

Curating One's Own Life: A Multidisciplinary Novel Study of Brian Selznick's *Wonderstruck*

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WONDERSTRUCK UNIT PLAN

Name: Nikki Webber

Subject: English Language Arts 8. Includes competencies and content from Social Studies 8, Mathematics 8, Art 8

Date: This unit spans over the course of three weeks, including pre and post reading activities. This unit plan will include lesson #2, #11, and #12

Stage 1 – DESIRED RESULTS

<p>Unit Title: Curating One’s Own Life: A Multidisciplinary Novel Study of <i>Wonderstruck</i></p> <p>Established Goals (big ideas): - The overarching theme for this unit is the idea that exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p>
<p>Rationale: Students will make personal connections to this highly visual text. <i>Wonderstruck</i> is the story of discovering personal identity, finding community, and making sense of ‘otherness’. All of these aspects of personal development are tied to the characters’ intrinsic sense of place, and presented in a highly visual medium. Besides personally identifying with this <i>Bildungsroman</i> novel, students will learn basic skills in inference, evidence building, and reading facial expressions and body language in a visual text.</p>
<p>Essential Question(s): How does where one lives, one’s sense of community, and one’s curation of belongings impact one’s ability to create a personal identity and a credo to live by?</p>
<p>Students will be able to: (competencies)</p> <ul style="list-style-type: none"> • Construct meaningful connections between self, text, and world. • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures. • Explore relationships between identity, place, culture, society and belonging through arts activities and experiences. • Each individual lesson includes a number of competencies related to individual disciplines beyond ELA, and are <i>directly</i> evidenced in the attached lesson plans and their desired outcomes.
<p>Students will know: (content)</p>

- Presentation techniques.
- Literary devices (metaphor, in particular).
- Processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.
- Elements of visual/graphic texts.
- Reading strategies for a visual text (contextual clues; questioning; predicting; summarizing; making inferences).

Stage 2 – ASSESSMENT EVIDENCE

Performance Tasks and/or culminating tasks: This unit will have multiple micro activities for assessing students with various learning styles, as well as differentiated learners (see micro activities below). However, the culminating task for this novel study will be the student's creation of a short graphic novel sharing a personal narrative of identity formation, and how that identity is related to one's sense of community and place.

Other Evidence: formative and summative: Other micro activities will include a very small research project into Deaf culture and learning to sign one's name; reading inferences in visual text and the creation of a similar text (lesson plan provided); building personal metaphor boxes and presenting their contents to the class (lesson plan provided); creating a small research project related to a local historical building, 3D scale model, mini essay, and class presentation (lesson plan provided); reading comprehension strategies for visual texts (interspersed throughout provided lesson plans).

Key Criteria: Criteria for assessment will include students' ability to create meaningful connections between their own lives and the novel, as evidenced in their ability to create the graphic novel. Students will demonstrate their reading strategies for a visual text by using these conventions (contextual clues; questioning; predicting; making inferences) in their graphic novel. Students will also be assessed on the quality of their presentation skills, ability to research effectively under the proactive instruction of the teacher, and on their ability to **visually** support their research (metaphor box, drawings, basic sign language, 3D scale model of local building, engaging presentations, etc).

Stage 3 – LEARNING PLAN

Learning Intentions	Activity	Assessment
Based on close reading and evidence, I can create inferences from a visual text. I can interpret information presented in visual cues and diverse formats.	Silent film sequence and visual images. Class discussion of <i>Wonderstruck</i> ; discussion will include visual images from the novel. Teacher will guide this discussion and provide instructional guidance sheets.	Participation in class discussion; teacher circulation; students will hand in guidance sheets; students will demonstrate their understanding of visual text inference through the creation of their own visual cues.
I can use this understanding to create and present my own visual text.	Creation of a visual text that requires inference; small presentation to pod.	The teacher will collect these visual texts and a short explanatory write-up. The visual text will be assessed for its ability to depict an emotion or experience through inference.
I can explore emotion and identity through my experience observing, analyzing, and creating art.	Students will participate in class discussion, hand in a guidance sheet, and create their own art depicting emotion or experience through inference.	Students will create a piece of art in the same style as author and illustrator Brian Selznick. Students will be assessed on this ability to depict emotion or experience indirectly in their art.
I can create – and elaborate upon – a metaphor from my own experience.	Metaphor worksheets and presentation.	Students will hand in their metaphor worksheets following their presentation. The teacher will assess that the student has drawn from personal experience, and has made an effort to connect an aspect of their identity to a visual image.
I can plan and construct a small 3D box.	Construction of cardstock box from template.	The teacher will assess that the box has been constructed according to the template.
I can share my box and its metaphors as a short presentation within the safe space of the classroom.	1-2 minute presentation to class about personal metaphors and what they represent about personal and cultural identity.	The teacher will assess that the student has presented and has demonstrated adequate effort into the presentation and its content.

I can relate a literary character's quest to understand himself to my understanding of my own life and identity.	Reading comprehension questions prior to class activity.	The teacher will mentally assess student participation, and will use a pair and share method if only a few students are participating in the discussion. If the class is truly engaged, this aspect of the lesson may unfold fluidly and organically.
I can identify the ways literary characters use physical place in relationship to personal and cultural identity.	Reading comprehension class discussion.	Teacher will use a pair and share method to ensure all students are active participants in discussion.
I can use primary and secondary sources to research my own relationship to history and place.	Students will research a local building they find personally significant.	Teacher will give each student a rubric with research expectations. These expectations will include one secondary and one primary source for research. The teacher will assess the mini-essay to ensure students have used effective research methods.
I can write a short essay about this research, and can create a scale drawing or model to visually support these findings.	<p>Students will write a short essay about their research, which will be shared with the class, and submitted to the teacher.</p> <p>The students will also have the opportunity to create a model or scale drawing of the building, teaching the elements of design in visual arts, and creating a bridge of understanding between the characters of <i>Wonderstruck</i> (who create visual models associated with place) and the text of their own lives.</p>	<p>The teacher will give each student a rubric with expectations for the accuracy, engagement, and conventions used in the essay.</p> <p>Using the rubric, the teacher will also assess the quality of the visual representation, ensuring students have paid attention to detail, and have attempted to adhere to the elements of design in visual arts (particularly line and form).</p>
I can present my research and develop my	Students will communicate their findings as a brief oral presentation.	Although time constraints will not allow students to present on the same day

<p>communication skills through a brief oral report.</p>		<p>they create the project, students will be given opportunity in class to practice their oral presentation skills with a partner. During the formal presentation, the teacher will assess the quality and effort that the student has put in to their presentation, paying careful attention to Growth Mindset.</p>
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Lesson Title: I See It! Building Inferences from Drawings in *Wonderstruck*

Lesson #: 2 (mid reading). This lesson assumes pre-reading activities have already occurred.

Date: Week 1

Subject: English Language Arts, Art

Grades: 8

Rationale:

In this lesson, students will use the drawings in *Wonderstruck* to make inferences about feelings, events, and situations. Where possible, students will attempt to support their inferences with other drawings from the novel. Students will use the provided *Visual Inference Guide* to help provide details and explanation to support their inferences, and then write a clear statement which helps others understand the drawings they have selected from the novel.

