

REBEL BOUND

8 WEEK LESSON PLAN

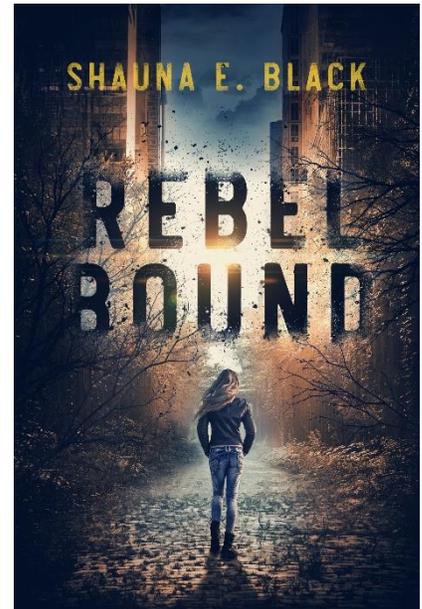
DESCRIPTION

Students will read the fictional novel *Rebel Bound* by Shauna E. Black over the course of an 8 week time period, analyzing and discussing the story's elements.

NATIONAL STANDARDS

NCTE (NATIONAL COUNCIL OF TEACHERS OF ENGLISH)

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.



WEEK 1 <i>Chapters 1-6</i>	
SKILLS Character development Theme Tracking plot and important moments	PROCEDURE Watch the introductory video from the Bonus Packet Create bubbles of important moments from the chapters Track the theme, and central idea by discussions
DAYS 1, 2 Give students reading time to connect and find interest in the book. Pull back on assessing. Give solid reading time and opportunities to build familiarity with the book.	
DAY 3 Predictions of the book. What do they believe will be the conflict/resolution? Any other predictions?	

WEEK 2 <i>Chapters 7-9</i>	
SKILLS Character Relationships Connecting with story/plot Overcoming Challenges Similarities between characters	PROCEDURE Acknowledge the differences and similarities between the initial relationship of Torres and Caelin and Lucio and Caelin. How did Mardy play a role in each initial contact?
CHAPTER 7 DISCUSSION Discuss new characters introduced in the chapter.	
CHAPTER 8 DISCUSSION	

Have the students record on a sticky note the most important moment or event that happened. This will help develop the change or shift in the relationship between Mardy and Caelin.
DISCUSSION QUESTION #2 In <i>Rebel Bound</i> , those living "topside" have learned to adapt to an environment filled with harmful radiation in order to survive. If something terrible happened to you, how could you adapt in order to cope or deal with it, and overcome that challenge?

WEEK 3 <i>Chapters 10-13</i>	
SKILLS Character Development Plot Twist Deception	PROCEDURE As a class, discuss what events lead up to Lucio's deception to Mardy. What signs were there that Lucio wasn't who he was perceived to be?
DISCUSSION Using RACE (Restate, Answer, Cite, Explain) have students answer the following in a written or video formatted forum: "Do you think Lucio is a good guy, or a bad guy just trying to survive?" Give students an opportunity to share their thoughts with each other. If a student disagrees with another, ask them to use textual evidence to support their claim and their argument.	

WEEK 4 <i>Chapters 14-17</i>	
SKILLS Predictions Plot Development Citing Evidence	PROCEDURE Note to students that you are over halfway through the book. Revisit predictions from early lessons about the characters. Make new predictions, based on evidence.
PREDICTION EXERCISE The overall objective of this lesson is for students to use actual evidence from the text to support their predictions. Have students: <ul style="list-style-type: none"> • Make their prediction of what is going to happen next • Find evidence that supports that prediction. • Keep it FACT based. 	

WEEK 5 <i>Chapters 18-22</i>	
SKILLS Descriptive Writing Beautiful Words Details in Writing	PROCEDURE Recognizing the author's use of different descriptive writing techniques that help the readers picture what the author wants them to see.
INTEGRATED LESSON WITH ART <ul style="list-style-type: none"> • Students spend time gathering different descriptive texts from the novel that describe "topside." • In small groups, students arrange and organize those moments, or compare and see what others have gathered. • Students take those moments from the text and create their own drawing of what they interpret "topside" to look like, based on the details the author gives in the text. • Students label the details in their drawing and match them to the moments in the text. (Can be done by switching drawings with a peer.) 	

WEEK 6

<i>Chapters 23-26</i>	
SKILLS Plot Development Plot Twist	PROCEDURE Why plot twists are important to the story and the timeline of Events in a novel.
TIMELINE Digitally or on paper, students complete a timeline of events, listing 6 events that lead to Jate trying to convince Caelin and Mardy to leave the Impartialists.	
DISCUSSION QUESTIONS <ul style="list-style-type: none"> • What techniques did the author use to bring us to this moment? • Were you surprised? Why or why not? 	

WEEK 7 <i>Chapters 27-28</i>	
SKILLS Textual Evidence Central Idea Theme	PROCEDURE What is the central idea, or theme of this book? Under what genre should the book be classified and why?
SUMMATIVE ASSESSMENT Ask students the following questions: <ul style="list-style-type: none"> • What lesson can be learned from Rebel Bound? • What do you think the author's purpose was in writing this book? • What theme is apparent throughout the book, specifically around Mardy and Caelin? 	

WEEK 8 <i>Final Thoughts and Predictions</i>	
SKILLS Novel Writing Creative Writing Story Control Character Flow	PROCEDURE Although the book is complete, readers are left with a few unanswered questions. Students will write their own short ending/prediction of what they think will happen next.
DAYS 1-3 - CREATIVE WRITING Students write creatively about what they think is going to happen and essentially finish the story themselves.	
DAYS 4-5 - ESSAY WRITING Students write a 1-2 page essay that completes any unanswered questions. Essays must align with details/facts from the novel.	