

YAL Unit Plan Project

Hui Wang

Introduction and Rationale

British educator Charity James (1974) has clearly pointed out that young adolescents have special needs, either from themselves or from the outside society. She has synthesized these special needs into six pairs of Need Polarities, which are Need to need and Need to be needed, Need to affect the outer world and Need to move inward, Need for intensity and Need for routine, Need for myth and legend and Need for facts, Need for stillness and Need for physical activity, Need for separateness and Need for belonging. All these needs can perfectly be represented in high school students' social and academic lives.

What's more, Reader Response theory (Stanley Fish, 1980) is one prominent approach that focuses on readers' reaction to the target text and that provides readers with a status that is as important as that of the author's. If students could learn to use this literary theory in their literature learning, they could make some relevance with their experience more readily and gain a better understand of the target text. This activity is easier to start with a popular young adolescent literature among students.

English literature learning is not a required curriculum in high schools in China, so not many teachers or students spend enough time and energy in literature reading. While for high school students who plan to apply for American colleges, they must take TOEFL and SAT, both of which involve the knowledge of Western literature works. From this perspective, Western literature

reading should be actively integrated into English Language class for International high school students.

The Hunger Games is a popular film among young adolescents, while not many of them have read its original book. It is a science fictional young adolescent literature, involved with romance and friendship. Bases on these facts, this book should be warmly welcomed by high school students. At the same time, this book talks about the struggling process of how the female protagonist survived by overcoming many obstacles, collaborating and fighting with other tributes in the game. So, many young adolescents' needs are described and represented in the book. Therefore, it is a good text to study Need Polarities.

Based on what is stated above, my focal point for this YAL Unit Plan Project is: how the two theories, Need Polarities and Reader Response, are mastered and applied in the learning of *The Hunger Games* by Grade 10 students in Beijing Royal School, and how various classroom activities and digital tools could enrich students' literature reading experience.

Objectives:

By selecting *The Hunger Games* as a key text, students are supposed to explore how Charity James' Need Polarities are represented in the book and how students could use Reader Response theory to relate their personal experiences to some of the themes in the key text, as well as how possible topics in this book could be integrated to another curriculum. What's more, some additional texts or stories are integrated to facilitate students' better understanding of the key text - *The Hunger Games*.

Goal 1:

Students will be able to understand the literary work – *The Hunger Games*.

Objectives:

Students will be able to make a time schedule to read through the required reading task for each day with 80% accuracy.

Students will be able to take turns to do class report and hold a discussion about their literature reading for about 10 minutes.

Goal 2:

Students will be able to have an understanding and application of Charity James' Need Polarities.

Objectives:

Students will be able to find and read at least two articles about Need Polarities either from books or on Internet with 80% accuracy.

Students will be able to summarize the characteristics of each need in a 2-page essay, and hand in the revised essay with the help of peer evaluation form.

Students will be able to find out at least two examples of each need in Need Polarities and elaborate why such examples represent the need.

Goal 3:

Students will be able to understand and apply Reader Response theory in reading and discussing *The Hunger Games*.

Objectives:

Students will be able to find and read at least two articles about Reader Response theory either from books or on Internet with 80% accuracy.

Students will be able to use Reader Response theory to relate the themes in the book to their own experiences and each student will be able to share at least one of his or her experience.

Students will be able to analyze and discuss the quality of the book, in comparison with the film adaptation they have watched.

Goal 4:

Each group of 3 to 4 students will be able to have at least two ideas of curriculum integration by relating themes or topics in *The Hunger Games*.

Objectives:

Students (group work) will be able to prepare and deliver a 5-minute TED Talk on their idea of curriculum integration.

Goal:

Students will be able to practice their comprehensive abilities.

Objectives:

Students (group work) will be able to deliver a 5-minute book or book/film talk.

Students will be able to draft of 2- to 3-page Personal Statement for American College application by thinking their special characteristics in winning an offer, with the consideration of why the two tributes outcompete the others in the game.

Students (pair work) will be able to simulate an interview between college applicant and admission officer.

Two Objectives of CCSS for ELA:

“Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.”

Students will be able to write a 2-page essay about what they have learned and reflected in this YAL Unit Project.

“Analyze how and why individuals, events, or ideas develop and interact over the course of a text.”

