



Priscilla and the Wimps

Teacher: Danielle Manchak-Conroy

Unit Title: The Versatile Smile (Mixed Media Unit)

Lesson Title: Priscilla and the Wimps

Class: Language Arts 7

Time: 5 Class Period (250 Minutes)

21st Century Components: Critical Thinking, Communication, Problem Solving, Collaboration, Civic Engagement, Media Literacy, Self-Directed Learning, and Innovation

Essential Questions:

- What is a metaphor?
- How do authors use metaphors in their writing?
- Why do authors use metaphors in their writing?
- How does one improve their writing by engaging in the writing process?
- Is bullying someone ever the solution to get your own way?
- Do revengeful acts create or break community?

Student Learner Outcomes:

- 1.1 Reflect on own observations and experiences to understand and develop oral, print and other media texts
- 1.1 Use appropriate terminology to discuss developing abilities in personal language learning and use
- 1.2 Listen and respond constructively to alternative ideas or opinions
- 1.2 Talk with others to elaborate ideas, and ask specific questions to seek helpful feedback
- 2.1 Select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information
- 2.1 Use concept mapping and mental rehearsal to remember main ideas and relevant details
- 2.2 Predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts
- 2.2 Identify and explain conflict, and discuss how it develops and may be resolved
- 2.4 Choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts
- 3.3 Organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose
- 3.3 Connect new information with prior knowledge to build new understanding
- 4.1 Identify particular content features that enhance the effectiveness of published oral, print and other media texts
- 4.1 Revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning
- 4.1 Revise to eliminate unnecessary repetition of words and ideas
- 4.1 Use paragraphs, appropriately, to organize narrative and expository texts
- 4.1 Identify and explain figurative and metaphorical use of language in context
- 4.2 Use periods and commas with quotation marks that indicate direct speech in own writing
- 4.2 use commas to separate phrases and clauses in own writing
- 5.2 Contribute collaboratively in group situations, by asking questions and building on the ideas of others

Assessment:

- Formative = Metaphor Web (Anecdotal)
Planning Web, Paragraph Outline and Rough Draft (Anecdotal)
- Summative = Gang Paragraph (Gang Paragraph Rubric)

Modifications:

- Read the story and project expectations out loud for students
- Give access to Smartboard notes for students according to IPPs
- Modify assignment for students according to IPPs
- Step by Step Instructions and Checklist
- Online Paragraph Planning Form, Peer Editing Form and Self Evaluation Rubric

Materials Needed:

- Priscilla and the Wimps by Richard Peck
- Metaphor Web
- Planning Web
- Peer Editing Form
- Gang Paragraph Assignment and Exemplar
- Gang Paragraph Rubric
- Chrome Books

Introduction

1) At the beginning of class I will ask the students the following questions and discuss their responses.

- Have you ever had a run in with a bully? Explain.
- How would you describe a bully? What type of character traits do they have? How do they move? How do they speak?
- Why do you think that bullies pick on people?
- Do you think that bullying will ever build a positive relationship with someone? Why or why not?

2) I will then inform the class that we will be reading a story about a particular gang leader who picked on the wrong person.

Learning Events/Activity

- 1) I will hand out the Priscilla and the Wimps story and read the story out loud to the class in a dramatic fashion. After we have read the story, I will ask the students the following questions:
 - Did you like this story? Why or why not?
 - Why was this story humorous? What style of humor did the author use?
 - Which character do you most identify with? Why?
 - Give a detailed answer as to what you think the meaning of the title applies to in the story.
 - What is the setting? Be sure to include place and time, as best as you can.
 - Compare and contrast the characteristics of Monk and Priscilla.
 - What do you think happened to Monk? Did he survive being locked up in the locker?
 - Do you think that Priscilla is also a bully? Why or why not?
 - How do you think Priscilla and Monk could have resolved their conflict peacefully?

