

Grade: 9
 Discipline: English
 Content: Novel Deathwatch by Robb White
 Type of Class: Heterogeneous

Purpose of Tiered Lesson: In a multi-week unit of study, the class will discuss the concept of survival, morality, and choice in relation to the novel Deathwatch by Robb White. Students will be started at different entry points so they are all challenged within their ability levels.

Type of Management System: During this unit there will be a mix of whole group instruction, flexible groupings, and independent work.

Scheduling Time: Much of the work will be done in class with some work done as homework assignments.

Assessment Types and Procedures: A variety of types of assessment will be used in this unit. Students will be assessed through in class reading, sentence construction and grammar, and through a rubric for longer essays.

Critical Content	Themes and Generalizations	Essential Questions
<p>Survival Reactions Irony</p> <p>Morality Perceptions Right or Wrong</p> <p>Choices Making Willingness to believe</p> <p>Main Learning Results: Literature and Culture B Secondary Grades B1, B2, B3, B7, E3</p>	<p>Survival Reacting to life threatening situations Trying to survive Is imposed Is difficult</p> <p>Morality Influences on choices</p> <p>Choices Are biased Are not biased</p>	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How do people react when put into life threatening situations? 2. Why do people think they are better than other people? 3. How do people decide what is right and what is wrong. 4. Why are people willing to believe one person and not another? 5. Why do people make the choices that they do? <p>Essential Unit Questions</p> <ol style="list-style-type: none"> 1. How does Ben react when he is placed into a life threatening situation? 2. Why does Madec think his lifestyle is more important than Ben's lifestyle? 3. Why doesn't Madec want to report that he has shot an old prospector to the authorities and Ben's first reaction to the shooting is to take the body into town and to report the shooting? 4. Why do the sheriff, townspeople, and even Bens' uncle believe Madec's version of what happened over Ben's story of what took place? 5. At the end of <u>Deathwatch</u>, why does Ben say that all he has wanted to do is to report a shooting?

- 1a. **Tell** what survival means and give two detailed examples of how Ben manages to survive in the desert. Do so in sentence form watching spelling, capitalization, and the use of end marks. Self edit using personalized editing sheet in your portfolio.
- 1b. Fully **define** survival and give five detailed examples of how Ben survives in the desert. Do so in paragraph form watching spelling, capitalization, and the use of punctuation. Be sure to write a topic sentence. Self edit using personalized editing sheet in your portfolio.
- 1c. Fully **define** survival and irony of situation. Explain how Ben survives in the desert and why his survival is ironic. **Justify** what you state through the use of detailed examples from the novel. Do so in a 5 paragraph essay. Check that your essay has an introduction, body, and conclusion.
- 2a. **Imagine** that you are lost in the Maine woods, tell where you are, what you are doing, and how you plan to survive. Jote down some ideas so that you stay organized. Use time order. Orally tell your story to your group or to the class.
- 2b. **Construct** your own story about being lost in the Maine woods. Be sure to include where you are, what you are doing, and how you plan to survive. Either jote down some ideas so that you stay organized or write your own story. Make sure to use time order. Orally tell your story to your group or to the class.
- 2c. **Apply** what you know about Ben's survival in the desert, **create** a story telling how you would react if you were lost in the Maine woods. Write the story using time order and orally read the story to your group or the class.
- 3a. **Create** a poster that shows what you would need to survive a life threatening situation. Since this is group work, first decide upon the situation and then list, draw, or use cut out pictures, or showing these needs.
- 3b. **Construct** a poster that shows some of the ways Ben survived his ordeal in the desert.
- 3c. **Construct** a poster that **compares and contrasts** Madec's survival and Ben's survival.