Students will be able to use Reader Response theory to interpret the development of events in the book.

Target Students and Course:

Grade 10 students in Beijing Royal School

Western literature course for three weeks

Text Books:

Alan H. Humphreys, Thomas Richard Post, Arthur K. Ellis. 1981. *Interdisciplinary Methods: A Thematic Approach*. Santa Monica: Goodyear Publishing Company.

Burnett, Frances. 1911. *The Secret Garden*. New York: J. B. Lippincott Company.

Collins, Suzanne. 2008. *The Hunger Games*. New York: Scholastic Press.

Fish, Stanley. 1980. *Is There a Text in This Class*. New York: Harvard University Press.

James, Charity. 1974. *Beyond Customs: An Educator's Journey*. Flemington: Agathon Press.

Wilson, Budge. 1990. *The Leaving and Other Stories*. New York: Philomel.

Materials:

Multimedia, PowerPoint or Prezi, film clips, group discussion, interview simulation, TED Talk/speech, NoodleTools, TodaysMeet, AnswerGarden, Nearpod, etc.

Daily Unit Narrative:

On the first day, the teacher would prepare a book/film talk of *The Hunger Games* to intrigue students' interest in the following learning of this literary work. Talking about *The Hunger Games*, it is a popular film among Chinese young adolescents, the teacher would give students some opportunities to talk about their understanding of the plots and themes in the film, and share their reflection after watching the film. What's more, students should discuss the characteristics of book/film talk. Then, the teacher and students will make a schedule of students' daily report, and from the second day on, the corresponding reporter would share what he or she has read and thought and lead a discussion for altogether 10 minutes at the very beginning of each class. After that, the teacher briefly introduces what they will be learning and what activities they will carry out in the following YAL Unit Project. Students are free to express their expectations or suggestions for the coming lessons. At the end of the period, the teacher would assign the homework for the following three weeks. The students should read at least two chapters each day, and are supposed to finish the book within three weeks.

On the second day, the students have all read the first two chapters of the book. At the very beginning of the class, the first reporter would share his or her reading and reflection of the two chapters and hold a discussion, as a routine activity. Since this is the first report, the teacher might need to give some feedbacks and suggestions to this activity to provide guidance to the following reports. In literature works, the beginning chapters usually provide readers with background information. In *The Hunger Games*, the author describes a calm and harmonious living environment of the female protagonist – Katniss in Chapter 1. The teacher would encourage students to find out clues that show Katniss' living condition before the game and clues that predict

a coming transition for her future life. This task is training students to read for information and to analyze language use. Then the teacher might need students to think of some literature works that create a special background environment in the beginning chapters. Then the teacher would make a brief introduction to the mood in the literature works. Different from Chapter 1, Chapter 2 talks about the psychological development and mental activities of Katniss when she decided to replace Prim to take part in the 74th Hunger Game. The more tranquil Katniss' family life used to be in Chapter 1, the more violent her future life would turn to in the following chapters. With the aim of letting students know this literature element, additional texts or stories would be handed out. The story of *There's No One Left in The Secret Garden* (Frances Burnett, 1911) creates a stillness in the female protagonist - Mary Lennox' family life after the breakout of cholera. And such stillness serves to contrast the following adventurous events she will experience. Students would learn to figure out the mood for the story. After that, the teacher would make a brief introduction to the British Educator – Charity James as well as her Developmental Theory – Need Polarities for young adolescents. And the teacher would assign the homework for the second day, daily reading task, as well as finding and reading two articles on Need Polarities either from books or on Internet.

On the third day, the report and discussion would be held at the very beginning of the class. Chapter 3 talks about the departure scene between Katniss and her family members as well as friends. Students are asked to think about questions like “what are the different psychological condition of Katniss' mother, Prim, Gale and Peeta's father when they meet Katniss before she set out for the game”. After the discussion of Katniss' departure, additional story of *The Leaving in The Leaving and Other Stories* (Budge Wilson, 1990) is handed out. Students are asked to read through the story about departure and talk about the similarity and difference between this story and Katniss'

departure. After that, students share their research about Need Polarities. Students are divided into groups to discuss what are the needs that are represented in the departure process in *The Hunger Games* and *The Leaving*. This activity is aimed at helping students to apply theoretical knowledge of Need Polarities to literature analysis. After that, homework is assigned, daily reading task, as well as composing a draft paper on Need Polarities of young adolescents based on what they have read before class and discussed during the class.

