

FUTURE READY SKILLS

WHO AM I?

*Future Ready Skills: A College & Career
Readiness Curriculum for High School Freshmen*

By Dr. Jennifer K. Richards and Alexis N. Hall

U-EXTENSION
INSTITUTE OF AGRICULTURE
THE UNIVERSITY OF TENNESSEE



FUTURE READY

9TH GRADE CURRICULUM

8 Units of Essential Skills

- | | |
|----------------------|--------------------|
| 1. Freshman Bootcamp | 5. Teamwork |
| 2. Who Am I? | 6. Design Thinking |
| 3. Future Me | 7. Communication |
| 4. Decision Making | 8. Growth Mindset |

Future Ready is an innovative college and career readiness curriculum created for students to develop the social, emotional, and interpersonal skills necessary to navigate the world after graduation. Each unit includes lesson plans and student handouts that require minimal preparation.

Students will discover personal strengths, practice effective communication strategies, and explore growth opportunities. The curriculum is aligned with Tennessee Career Exploration course standards and other state standards in STEM, English/Language Arts, and Social Science. It is easily adaptable for Advisory and other settings.

Future Ready was written by former classroom teachers, Dr. Jennifer Richards and Alexis Hall, at the University of Tennessee Institute of Agriculture. It was created in collaboration with Hardeman County Schools Pilot Teachers and Unit 1 Co-Authors, Nikki Boatwright, Jennifer Cox, and Sherri Johnson. For more information, contact jennifer.richards@utk.edu.



Who Am I?

The **BIG** Idea

Who are you?

OVERVIEW

Lesson 1: What's in Your Heart?

- *Big Idea:* What is core to who I am and what do I value?
- *Time:* 45 minutes

Lesson 2: Who Am I As a Person?

- *Big Idea:* What are my personal strengths and areas for improvement?
- *Time:* 45 minutes

Lesson 3: Who am I as a Learner?

- *Big Idea:* How do I learn best and how can I get better at learning in other ways?
- *Time:* 90 minutes

Lesson 4: Autobiography

- *Big Idea:* What clues do my past interests and accomplishments give about my future?
- *Time:* 90 minutes

OBJECTIVES

Lesson 1: What's in Your Heart?

- Identify people, places, and things that are core to who they are and what they value
- Create a personal value statement

Lesson 2: Who Am I As a Person?

- Analyze their YouScience results to identify strengths and areas for improvement
- Develop a strong sense of self including personal strengths and weaknesses, likes and dislikes and interests
- Create a collage of their five natural talents to include in their portfolio

Lesson 3: Who am I as a Learner?

- Recognize there are multiple ways to acquire new knowledge
- Identify their own preferred learning style
- Practice using various learning styles

Lesson 4: Autobiography

- Create an autobiography and understand the importance of self-reflection in making decisions about the future
- Examine experiences and skills of their fellow classmates

What's In Your Heart?

The **BIG** Idea

What is core to who I am and what do I value?

AGENDA

Approximately 45 minutes

1. Warm up (5 minutes)
2. What's in Your Heart? (15 minutes)
3. Themes (20 minutes)
4. Wrap Up (5 minutes)

MATERIALS

- ☐ **Student Pages:**
 - [What's In Your Heart? Graphic Organizer](#)
 - [Creating a Personal Value Statement](#)
- ☐ **Facilitator Pages:**
 - [What's In Your Heart? Guiding Questions](#)
- ☐ Copy of Facilitator's What's in Your Heart?, themes, and personal value statement

OBJECTIVES

During this lesson, students will:

- Identify people, places, and things that are core to who they are and what they value
- Create a personal value statement

STANDARDS

Lesson 1: What's In Your Heart?

- Career Exploration 1: Summarize the results of multiple available personal assessment tools (such as, but not limited to instruments determining: interests and aptitudes, personality traits, learning styles, career choice alignments, personal values, etc.) to develop a personal profile and reflect thoughtfully on the results.
- English/Language Arts 9-10.RI.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- English/Language Arts 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OVERVIEW

In this lesson, the students will brainstorm people, places, and things that are “in their heart” by completing a graphic organizer. They will then use what’s in their heart to identify core values and craft a personal value statement.

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary word and definition on the board.

Create a “What’s In My Heart” about yourself and craft a personal value statement to share with students.

The following handout needs to be made into an overhead transparency, copied onto chart paper, or embedded in a PowerPoint to be displayed:

- **What’s In Your Heart? Graphic Organizer**
 - **Creating a Personal Value Statement**
 - **What’s in Your Heart? Guiding Questions**
- Make copies of **What’s In Your Heart? Graphic Organizer** and **Creating a Personal Value Statement** handouts. (one per student)

VOCABULARY

- **Value:** a person's principles or standards of behavior; one's judgment of what is important in life.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** What does it mean to “value” something? (Allow students time to respond.)
2. How do you know when something is important to you – that you “value” it? (Allow students time to respond.)

II. What's in Your Heart? (20 minutes)

1. **SAY SOMETHING LIKE:** Today, each of you will reflect on the things you value most. One way to figure out what you value is to brainstorm the people, places, and things that mean the most to you. In just a few minutes, you're going to have the opportunity to reflect on your life and what is important to you. Before you get started on that, I wanted to share my own with you.

(Share the “heart” you've created about yourself. Then, have students describe what major things they learned about you through your “heart”. If desired, you can list this information on chart paper, to help organize your students' thoughts.)

2. **SAY SOMETHING LIKE:** I am passing out the “What's in Your Heart?” graphic organizer. This is your chance to brainstorm the people, places, things, and ideas that are most important to you. I'll be reviewing your “hearts” to learn more about each of you, but they are also an important record for you. In this class, we are going to be learning more about yourself and each other and how to function as a team. Knowing what you value is the first step in this process.
3. **DISPLAY** the “What's in Your Heart Guiding Questions” to help prompt students to identify what they value.
[Circulate around the class while the students are working. If students finish their “hearts” early, they can share their responses with a partner. When all of the students are done, see if any students are willing to volunteer to share some of their responses to the class.]

III. Themes (20 minutes)

1. **SAY SOMETHING LIKE:** I am really impressed at how well you all worked on your “hearts.” Now, we are going to look at what you put in your “heart” and use that to craft a personal value statement. A personal value statement is a **concise and specific statement that outlines what is most important to you in your life**. The better you define your personal values, the more capable you are of finding a career that is in harmony with those values.
2. Share the personal value statement you wrote for yourself. Refer students back to what they learned about you from your “heart” and ask them to consider how what's in your “heart” is reflected in your value statement.