Through this activity, students will learn to gather evidence from a visual text, and will gain the skills needed to interpret information presented in diverse media and formats. Thus, students will be able to apply the inference activity in *Wonderstruck* to better analyzing body language and visual cues in the media, graphic narratives, and their personal lives. As such, students will explore how stories and other texts help us understand ourselves and make connections to others and to the world.

Curriculum Connections

Curriculum Competency:

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.
- Construct meaningful personal connections between self, text, and world.
- Exchange ideas and viewpoints to build shared understanding and extend thinking.
- Recognize an increasing range of text structures and how they contribute to meaning.
- Transform ideas and information to create original text.
- Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences.

Content:

- Manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, particularly through the elements of design (line and texture).
- Elements of visual/graphic texts.
- Reading strategies for a visual text (contextual clues; questioning; predicting; summarizing; making inferences).

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Learning Intentions	Activity	Assessment
Based on close reading and evidence, I can create inferences from a visual text. I can interpret information presented in visual cues and diverse formats.	Silent film sequence and visual images. Class discussion of <i>Wonderstruck</i> ; discussion will include visual images from the novel. Teacher will guide this discussion and provide instructional guidance sheets.	Participation in class discussion; teacher circulation; students will hand in guidance sheets; students will demonstrate their understanding of visual text inference through the creation of their own visual cues.
I can use this understanding to create and present my own visual text.	Creation of a visual text that requires inference; small presentation to pod.	The teacher will collect these visual texts and a short explanatory write-up. The visual text will be assessed for its ability to depict an emotion or experience through inference.
I can explore emotion and identity through my experience observing, analyzing, and creating art.	Students will participate in class discussion, hand in a guidance sheet, and create their own art depicting emotion or experience through inference.	Students will create a piece of art in the same style as author and illustrator Brian Selznick. Students will be assessed on this ability to depict emotion or experience indirectly in their art.

Prerequisite Concepts and Skill:

- Students should be far enough in their reading of *Wonderstruck* that they can effectively engage with the artwork, and bring evidence from the text into their conversation. To do this, students must be able to draw on previous pieces of art from the novel. Ideally, students will be at least 1/3 of the way through the text.
- Students should have some familiarity identifying visual cues.
- Students should have sufficient drawing experience that they feel relatively comfortable creating a detailed drawing for the assignment.

Materials and Resources with References/Sources:

For Teacher	For Students
Copy of <i>Wonderstruck</i>	Copies of <i>Wonderstruck</i>
<i>Wonderstruck</i> inference worksheets for the class.	Quality drawing paper, pencils, erasers, sharpeners.
Reading comprehension questions.	

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Visual inference examples from personal collection of graphic novels (<i>Tamara Drewe, Jane, the Fox, and Me</i>) to pass around to students.	
Examples of art from <i>Wonderstruck</i> on the digital projector.	
Youtube clip: Brian Selznick Interview: <i>Wonderstruck</i> .	

Differentiated Instruction (DI) (Accommodations):

- Inference work will not be done by individual students. We will be having a class discussion regarding inference in the text, and then will break off into pods or pairs for the worksheet. Students who struggle understanding visual depictions of emotion can work with students who grasp the material.
- Students with limited dexterity for creating drawings may create a digital text, or may simply choose an illustration, and explain how the visuals work to create inference. Ideally, these students may be able to photograph a self-portrait that focusses on the overarching idea of inference.

Organizational / Management Strategies:

- Art supplies will come out after the reading comprehension discussion, passing out of graphic novels, and You Tube clip, and only after the teacher has fully explained the assignment.
- Inference sheet will be completed in pairs or pods.
- The teacher should have the PowerPoint, digital projector, and all visuals primed before commencing the lesson.

Possible Aboriginal Connections/First Peoples Principles of Learning:

- Learning requires exploration of one's identity.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Students may choose to create a visual text that depicts a connection to Aboriginal identities, cultures, or ways of being.

Lesson Activities:

Teacher Activities	Student Activities	Pacing
Introduction (hook/motivate/lesson overview)		

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<p>As students begin to sit in pod formation, the teacher will display a ridiculously silly selfie on the overhead projector. Ideally, this photograph will include an exaggerated facial expression, and will include evidence that something has occurred (such as clutching one's stomach and an empty box of doughnuts).</p> <p>The teacher will ask students what they can deduce from the photograph. How did they come to this conclusion?</p>	<p>Students file in and sit down in pod formations.</p> <p>Students will participate in a class discussion regarding what they deduced from the visual clues of the photograph.</p>	<p>3 minutes</p>
<p>Body (Lesson flow, Management)</p> <p>Today we are going to learn about how to read a visual text. Every time we read a visual text, we are looking for clues, just like the doughnut picture.</p> <p>Teacher will pass out examples of visual texts, such as graphic novels. The teacher will encourage students to briefly look for "clues" in facial expressions and body language as the novels are passed around.</p> <p><i>Wonderstruck</i> is full of visual clues. Let's take a look at what the author and illustrator Brian Selznick has to say on the subject.</p>	<p>Students are invited to skim briefly through a series of graphic novels and observe how body language, facial expression, and even shading are used to tell a story and convey emotion.</p> <p>Students watch Brian Selznick interview describing his illustration style on YouTube.</p>	<p>5-6 minutes</p> <p>5 minutes</p>

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<p>Let's talk about these drawings together. In the set of drawings after page 27, what does Rose's bedroom tell us about her personality?</p>	<p>Group comprehension question. If the conversation is stunted or only a few students are participating, the teacher will have the comprehension questions ready on a worksheet and will use a pair-and-share method.</p>	<p>2 minutes</p>
<p>In the picture after the man arrives in the car, what does the girl's facial expression tell us? How do you know?</p>	<p>Group comprehension continued. Teacher will assess participation and invite diverse students to participate.</p>	<p>2 minutes</p>
<p>Does the man look sinister? Support your opinion with details.</p>	<p>Students will have all <i>Wonderstruck</i> books open to the appropriate page during conversation.</p>	<p>2 minutes</p>
<p>On the two drawings before page 68 where Rose runs behind a fence, interpret Rose's facial expression. What does it tell you? What does it say about her state of mind? Defend your interpretation with other pictures you've seen up to this point.</p>	<p>Group comprehension continued.</p>	<p>2 minutes</p>
<p>We have worked hard as a group to observe and analyze how the drawings in <i>Wonderstruck</i> seem to create their own story. Many of these drawings depict strong emotions in the characters.</p>		
<p>Bring up giant visual on overhead (provided with this lesson plan).</p>	<p>Students actively listening to the teacher.</p>	<p>1 minute</p>
<p>Working in our pods, we will complete the Visual Inference Guide, and learn</p>		

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<p>how to make emotional inferences about the drawing of your choice from <i>Wonderstruck</i>. Here is an example.</p>		<p>2 minutes</p>
<p>Show example of what the teacher is looking for in the visual inference guide (provided).</p>	<p>Each pod will have a student come and collect handouts for their pod.</p>	<p>2 minutes</p>
	<p>Students will follow along with the example, and are free to ask questions as to the assignment.</p>	<p>5 minutes</p>
<p>Now, we will create our own drawings in the style of Brian Selznick. (Example is still up). As you can see, Selznick pays careful attention to line, texture, details, shading, and emotion in his pencil drawings. Your job will be to create a similar drawing that infers emotion based on facial expressions, body language, and visual clues in the drawing. In 20 minutes, we will share these drawings together as a class. Please include a short paragraph describing what you intended your drawing to infer. Within the pods, we will guess as to what emotion or experience you were inferring.</p>	<p>Following the example, students will work in small groups to fill out the Visual Inference Guide for the visual of their choice from <i>Wonderstruck</i>, provided it infers human emotion. This is a relatively short handout and highly personalized to the student's preferences and how far they have read in the text.</p>	<p>8 minutes</p>
	<p>One student from each pod will come and collect drawing paper, erasers, pencils, and sharpeners. As noted in the teacher's column, students will create a drawing in the style of Brian Selznick, paying attention to details, shading, lines, texture, facial expressions, and body language. Students will also prepare a short paragraph describing their drawing. Students will also clean up their supplies and work area during this time.</p>	<p>20 minutes</p>
<p>Following the drawing time, the teacher will move</p>		

