

***Whirligig* by Paul Fleischman** (Published by Henry Holt and Company)

Approved for use in Communication Arts I and Honors Communication Arts I

Summary

Brent Bishop, a teenager struggling to find popularity, makes a series of bad decisions. He ultimately causes the death of a young girl. *Whirligig* tells the story of Brent as he travels across the country building whirligigs as part of his consequences. Every other chapter tells the story of another individual who has been touched as a result of Brent's behavior.

Connection to the Curriculum

With every other chapter told from a different perspective, students can examine the author's use of point of view. Readers can analyze the effect of point of view on the message and discuss the author's effective control of this literary device. As Brent grows throughout the novel, students can examine the development of a character. With the use of multiple voices, readers can discuss tone and mood of a work. In addition, the weaving of the storylines across the country provides a complex plot development to analyze.

Standards

Course Objectives (Benchmarks)

Reading: 1.2- The students read fluently. 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1-The students use literary concepts to interpret and respond to text.

Writing: 3.9 - The students use a variety of modes of writing for different purposes and audiences.

Possible Skills Taught (Indicators):

Reading:

1.2.1- The student adjusts reading rate to support comprehension when reading narrative texts.

1.3.1- The student determines meaning of words or phrases using context clues from sentences or paragraphs.

1.3.4- The student identifies, interprets, and analyzes the use of figurative language.

1.4.4- The student generates and responds logically to literal, inferential, evaluative, and critical thinking questions during and after reading the text.

1.4.10- The student identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.

1.4.11- The student analyzes and evaluates how an author's style and use of literary devices work together to achieve his or her purpose for writing text.

Literature:

2.1.1- The student identifies and describes different types of characters.

2.1.2- The student analyzes the historical, social, and cultural contextual aspects of the setting and its influence on characters and events in the story.

2.1.3- The student analyzes and evaluates how the author uses various plot elements.

2.1.4- The student analyzes themes, tone, and author's point of view.

2.1.5- The student identifies, analyzes, and evaluates the use of literary devices.

2.2.6- The student compares and contrasts works of literature that deal with similar topics and problems.

Writing:

3.9.3- The student writes pieces, e.g., research, informational writing, summaries, and literary analyses.

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

Although the novel opens with a series of bad decisions by the main character, the remainder of the novel is spent discovering the true realities of the consequences of inappropriate behavior. The author reveals how actions of one can affect others in ways one may never realize.

AP Connections

Honors students can examine the author's skillful control of point of view and its role in the overall message.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities