
COMING OF AGE AND TRAUMA

U N I T O F S T U D Y

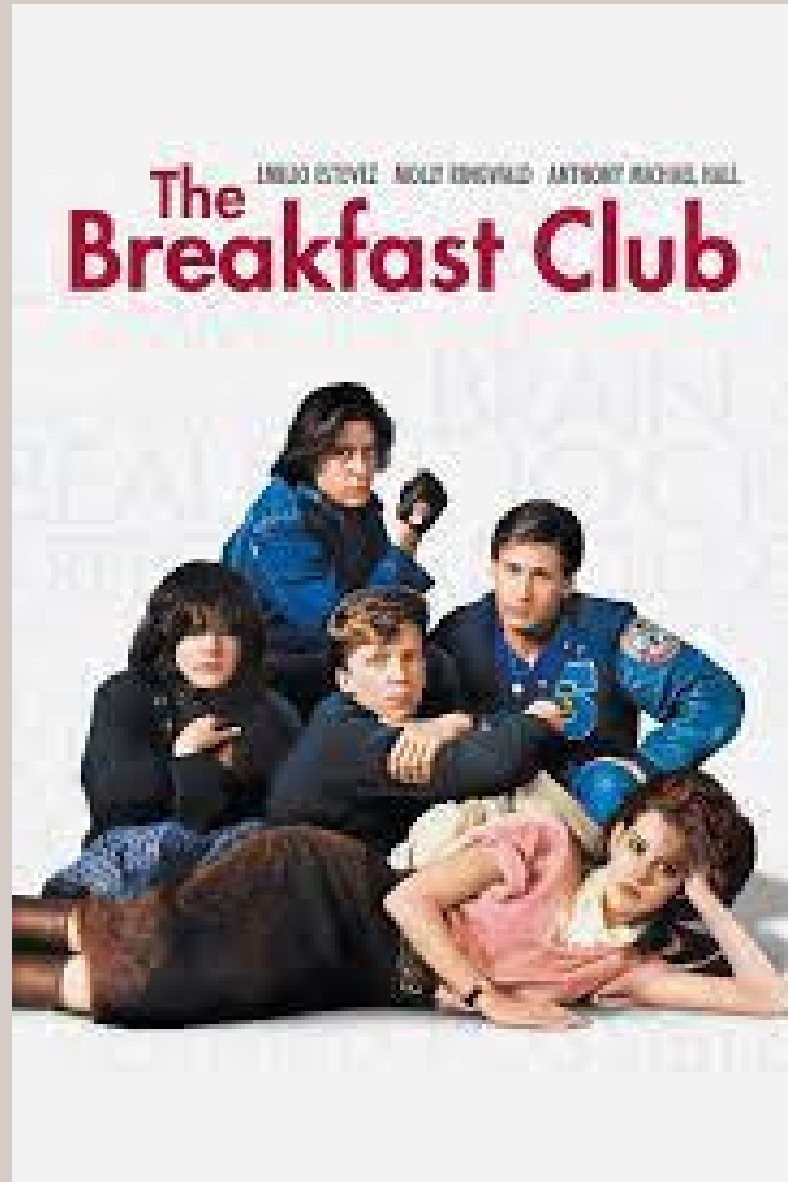
Evelyn Soriano



RATIONALE

- At a young age, children are sheltered from reality.
 - Children are sheltered from the world because the world is filled with cruelty, ignorance, and violence.
 - With age, growing up with trauma allows children to mature and form their own opinions about the world.
 - Every coming-of-age story has its trauma, but with experience and revelation, characters are able to become the person they are destined to be.
 - Everyone has a different trauma or experience, but reading books about characters who have also gone through similar experiences can be comforting to anyone.
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INTRODUCTION TO UNIT