- 2) I will then ask the students if they noticed any sort of symbolism in the story? After they respond, I will ask them what they think these symbols they noticed might represent.
- 3) On the board, I will write down the definition of a metaphor and an example for the students to copy into their notes. We will then discuss how the example displays a metaphor.
- 4) I will ask the students to come up with 3 metaphors of their own. Once the students have written their metaphors, we will share some with the class and discuss how they are metaphors.
- 5) I will then ask the students if they can guess what metaphor Richard Peck used for Klutter's Kobras. (Answer: Snakes)
- 6) I will hand out the metaphor web assignment to the class and ask them to find 7 metaphors that Peck uses to symbolize the Kobras. I will also ask them to put page numbers next to the metaphors that they found.
- 7) After the students have completed the web, we will go over it in class, stopping to explain why each word/phrase belongs in each category.
- 8) I will then assign the students the "Metaphorical Gang" assignment and discuss the expectations with them.
- 9) As a class, we will read an exemplar paragraph entitled The Bayview Bearers of Bad News, and evaluate verbally it according to the project expectations and gang paragraph rubric.
- 10) I will then handout a copy of the Metaphor Planning Web and ask the students to think about what type of positive gang they would like to create.
- 11) Once they have thought of the type of gang they would like to write about, I will ask them to brainstorm three symbols that personify the characteristic they chose. I will then ask them to narrow down their selection to one symbol that they could brainstorm lots of ideas for.
- 12) When the students have narrowed down their selection, I will ask them to brainstorm ideas related to how the gang moves, speaks, looks and acts and record their ideas on the metaphor planning web.
- 13) Once the students have finished the metaphor planning web, I will ask them to turn to their paragraph outline and begin to fill out their outline using the ideas that they brainstormed in their web.
- 14) When the students have finished their paragraph outline, they will be given the option to either write or type the rough draft of their paragraph.
- 15) Once the students have finished their rough draft, I will ask them exchange rough drafts with their first peer editing partner, and edit their partners work. I will also ask the students to fill in a peer edit form for their partner as they edit the paragraph and staple it to the paragraph.
- 16) Once the students have had their rough draft peer edited once, I will ask them to exchange their rough draft with their second peer editing partner, and fill in peer edit form as they edit their partner's paragraph and staple it to the paragraph.
- 17) When the students' paragraphs have been peer edited twice, I will instruct the students to read the comments that their peer editing partners wrote regarding their paragraph. I will also ask them to self-evaluate their rough draft using the Gang Paragraph Rubric. Once they have done this I will ask them to make revisions to their rough draft and begin writing the final copy of their paragraph.
- 18) Once the final copy has been completed, I will ask the students to place their planning web, paragraph outline, rough draft, two peer edit forms, and final copy in their writing folder with a paper clip attaching the documents together. I will then ask them to hand in their writing folder in order for the paragraph to be graded.

Conclusion

1) When the students have completed their gang paragraph, I will ask those who would like to share their paragraphs with the class to do so.

2) Once the students have shared their paragraph, I will ask the students the following questions to review what we have learned:

- What is a metaphor? Please give an example.
- How did Richard Peck use his metaphor of snakes throughout the story, *Priscilla and the Wimps*?
- What part of writing this paragraph did you enjoy the most? Why?
- What part of writing this paragraph did you find the most challenging? Why?
- Overall, what did you learn about using metaphors in writing?
- Would learning how to use metaphors in writing be useful to you in the future? When would it be useful?
- What did you learn about bullying?
- Is revenge a community builder or community breaker?
- How can people who have conflicts with each other solve them peacefully?



Priscilla and the Wimps

By Richard Peck

As you read, find out whether your predictions about bullies are accurate.

Listen; there was a time when you couldn't even go to the rest room around this school without a pass. And I'm not talking about those little pink tickets made out by some teacher. I'm talking about a pass that could cost anywhere up to a buck, sold by Monk Klutter.

Not that Mighty Monk ever touched money, not in public. The gang he ran, which ran the school for him, was his collection agency. They were Klutter's Kobras, a name spelled out in nail heads on six well-known black plastic windbreakers.

Monk's threads were more...subtle. A pile-lined suede battle jacket with lizardskin flaps over tailored Levis and a pair of ostrich-skin boots, brassed-toed and suitable for kicking people around. One of his Kobras did nothing all day but walk a half step behind Monk, carrying a fitted bag with Monk's gym shoes, a roll of restroom passes, a cashbox, and a switchblade that Monk gave himself manicures with at lunch over at the Kobras' table.

Speaking of lunch, there were a few cases of advanced malnutrition among the newer kids. The ones who were a little slow in handing over a cut of their lunch money and were therefore barred from the cafeteria. Monk ran a tight ship.