On the fourth day, after the routine report and discussion, the teacher would guide students to think about three questions. 1) How does the author use language to express character's likeness and hatred toward other people or things in Chapter 5? During the discussion, the story of *Mistress Mary Quite Contrary* in *The Secret Garden* will be used. 2) What are Katniss' new experiences in the new living environment? What are students' new experiences since they arrived at BRS? 3) Why does the stylist use the symbol of fire in Katniss' debut in the game? What symbol students will choose to express their characteristics? After the discussion, one volunteer would share the draft paper on Need Polarities. The other students would give their feedbacks. Then the whole class will be divided into pairs to evaluate their partner's paper. (If the time runs out, this activity can be done after class.) The assignment for the fourth day, apart from the routine reading task, is revising their paper on Need Polarities based on the self and peer evaluation and should hand in their 2-page paper by the end of next day.

The fifth day is an individual online researching day. After the daily report and discussion, the teacher would guide students to think about the complex relationship between Katniss and Peeta, two main characters in the book. How do they collaborate in the preparation for the debut? How

do they arrange their training from the mentor? Do students have similar experience of collaborating with others while keeping their separateness and privacy? After the discussion of these topics, the teacher would make a brief introduction of Reader Response theory in literature learning. Then students would use their digital tools to research for more information on Reader Response theory. The rest time is used to organize students' collected information and notes on NoodleTools. Assignment for the fifth day is daily reading task and preparing a 2- to 3-minute presentation based on their online research on Reader Response theory.

On the sixth day, after the routine report and discussion, the teacher would guide students to think about the question: "what are your psychological activities and development in new environment". Then, a story in *The Secret Garden* is handed out. Students would use Reader Response theory in interpreting the protagonist's mental activities in the story. After that, students would take turns to deliver their 2- to 3-minute presentation on Reader Response theory. Their presentation could include the information like the origin, development and characteristics of the theory, or they could talk about their opinion on the theory, like its advantages, disadvantages and limitations, or they could give some constructive suggestions on how to use this theory in their English language learning. After each speaker, the teacher and students would give their feedbacks and suggestions to the speaker's research product and presentation.

On the seventh day, the class would start with the report and discussion. The teacher would give students 6 questions to discuss. 1) What is the thing that Katniss most wants to get when she is put into the game? 2) How does she respond to her desire? 3) What are other tributes' choice of the things to get? 4) How do the tributes behave in the competition, cooperation or competition? 5)

How do they make their choice of with whom to cooperate or to compete? 6) How does the relationship between Katniss and Peeta develop when they are thrown into the game? With such questions discussed, students would have a better understanding of the two chapters in the book. What's more, they gained a better knowledge of the first pair of Need Polarities – Need to need and Need to be needed. After the discussion, students can be divided into groups, with each group consisting of three students. A competition is held to see which group finds out the most examples relevant to the two needs. Collaboration and competition are practiced in this competition. Each student should hand in a list of examples they have found from the book. And one representative of each group would choose the best example of their collaborative work and share with other groups. Another student of each group would talk about whether he or she would have the same need if he or she is the protagonist in the book and the reason(s) for that. Later, the third member of each group would try to apply Reader Response theory to provide some reflections and think of similar experiences in his or her life.

On the eighth day, after the routine report and discussion, the teacher give students some questions to discuss. 1) What is the purpose for the gamemakers to set the fire? 2) Why does Katniss say “I hear Cinna’s voice”? What does that “voice” tell her? 3) How is the change of Katniss’ mental status and how does she react to the change? Why does her stop during the escaping? Why does her continue to escape then? 4) How does the relationship between Katniss and Rue develop? 5) How does the outer world reward Katniss’ bravery in the game? 6) How does Katniss react to her competitors’ death? 7) Is there any change in the relationship between Katniss and Peeta? Some of these questions are related to Katniss’ inner-thinking (Need to move inward) and outer-reaction (Need to affect the outer world). After the discussion, students are reorganized into different groups

to make students collaborate with different partners. The second pair of Need Polarities – Need to affect the outer world and Need to move inward, as well as the solution to such needs are focused for that day. Apart from doing verbal discussion and sharing, each group are required to make a poster for the Needs. The first member would list their findings from the previous chapters and/or examples from other texts they have read. The second member would make a detailed explanation of these needs. If the need is realized, how do people let it come true? If the need is dismissed, why do people let it unfulfilled and how does the character feel and react to the result? Then the last member of each group would show others their poster and explain their designing. Then the posters would be hung on the wall for exhibition and further modification. As for the assignment, apart from the daily reading task, each student must write an evaluation note for one.