- 4a. **List** three reasons why Madec thinks the life he lives is more important than the way Ben lives. Do so in sentence form watching spelling, capitalization and the use of end marks. Peer edit.
- 4b. **Summarize** why Madec thinks his lifestyle is more important than Ben's life style. Do so in paragraph form watching spelling, capitalization, punctuation, and transitions. **Organize** by order of importance. Peer edit.
- 4c. **Apply** what you know about Madec and Ben from Deathwatch, **justify** why some people think they are better than other people. Do so in a four paragraph essay. Check language skills, transitions, and topic sentences as well as sentence variety. Peer edit.
- 5a. **Tell** what morality means in your own words. **Locate** two examples of Ben being moral. Write these examples in sentence form in your notebooks and orally share them with your group.
- 5b. Fully **define** morality and locate five examples of Ben showing morality in Deathwatch. Write these examples in sentence form in your notebooks and orally share them with your group.
- 5c. Fully **define** morality and **relate** your views about how people decide what is right and what is wrong. Write on this topic in sentence form in your notebooks and orally share them with your group.
- 6a. **Answer** the following questions in sentence form. Do so in your notebooks and be ready to orally discuss your answers. Why doesn't Madec want to report that he has shot an old prospector to the authorities? What does Ben want to do about this situation?
- 6b. **Answer** the following questions in sentence form. Do so in your notebooks and be ready to orally discuss your answers. Why doesn't Madec want to report that he has shot an old prospector to the authorities? Why is Ben's First reaction to the shooting to take the body into town and to report the shooting? What does each reaction tell about each character?
- 6c. **Answer** the following questions in sentence form. Do so in your notebooks and be ready to orally discuss your answers. **Justify** why Madec is unwilling to report his killing of an old prospector to the authorities. **Justify** Ben's position of immediately wanting to report this incident to the sheriff. In your opinion, which man is moral and explain why.

7a. **Discuss** in the following questions in your group. What does making a choice mean? Why do we count on our friends and family members to support the choices we make for ourselves? How do we feel when these people don't support our choices? Select someone in the group to record the answers on poster paper to be later presented to the class.

7b. **Discuss** the following questions in your group. What does making a choice mean? Why do we count on our friends and family members to support the choices we make for ourselves? How do we react when these people don't support our choices? Why do the sheriff, townspeople, and even Ben's uncle believe Madec's version of what happened in the desert over Ben's story of what took place? Select someone in the group to record the answers on poster paper to be later presented to the class.

7c. **Discuss** the following question in the group. Why are people willing to believe one person and not another? **Predict** the reactions of both individuals. Select someone in the group to record the responses on poster paper to be later presented to the class.

8a. **List** the reasons why you think that at the end of the book. Ben just wants to report the shooting of the old man. Write your reasons in sentence form in your notebooks and be ready to orally discuss with the class.

8b. What **conclusions** can you make about Ben at the end of the novel when he says that all he has wanted to do is to report a shooting? Write these conclusions in sentence form in your notebooks and be ready to orally discuss with the class.

8c. **Justify** why you think that people make the choices that they do. **Explain** the ironic ending of Deathwatch when Ben after surviving the ordeals in the desert doesn't want to prosecute Madec but instead just wants to report a shooting. Judge this ending. Was it a satisfactory conclusion and explain your answer using details. Write your response in sentence form and be ready to orally discuss with the class.

9a. **Create** a list of the items that you would need if you were snowmobiling or ice fishing and had to spend overnight outside. Write this list down in sentence form.

9b. **Prioritize** items in this list, locate and bring examples of these items needed for survival to class.

9c. **Prioritize and select** the items you would use from the pile of things brought to class. **Explain** the reason why you selected each item and **demonstrate** how you would use an item to survive on a winter night outdoors.

10a. **Describe** Madec in one word and write 3 sentences using detailed examples that prove what you say is true. Watch spelling, capitalization, and the use of punctuation. Self-edit using personalized editing sheet in your portfolio.

10b. **Describe** Ben in one word and write 5 sentences using detailed examples that support your opinion and justify why your opinion is correct. Use correct spelling, capitalization, and the use of punctuation. Self-edit using personalized editing sheet in your portfolio.

10c. **Compare and contrast** the characters of Ben and Madec. **Create a five paragraph essay**. Check that your essay has an introduction, body, and conclusion. Self-edit for spelling, capitalization, and punctuation.