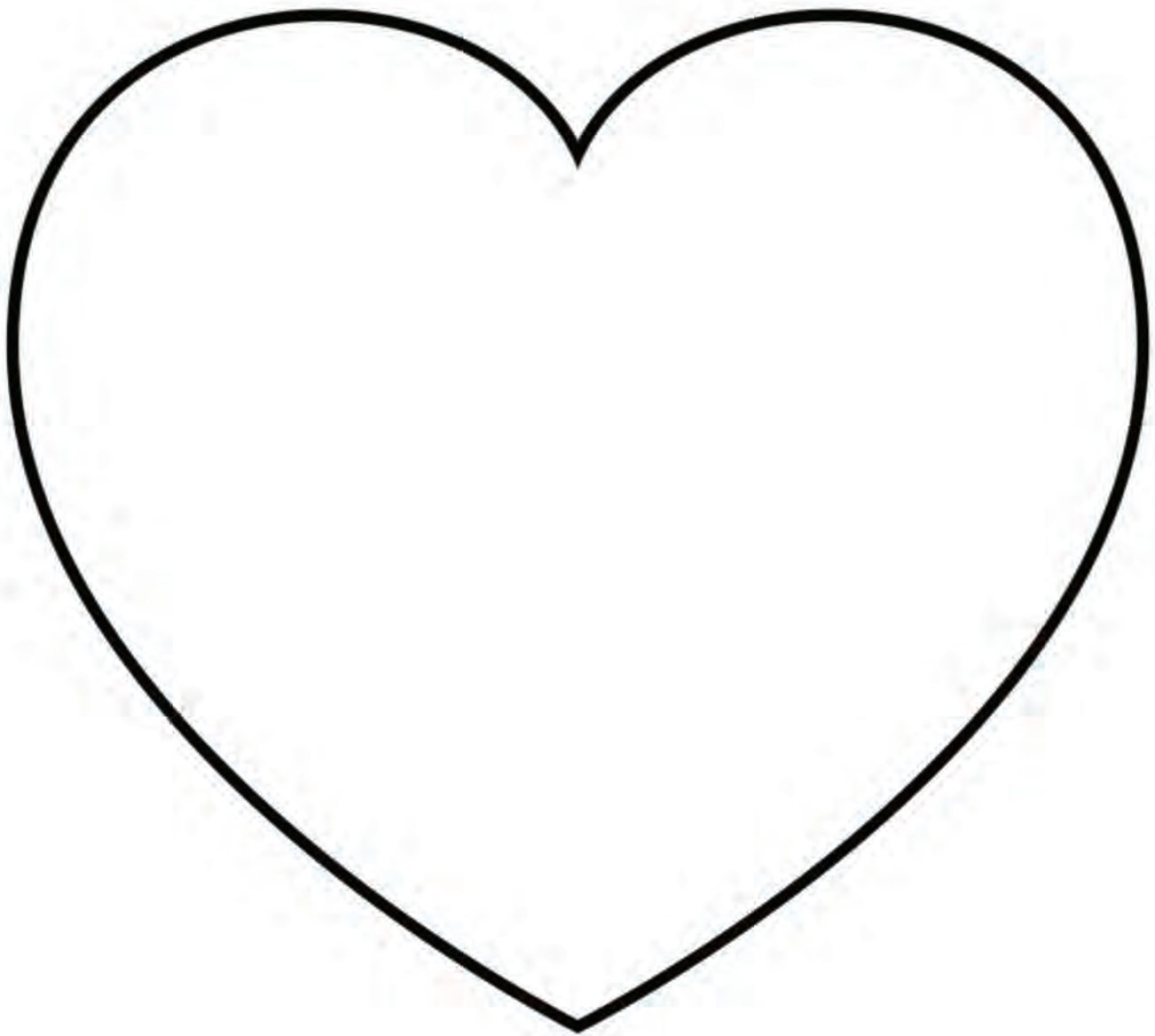
3. Share with students how you grouped the items in your "heart" into themes. Using the **"Crafting a Personal Value Statement"** handout, guide students through grouping their "heart" items into categories and themes.
4. As students finalize their categories and themes, encourage them to eliminate any that are not critically core to who they are as a person. For each of the remaining themes, students should write one sentence explaining why that theme is important to them.
5. Using their sentence explanations as guides, students should craft their personal value statement.

IV. **Wrap Up (5 minutes)**

1. Ask for volunteers to share their personal value statement.
2. Make sure students store their value statement in their portfolio and remind them they will refer back to their statement throughout the semester.

What's In Your Heart?

Directions: Use the heart shaped graphic organizer below to brainstorm the people, places, things, and ideas that are most important to you.



What's In Your Heart? – Guiding Questions

Directions: Use the heart shaped graphic organizer below to brainstorm the people, places, things, and ideas that are most important to you.

- **What are you most proud of?**
- **Describe the happiest time of your life.**
- **Who are the people in your life that are most important to you?**
- **What is your most prized possession?**
- **When you think of feeling calm and peaceful, where are you? Who is with you?**
- **What would you describe as your greatest strengths as a friend?**

Crafting Your Personal Value Statement

Directions: Use the steps below to take what is in your “heart” to create a personal value statement.

STEP 1: Grouping Responses

Create major categories and classify each of the items you included in your “heart” under at least one category below. You can use an additional sheet of paper if you need more space.

Category 1: _____

Category 2: _____

Category 3: _____

Category 4: _____

Category 5: _____

Category 6: _____

STEP 2: Identifying Themes

Review your categories. Mark an "X" through any of the categories that are not core to who you are. This does not mean they are not important, just that they do not define you.

Of the remaining categories, can they be further grouped into a **THEME**? Common themes include: loyalty, integrity, family, money, community, etc.

For each theme, write one strong sentence that describes why that theme is important to you. Again, you can use additional paper if you need more space.

THEME 1:

THEME 2:

THEME 3:

Who Am I As a Person?

The **BIG** Idea

What are my personal strengths and areas for improvement?

AGENDA

Approximately 45 minutes

1. Warm up (5 minutes)
2. I Am (10 minutes)
3. Create Collage (25 minutes)
4. Wrap Up (5 minutes)

Note: If students have not yet completed the YouScience assessment, you will need to plan an extra day for them to do so.

MATERIALS

Facilitator Pages:

- "I am" Collage Lesson Plan and student resources

OBJECTIVES

During this lesson, students will:

- Analyze their YouScience results to identify strengths and areas for improvement
- Develop a strong sense of self including personal strengths and weaknesses, likes and dislikes, and interests

Create a collage of their five natural talents to include in their portfolio

STANDARDS

Lesson 2: Who Am I As a Person?

- Career Exploration 1: Summarize the results of multiple available personal assessment tools (such as, but not limited to instruments determining: interests and aptitudes, personality traits, learning styles, career choice alignments, personal values, etc.) to develop a personal profile and reflect thoughtfully on the results. Ensure summaries cite specific textual evidence from the results and compare and contrast results with prior knowledge or opinions.
- English/Language Arts 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

"I Am" Collage

Grades 7–8

Introduction

In this activity, students use their YouScience Discovery results to recognize and showcase their five natural talents. Students create a collage using images and words to show what they learn about each talent.