On the ninth day, after the routine reporting and discussion, some questions are left for students to think about. 1) What is the biggest advantage of Rue over other competitors? 2) How does get that advantage from her previous life? 3) How do Rue and Katniss form a mutual beneficial relationship between each other? 4) What is the difference between Prim and Rue when facing new things? 5) What is Katniss and Rue’s scheme in getting the supplies from the mine? How do they plan their scheme? Many of these questions are related to the protagonists’ routine living habits and adaptation in new surroundings. After the discussion, the teacher would play a TED talk on habits and breakthrough. After that, students would find out some examples of the third Need Polarities – Need for intensity and Need for routine in the book. Also, students should relate this pair of needs to their academic study or personal life, and choose one example to prepare a 3-minute TED talk about why we need that behavior or habit and when they should make a change of that habit. Each one should rehearse their TED talk in front of others and get their feedbacks and suggestions.

Students should pay attention to their language, content, logic and manner during their talk. Besides the daily reading task, assignment for that day is recording their TED talk and uploading it on Youku (similar website to YouTube in America). Every student should read the feedbacks from the audience.

On the tenth day, after the reporting and discussion, students are asked to discuss some questions.

1) Why does Katniss get nothing from the mine? 2) What is Katniss' mental activities when she could not find Rue? 3) When Katniss is suffering from hunger, what comes to her mind? 4) What clue helps Katniss to find Rue? 5) What comes to Katniss' mind when she is facing Rue's dying? 6) What does the new announcement from Gamemakers mean for Katniss? After the discussion of these questions, the teacher gives out the story - *Martha* in *The Secret Garden*. When students finish reading the story, the teacher asks students such a question: what are the real things in the story and what are the things that are imagined by protagonist Mary? Then the teacher would read some of the plots out and relate them to the Mary's Need for myth and legend as well as Need for facts. Then students might be asked to think about when they would love to have a need for fact and a need for myth and legend. After the sharing of students' personal experience, the teacher could make a brief introduction to literature genres and share some fine young adolescent literature works of non-fiction, myth and legend. With the helpful scaffolding given by the teacher, students would share some examples of the protagonists' Need for facts and Need for myth and legend that they've found in *The Hunger Games*. Later, students are divided into groups according to their favorite literature genre. For the following weeks, each group would decide to read one young adolescent literature of their favorite genre and prepare a book/film talk of their selected literature works.

The eleventh day routinely starts with reading report and discussion. Some questions are left to students. 1) What clues help Katniss find out Peeta? 2) Why does Katniss always recollect the scene that Peeta threw some bread to Katniss when they were still in District 12? 3) Has her attitude toward Peeta changed since then? 4) What does it indicate when Katniss tell Peeta her previous life experience? 5) What do you think the story will develop? After the discussion of the book, the teacher diverts the topic to traditional classroom learning in his or her times, which usually requires absolute stillness and attentive listening of all students, with the teacher being the only sage in the classroom setting. After that, students would draw a chart to show contrast between this traditional classroom learning with theirs. What's more, students are required to think of the advantages and disadvantages of each type of learning environment. Then students would try to get an understanding of how Need for stillness and Need for physical activity are stressed in different times and countries. Students are given time to find out how these needs are represented in *The Hunger Games* and share with others.

On the twelfth day, after the reading report, the speaker for that day should lead a debate. The whole class are divided into affirmative side and negative side. The speaker would be the judge. The topic for the debate is: today's young adolescents need more separateness rather than belonging, as independence is largely demanded in society. This debate activity is aimed at helping students achieve a deeper understanding of the last pair of Need Polarities - Need for separateness and Need for belonging. While the teacher should let students know that debate is a good approach to have group members collaborate (Need for belonging) and have independent thinking (Need for separateness). After the discussion, students will find out the examples from Chapter 21 and 22

that represent characters' need for separateness and need for belonging. And there are some questions for students to answer. 1) Why does Katniss go separately to get the medicine in the feast? 2) Is this her need for separateness or belonging? Why? 3) What do you feel when Katniss begins to expect the death of her competitors? 4) Why does Katniss begin to compare Peeta and Gale? The discussion of these topics could further students' understanding of the book and the two needs.