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<p>students into pre-selected groups (not the pods the students were working in). The teacher will instruct the students (working in groups of 6) to very briefly introduce their drawings, and allow one another to infer what emotion or experience is occurring in the drawing. The student may then concur or refute the assessment based on their short paragraph.</p>	<p>Students will sit in their new pods, and share their drawings with one another. Students will have the opportunity to infer emotions or experiences in each drawing. The artist may then concur or refute this assessment based upon their short paragraph. Each student will have roughly two minutes to share with their pod.</p>	<p>12 minutes</p>
<p>Conclusion</p> <p>The teacher briefly reminds the students that they have learned how to infer emotion in a visual text, which they can transfer to their own experience.</p> <p>Teacher collects the visual inference guides, drawings, and short paragraph for assessment. The teacher reminds students to continue in their reading of <i>Wonderstruck</i> for the next class.</p>	<p>Pair and share as to how making inferences to a visual text can be useful in our day-to-day lives.</p> <p>Students hand in their work, tidy their workspace, and are dismissed.</p>	<p>2 minutes</p> <p>1 minute</p>

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Lesson Title: Getting Inside the Box: Building Personal Metaphors with *Wonderstruck*

Lesson #: 11

Date: Week 2

Subject: English Language Arts, Mathematics, Art

Grades: 8

Rationale:

In this lesson, students use drafting tools to create a small box, build the box, decide which miniature items to place inside the box to represent characteristics about themselves, and then perform an informative speech. Students will be able to directly link this experience to Ben in *Wonderstruck*, who owns a similar box, and is able to make a connection that he has become the curator of his own life. Through this activity, students will discover how exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Curriculum Connections

Curriculum Competency:

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.
- Construct meaningful personal connections between self, text, and world.
- Exchange ideas and viewpoints to build shared understanding and extend thinking.
- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures.
- Use tools or technology to explore and create patterns and relationships, and test conjectures.
- Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences.

Content:

- Image development strategies.
- Processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.
- Construction, views, and nets of 3D objects.
- Presentation techniques.
- Literary devices (metaphor).

Learning Intentions	Activity	Assessment
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I can create – and elaborate upon – a metaphor from my own experience.	Metaphor worksheets and presentation.	Students will hand in their metaphor worksheets following their presentation. The teacher will assess that the student has drawn from personal experience, and has made an effort to connect an aspect of their identity to a visual image.
I can plan and construct a small 3D box.	Construction of cardstock box from template.	The teacher will assess that the box has been constructed according to the template.
I can share my box and its metaphors as a short presentation within the safe space of the classroom.	1-2 minute presentation to class about personal metaphors and what they represent about personal and cultural identity.	The teacher will assess that the student has presented and has demonstrated adequate effort into the presentation and its content.
I can relate a literary character's quest to understand himself to my understanding of my own life and identity.	Reading comprehension questions prior to class activity.	The teacher will mentally assess student participation, and will use a pair and share method if only a few students are participating in the discussion. If the class is truly engaged, this aspect of the lesson may unfold fluidly and organically.

Prerequisite Concepts and Skill:

- Students should have some proficiency with scissors, rulers, and basic tools for creating the 3 dimensional box.
- It is expected that students be close to finishing *Wonderstruck*, as some of the reading comprehension questions will contain “spoilers” for the final segment of the novel.
- Students would benefit from some understanding of personal metaphors and symbols, although this limited understanding will be expanded upon over the course of the lesson.
- It is hoped that students have some experience with presenting to their peers, although this is not entirely necessary.

Materials and Resources with References/Sources:

For Teacher	For Students
Teacher copy of <i>Wonderstruck</i>	Copies of <i>Wonderstruck</i>

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Personal metaphor box to share with class	Card stock, rulers, scissors, pencils, and simple tools for creating the boxes.
	"Creating a Metaphor" worksheets and box templates.
	Rubrics for each student.

Differentiated Instruction (DI) (Accommodations):

- The teacher will have a few pre-cut box templates available for students with limited dexterity.
- Worksheets will be available for all students to complete this activity. Students who struggle with symbols, metaphors, and motifs will benefit from the worksheets. Students may also work in pairs or pods to assist each other in completing the assignment.
- Students who are uncomfortable with public speaking may practice with a partner as they create their metaphor box.

Organizational / Management Strategies:

- Scissors, glue, and cardstock will only be made available when it is time to use them (not handed out early).
- Students will respond to reading comprehension questions in pairs or pods to help keep the lesson moving swiftly.
- Students will be creating peer assessments during the presentations in which they identify something they thought was particularly strong about each student's presentation.

Possible Aboriginal Connections/First Peoples Principles of Learning:

- Students may choose to place objects or images inside their box that reflect their personal or cultural identity as an Indigenous person.

Lesson Activities:

Teacher Activities	Student Activities	Pacing
Introduction (hook/ motivate/lesson overview)		
Teacher greet students.	Students sit in pods.	
Do you collect anything? If so, what does the collection	Students share a few examples of their collections and what these collections say about identity.	5 minutes