I admit it. I'm five foot five, and when the Kobras slithered by, with or without Monk, I shrank. And I admit this, too: I paid up on a regular basis. And I might add: so would you.

This school was old Monk's Garden of Eden. Unfortunately for him, there was a serpent in it. The reason Monk didn't recognize trouble when it was staring him in the face is that the serpent in the Kobra's Eden was a girl.

Practically every guy in school could show you his scar. Fang marks from Kobras, you might say. And they were all highly visible in the shower room: lumps, lacerations, blue bruises, you name it. But girls usually got off with a warning.

Except there was this one girl named Priscilla Roseberry. Picture a girl named Priscilla Roseberry, and you'll be light years off. Priscilla was, hands down, the largest student in our particular institution of learning. I'm not talking fat, I'm talking big. Even beautiful, in a bionic way. Priscilla wasn't inclined toward organized crime. Otherwise, she could have put together a gang that would turn Klutter's Kobras into garter snakes.

Priscilla was basically a loner except she had one friend. A little guy named Melvin Detweiler. You talk about The Odd Couple. Melvin's one of the smallest guys above midget status ever

seen. A really nice guy, but, you know—little. They even had lockers next to each other, in the same bank as mine. I don't know what they had going. I'm not saying this was a romance. After all, people deserve their privacy.

Priscilla was sort of above everything, if you'll pardon a pun, and very calm, as only the very big can be. If there was anybody who didn't notice Klutter's Kobras, it was Priscilla.

Until one winter day after school when we were all grabbing our coats out of our lockers. And hurrying, since Klutter's Kobras made sweeps of the halls for afterschool shakedowns.

Anyway, up to Melvin's locker swaggers one of the Kobras. Never mind his name. Gang members don't need names. They've got group identity. He reaches down and grabs little Melvin by the neck and slams his head against his locker door. The sound of skull against steel rippled all the way down the locker row, speeding the crowds on their way.

"Okay, let's see your pass," snarled the Kobra.

"A pass for what this time?" Melvin asks, probably still dazed.

"Let's call it a pass for very short people," says the Kobra, "a dwarf tax." He wheezes a little Kobra chuckle at his own wittiness. And already he's reaching for Melvin's wallet with the hand that isn't circling Melvin's windpipe. All this time, of course, Melvin and the Kobra are standing in Priscilla's big shadow.

She's taking her time shoving her books into her locker and pulling on a very largesize coat. Then, quicker than the eye, she brings the side of her enormous hand down in a chop that breaks the Kobra's hold on Melvin's throat. You could hear a pin drop in that hallway. Nobody'd ever laid a finger on a Kobra, let alone a hand the size of Priscilla's.

Then Priscilla, who hardly ever says anything to anybody except to Melvin, says to the Kobra, "Who's your leader, wimp?"

This practically blows the Kobra away. First he's chopped by a girl, and now she's acting like she doesn't know Monk Klutter, the Head Honcho of the World. He's so amazed, he tells her. "Monk Klutter."

"Never heard of him," Priscilla mentions. "Send him to see me." The Kobra just backs away for her like the whole situation is too big for him, which it is.

Pretty soon Monk himself slides up. He jerks his head once, and his Kobras slither off down the hall. He's going to handle this interesting case personally. "Who is it around here doesn't know Monk Klutter?"

He's standing inches from Priscilla, but since he'd have to look up at her, he doesn't. "Never heard of him," says Priscilla.

Monk's not happy with this answer, but by now he's spotted Melvin, who's grown smaller in spite of himself. Monk breaks his own rule by reaching for Melvin with his own hands. "Kid," he says, "you're going to have to educate your girlfriend."

His hands never quite make it to Melvin. In a move of pure poetry Priscilla has Monk in a hammerlock. His neck's popping like gunfire, and his head's bowed under the immense weight of her forearm. His suede jacket's peeling back, showing pile.

Priscilla's behind him in another easy motion. And with a single mighty thrust forward, frog-marches Monk into her own locker. It's incredible. His ostrich-skin boots click once in the air. And suddenly he's gone, neatly wedged into the locker, a perfect fit. Priscilla bangs the door shut, twirls the lock, and strolls out of school. Melvin goes with her, of course, trotting along below her shoulder. The last stragglers leave quietly.