On the thirteenth day, to make a summary of the book, students would draw a conclusion to the fundamental reasons why the two tributes in District 12 become the final winners of the 74th Hunger Games. Students should cite all the essential factors or characteristics for their victory in the fierce competition. This is to practice students' summarizing and synthesizing abilities. Then each group with 4 members would lead a discussion to reach the consensus on the ranking of these characteristics and form their unique recipe for success. Based on the discussion of the survival characteristics, each student would be given some time to think about their specialties or advantages that can outcompete other competitors in American College Application. How can they survive and get the offer from their ideal universities? This is a question worth thinking over as early as possible. Under the teacher's guidance, each student would draft a 2- to 3-page Personal Statement. After finishing the first draft, each student would make revision based on self-evaluation and peer evaluation. Then the whole class would be divided into pairs. Each one takes turn to be an applicant and then an admission officer to simulate an interview in College Application process.

By the fourteenth day, the whole book would have been covered, and all the Need Polarities are taught and discussed, and each student has used Reader Response theory to relate Need Polarities represented in the book to their personal experiences. The teacher would make a summary of the Unit Project by getting ideas of Curriculum Integration. Each group would contribute an idea of which subject(s) could be integrated to a particular theme in the book. After a preparation, each group makes a mini-lesson of the integrated curriculum. If time permits, the teacher would play some clips of the film adaptation *The Hunger Games*, and have a discussion of the quality of the book, compared to the quality and feedback of the film adaptation.

The fifteenth day is used to provide each group with 3 minutes to give the book/film talk on their selected young adolescent literature works. Then a questionnaire about this YAL Unit Project is handed out for students to fill out. The last assignment for students is to write a 2-page reflection on what is learned in this Unit Project.

Five Lesson Plans:

Lesson plan 1 (the first day of the unit):

Goal:

Students will be able to have a basic idea of book/film talk by watching the teacher's modeling.

Objectives:

Students will be able to know the content, structure, requirements, length and purpose of book/film talk.

Students will be able to do collaborative learning by participating in group discussion.

Students will be able to practice verbal presentation skills.

Materials:

Multimedia, film clips, projector, PowerPoint or Prezi, AnswerGarden, Nearpod, etc.

Textbook:

The Hunger Games by Suzanne Collins, 2008.

Procedures:

- 1) The teacher would start the first lesson of this YAL Unit Project with a book/film talk of *The Hunger Games*. The teacher could use Nearpod to make every student accessible to his or her PowerPoint or Prezi.
- 2) After the teacher's book/film talk, students would have a discussion of the structure, content, purpose, and characteristics that they have observed and share their answers on AnswerGarden, as a group work. Members in each group will make an allocation of each participant's task, like taking notes, organizing notes, or being the speaker, etc. In this process, students could practice their ability of concluding and summarizing the features of the new style of classroom activity – book/film talk.
- 3) When time is up, each group would show their discussion notes and share their opinions of the presentation. In this process, students could learn how to well present their collaborative work and practice their verbal presentation skills.
- 4) The teacher would draw a conclusion of each group's notes and add some, if necessary.
- 5) Students would make a schedule of doing daily report of *The Hunger Games*. Each day one reporter would show his or her understanding of what is read and hold a discussion, trying to involve the whole class.
- 6) The teacher would assign the daily reading task. Students must finish reading *The Hunger Games* at least two chapters each day.

Evaluation:

Students will have self, peer and teacher evaluation of their participation in discussion about the book/film talk and the effectiveness of their group discussion.

Students will be evaluated by their willingness to do the daily reporting. (In BRS, there are several students in each class who refuse to do required assignments.)

Lesson plan 2 (the fourth day of the unit):

Goal:

Students will be able to do self-evaluation.

Students will be able to do peer-evaluation.