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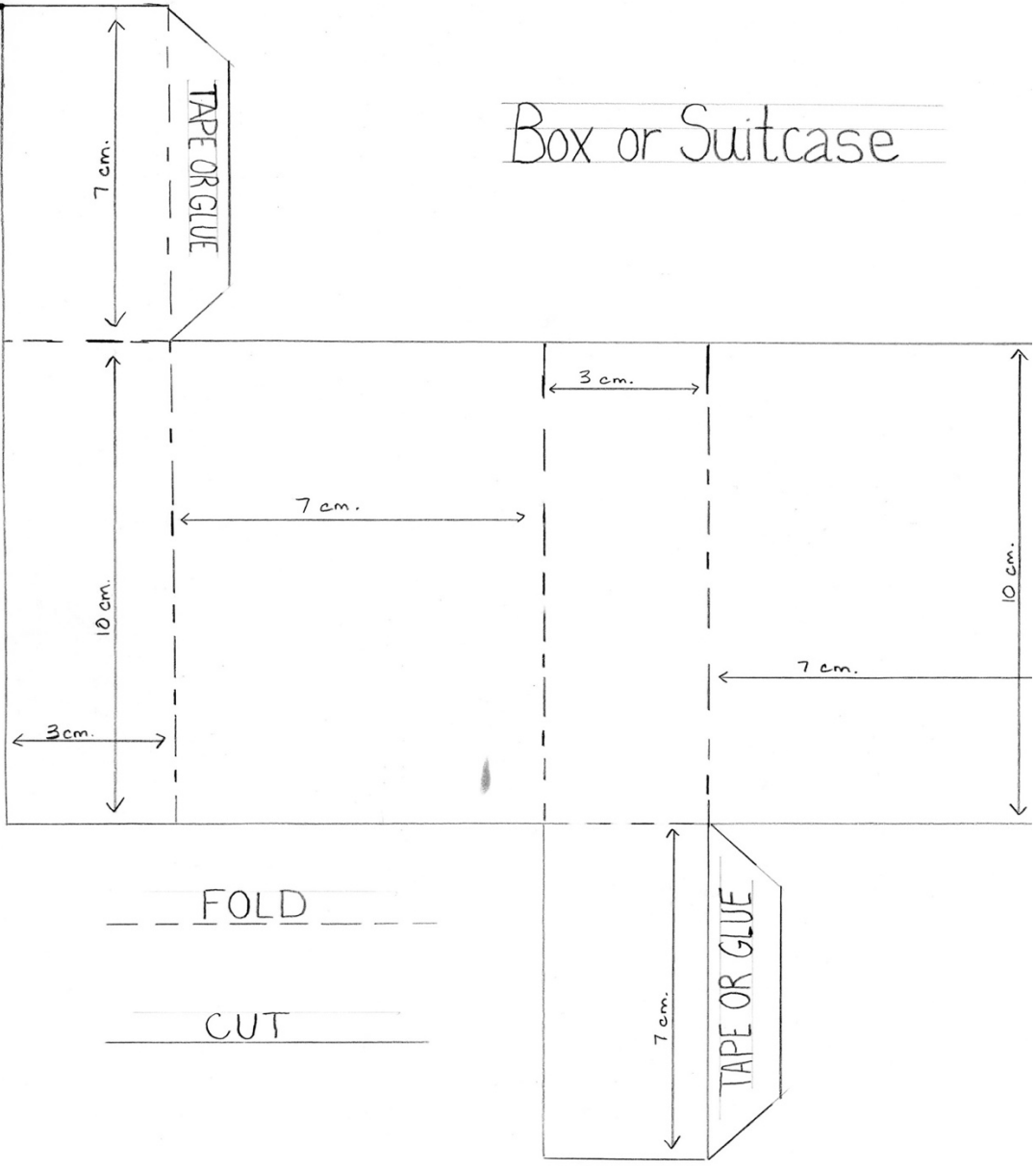
<p>say about who you are and what you value?</p>		
<p>Body (Lesson flow, Management)</p> <p>Today we are going to explore what it means to be the curator of your own life, just like Ben describes in <i>Wonderstruck</i>.</p> <p>How do we know the items in Ben's box are special to him? What do the items say about his personality?</p> <p>If you were to collect small items for a box of your own, which items would you choose to place inside? Would these items tell us anything about you as a person? Explain.</p> <p>Explain how we might have predicted Jamie would like Ben's museum box (p. 384). Use details from the novel to support this explanation.</p> <p>On page 463, we get to look inside the museum's Cabinet of Wonders. Ben later wonders whether "Maybe... we are all cabinets of wonders" (p. 574). Explain what Ben means by this.</p> <p>Teacher shares their own example of a personal metaphor box that has been prepared in advance.</p>	<p>Students should turn to pages 20-21 in <i>Wonderstruck</i>, and be prepared to share.</p> <p>Students engage in a class conversation.</p> <p>Students engage in reading comprehension question.</p> <p>Students engage in a class conversation.</p>	<p>2 minutes</p> <p>2-3 minutes</p> <p>3 minutes</p> <p>3 minutes</p> <p>5 minutes</p>

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<p>Teacher explains the class activity for the day (construction of box, understanding metaphors, and preparation for the presentation). Teacher hands out all worksheets, box template, rubric, and supplies.</p>	<p>Students are free to ask questions regarding the assignment, and to collect supplies. Students can work in pairs or pods to create the boxes, create their visual representations of their metaphors, and prepare for the presentations.</p>	<p>5 minutes</p>
<p>Teacher will circulate and ensure students are on track to complete the assignment.</p>	<p>Students create the boxes, fill out metaphor sheets, create visual representations of their personal metaphors, and prepare in groups for the presentation.</p>	<p>30 minutes</p>
<p>Teacher will randomly draw names. Students will share a brief 1-2 minute presentation about the contents of their box, and how the visual metaphors represent their personality or sense of personal / cultural identity.</p>	<p>Students present, or are respectful listeners. Each student will write a positive comment about each presentation. Students who do not get a chance to present will do so the following class.</p>	<p>25 minutes</p>
<p>Conclusion: The teacher will reiterate what has been learned by reminding students that like Ben in <i>Wonderstruck</i>, we have the ability to see beyond the physicality of our surroundings to create powerful metaphors for personal experience and identity.</p>		

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Begin blueprint 1 cm. from the top and 1 cm. from the left side of your paper.



Getting *Inside the Box*: Building Personal Metaphors and Public Speaking Student Activity Sheet--Brainstorming

What is your name?

Who are you?

What do you like to do with friends?

Who are the people most important to you?

When you spend time alone, what do you do?

What after-school sports or activities do you participate in?

Who is in your family?

Where is the most interesting place you've visited?

What is something you know a whole lot about?

What are your pets' names?

What are the best gifts you've ever received that didn't cost any money?

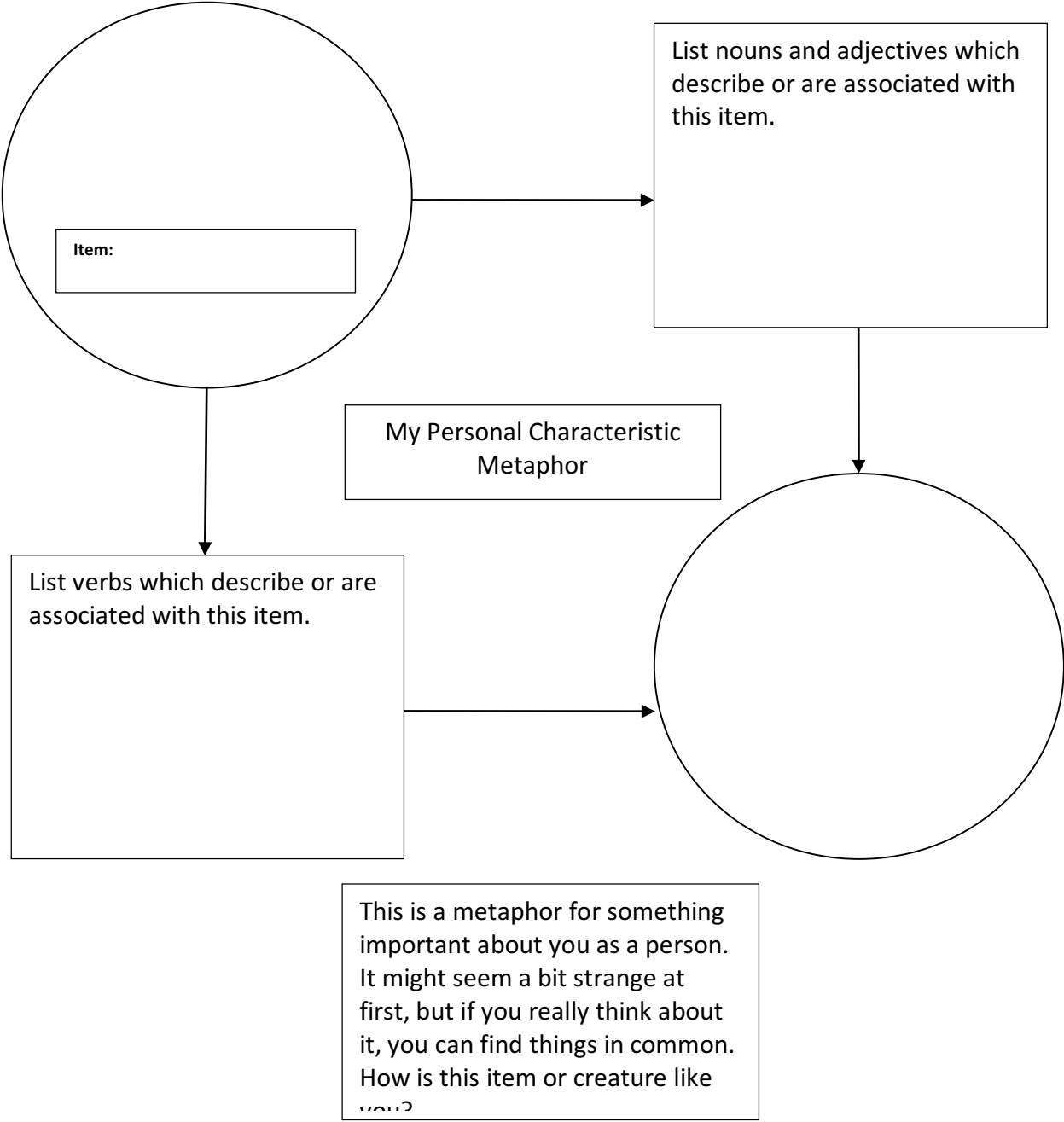
Who is the most interesting person you know?