Needed Items and Materials

- Desktop, laptop or Chromebook
- Access to YouScience Discovery results
- I Am Worksheet (print or digital)
- I Am Collage (print or digital)
- Sample Collage
- Art supplies or access to digital images



Sequential Reasoning



Spatial Visualization



Visual Comparison Speed



Numerical Reasoning



Timeframe Orientation

Get Started

- Instruct students to log in to their YouScience account (details on page 2).
- Guide students to the **Explore More of Your Talents** section on their home page (find an example on page 2).
- Inform students that this section lets them explore their natural talents in detail.
- Share that their talents and the details help them know themselves better, be more successful in school and explore future career paths.
- Provide each student with a copy of the "I Am" Worksheet.
- Direct students to fill in the first "I Am" statement with the results they see in bold type after the words **You are**.
- Have students read through each of the three insight statements describing how this talent empowers them in the specific area. Guide students to choose keywords or phrases to include on their collage with words, images or both. *Encourage students to look up words they're not familiar with.*
- Have students brainstorm (or search for) images to represent the keywords and phrases they selected and record them on the worksheet.
- Have students repeat these steps for all five of the aptitude (talent) areas within the pie to complete their worksheet.

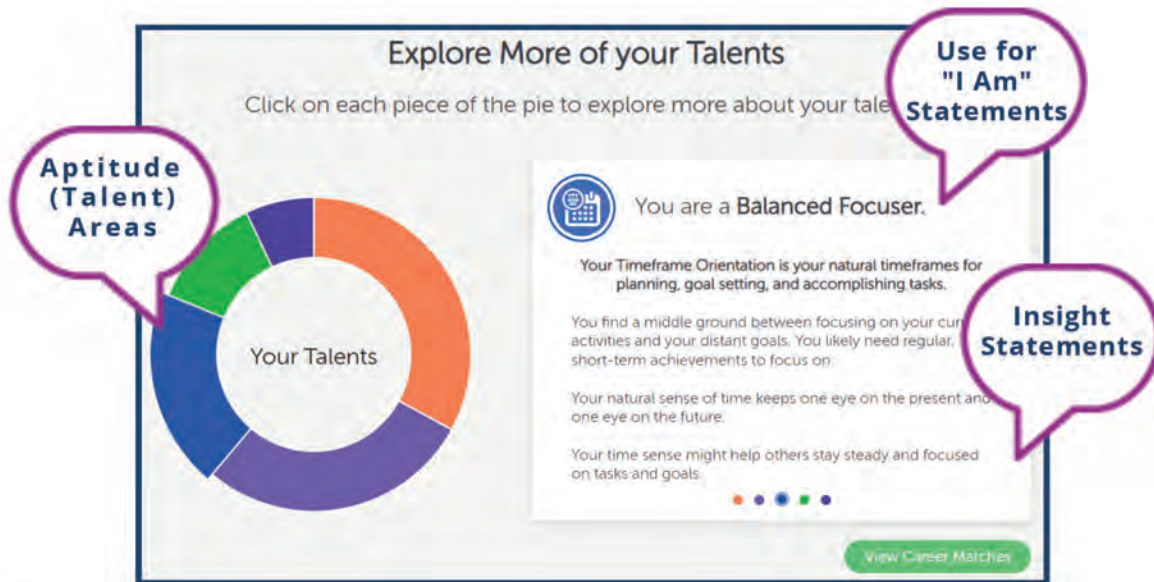


**EDUCATOR
ESSENTIALS**

Social-
Emotional
Learning
Goals

Self Awareness

Student demonstrates an awareness of personal identity that encompasses both the student's strengths and aspirations.



Create

- Provide each student with a copy of the "I Am" Collage.
- Direct students to use their worksheet to create their collage and:
 - Fill in the blanks for each "I Am" statement.
 - Draw, cut out and select images that represent the keywords and/or phrases they selected and place them on the collage.
 - Add words to explain images if desired.
- Encourage students to be creative!

Extend the Activity (optional)

1. After students complete the five statements on their worksheet, have them find classmates they share two or more talents with. This way, students find something in common with peers and that they have unique talents of their own.
2. Create a graph for each of the aptitude (talent) areas to show the diversity of talents in your class.
3. Let students create slides or other visuals to explain more about one of their aptitude (talent) areas.

Virtual Adaptation

1. Create a fillable document with the "I Am" Worksheet and have students type in their answers.
2. Upload the "I Am" Collage to Canva or Google Slides and let students complete the activity with digital images and words.

Student Login

Browser

1. Visit login.youscience.com.
2. Enter email and password.

SCOIR

1. Open your SCOIR dashboard.
2. Visit your career profile.
3. Choose to view full profile.

Georgia

1. Log in to the student information system and click the SLDS Portal link.
2. Choose "My Career Plan."
3. Select YouScience.

Student Name: _____

"I Am" Worksheet

I am a _____.

Statement 1 keywords/phrases

Statement 1 image ideas

Statement 2 keywords/phrases

Statement 2 image ideas

Statement 3 keywords/phrases

Statement 3 image ideas

I am a _____.

Statement 1 keywords/phrases

Statement 1 image ideas

Statement 2 keywords/phrases

Statement 2 image ideas

Statement 3 keywords/phrases

Statement 3 image ideas

I am a _____.

Statement 1 keywords/phrases

Statement 1 image ideas

Statement 2 keywords/phrases

Statement 2 image ideas

Statement 3 keywords/phrases

Statement 3 image ideas

I am a _____.

Statement 1 keywords/phrases

Statement 1 image ideas

Statement 2 keywords/phrases

Statement 2 image ideas

Statement 3 keywords/phrases

Statement 3 image ideas

I am a _____.

Statement 1 keywords/phrases

Statement 1 image ideas

Statement 2 keywords/phrases

Statement 2 image ideas

Statement 3 keywords/phrases

Statement 3 image ideas

Student Name: _____

"I Am" Collage

I am a _____.

I am a _____.



I am a _____.

I am a _____.

I am a _____.

Student Name: _____

"I Am" Worksheet

I am a process supporter.

Statement 1 keywords/phrases
reliable to carry out procedures

Statement 2 keywords/phrases
routines help me perform my best

Statement 3 keywords/phrases
need to prepare for presentations & have notes

Statement 1 image ideas
items in order, schedule, timer

Statement 2 image ideas
schedule, calendar

Statement 3 image ideas
notes, easel, list

I am a 3D visualizer.