Objectives:

Students will be able to make a form of self-evaluation rubrics for their own paper on Need Polarities. In accordance with the rubrics, each one would be able to evaluate their own paper for grammar, spelling, punctuation, length, structure, content, logic, format, etc.

Students will be able to use their partner's rubrics to evaluate their paper on Need Polarities and offer some comments of what is well done and what can be further improved.

Materials:

Evaluation forms, I-Pad or laptop, projector, Google Drive, Schoology, etc.

Textbook:

Chapter 5 and 6 of *The Hunger Games*

Mistress Mary Quite Contrary in *The Secret Garden*

Procedures:

- 1) The reporter for that day would talk about his or her understanding of Chapter 5 and 6 of *The Hunger Games*. In this process, students will practice their synthesizing ability, language using ability and public speaking ability.
- 2) The reporter would try to involve the audience in active discussion. In this process, each student could check for the accuracy of his or her understanding. The speaker would practice his or her skills in organizing discussion. Audiences would practice their critical thinking.
- 3) Then the teacher would give a feedback of reporter and the class discussion.
- 4) The teacher would then share his or her own understanding of Chapter 5 and 6. As this unit focuses on Reader Response, there will be no absolute right and wrong in interpreting the literature.
- 5) Chapters 5 first talks about the terrible dressing up process experienced by Katniss. The author gives a detailed description of Venia, one of Katniss' stylists. Then one important character in the story – Cinna appeared. Teacher would analyze the difference in the language used to describe Venia and Cinna. Then the teacher would hand out a story in *The Secret Garden*. Students would learn to analyze the difference in the language used to describe Mrs. Medlock, Mr. Craven and Mrs. Craven in *Mistress Mary Quite Contrary* of *The Secret Garden*. The teacher would ask students to think about this question: How can we use language to express our likeness hatred toward someone or something? This question is to practice students' ability to analyze language used by the author.
- 6) Apart from the dressing up, Katniss had a lot of new experience, like having a rich meal ready in front of her in just a second by pressing a button. Such rich meal reminded her of her previous life in District 12. Students are asked to think about some of their first experiences since their arrival at BRS. How did they react to the unfamiliar?

- 7) As District 12 was famous for coal mining, the symbol that Cinna selected for Katniss is fire. Such symbol gained a huge success in Katniss' debut in *The Hunger Games*. The teacher would ask students to pick up a symbol that represents themselves and talk about the reason(s).
- 8) One volunteer would share his or her paper and self-evaluation form on *Schoology*. Other students would objectively evaluate the paper with the help of the evaluation form. Feedbacks and suggestions could be made from different perspectives, like grammar, spelling, punctuation, content, coherence, logic, structure and thought, etc. As doing peer evaluation is quite new to most students, the teacher would guide students to finish such task. This will take up 8 minutes. The students should be clear that self and peer evaluation is an important task of this unit, so they should try to learn how to do it with the assistance of the teacher.
- 9) The rest of this lesson is used to evaluate students' paper on Need Polarities. Students could share their paper on *Google Drive*, and each student would find a partner and share his or her evaluation form to the partner. Based on the teacher's scaffolding, students would try to do peer evaluation. This will take up 7 minutes. The evaluation practice is aimed at improving students' overall critical thinking and writing ability. (If there is no time, this activity could be done after class.)
- 10) The teacher then assign the homework for that day. Revise their paper based on the peer evaluation. Finish the required reading of Chapter 7 and 8.

Evaluation:

The speaker's report will be evaluated on the understanding of the chapters, the language ability and the public speaking skills.

Students will be evaluated on the participation of class discussion.

Students' paper will be evaluated by peers in accordance with their self-evaluation form.

The revised paper will be evaluated by the teacher on ideas and language.

Lesson plan 3 (the fifth day of the unit):

Goal:

Students will be able to use I-Pad or laptop to search for information.

Objectives:

Students will be able to use I-Pad or laptop find two articles on Reader Response theory in limited time span.

Students will be able to understand the two articles or webpages with 80% accuracy.

Students will be able to use NoodleTools to organize their sources and reading notes.

Materials:

PowerPoint or Prezi, I-Pad or laptop, NoodleTools, projector, etc.