Whom do you admire?

What do you value most?

Getting *Inside the Box*: Building Personal Metaphors and Public Speaking

Student Activity Sheet--Metaphors



Getting *Inside the Box*: Building Personal Metaphors and Public Speaking Student Activity Sheet--Public Speaking Template

Introduction: Choose one of the three below or come up with your own.

“You might be wondering what I have in this box. There are three items that represent me. They are _____ (item 1), _____ (item 2), and _____ (item 3). Let’s take a look inside.”

“I bet you can’t guess what _____ (item 1), _____ (item 2), and _____ (item 3) have to do with me. Let me explain by taking a look inside this box.”

“It’s funny, you’d never think that _____ (item 1), _____ (item 2), and _____ (item 3) could be related in any way. But they are! They all represent something important about me, and they’re all right here inside this box.”

Description of Item #1 – Student removes item from box.

First, we have a _____ (item 1).

Explain how this represents an important personal quality. Use details from the “Personal Characteristic Metaphor” graphic organizer.

Description of Item #2 – Student removes 2nd item from box.

Besides a _____ (item 1), we have a _____ (item 2).

Explain how this represents an important personal quality. Use details from the “Personal Characteristic Metaphor” graphic organizer.

Description of Item #3 – Student removes 3rd item from box.

Finally, we have a _____ (item 3).

Explain how this represents an important personal quality. Use details from the “Personal Characteristic Metaphor” graphic organizer.

Conclusion: Choose one of the two below, or students may create their own.

Place the items back in the box while speaking.

“_____ (item 1), _____ (item 2), and _____ (item 3) are important to me. That’s because, in a way, they ARE me.”

“No doubt _____ (item 1), _____ (item 2), and _____ (item 3) might seem a bit random . . . but they are all ways you might describe me.”

Lesson Title: Getting Inside the Box: Building Personal Metaphors with *Wonderstruck*

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Lesson #: 11

Date: Week 2

Subject: English Language Arts, Mathematics, Art

Grades: 8

Rationale:

In this lesson, students use drafting tools to create a small box, build the box, decide which miniature items to place inside the box to represent characteristics about themselves, and then perform an informative speech. Students will be able to directly link this experience to Ben in *Wonderstruck*, who owns a similar box, and is able to make a connection that he has become the curator of his own life. Through this activity, students will discover how exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Curriculum Connections

Curriculum Competency:

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.
- Construct meaningful personal connections between self, text, and world.
- Exchange ideas and viewpoints to build shared understanding and extend thinking.
- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures.
- Use tools or technology to explore and create patterns and relationships, and test conjectures.
- Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences.

Content:

- Image development strategies.
- Processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.
- Construction, views, and nets of 3D objects.
- Presentation techniques.
- Literary devices (metaphor).

Learning Intentions	Activity	Assessment
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Curating One's Own Life: A Multidisciplinary Novel Study of Brian Selznick's *Wonderstruck*

I can create – and elaborate upon – a metaphor from my own experience.	Metaphor worksheets and presentation.	Students will hand in their metaphor worksheets following their presentation. The teacher will assess that the student has drawn from personal experience, and has made an effort to connect an aspect of their identity to a visual image.
I can plan and construct a small 3D box.	Construction of cardstock box from template.	The teacher will assess that the box has been constructed according to the template.
I can share my box and its metaphors as a short presentation within the safe space of the classroom.	1-2 minute presentation to class about personal metaphors and what they represent about personal and cultural identity.	The teacher will assess that the student has presented and has demonstrated adequate effort into the presentation and its content.
I can relate a literary character's quest to understand himself to my understanding of my own life and identity.	Reading comprehension questions prior to class activity.	The teacher will mentally assess student participation, and will use a pair and share method if only a few students are participating in the discussion. If the class is truly engaged, this aspect of the lesson may unfold fluidly and organically.

Prerequisite Concepts and Skill:

- Students should have some proficiency with scissors, rulers, and basic tools for creating the 3 dimensional box.
- It is expected that students be close to finishing *Wonderstruck*, as some of the reading comprehension questions will contain “spoilers” for the final segment of the novel.
- Students would benefit from some understanding of personal metaphors and symbols, although this limited understanding will be expanded upon over the course of the lesson.
- It is hoped that students have some experience with presenting to their peers, although this is not entirely necessary.

Materials and Resources with References/Sources:

For Teacher	For Students
Teacher copy of <i>Wonderstruck</i>	Copies of <i>Wonderstruck</i>

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Personal metaphor box to share with class	Card stock, rulers, scissors, pencils, and simple tools for creating the boxes.
	"Creating a Metaphor" worksheets and box templates.
	Rubrics for each student.

Differentiated Instruction (DI) (Accommodations):

- The teacher will have a few pre-cut box templates available for students with limited dexterity.
- Worksheets will be available for all students to complete this activity. Students who struggle with symbols, metaphors, and motifs will benefit from the worksheets. Students may also work in pairs or pods to assist each other in completing the assignment.
- Students who are uncomfortable with public speaking may practice with a partner as they create their metaphor box.

Organizational / Management Strategies:

- Scissors, glue, and cardstock will only be made available when it is time to use them (not handed out early).
- Students will respond to reading comprehension questions in pairs or pods to help keep the lesson moving swiftly.
- Students will be creating peer assessments during the presentations in which they identify something they thought was particularly strong about each student's presentation.

Possible Aboriginal Connections/First Peoples Principles of Learning:

- Students may choose to place objects or images inside their box that reflect their personal or cultural identity as an Indigenous person.