Statement 1 keywords/phrases
I can visualize in 3D

Statement 2 keywords/phrases
I may succeed in physics, biology and design

Statement 3 keywords/phrases
I need physical items instead of just ideas

Statement 1 image ideas
3D glasses, 3D shapes

Statement 2 image ideas
physics symbol, DNA strand, iPad

Statement 3 image ideas
supplies, ruler, glue, blocks

I am a list checker.

Statement 1 keywords/phrases
visual radar catches errors

Statement 2 keywords/phrases
taking breaks helps me to stay focused

Statement 3 keywords/phrases
forms & paperwork are easy but not my favorite

Statement 1 image ideas
eye, radar, anti-sign

Statement 2 image ideas
coffee, timer, glasses, magnifying glass

Statement 3 image ideas
clipboard, checklist, form

I am a numerical checker.

Statement 1 keywords/phrases
formulas help information make sense

Statement 2 keywords/phrases
word games > numerical puzzles

Statement 3 keywords/phrases
entering data is easy

Statement 1 image ideas
numbers, formulas, pages, math

Statement 2 image ideas
word game, puzzle

Statement 3 image ideas
data charts, numbers

I am a balanced focuser.

Statement 1 keywords/phrases
focus on regular, short-term achievements

Statement 2 keywords/phrases
one eye on the future, sense of time

Statement 3 keywords/phrases
steady & focused on tasks and goals

Statement 1 image ideas
goal post, flag

Statement 2 image ideas
hourglass, watch, clock

Statement 3 image ideas
glasses, balance board

"I Am" Collage

I am a process supporter

I am a 3D visualizer



I am a numerical checker

I am a balanced focuser

I am a list checker

Who am I as a Learner?

The **BIG** Idea

How do I learn best and how can I get better at learning in other ways?

AGENDA

Approximately 90 minutes (2 class periods)

Day 1:

1. Warm up (5 minutes)
2. Enlightenment Learning Centers (40 minutes)
3. Wrap Up (5 minutes)

Day 2:

4. Review (5 minutes)
5. How Do I Learn? (25 minutes)
6. What Do I Do Best? (10 minutes)
7. Wrap Up (5 minutes)

MATERIALS

Student Pages:

- [Learning Centers](#)
- [Learning Styles Profile](#)
- [Learning Styles Summary](#)

Facilitator Pages:

- [Learning Center Materials](#)

OBJECTIVES

During this lesson, students will:

- Recognize there are multiple ways to acquire new knowledge
- Identify their own preferred learning style
- Practice using various learning styles

STANDARDS

Lesson 3: Who Am I as a Learner?

- Career Exploration 1: Summarize the results of multiple available personal assessment tools (such as, but not limited to instruments determining: interests and aptitudes, personality traits, learning styles, career choice alignments, personal values, etc.) to develop a personal profile and reflect thoughtfully on the results. Ensure summaries cite specific textual evidence from the results and compare and contrast results with prior knowledge or opinions. Throughout the course, continue to refer back to the results of the profile to connect individual strengths and interests with goal setting, planning, and projects. (TN Reading 1, 2, 9; TN Writing 9)
- World History 3: Compare the major ideas of philosophers during the Age of Enlightenment, such as Charles-Louis de Montesquieu, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau
- English/Language Arts 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OVERVIEW

In this two day lesson, the students will select three of seven learning centers to visit. Each learning center presents content at the Age of Enlightenment through various learning styles. Students will complete a brief reflection of their personal experience at each learning center. On day 2, they will complete a brief learning styles inventory and then reflect on their preferred learning style to analyze their experiences at each of the three learning centers from day 1.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write the day's vocabulary word and definition on the board.
- ☐ Set up the materials for each learning center prior to the start of class so that stations are well stocked and it is easy for students to rotate through them.
- ☐ [Make copies of Learning Centers, Learning Styles Profile, and Learning Styles Summary](#) handout. (One per student)

VOCABULARY

- **Learning Style:** the way a person prefers to absorb, process, comprehend, and retain information.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. Write on the board the names of famous people from different fields who have/had considerable talent (e.g., Albert Einstein, Duke Ellington, Toni Morrison, Vincent Van Gogh, Babe Ruth, Mahatma Gandhi).
2. **SAY SOMETHING LIKE:** Which of these do you think is/was the smartest? Why do you think that? (Allow students time to respond.)

Lead students to recognize that it is difficult to assess who on that list is/was the smartest, because each has/had great talent in a different area. Explain that there are many different ways of learning and that different people excel in different areas. This lesson will help students identify their own learning styles.

Tell students that each individual on the list excelled in one of the following areas:

Logical-mathematical (math)	Musical (music and rhythm)
Linguistic (language)	Spatial (visual)
Interpersonal (people)	Intrapersonal (emotional)
Bodily-kinesthetic (athletic, body)	

Explain that each style of learning is different and requires a different set of skills and capacities

II. Learning Centers (40 minutes)

1. **SAY SOMETHING LIKE:** I have set up seven different stations around the room. Each station presents information related to the Age of Enlightenment (which you are/will be studying in World History), but uses a different learning style to share that information. Your task is to rotate through three of the stations. You may choose which stations you visit, but we will use the following rules:
 - No more than 3-4 students (depending on class size) per station. If you reach a station that is full, you must select a different one.
 - You will have 10 minutes at each station. I will keep a timer and will announce when it is time to move to a new station. Even if you finish early, stay where you are until I announce that it is time to move.
 - Even though you are in a group at each station, you are completing the activity on your own.
 - Before you leave each station, complete the brief reflection on your **Learning Centers** handout.
2. Briefly preview each of the stations:
 - Logical-Mathematical: The work of Sir Isaac Newton
 - Musical: Beethoven
 - Linguistic: Mary Shelley & Frankenstein
 - Spatial: Innovations in Art

- Kinesthetic: Age of Dance
 - Interpersonal: Engaging in a Salon
 - Intrapersonal: Reflecting on the ideal society
3. Using the **“Learning Centers”** handout, guide students through three rotations of 10 minutes each. Give a two minute warning before it is time to rotate and remind students to record their station number, the learning style engaged, and complete the brief reflection for that station.

III. Wrap Up (5 minutes)

1. Ask students to share what they liked about each station.
2. Make sure students keep their Learning Centers handout in their portfolio so they can reference it on Day 2.

IV. Review – Beginning of Class on Day 2 (5 minutes)

1. Ask students to explain why identifying their own learning styles might be useful. Lead students to recognize that identifying their learning styles will enable them to develop study practices that will help them learn more effectively. This awareness will also help students to plan projects and respond to assignments by capitalizing on their learning strengths.