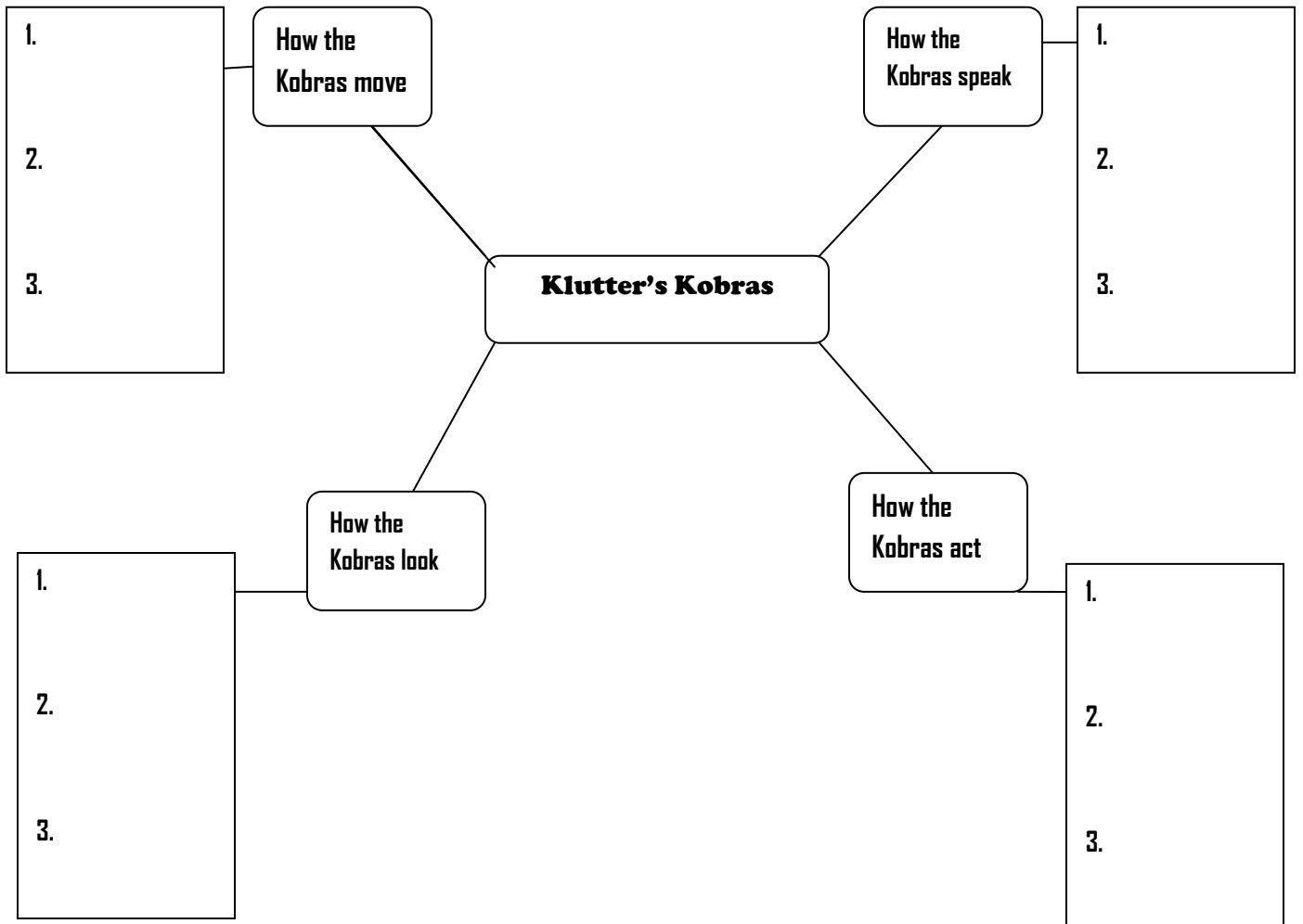
Well, this is where fate, an even bigger force than Priscilla, step in. It snows all night, a blizzard. The whole town ices up. And school closes for a week.

Name: _____
Class: _____
Date: _____

METAPHOR WEB

Please skim though *Priscilla and Wimps* again. **Highlight** any word or phrases that can be related to snakes.

Then, **write the word or the phrase on the web** according to whether it described how the Kobras moved, spoke, looked or acted. Please remember to include the **page number** where you found the word or phrase.