Lesson Activities:

Teacher Activities	Student Activities	Pacing
Introduction (hook/ motivate/lesson overview)		
Teacher greet students.	Students sit in pods.	
Do you collect anything? If so, what does the collection	Students share a few examples of their collections and what these collections say about identity.	5 minutes

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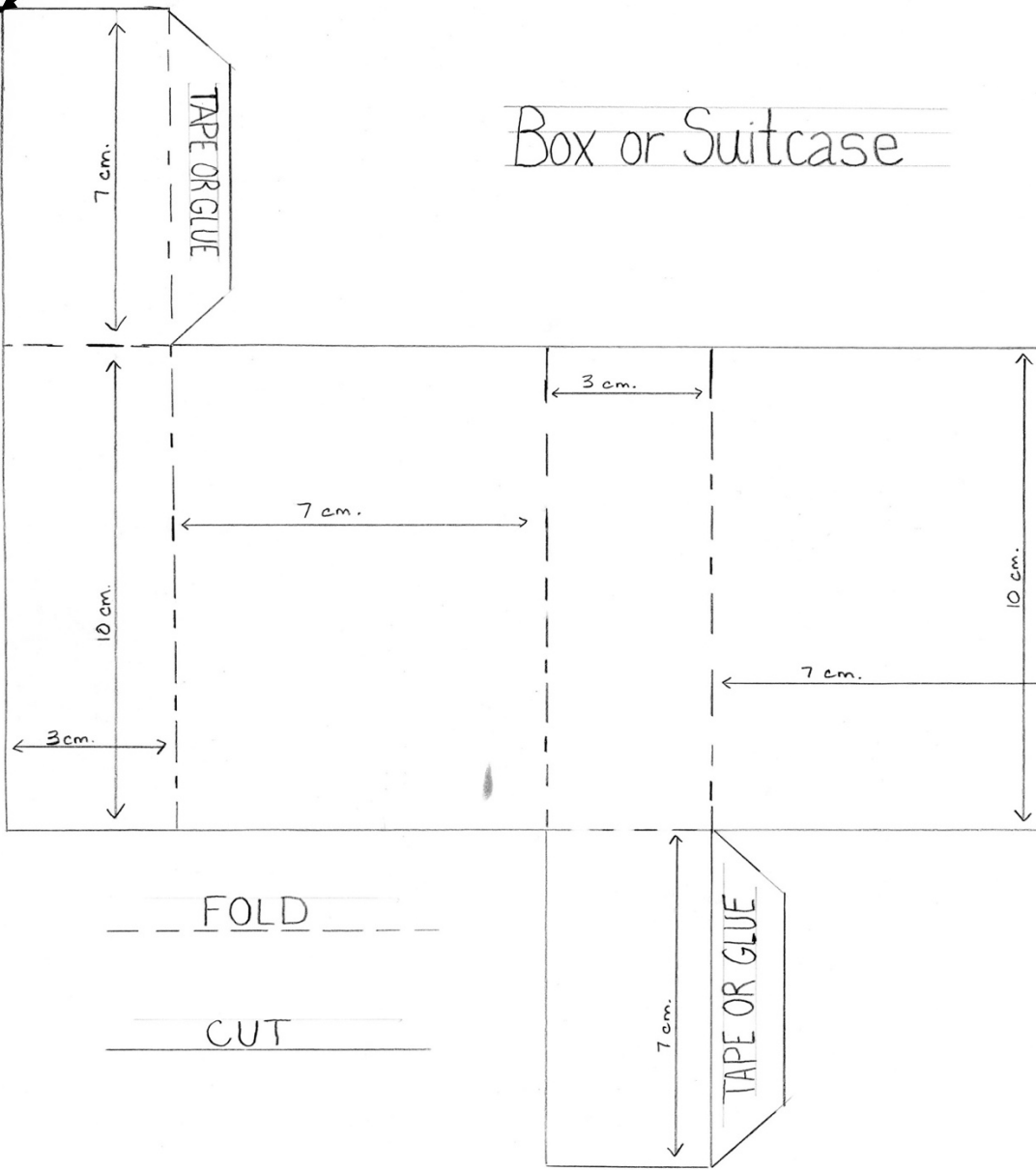
<p>say about who you are and what you value?</p>		
<p>Body (Lesson flow, Management)</p> <p>Today we are going to explore what it means to be the curator of your own life, just like Ben describes in <i>Wonderstruck</i>.</p> <p>How do we know the items in Ben's box are special to him? What do the items say about his personality?</p> <p>If you were to collect small items for a box of your own, which items would you choose to place inside? Would these items tell us anything about you as a person? Explain.</p> <p>Explain how we might have predicted Jamie would like Ben's museum box (p. 384). Use details from the novel to support this explanation.</p> <p>On page 463, we get to look inside the museum's Cabinet of Wonders. Ben later wonders whether "Maybe... we are all cabinets of wonders" (p. 574). Explain what Ben means by this.</p> <p>Teacher shares their own example of a personal metaphor box that has been prepared in advance.</p>	<p>Students should turn to pages 20-21 in <i>Wonderstruck</i>, and be prepared to share.</p> <p>Students engage in a class conversation.</p> <p>Students engage in reading comprehension question.</p> <p>Students engage in a class conversation.</p>	<p>2 minutes</p> <p>2-3 minutes</p> <p>3 minutes</p> <p>3 minutes</p> <p>5 minutes</p>

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<p>Teacher explains the class activity for the day (construction of box, understanding metaphors, and preparation for the presentation). Teacher hands out all worksheets, box template, rubric, and supplies.</p>	<p>Students are free to ask questions regarding the assignment, and to collect supplies. Students can work in pairs or pods to create the boxes, create their visual representations of their metaphors, and prepare for the presentations.</p>	<p>5 minutes</p>
<p>Teacher will circulate and ensure students are on track to complete the assignment.</p>	<p>Students create the boxes, fill out metaphor sheets, create visual representations of their personal metaphors, and prepare in groups for the presentation.</p>	<p>30 minutes</p>
<p>Teacher will randomly draw names. Students will share a brief 1-2 minute presentation about the contents of their box, and how the visual metaphors represent their personality or sense of personal / cultural identity.</p>	<p>Students present, or are respectful listeners. Each student will write a positive comment about each presentation. Students who do not get a chance to present will do so the following class.</p>	<p>25 minutes</p>
<p>Conclusion: The teacher will reiterate what has been learned by reminding students that like Ben in <i>Wonderstruck</i>, we have the ability to see beyond the physicality of our surroundings to create powerful metaphors for personal experience and identity.</p>		

Begin blueprint 1 cm. from the top and 1 cm. from the left side of your paper.

Box or Suitcase



Getting *Inside the Box*: Building Personal Metaphors and Public Speaking Student Activity Sheet--Brainstorming

What is your name?

Who are you?

What do you like to do with friends?

Who are the people most important to you?

When you spend time alone, what do you do?

What after-school sports or activities do you participate in?

Who is in your family?

Where is the most interesting place you've visited?

What is something you know a whole lot about?

What are your pets' names?

What are the best gifts you've ever received that didn't cost any money?

