

Lesson Title: Childhood Trauma and Resilience in *A Long Way Gone*

Subject and Grade Level: English Language Arts; 10th Grade
Introduction

Central Focus	This lesson is designed for students to think critically about the ability of fiction/nonfiction to illustrate the power of resilience in response to childhood trauma. Students will assess the value of resiliency in <i>A Long Way Gone</i> and recognize how writing about childhood trauma is a means of resiliency itself.
Content Standard(s) Addressed (Common Core)	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Learning Objective(s) Based on Content Standard(s)	<ul style="list-style-type: none">-Students should be able to <u>identify</u> and <u>analyze</u> the theme of resilience in response to childhood trauma and support this idea with textual evidence.-Students should be able to <u>define</u> resiliency-Students should be able to <u>recognize</u> traumatic experiences-Students should be able to <u>identify</u> attributes that define a resilient character.-Students should be able to <u>articulate</u> through writing why resiliency is an important theme for adolescents
Academic Language Function Objective(s)	Analyze: Students will examine the theme of resilience in the face of childhood trauma. Define: Students will explore the meaning of resiliency and determine its importance as a theme throughout literature
Additional Language Supports	<p><u>Vocabulary</u>: Theme, plot, narrator, memoir, resilience, analyze, characterization</p> <p><u>Discourse</u>: Students will be invited to share their responses to the bell ringer journal prompt that asks students to think of a time when they overcame adversity. Students will take the ACE and Resiliency tests and share their thoughts about the process in pairs and then with the class.</p> <p><u>Syntax</u>: Individual students will use a resilient character continuum that places characters from this novel, as well as characters from previously-discussed novels, on a linear, numerical scale in order to determine what makes a character like Ishmael a resilient figure. Students will then will share their continuum choices with the class.</p>
Essential Question(s)	What is resiliency and how can adolescent resiliency literature help students cope with childhood trauma? How is the theme of resilience present throughout the novel and what role does resilience play in shaping the story?
Prior Knowledge	Students will be familiar with the authorial background of Ishmael Beah. Students will have been given basic information about the Sierra Leon Civil War that is pertinent to the lesson plan. Based on

	prior lesson plans, students will already have a grasp of the concept of literary theme analysis; At this point students will have read at least two-thirds of the novel.
21st Century Student Outcomes	<ul style="list-style-type: none"> • Synthesize and make connections between information and arguments • Effectively analyze and evaluate evidence, arguments, claims, and beliefs • Identify and ask significant questions that clarify various points of view and lead to better solutions

Assessment/Accommodation

Formative Assessment	<p>The opening journal writing prompt will assess students' prior knowledge of responding to trauma through resiliency. These responses will be read by the teacher.</p> <p>The class discussion of the novel will assess how students are using the novel to justify their answers for defining "trauma" and "resilience"</p> <p>By taking the ACE and Resiliency quizzes, students will be able to recognize traumatic experiences. The teacher will assess class discussion surrounding the quizzes to gauge student understanding.</p> <p>The Character Continuum will allow students to discuss and debate the attributes that make up a resilient character. Teacher will be able to assess the actual crafted continuum and will listen to class debate.</p> <p>Using the final writing prompt, students will list the top five characteristics of a resilient character based on all prior learning from the lesson and justify their answers via a writing prompt.</p>
Summative Assessment	Students will craft an essay at the end of the unit plan that explores the theme of trauma and resiliency and asks students to draw inferences between <i>A Long Way Gone</i> and <i>I am Malala</i> .
Accommodations	<p>In general the teacher will employ multiple strategies for different learning styles, including spatial (continuum – and logical), linguistic (class discussion), and inter/intrapersonal (writing prompt). Teacher will slow down and repeat instructions as necessary and within reason. Students with identified individualized education plan. will be addressed as follows:</p> <p>Drew:</p> <ul style="list-style-type: none"> -Student will not have a length requirement for writing prompts -Student will not be called on to share responses if student has not volunteered to do so (due to highly agitated self-critical behavior). -Student will be given space and solitude to work on character continuum instead of with loud, noisy group)

	<p>Paul</p> <ul style="list-style-type: none"> -Student will have clear access to move around the room unimpeded. -Student will not have to complete journal writing assignments during class period. Student may take assignment home for additional aid resources. -Group work and discussion period will not require student to move. -Student will be allowed to do writing prompts with technology -Student will be allowed to have a notetaking scribe -Student will be allowed to perform writing tasks via computer. <p>Susana</p> <ul style="list-style-type: none"> -Student will be assigned group work with partners who know how to effectively communicate with an ELL student. -Student will have a companion who can further explain oral and written instruction. -Student will not be “cold-called” -Student will receive some written instructions translated into Spanish
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Lesson Plan