V. How Do I Learn (15 minutes)

1. Distribute a copy of the **“Learning Styles Profile”** activity sheet to each student. Tell students they will have 10 minutes to complete the profile.
2. When students are finished, distribute the **“Learning Styles Summary”** activity sheet. Have students write their responses to each question in the spaces provided and then total their responses to each type of question.
3. Instruct students to organize themselves into groups according to their preferred learning style (the style with the highest response on their summary sheets). If students have two styles with equal scores, suggest that they choose the one they feel is their strongest area. Divide large groups as needed.
4. Instruct groups to brainstorm study methods that capitalize on their preferred learning styles and that will help them learn material as they prepare for tests. Encourage students to design specific activities, such as the following:
 - Use string to create models of geometrical figures (visual/artistic/spatial).
 - Conduct a role play of the signing of the Declaration of Independence (verbal/linguistic).
 - Organize a study group to review the main ideas in *Hamlet*. Have each student in the group focus on a different part of the play. Have each student present their findings to the group (social/interpersonal).

Encourage each group to share some of their study methods ideas with the whole class.

VI. **What Do I Do Best? (10 minutes)**

1. Ask students to refer back to their Learning Centers handout in their portfolio from Day One. Given what they now know about their preferred learning style, ask them to complete the very last section of the Learning Centers handout, which asks them to reflect on their overall experiences.

Wrap Up (5 minutes)

1. Ask students why it is important to recognize their own preferred learning styles. Elicit from students the following **key points** that were taught in this lesson:
 - There are many different ways of learning.
 - Identifying our own preferred learning styles enables us to develop study practices that will help us learn more effectively.

Logical-Mathematical: The Work of Sir Isaac Newton

At this center, you will learn about inertia. You will try to remove a sheet of paper from underneath two books without moving them. One of the books has a glossy cover, and the other one has a rough cover.

1. Write a hypothesis to describe what you think will happen when you pull the paper out from the books:

2. Place the sheet of paper on the table.

2. Lay the book with the glossy cover on top of the paper.

3. Quickly yank the paper out from under the book using in one smooth motion.

Write one sentence to explain what happened:

5. Repeat this process using the book with the rough cover.

How was pulling the paper out from the rough book different from the book with the glossy cover?

6. Newton's laws of motion are named after Sir Isaac Newton, an English physicist, mathematician, and astronomer. Newton's laws of motion describe the relationship between forces acting on a body and its motion due to these forces.

Newton's first law describes how an object moves when no force is acting on it.

A stationary object remains at rest until you apply a force to it. Once you set it in motion, the object continues to move at a constant speed until it strikes another object. In the same way, a spacecraft far from any source of gravity would need no thrust to keep it moving at a constant speed in a given direction. Once set in motion, it will keep moving forever without propulsion, since there is no friction in space to slow it down. But it does need an additional force—thrust—to change its speed or direction or both.

How does Newton's First Law of Motion relate to the book experiment?

Musical: Beethoven

A genius of European music, Beethoven suffered the most tragic disability a composer can endure. At the age of 30, he began to go deaf. His deafness grew worse for 19 years. By 1819, it was total. At first, Beethoven's disability barely affected his career. By 1802, however, he knew that his hearing would only worsen.

Beethoven suffered from bouts of depression. The depression would bring him to the brink of suicide. Nevertheless, he would rebound:

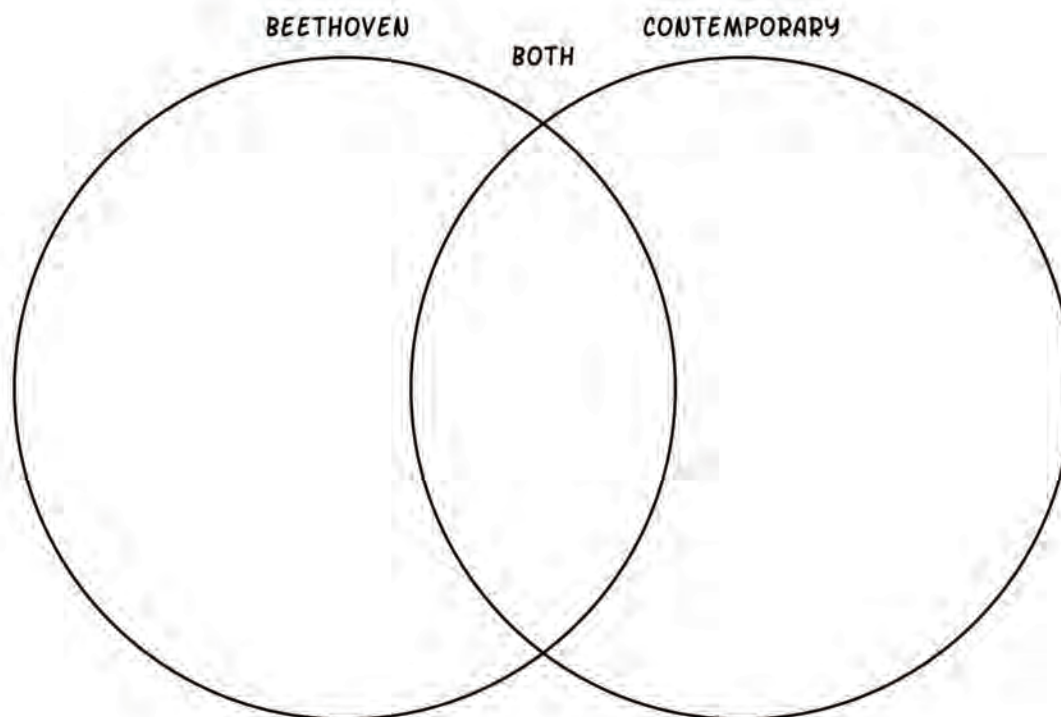
"It seemed unthinkable for me to leave the world forever before I had produced all that I felt called upon to produce."

-Ludwig Van Beethoven

After 1819, Beethoven's friends could no longer communicate with him by speaking; they wrote messages to him in notebooks. Beethoven continued to compose, nonetheless. Although he wrote less in his last years, what he did produce was some of his greatest work.

Listen to a piece of music by Beethoven, and then listen to a piece of contemporary music that you like.

Use the Venn diagram below to compare and contrast the two pieces of music.



Linguistic: Mary Shelley & Frankenstein

Read the following article: [Mary Shelley's "Frankenstein" celebrates 200th anniversary](#)
By Washington Post, adapted by Newsela staff on 08.30.16



Boris Karloff as Frankenstein's monster in the 1935 film "Bride of Frankenstein."

On a chilly summer night in 1816, 18-year-old Mary Shelley lay in bed. It was a gloomy season with a lot of rain and dark times. Shelley wrote later that the summer of 1816 was "a wet, ungenial summer." Rain often kept them indoors for days. She closed her eyes and thought up a tale of a madman who builds a monster from human body parts. "My imagination, unbidden, possessed and guided me," she recalled later.

Her tale would become "Frankenstein," the horror story of a man's attempt at creating life, but actually creating a monster. This summer marks the 200th anniversary of the night the young English intellectual came up with the idea while on vacation with the man she was in love with in Switzerland.