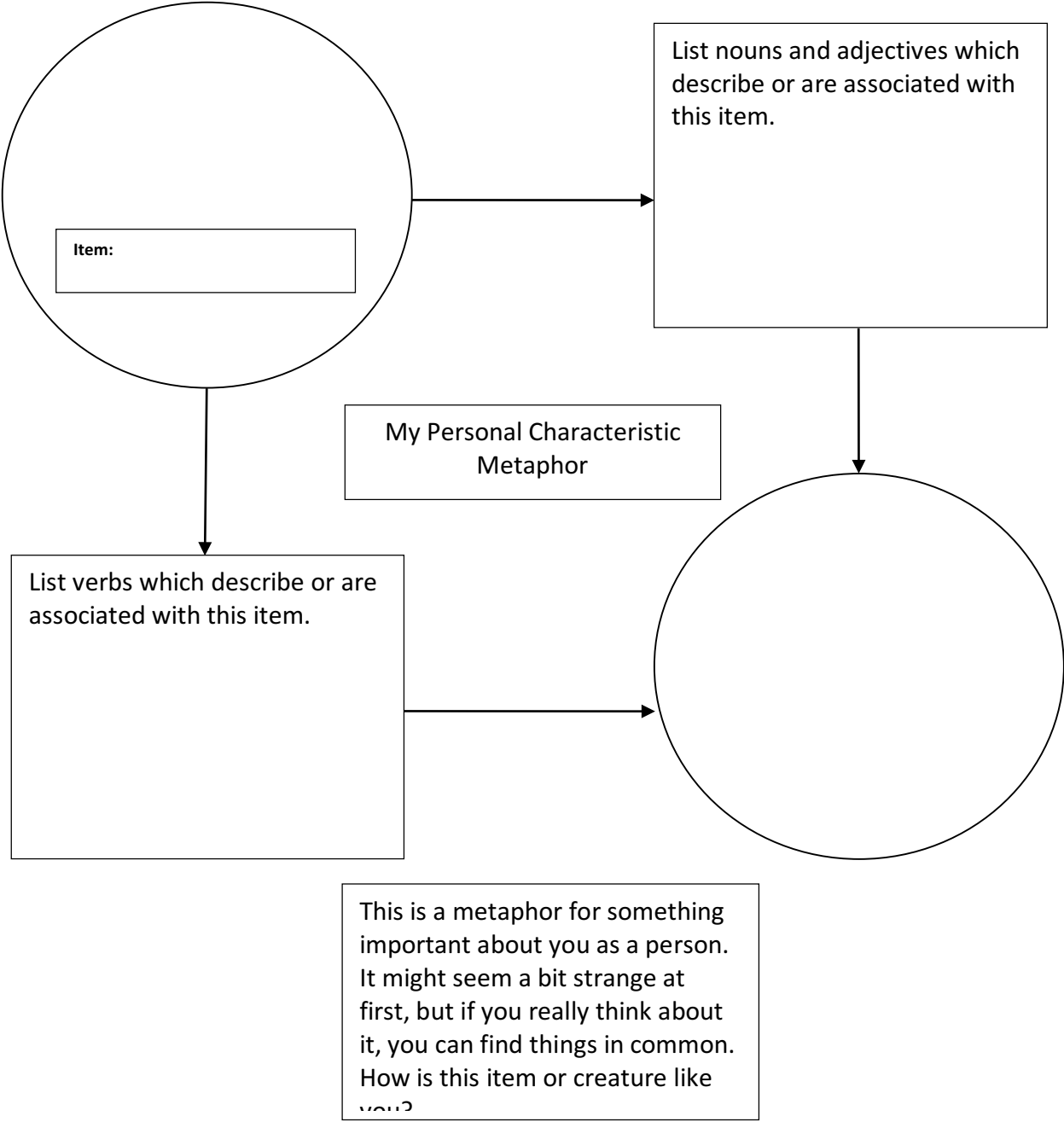
Who is the most interesting person you know?

Whom do you admire?

What do you value most?

Getting *Inside the Box*: Building Personal Metaphors and Public Speaking

Student Activity Sheet--Metaphors



Getting *Inside the Box*: Building Personal Metaphors and Public Speaking Student Activity Sheet--Public Speaking Template

Introduction: Choose one of the three below or come up with your own.

“You might be wondering what I have in this box. There are three items that represent me. They are _____ (item 1), _____ (item 2), and _____ (item 3). Let’s take a look inside.”

“I bet you can’t guess what _____ (item 1), _____ (item 2), and _____ (item 3) have to do with me. Let me explain by taking a look inside this box.”

“It’s funny, you’d never think that _____ (item 1), _____ (item 2), and _____ (item 3) could be related in any way. But they are! They all represent something important about me, and they’re all right here inside this box.”

Description of Item #1 – Student removes item from box.

First, we have a _____ (item 1).

Explain how this represents an important personal quality. Use details from the “Personal Characteristic Metaphor” graphic organizer.

Description of Item #2 – Student removes 2nd item from box.

Besides a _____ (item 1), we have a _____ (item 2).

Explain how this represents an important personal quality. Use details from the “Personal Characteristic Metaphor” graphic organizer.

Description of Item #3 – Student removes 3rd item from box.

Finally, we have a _____ (item 3).

Explain how this represents an important personal quality. Use details from the “Personal Characteristic Metaphor” graphic organizer.

Conclusion: Choose one of the two below, or students may create their own.

Place the items back in the box while speaking.

“_____ (item 1), _____ (item 2), and _____ (item 3) are important to me. That’s because, in a way, they ARE me.

“No doubt _____ (item 1), _____ (item 2), and _____ (item 3) might seem a bit random . . . but they are all ways you might describe me.”

Curating One's Own Life: A Multidisciplinary Novel Study of Brian Selznick's *Wonderstruck*

Lesson Title: *Wonderstruck* and Our Relationship to Place: Creating a Model of A Local Building and Explaining its Significance

Lesson #: 12

Date: Week 2

Subject: English Language Arts, Social Studies, and Art

Grades: 8

Rationale:

This particular lesson assumes students have completed their initial reading of *Wonderstruck*, and are prepared to commence post-reading activities. In this multi-disciplinary lesson, students will learn how our relationship to place is an integral aspect of personal and cultural identity. In *Wonderstruck*, The American Museum of Natural History – as well as the historic panorama – plays a significant role in Ben's life as well as his father and grandmother's life. Every community has buildings that are important in its history. In this lesson, students will learn about buildings which are important to local history in Nanaimo.

After learning about the important dates and history of their selected building (using a multiplicity of research methods), students will write a brief, one paragraph report to share with the class, create a detailed sketch or model of the building, and prepare a short presentation for their peers.

Based upon this lesson, students will learn how exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Curriculum Connections

Curriculum Competency:

- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.
- Respond to text in personal, creative, and critical ways.
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.
- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; communicate findings and decisions
- Assess the significance of people, places, events, or developments at particular times and places.
- Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences.