Procedures:

- 1) The reporter for that day would talk about his or her understanding of Chapter 7 and 8 of *The Hunger Games*. In this process, students will practice their summarizing ability and language using ability.
- 2) The reporter should try to involve the audience in active participation of the discussion. In this process, each student could check for the accuracy of his or her understanding. The speaker would practice his or her skills in organizing discussion. Audiences would practice their critical thinking.
- 3) Chapter 7 has many examples of Katniss' need for separateness and need for belonging. For example, Katniss and Peeta's teamwork in the debut and all stylists' collaboration have gained a success for District 12 in the game. Therefore, Katniss has a need for belonging, without which she could not make a good beginning in the following game. At the same time, Katniss

and Peeta decided to have separate training from Haymitch, their mentor. Such separateness could better prepare them against other competitors. The teacher would read the relevant plots in the chapters and ask students to figure out the needs represented. Then, the teacher would guide students to think about their own needs for separateness and belonging in their lives. This activity is a preview and practice of Reader Response in literature learning.

- 4) After the discussion, the teacher would talk about the strategy students practiced just now – Reader Response.
- 5) Then students would use their I-Pad or laptop to search for more information on Reader Response theory in literature reading. Each student is required to find out two relevant articles or webpages, like the origin, content, development, advantages, disadvantages and strategies to use it in interpreting literature works. If students have difficulty in understanding the articles or websites, they could seek help from teacher and peers. In this process, multimedia is integrated in students' classroom learning. Students get the independent online researching experience, which is critical in their future academic and career life.
- 6) The rest time is used for students to organize their sources and notes. Instead of saving the websites or articles and writing down their notes, students could now put their sources and notes on NoodleTools, a research platform. Since this is a user-friendly tool, most students could learn to use it very efficiently. One benefit of NoodleTools is that students could share their resources and reading notes with others more conveniently, with no need of passing their notes around.
- 7) The teacher then assign the homework for that day. Finish the required reading of Chapter 9 and 10. Each student prepare a 2- to 3-minute presentation of the information they have collected on Reader Response theory, as well as their first experience of using NoodleTools.

Students could use different styles of presentation. They could give a formal speech, an informal TED Talk. They could prepare a PowerPoint or Prezi, or they could make a case study using the theory. Choices and diversity are given to students.

Evaluation:

The speaker's report will be evaluated on the understanding of the chapters, the language ability and the public speaking skills.

Students will be evaluated on the participation of class discussion.

Students' using new digital tool will be evaluated, including the students' attitude, quality of selected resources, the format of reading notes, summarizing ability and the critical ideas on application of the theory, etc.

Lesson plan 4 (the sixth day of the unit):

Goal:

Students will be able to deliver a presentation on their given topic.

Students will be able to use Reader Response theory in learning Chapter 9 and 10 of *The Hunger Games*.

Objectives:

Students will be able to give a presentation under the requirements of the length, content, language, effectiveness interactive strategies, as well as appropriate using of digital tools, etc.

Students will be able to use Reader Response theory to discuss the plots and characters in Chapter 9 and 10.

Each student will be able to find at least one episode in the two chapters that they can relate to their own experiences.

Materials:

Multimedia, PowerPoint or Prezi, Nearpod, projector, etc.

Procedures:

- 1) The reporter for that day would talk about his or her understanding of Chapter 9 and 10 of *The Hunger Games*. In this process, students will practice their summarizing ability and language using ability.
- 2) Then the reporter would try to involve his or her audience in active. In this process, each student would check for the accuracy of his or her understanding. The speaker would practice his or her skills in organizing discussion. Audiences would practice their critical thinking.
- 3) The teacher would continue to talk about Katniss' preparation for the game. The teacher would tell students that if he or she were Katniss, what kind of image he or she would like to show the audience and why. The teacher would also talk about the different images he or she shows in facing different persons. This is a practice of Reader Response theory in literature reading.
- 4) Since students have discussed their new experience in BRS in the last lesson, they would continue to talk about their psychological development in new and unfamiliar environment. Then a story – *Across the Moor* in *The Secret Garden* is handed out to students. Students would use Reader Response theory to understand the protagonist - Mary's psychological development during her trip to the unfamiliar house she would live in. Students would be divided into groups to discuss their similar experience of going to some places for the first time as well as their mental activities during the process.
- 5) Then students would take turns to deliver their 2- to 3-minute presentation on what they have learned from online researching. The presentation is centered on the information of Reader Response theory, including origin, development, main focuses, as well as some personal reflections on this theory, like how to integrate it in classroom learning, how to maximize its

advantages and overcome its limitation, etc. After each student has given his or her presentation, audience would give feedbacks, a kind of Reader Response. In this process, students would deepen their understanding of Reader Response theory by listening to others and using it in giving feedbacks.