Gang Paragraph Assignment

In *Priscilla and the Wimps*, you read a story about a fictitious gang named Klutter's Kobras that 'hissed' when they spoke and 'slithered' down the hallways in search of their next victims. Now, you have a chance to use your creativity factory (aka. your brain) to come up with your own gang that makes a positive impact on the world.

In this assignment, you will be writing a descriptive paragraph about your gang that uses symbolism and metaphorical language to describe how its members look, move, speak, and act. Please check off each step as you complete it.

Step 1) Planning

- Brainstorm some ideas of what type of gang you want your gang to be. _____
- Choose a symbol that could represent your gang. _____
- Using the planning web, brainstorm some metaphorical language that could describe how your gang looks, speaks, moves and acts. _____
- Create an outline for your paragraph using the paragraph outline-planning sheet. _____

Step 2) Rough Draft

- Write or type a rough draft of your paragraph. _____

Step 3) Edit

- Trade paragraphs your first peer edit partner. Read the paragraph and fill out a peer edit form for them. Also, fix any mistakes that you see in their writing and staple the form to their paragraph. _____
- Next, trade paragraphs with your second peer edit partner. Read the paragraph and fill out a peer edit form for them. Also, fix any mistakes that you see in their writing and staple the form to their paragraph. _____
- Read the comments that your peer edit partners made and self-evaluate your writing using the Gang Paragraph Rubric. _____
- Read through your rough draft looking for any spelling, grammar or punctuation errors. _____
- Read your paragraph out loud to yourself to make sure that all parts of it make sense. _____
- Fix any mistakes that you see on your rough draft. _____