"Frankenstein" is a Gothic novel. Gothic literature tells stories of strange or frightening events happening in mysterious places. Bernard Welt said "Frankenstein" has always been enormously popular. Welt is a former professor of arts and humanities at George Washington University. He has taught courses on the book.

A year earlier, in April 1815, Mount Tambora, a volcano on the island of Sumbawa in Indonesia, erupted in a massive explosion. The volcano blasted ash all around the world. Partly because of the volcano ash, 1816 became the "Year Without a Summer." There were unusually cold temperatures in North America. Cold and rain spread in a Europe recovering from the Napoleonic Wars.

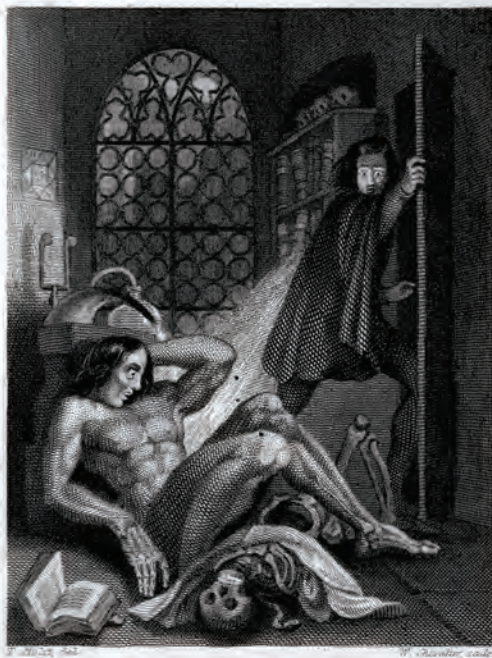
Crops failed, and people starved. Welt said that many people thought it was the end of the world. Shelley shared the house with her future husband, the Romantic poet Percy Bysshe Shelley. Their friends, the poet George Gordon Byron and Byron's doctor, John William Polidori, were there, too. On rainy days, they competed to make up ghost stories.

Shelley tried to think of a story that would "speak to the mysterious fears of our nature, and awaken thrilling horror," she wrote later. One night the friends talked about the nature of life. They talked about the possibility of bringing the dead back to life. That night, a story came to Shelley. She imagined a man kneeling beside a thing he had put together. It was a hideous thing that appeared to be a man, she recalled. The next morning, she told her friends she had her story. She wrote a quick draft.

"She and her circle were very, very interested in everything going on in science at the time," Welt said. "She talks about the experiments in electricity and the notion that it could animate lifeless matter." Mary Shelley wondered if perhaps parts of dead creatures could be put together and revived. She referred to "galvanism." This idea is named for the Italian biologist Luigi Galvani. It says that an electric current might bring dead tissue back to life. A famous demonstration had occurred in 1803. A current was applied to the body of a dead criminal.

According to a prison bulletin, the jaws of the dead man moved. Muscles in his face twisted and one of his eyes opened. His right hand clenched, and his legs moved. People who watched thought that the terrible man was about to be brought back to life, the account continued.

Shelley's novel was published in 1818. Her idea has lasted for two centuries as one of Western literature's great horror tales. In the introduction to an 1831 edition of the book, Shelley wrote that she grew to like the "hideous" monster she created. The story reminded her of happier days in her life. Nine years earlier, in 1822, her husband had drowned when a boat he was in sank in a storm in Italy's Gulf of La Spezia. He was 29 years old. She was 24 years old. When she thought of "Frankenstein," she thought of the time she and her husband had spent together.



FRANKENSTEIN

By the glimmer of the half-extinguished light, I saw the dull, yellow eye of the creature open; its breathless hand, and as convulsive motion, exhibited its limbs, ... I rushed out of the room."

Page 45

London, Published by H. Colburn and R. Bentley, 1831.

Victor Frankenstein observing the first stirrings of his creature in an engraving by Theodor von Holst for the frontispiece of "Frankenstein."

Mary Shelley used ideas from science, nature, and philosophy when writing Frankenstein.

What are some things happening in today's world that would be interesting to read or write fictional stories about? Write 3 ideas in this box.

Spatial: Innovations in Art

Read about three popular styles of art during the Enlightenment period and answer the questions.

ROMANTICISM



Lion Hunt (Delacroix, 1861)

The Lion Hunt by Eugène Delacroix shows that violence was a popular theme of this time period. The swirling capes, snarling lions, and bold reds and yellows help convey the ferocity of the hunt.

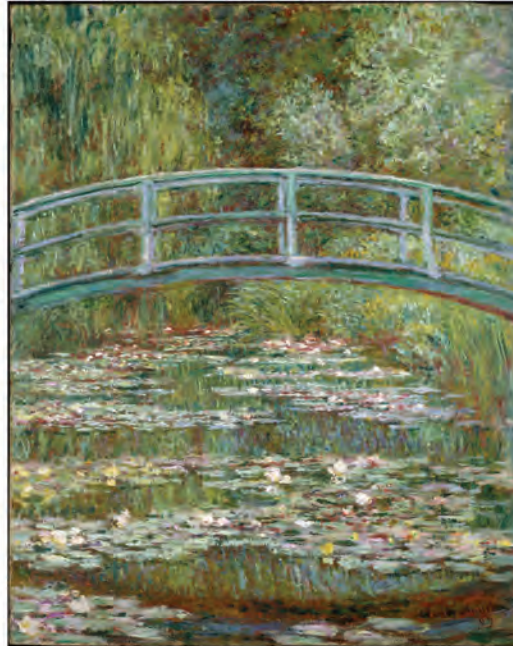
REALISM



The Stone Breakers (Courbet, 1849)

The Stone Breakers by Gustave Courbet shows that realist artists tried to portray everyday life just as it was, without making it pretty or trying to tell a moralistic story. Notice how the workers' clothes are torn and shabby. The boy rests the heavy basket of stones on his knee to ease his burden, while the man bends to his task. The colors are dull and gritty, just as the job itself is.

IMPRESSIONISM



Bridge over a Pond of Water Lilies (Monet, 1899)

The impressionists wanted to record the perceptions of the human eye rather than physical reality. To do this, they tried to portray the effect of light on landscapes and buildings. They combined short strokes of many colors to create a shimmering effect. They also used brighter, lighter colors than the artists before them had used.

Which style is most interesting to you: romanticism, realism, or impressionism? Why?

What is something in our world that interests you? Sketch it below.

Kinesthetic: Baroque Dance

Baroque dance is a style of dancing that was popular in Europe from 1600–1750.

Scan the QR code below and follow along to learn some basic steps in Baroque dance.



What did you think about this style of dance? How is it similar to modern dance?