- 6) The teacher would make a conclusion based on students' understanding and participation.
- 7) The teacher would assign the homework for that day: finishing reading of Chapter 11 and 12.

Evaluation:

The speaker's report will be evaluated on the understanding of the chapters, the language ability and the public speaking skills.

Students will be evaluated on the participation of class discussion.

Students' presentation will be evaluated by peers.

Lesson plan 5 (the fifth day of the unit):

Goal:

Students will be able to practice their skills in doing book/film talk.

Objectives:

Students will be able to collaborate among group members in preparing their final project.

Students will be able to effectively present their group work in public.

Students will be able to do peer evaluation.

Materials:

Multimedia, film clips, PowerPoint or Prezi, projector, TodaysMeet, Nearpod, etc.

Textbooks:

Young adolescent literature works selected by each group, based on their favorite genre.

Procedures:

- 1) The class would start with the first group of book/film talk. Students could share their PowerPoint or Prezi with audience through Nearpod. One student will keep track of the time and remind the speaker when time is up. In this process, speakers would practice their public speaking ability, as beating stage fright is one of the essential themes for many Chinese students.
- 2) When one group is giving its book or book/film talk, the other groups should note the things that are well done and things that can be improved. Peer evaluation is done on TodaysMeet, aiming to guarantee the quietness for the speakers. In this process, students' independent and critical thinking is practiced. While at the same time, students should be clear that they should show respect to other's work, so they should listen attentively and provide sincere feedbacks. This is a chance to learn from others and improve their own presentation skills.
- 3) When all groups have finished, the teacher and students would make a conclusion of this YAL Unit Project, in which synthesizing ability is practiced. Then the teacher might make a comment of each group's final project and give a recommendation of some young adolescent literature works.

Chart 1

| Questions to Think about | Your Feedback |
|----------------------------------------------------------------------------------------------------|----------------------|
| Compared with traditional task-based learning, is this activity-based learning more engaging? | |
| Is the digital tools used in class beneficial for your learning? | |
| Does literature reading become more fun by doing this YAL Unit Project? | |
| Are the theories, Need Polarities and Reader Response, useful in understanding literature for you? | |

| | |
|-------------------------------------------------------------------------------------------------------------|--|
| Do you want to have more literature lessons similar to this YAL unit? | |
| Are you planning to read more YAL works? | |
| Do you want some other elements or tools to be included in YAL learning? If so, what are they? | |
| Do you think there are some parts in this YAL Unit Project that are not satisfactory? If so, what are they? | |

- 4) Students would fill out a questionnaire for the YAL Unit Project (See Chart 1 below).
- 5) The students would be given the final assignment of this unit. Each student is to write a 2-page reflection on what is learned through this unit. The due date is in one week. Before student hand in their reflection paper, they should check their language, content and structure of the paper, either through pair review or self-review.

Evaluation:

Each group will be evaluated by the audience, based on the overall effect, language, structure, content, and interaction with audience, etc.

Each member will be evaluated by members in the same group, based on his or her participation in group work.

Unit Evaluation:

The final evaluation of this YAL Unit Project consists of two sections. The first section includes students' questionnaire (See Chart 1 above), which does not account for students' final score. But it can provide valuable information for teachers to carry out further YAL Unit Projects.

The other section accounts for the final score of each student. Each assignment and project will be taken into consideration, a kind of formative assessment. Instead of having teachers do the evaluation, this YAL Unit Project gives the chance to students themselves and, which is advocated in democratic classroom. The composition of the final score is listed below (See Chart 2 below).

Chart 2

| Assignments and Projects | Percentage of Final Score (Total: 100%) |
|---------------------------------------|------------------------------------------------|
| Daily Book Report | 10% |
| Essay on Need Polarities | 15% |
| Mini-lesson of Curriculum Integration | 15% |
| Personal Statement Writing | 15% |
| TED Talk | 15% |
| Book/Film Talk | 15% |
| Final Reflection Paper | 15% |