- To begin the unit, my students will watch the film *The Breakfast Club*.
 - I chose this film because it is a great example of how students in high school from different backgrounds have different issues going on in their lives.
 - Starting the unit with a film can help them prepare for what's to come in the class and it can also help them get a better understanding of what the unit is going to be on.
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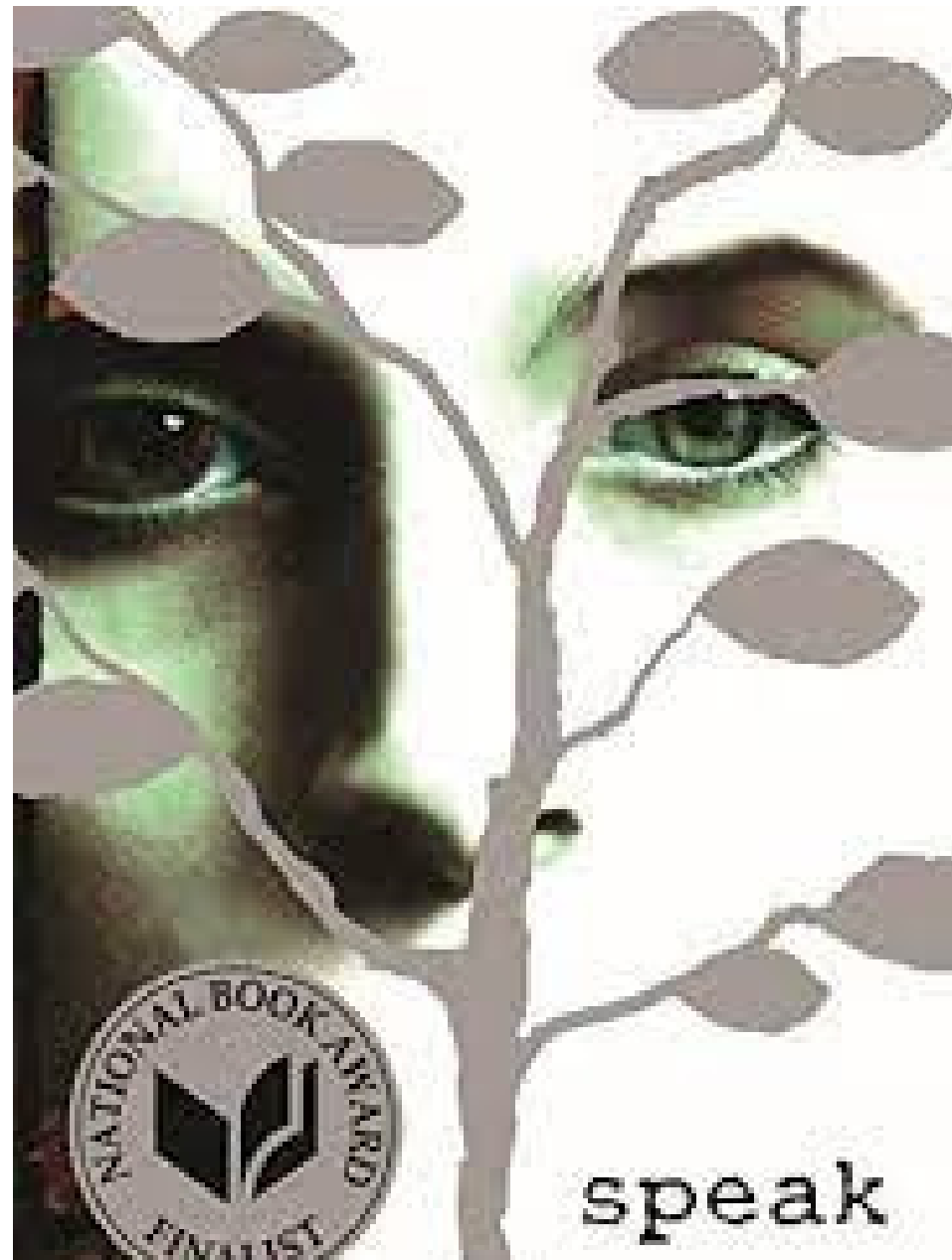
AFTER THE FILM

- After the film ends I would put my students in groups and ask them questions regarding the film.
 - What is your interpretation of the film?
 - What surprised you the most about each of the characters?
 - Can you relate to one of the characters?
 - Have you seen the film before, if so, do you view it differently?
 - All of these questions will come in handy for the students because as a homework assignment, I want them to write a paper on what they thought about the movie. I want them to dive deep and think about the meaning behind this film.
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BEFORE THE BOOK

- Before we start reading the book, I want to start a class discussion where I ask my students their own interpretation of “coming of age.”
- I want them to think about what this entails, and if they have ever watched a film or read a book that showcases this.
- If they have read or watched a film, I want them to name them and tell me why they think that they belong in this category.

CENTRAL TEXT



- I chose this novel because it is a great example of someone who is just getting the hang of life, but had to endure a traumatic event early on.
 - “This coming-of-age problem novel is about a young woman finding her own voice, speaking up, and allowing the truth to set her free” (yabookscentral).
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WORKING WITH THE TEXT

- Since the text doesn't have chapters, it can be difficult for students to read. For this reason, my students and I will read this book in class.
- As we work through the texts, students should be highlighting important quotes, events, and moments where they felt emotionally connected to the characters.
- Every day before reading a section in the book, I want my students to write about what they think will happen next. Also, I want them to write about what they think so far about the book and if they have any questions about it.