Interpersonal: Salon Conversations

YOU ARE CORDIALLY INVITED TO AN ENLIGHTENMENT SALON

THE RULES OF POLITE SOCIETY WILL BE STRICTLY OBSERVED



A salon is a gathering of people under the roof of an inspiring host, held partly to amuse one another and partly to refine the taste and increase the knowledge of the participants through conversation. These gatherings often consciously followed Horace's definition of the aims of poetry, "either to please or to educate" (Latin: aut delectare aut prodesse). Salons, commonly associated with French literary and philosophical movements of the 17th and 18th centuries, were carried on until as recently as the 1940s in urban settings.

Talk to the people in your group about the following questions:

- What is the purpose of the government?
- How should the government be structured?
- What issues should the government address to make the world better?
- If you were a government leader, what would you change?

Intrapersonal: Reflecting on the ideal society

During the Enlightenment, philosophers were thinking about how society would look in an ideal world. They also considered how people should achieve an ideal society. The philosophers developed ideas about topics like government, crime, education, gender equality, and religion. People today are asking many of the same questions about the best way for our society to operate.

In the space below, write or draw your response to the following question:

What is the ideal society, and how should we achieve it?

LEARNING STYLES PROFILE

For the following statements, write "2" if the statement describes you almost always, "1" if the statement describes you sometimes, and "0" if the statement describes you almost never.

1. _____ I understand what a teacher is saying much better if they draw a diagram or graph.
2. _____ I can hear a song once or twice and am able to sing the lyrics.
3. _____ I learn best when I discuss the material with someone else.
4. _____ I prefer solving algebra problems to solving geometry problems.
5. _____ When I decide that I want something, I do everything I can to get it.
6. _____ I am good at doing impressions of people.
7. _____ I am a good writer.
8. _____ I like to figure out the relationship between items.
9. _____ I remember names well.
10. _____ I think in images and mental pictures.
11. _____ I am very aware of my emotions.
12. _____ I can tell when musical notes are off key.
13. _____ I am good at persuading people to agree with me.
14. _____ I like being physically active.
15. _____ I often sing to myself.
16. _____ I like to write stories, letters, or poems.
17. _____ I know how I will react in most situations.
18. _____ I like playing games of strategy (like chess) and solving riddles.
19. _____ I am able to sense what other people are feeling.
20. _____ I like to tell stories.
21. _____ I like keeping my possessions well organized.
22. _____ I can quickly pick up new dance steps or sports moves.
23. _____ I need time to myself every day.
24. _____ I draw sketches all over my notebooks.
25. _____ I enjoy participating in clubs and group activities.
26. _____ I like to create rhythms.
27. _____ I am good at packing and fitting items into suitcases, boxes, cars, and so on.
28. _____ I like learning about science or math.
29. _____ I know what my strengths and weaknesses are.
30. _____ I play a musical instrument well.
31. _____ Taking a walk helps me relax.
32. _____ I often feel that the best way for me to express myself is to write down my thoughts.
33. _____ I am the person people call to find out what is happening on the weekend.
34. _____ It really helps me to color code notes or assignments.
35. _____ I am good with tools.

LEARNING STYLES SUMMARY

Bodily- Kinesthetic	Musical	Spatial	Logical- Mathematical	Linguistic	Interpersonal	Intrapersonal
6 ____	2 ____	1 ____	4 ____	7 ____	3 ____	5 ____
14 ____	12 ____	10 ____	8 ____	9 ____	13 ____	11 ____
22 ____	15 ____	24 ____	18 ____	16 ____	19 ____	17 ____
31 ____	26 ____	27 ____	21 ____	20 ____	25 ____	23 ____
35 ____	30 ____	34 ____	28 ____	32 ____	33 ____	29 ____
Total: ____	Total: ____	Total: ____	Total: ____	Total: ____	Total: ____	Total: ____

QUESTION NUMBER

Autobiography

The **BIG** Idea

What clues do my past interests and accomplishments give about my future?

AGENDA

Approximately 90 minutes (2 class sessions)

Day 1

1. Warm up (5 minutes)
2. Autobiographies (35 minutes)
3. Wrap Up (5 minutes)

Day 2

4. Review (5 minutes)
5. Autobiography Bingo (30 minutes)
6. Wrap Up (5 minutes)

MATERIALS

□ Student Handbook Pages:

- [Autobiography](#)

□ Facilitator Pages:

- [Facilitator Resource: Sample Bios](#)
- [Facilitator Resources: Autobiography Rubric](#)
- [Facilitator Resource: Autobiography Bingo Card](#)

Facilitator Bio, one copy per student

OBJECTIVES

During this lesson, students will:

- Create an autobiography and understand the importance of self-reflection in making decisions about the future.
- Examine experiences and skills of their fellow classmates.

STANDARDS

Lesson 4: Autobiography

- Career Exploration 1: Summarize the results of multiple available personal assessment tools (such as, but not limited to instruments determining: interests and aptitudes, personality traits, learning styles, career choice alignments, personal values, etc.) to develop a personal profile and reflect thoughtfully on the results. Ensure summaries cite specific textual evidence from the results and compare and contrast results with prior knowledge or opinions.
- English/Language Arts 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- English/Language Arts 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.

OVERVIEW

In this lesson, the students will review strategies for demonstrating respect, responsibility, and teamwork in class. The facilitator shares a brief autobiography in narrative form and students respond by creating autobiographies of their own. Lastly, students will participate in an interactive bingo game to learn more about their classmates.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write the day's vocabulary word and definition on the board.

Write up a one page autobiography about yourself and make a copy for each student (See [Facilitator Resource: Sample Bios](#) and [Facilitator Resource: Biography Rubric](#).)

The following handout needs to be made into an overhead transparency or copied onto chart paper:

- [Autobiography Bingo Card](#)

Make copies of [Autobiography Bingo Card](#). (one per student)

☐

VOCABULARY

- **Autobiography:** The story of your life told by you.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** What are some ways you could demonstrate respect, responsibility, and teamwork in a workplace? (Allow students time to respond.)
2. Can anyone give a specific example of how to show respect, responsibility, or teamwork while in the Next Chapter program? (Allow students time to respond.)

II. Autobiographies (25 minutes)

1. **SAY SOMETHING LIKE:** Today, each of you will reflect on your own individual strengths and accomplishments. One way to figure out where you want to go in the future is to look at what has been enjoyable to you in the past. In just a few minutes, you're going to have the opportunity to reflect on your life, who you are, where you've been, and where you are going. Before you get started on that, I wanted to share my own autobiography with you.

(Read the brief bio you've created about yourself. Then, have students describe what major things they learned about you through your bio. If desired, you can list this information on chart paper, to help organize your students' thoughts.)

SAY SOMETHING LIKE: Let's look at the **Autobiography** handout. This is your chance to describe yourself. I'll be reviewing your autobiographies to learn more about each of you, but they are also an important record for you. In a few weeks, we are going to research careers. Knowing your interests and skills is the first step to finding a career that would be a good fit.