Content:

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- Presentation techniques
- Writing processes
- Oral language strategies
- The elements of design in visual arts, particularly line and form
- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment

Learning Intentions	Activity	Assessment
I can identify the ways literary characters use physical place in relationship to personal and cultural identity.	Reading comprehension class discussion.	Teacher will use a pair and share method to ensure all students are active participants in discussion.
I can use primary and secondary sources to research my own relationship to history and place.	Students will research a local building they find personally significant.	Teacher will give each student a rubric with research expectations. These expectations will include one secondary and one primary source for research. The teacher will assess the mini-essay to ensure students have used effective research methods.
I can write a short essay about this research, and can create a scale drawing or model to visually support these findings.	<p>Students will write a short essay about their research, which will be shared with the class, and submitted to the teacher.</p> <p>The students will also have the opportunity to create a model or scale drawing of the building, teaching the elements of design in visual arts, and creating a bridge of understanding between the characters of <i>Wonderstruck</i> (who create visual models associated with place) and the text of their own lives.</p>	<p>The teacher will give each student a rubric with expectations for the accuracy, engagement, and conventions used in the essay.</p> <p>Using the rubric, the teacher will also assess the quality of the visual representation, ensuring students have paid attention to detail, and have attempted to adhere to the elements of design in visual arts (particularly line and form).</p>
I can present my research and develop my communication skills through a brief oral report.	Students will communicate their findings as a brief oral presentation.	Although time constraints will not allow students to present on the same day they create the project,

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		students will be given opportunity in class to practice their oral presentation skills with a partner. During the formal presentation, the teacher will assess the quality and effort that the student has put in to their presentation, paying careful attention to Growth Mindset.
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Prerequisite Concepts and Skill:

- To successfully complete this lesson, it is expected that students have fully read the novel *Wonderstruck* and are prepared to engage in post-reading activities.
- Students should have some familiarity with online research methods, although the teacher will provide instruction and direction as to appropriate sources online.
- Students should have some minor essay writing experience, and should be familiar with the concept of the three paragraph essay.
- Students should have some dexterity and familiarity with scale art projects (accommodations will be available).
- Experience communicating findings to the class is desirable, but not required.

Materials and Resources with References/Sources:

For Teacher	For Students
Teacher copy of <i>Wonderstruck</i>	Copies of <i>Wonderstruck</i>
List of reading comprehension questions	Chromebooks or other research devices.
PC and digital projector, with quick access to Google Maps, digital photographs of the museum, the YouTube clip "Wonderstruck Featurette: American Museum of Natural History", and 2-3 suitable research websites.	A selection of print materials which may aid in the research process (library books, postcards, etc). Students will also be given fill-in-the-blank worksheets to help their research process go as efficiently as possible.
Example of scaled drawing or model, and example of a suitable essay (on digital projector)	Art supplies for the creation of the building (papers, rulers, pencils, clay, etc...)

Differentiated Instruction (DI) (Accommodations):

Students with limited dexterity may use the medium of their choice to create the visual representation of their building (clay, popsicle sticks, drawing, digital representation).

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Students with significant anxiety regarding the oral presentation may practice with a partner. Presentations will be brief, and may be via video if the student prefers. If the student has an IEP or documentation, the student may skip this aspect of the assignment.

Although a traditional three paragraph essay is preferred, students may present their findings in a short video or non-traditional format, provided that their information is accurate and cited.

Students in need of a challenge may expand upon their work in any aspect of the project, including the research of the building, expanding upon the essay, or creating a more elaborate, more detailed visual representation of the building. These students could also create a visual timeline detailing significant moments in the building's existence, and the effects these moments have had on a community's identity.

Organizational / Management Strategies:

- A pair-and-share method will be used to ensure students are participating in reading comprehension questions.
- It is important that the teacher have the projector and PC ready, as this lesson requires multiple websites and clips to engage student learning.
- When students are creating their buildings, it may be effective to have "centers" with various materials, and provide ample time for cleanup.

Possible Aboriginal Connections/First Peoples Principles of Learning:

- Students can research buildings, natural spaces, or historic sites that are of significance to Canada's First Peoples.

Lesson Activities:

Teacher Activities	Student Activities	Pacing
Introduction (hook/ motivate/lesson overview) We are finished reading <i>Wonderstruck!</i> New York City – and particularly the American Museum of Natural History – are important in the formation of Ben and Rose's identity. Why do you think the museum is so important to Ben? Why is the borough	Students participate in open-ended discussion. Teacher will use a pair-and-share method in student pods to ensure all students are participating.	5 minutes

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<p>model important to Rose's sense of who she is.</p>		
<p>Body (Lesson flow, Management)</p> <p>As we have seen, Ben and Rose's identities are firmly entrenched in their sense of place. Let's see what author Brian Selznick has to say.</p> <p>Did you know that we can even check out the museum location on Google Earth? Let's take a look:</p> <p>The teacher will ask students how Rose's display in <i>Wonderstruck</i> might differ from a current view of New York City from Google Earth.</p> <p>As he seeks to understand himself and piece together his father's past, Ben's sense of identity becomes firmly tied to the museum. In <i>Wonderstruck</i>, Rose places small personal mementos within her display of the city's buildings. This suggests that Rose's sense of personal history and identity is tied to her relationship with the city and its buildings. Can anyone think of any</p>	<p>Students will watch <i>Wonderstruck</i> featurette, American Museum of Natural History, featuring interviews with author Brian Selznick:</p> <p>https://www.youtube.com/watch?v=wTn7wBwi7A4</p> <p>The teacher will use the overhead projector to show students how to locate New York City and the American Museum of Natural history on Google Earth. With this feature, one can also check out the inside of the museum and its displays. Students may direct the teacher for a few minutes as to which parts of the museum they would like to explore.</p> <p>Students will pair and share within their pods.</p> <p>As students are discussing buildings that are important to them and the development of Nanaimo, the teacher will adjust Google Earth to visualize these respective buildings, suggesting that their experience may mirror Ben's in the book.</p>	<p>6 minutes</p> <p>5 minutes</p> <p>2 minutes</p> <p>5 minutes</p>

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<p>buildings here in Nanaimo that are important to our collective history or understanding of ourselves?</p>		
<p>The teacher will fully explain the assignment (research, mini essay, visual representation, and oral report) before handing out a detailed overview and a rubric.</p>	<p>Students are welcome to ask questions regarding the assignment. Following the overview and handing out of worksheet and rubric, students may take out the class chrome books or personal devices.</p>	<p>5 minutes</p>
<p>On the overhead projector, the teacher will show students how to access primary and secondary research websites related to the history of local buildings in Nanaimo.</p>	<p>Students may follow along on the chrome books as they become familiar with locating appropriate research sites.</p>	<p>5 minutes</p>
<p>The teacher will circulate and offer assistance.</p>	<p>Students will research the building of their choice, aided by the worksheet provided.</p>	<p>20 minutes</p>
<p>The teacher will announce that the research worksheet must be completed for the next day, and that chrome books and personal devices are to be put away. Teacher brings out art supplies as devices and papers are put away. The teacher reminds students that they are to create a scale or 3-D visual representation.</p>	<p>Students put away chrome books and personal devices. Students are given instructions as to the proper handling of art supplies, and begin to construct their various visual representations of their buildings. As they work, students are invited to talk to each other about their projects, and to begin grassroots preparation for their oral presentation.</p>	<p>20 minutes.</p>
<p>The teacher will announce the end of class, and provide sufficient time for</p>	<p>Students clean up art supplies and work areas.</p>	<p>5 minutes</p>

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<p>students to clean up their art supplies and work areas.</p>		
<p>Closure (connections within lesson or between lessons, sharing successes, summaries)</p> <p>Reiteration of what was learned, ask the students how Ben's relationship to place in <i>Wonderstruck</i> relates to their own experience.</p> <p>The teacher reminds students that the research worksheet is to be completed for the following day, and to be prepared to write a short essay about their research findings.</p>	<p>Our relationship to place and history has a powerful impact on our formation of identity.</p> <p>Students are dismissed</p>	<p>2 minutes</p>