Step 4) Good Draft

- Write the good copy of your paragraph using the hand it format. _____

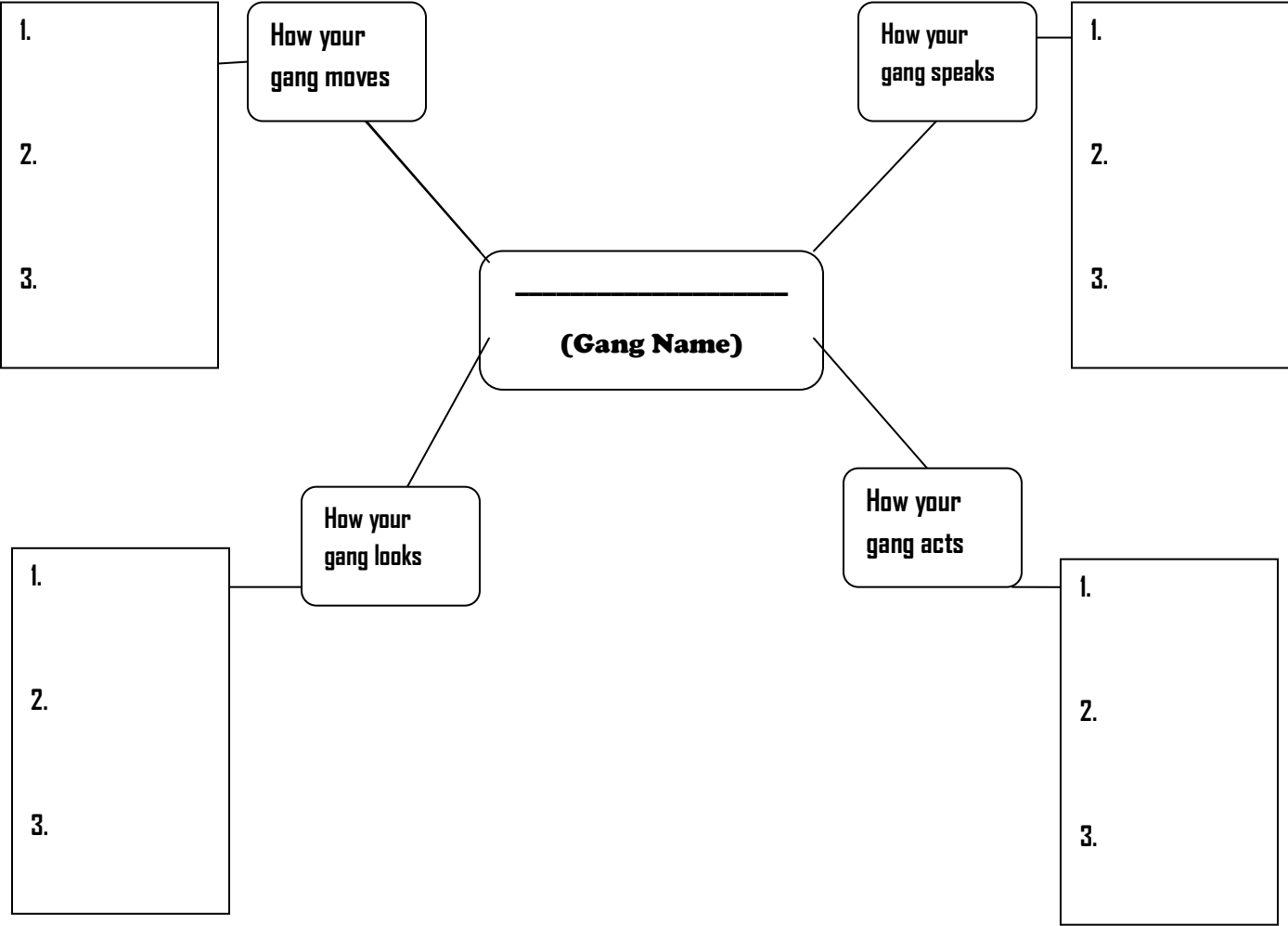
The Bayview Bearers of Bad News

(Notice the alliteration in the title?)

Deep in the heart of the Oregon Forest, lies a small town, named Bayview. Now, in this tiny town, only one thing is sacred – football; especially their high school team, named the Bears. Whenever they're on the field, they **stalk** the other team like they're **hunting for prey**. Once the quarterback makes a touchdown, **growls** can be heard emerging from the mouths of the **victorious hunters**. After they **slaughter** the other team in overtime, the Bears huddle up for **slurp** of Gatorade before going home to **hibernate** until next game. When the Bears play the Socktown Salmon next Friday, I hope that they don't **end up as dinner**.

Name: _____
Class: _____
Date: _____

PLANNING WEB



Peer Edit Form

Please initial after each step.

- 1) I, _____ read _____'s expository essay. Initial _____
- 2) I changed any spelling mistakes that I noticed. Initial _____
- 3) I changed any punctuation mistakes that I noticed. Initial _____
- 4) I changed any capitalization mistakes that I noticed. Initial _____
- 5) I filled in how well I think my peer edit partner did on the rubric and attached it to the rough draft. Initial _____

For each trait of writing, please write comment outlining what you thought of their writing and what kind of suggestions you might have to offer, and write the "Happy face" symbols on the side describing overall how well they did on each trait.

(Smile = Good, Straight Face = Okay and Unhappy Face = Needs Work)

6 Traits of Writing	Comments	Overall
Ideas		
Organization		
Voice		
Word Choice		
Sentence Fluency		
Conventions		

Additional Comments:

Name: _____

Title: _____

Gang Paragraph Rubric

	1 - Beginning	2 - Progressing	3 - Advancing	4 - Mastery
Organization	The paragraph does not flow together. Details seem to be randomly selected in no particular order. Or there are not enough details	Paragraph flows together, but sounds a little too much like a list. Details are logically arranged.	Introduces subject and describes features in some detail.	Paragraph has a strong topic sentence to begin the paragraph. Details are placed correctly to support main idea. Concluding sentence gives a sense of closure.
Ideas	Lacks description and/or evaluation. Supporting details are poorly chosen, unclear or uninteresting.	Description or evaluation is somewhat unclear. Supporting details are occasionally unclear, not relevant or uninteresting.	Description is clear, but supporting details are sometimes not relevant.	Clearly describes and evaluates the topic. Supporting details are relevant and interesting
Word Choice	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses adjective words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses adjective words and phrases that linger or draw pictures in the reader's mind, and the choice of the words seems accurate, natural and not forced.
Conventions	Paragraph has six or more punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has no errors in punctuation, capitalization, and spelling.
Metaphors	Metaphors were confusing and used inaccurately.	Metaphors were somewhat confusing to the reader.	Metaphors were used correctly and were easy to understand.	Metaphors were descriptive, creative and easy to understand.

Comments:

Paragraph Outline

Lead In:

Topic Sentence:

Support Statement 1:

Support Statement 2:

Support Statement 3:

Conclusion:
