanity or inappropriate language! I will put some examples of protest signs up on the board for reference and to help inspire your creativity.

Day/ Reading 5: Page 202 - 258

After students complete their predictions worksheet, they will read pages 202 - 258 in their Attack of The Black Rectangles book with their lit circle groups. As students read, they will record any questions they may have or any points they find important in their reading journals.

Okay everyone! Please turn to the next blank page after your notes from yesterday and write ABR pages 202 -258 at the top. If you have any questions, come across any words you don't know or would like to look up or would like to write down any notes about what you've read, you will record it on that page.

After students have completed their summaries, we will discuss the following discussion questions as a class:

Throughout the book, Mac talks about grace. What does it mean to give someone grace? Why is grace important and why is it difficult to give grace sometimes?

Do you think Mac and his friends are happy with the outcome of their fight against censorship?

How do we fight against censorship?

After: Closure – how will students review what they learned in this lesson and reflect on how it answers the EQ?

What Do You Mean Questions Graphic Organizer?

Directions: Before we begin reading, everyone is also going to get a copy of our What do you mean graphic organizer. This graphic organizer has three columns, the first we're going to fill out now. So, take a look at the cover of your books again, read the summary, and if you have any questions, please write them in the first column and we can discuss them. The middle column is for any questions you may have while reading, we'll discuss these at the end of each day, and the last column is where you will write any questions that you still have after we have finished the entire book. Please keep these with your prediction worksheets.

****STUDENTS WILL COMPLETE THE LAST COLUMN AFTER THE ENTIRE BOOK IS FINISHED, AND WE WILL DISCUSS ANY QUESTIONS AS A CLASS****

Before	During	After

Wrap-It Up Summary (Students will complete this after finishing their reading EACH DAY,

Now that you have finished reading, take five minutes to record a summary of what you have read with your lit circle groups, in your reading journal. Be sure to include any important plot points, character changes and important events.

Write a Letter to the Author of Your Favorite Banned Book

(This will be completed as the summative assessment after students finish reading the book.)

(Technique: Letter Writing, page 110-111.)(The purpose of this technique is to provide students with a space to share their voice and their thoughts. And while I am not having students do this to inspire change, by allowing each student the space to connect with Unhei and the book's message in their own way it will deepen their understanding of the message and allow them to get more out of it.)

I am coming around and handing out a stack of notebook paper to each group. We will be completing this activity individually. Today, for our final activity, we will be writing letters to the author of our favorite banned book. If you need more time, you may take 5 minutes to review the list of banned books and select one that you have read. Your letter should be at least one page long, it of course can be longer. I would like you to write to the author and tell them why you like their book, what censorship is and what you've learned about it, why you feel their book should not be banned and at least two ways that you could protest the banning of the book. Please be sure to sign your name at the end and place it in the purple bin when you are done. If you have multiple pages, please write your name at the top of each of them in case they get separated and staple them together. I will address each of them and send them out on Tuesday!

If you finish early, use the extra time to check out some of the links in our google classroom. They'll give you a closer look into censorship and banned books. There are great resources from the American Library Association as well as additional resources for Attack Of The Black Rectangles.

Rationale: Ground your choices and actions in professional research and theory with support from at least one current and quality outside source. (1pt.)

<https://www.cultofpedagogy.com/graphic-organizer/>

In my lesson plan, I used two different graphic organizers. This source explains how powerful graphic organizers are and how helpful they are to students. For many people, they learn both visually and verbally, graphic organizers help us to do both. They are also a great resource for students with varied needs.

Materials for teaching, learning, and assessment

Links:

<https://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/decade2019>

<https://www.epl.org/booklist/shhhh-these-kids-books-have-been-banned-or-challenged/>

<https://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/childrensbooks>

Worksheets:

Predictions Worksheet

Questions Worksheet

Class Materials:

Reading Journal

Poster Board

Markers

Colored Pencils

Attack of the Black Rectangles Books

ALA Censorship Posters

Technology:

Vocabulary PowerPoint

Google Classroom