Materials	<ul style="list-style-type: none"> • Paper copies of ACE and Resiliency Quizzes for each student • large construction paper • drawing/coloring utensils for continuum
Organizational Structures	<p>Individual: Journal prompt; ACE and Resiliency quizzes; final writing prompt</p> <p>Pair/Group: Creating a resiliency continuum, share ACE quiz results</p> <p>Whole class: discussion of the novel; sharing continuum with class; sharing thoughts on ACE and resiliency quizzes;</p>
Learning Activity Types	<p>Reading: class discussion of the novel</p> <p>Writing: two writing prompts</p> <p>Listening: listening to classmates during presentation and discussions</p> <p>Speaking: pairs and whole-class discussion</p>
Bell Ringer/Review Activity	<p>Journal Prompt: Write about a time when you overcame adversity, or if you are in the middle of a hard time now, how you envision yourself coming out on top of the situation, or if you are not comfortable sharing a personal experience, write about another individual’s story of overcoming adversity and while it particularly inspires you (Students have the option to share.)</p>
Detailed Activities and Procedures	<p>Journal prompt, 10-15 minutes</p> <ul style="list-style-type: none"> -Some students share responses with class <p>Unpack the theme of resilience to trauma, 10-15 minutes</p> <ul style="list-style-type: none"> -Teacher will write on the board the word “trauma” and ask students define this term. Teacher will fill in any major gaps that students miss. -Teacher will then repeat the above process with the word “resilience” -Teacher will then ask students to focus on the text (which was assigned) and find examples of both trauma and resilience

	<p>-Students will share what they find in the text with the whole class</p> <p>ACE* and Resiliency Quizzes & Think-Pair-Share, 25 minutes</p> <p>-Teacher will explain the purpose of ACE and Resiliency quizzes and state the relevance of both quizzes to this lesson</p> <p>-Teacher will maintain confidentiality and will not force students to share any information on the quizzes; they simply will receive a number score, and the number is all that we'll need for the class</p> <p>-Teacher will discreetly collect all filled-out quizzes (no names) and shred answers at the end of class</p> <p>-Students will take both quizzes and record their final scores only (no names associated on the paper)</p> <p>-Quizzes are kid-friendly versions</p> <p>-Students will contemplate answers by themselves for a moment, and then they will move on to pairing up to talk, and finally to group sharing of the results. As specific answers may be of a very personal nature, students will not be required to share beyond their comfort level. Because both quizzes do not ask for children to write any specific traumatic experience down, the quiz does not inherently reveal personal information beyond a yes or no response. The number of yes's and no's equates to a score. Having a higher score will imply that there are more barriers to success. Discussions between students may remain general until a greater comfort/trusts level encourages others to speak more specifically to their experiences.</p> <p>*ACE quiz is short for Adverse Childhood Experiences quiz</p> <p>Resiliency continuum – Group work and presentation, 25 minutes</p> <p>-Students will be split into groups</p> <p>-Groups will be assigned multiple characters throughout pop culture as well as literature (including this work and previous works this school year) and they will place them on a continuum of most/least resilient.</p> <p>-Groups will use colored pencils, etc. to construct the chart</p> <p>-Groups will present their continuum to the class and justify their answers. Students will have to justify their answers for why certain characters are more resilient than others by demonstrating the trauma the character overcame through resiliency.</p> <p>Writing prompt #2, 10-15 minutes</p> <p>- Students will examine their continuums to see which people/characters they considered the most resilient</p> <p>- As a whole-class discussion, students will compile a list of the characteristics that they have in common.</p> <p>-After the group discussion, students will select the top 5 characteristics of resilient people and write a brief description of each characteristic.</p>
Closure	Journal Prompt #2: Write yourself into a scene with Ishmael where resilience is a central theme and describe how you would interact with Ishmael and others around you. Cite the page number and give a one sentence description of the scene at the beginning of your response.
Alternate Strategies for Re-teaching Material	-Compare <i>A Long Way Gone</i> with another text about resiliency like <i>I am Malala</i>

References (within this lesson)

<https://acestoohigh.com/got-your-ace-score/>