[Have a student read the directions from the top of **Autobiography (first page)**.]

Since you are only answering two questions, each response should be well thought out and detailed. Plan on writing one or two paragraphs for each question. Of course, you can always write more if you want to. You will have 25 minutes to work on your autobiography.

3. [Circulate around the class while the students are working. If students finish their autobiographies early, they can share their responses with a partner. When all of the students are done, see if any students are willing to volunteer to read one of their responses to the class.]

III. Wrap Up (5 minutes)

1. Let students know that they will have a few minutes to finish up their autobiographies at the start of class tomorrow and then they will be using the information from the autobiographies to get to know their classmates a little better.

IV. Review (5 minutes)

1. Remind students that yesterday they worked on their autobiographies. Give a few minutes for students to finalize, review, and edit their autobiographies.

V. Autobiography Bingo (30 minutes)

1. **SAY SOMETHING LIKE:** I am really impressed at how well you all worked on your autobiographies. Now, we are going to play a game to help you get to know a little more about each other. The name of our game is “Autobiography Bingo.” [Distribute **Autobiography Bingo Card**. Point out that each Bingo box describes someone, or refers to an item the students might have in common. Tell them the lines in each box are for signatures.]

2. [Explain that the goal of “Autobiography Bingo” is to find people in the room who fit the description in each Bingo box, and get them to sign your card in that box. The first person to get five boxes signed in a row by different people wins. Hold up your card (or display it using an overhead projector) to show them that they can get Bingo vertically, horizontally, or diagonally. Remind them that the free space in the middle counts.]

[The rules are as follows: 1) No shouting or running. 2) You must be honest. 3) If you fit the description, you must sign if asked. 4) There is no limit to the number of cards you can sign.]

[Ask if there are any questions, and when everyone is ready, shout, “Go!” Walk around the room to make sure everyone’s playing by the rules.]

3. [When someone shouts “Bingo!” check his/her card. If it’s in order, give him/her a prize. If there’s time left, and you want to give out more prizes, let the other students continue playing until you have second and third place winners.]

VI. Wrap Up (5 minutes)

1. [Have a student read the **BIG IDEA** and ask for a few volunteers to share an interest or accomplishment that could lead to a possible career path.]

DO NOW

Introduction 3: Autobiography

Directions: You will have four minutes to read the questions below and write your responses. (You do not need to write the questions down.)

Questions:

1. Explain one way to demonstrate respect, responsibility, and teamwork in a workplace setting.

2. Why are those skills important for this course?

K'S MIDDLE-SCHOOL CAREER BIO

I knew two things about careers by the time I was in middle school. The first was that I wanted to teach. I had a great second-grade teacher who brought the world into our classroom. There was a stuffed animal who quoted “thoughts” for the day, and we played Bingo to learn our math facts. When I became a teacher, I tried to recreate the magical world of my second-grade classroom.



The second thing I knew was that I loved art. For our sixth-grade play, we had to become a character who might ride on the New York City subway. I chose “artist.” I wore a smock and a beret and carried a palette and paintbrush, which was what I thought an artist would look like. I spent a lot of my spare time working on construction-paper creations and sewing projects. Although I never became an artist, “art” has found its way into nearly every job I’ve ever had.

TONI'S BIO

Dear Roads to Success Students:

I can't wait to meet all of you!

Here are some things you should know about me. I grew up in a small town in Ohio, right by Lake Erie. I'm the oldest child in my family and have two younger sisters: Niki is 24 and Danielle is 21. Both of them still live in Ohio, and so does my dad and step-mother. Niki just finished spending a year working on a cruise ship and traveling all over the world, and Danielle is currently taking classes at Cleveland State University.

After I graduated from high school, I got a scholarship to go to a small college in Minnesota, so I moved to Minneapolis. After college, I spent a year working in Minnesota, and then moved to New York to take a teaching job in the Bronx. I taught seventh grade my first year, and sixth grade my second year.

I moved back to Minnesota this fall but found out that I really miss New York City! I'm really excited to be moving back.

In my free time, I like to do a lot of different things. I LOVE to read. I like to run, take walks in the city, hang out with my friends, dance, cook, and go to the movies. I just learned how to knit and have been busy making scarves and hats for everyone I know. I like to play soccer, and chess, and I love puzzles. I travel as much as I can this past summer I went to Turkey and some other countries in Eastern Europe. I also like taking short vacations like spending the weekend in Washington, D.C.

I'm very excited to be joining Roads to Success, and to have the opportunity to work with all of you. Be warned, however, that I don't put up with any excuses from my students! I expect all of you to work hard and to the absolute best of your abilities. I look forward to meeting all of you very soon.

Sincerely,

Ms. K



Autobiography Rubric

This rubric is an additional resource for facilitators. After you have written a draft of your autobiography, rate your piece with the questions below, and rewrite as needed.

Does my autobiography focus on education and career development?	☐ No	☐ Somewhat	☐ To a great extent	☐ Couldn't be better
Have I included enough details to give a clear picture of who I am?	☐ No	☐ Somewhat	☐ To a great extent	☐ Couldn't be better
Is the language inviting and age-appropriate?	☐ No	☐ Somewhat	☐ To a great extent	☐ Couldn't be better
Will the information I've included be interesting to adolescents?	☐ No	☐ Somewhat	☐ To a great extent	☐ Couldn't be better
Have I presented myself in a professional manner?	☐ No	☐ Somewhat	☐ To a great extent	☐ Couldn't be better

Note: This rubric is not designed to be used for the student biographies.

What kind of work will you enjoy in the future? Discover clues by describing who you are today.



Autobiography

Name:

Grade and Class #:

Directions: Now it's your turn to describe who you are. Choose two of the three questions below. Write a thoughtful and complete answer for each.

Questions:

1. Describe one person who has encouraged you in your schooling. What did they say to you?
2. Describe one thing that you are good at and how you became good at it.
3. Describe one personal struggle you experienced and how you overcame it.

Response 1: (Question #)

Response 2: (Question #)

AUTOBIOGRAPHY BINGO CARD

Has same number of siblings as me _____	Does chores at home _____	Likes pepperoni pizza _____	Has performed on stage _____	Has same number of letters in first name as me _____
Has a dog _____	Wearing green _____	Has same career interests as me _____	Ate cereal for breakfast _____	Good with tools _____
Has same math teacher as me _____	Plays a sport _____	FREE	Studies/speaks another language _____	Plans to go to college _____
Wearing sneakers _____	Plays video games _____	Plays a musical instrument _____	Reads the newspaper at least once a week _____	Has same first period class _____
Walked to school today _____	Wearing same color shirt as me _____	Has brown eyes _____	Has same color hair as me _____	Likes to eat veggies _____