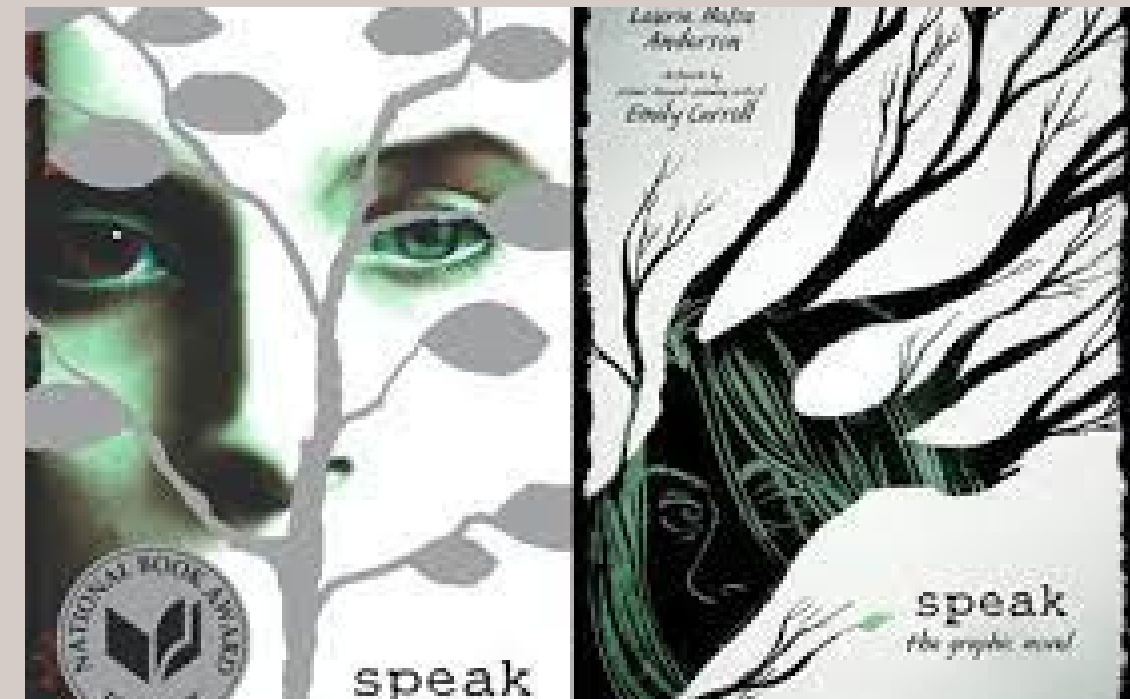
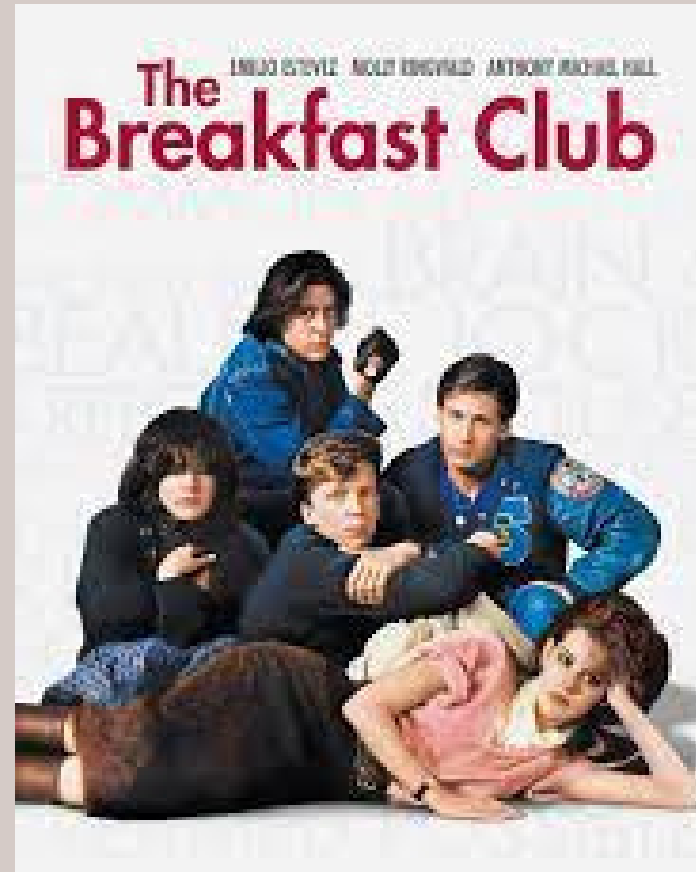
CONTINUE...

- Before the end of each class, I will pull up a quote from the section we read, and their ticket out the door will be their own interpretation of the quote.

Some quotes include:

- “I want to confess everything, to hand over the guilt and mistake and anger to someone else.”
- “I see a few friends - people I used to think were my friends - but they look away.”
- “We fall into clans: Jocks, Country Clubbers, Idiot Savants, Cheerleaders, Human Waste, Eurotrash, Future Fascists of America, Big Hair Chix, the Marthas, Suffering Artists, Thespians, Goths, Shredders. I am clanless.”
- “It wasn’t my fault. He hurt me. It wasn’t my fault. And I’m not going to let it kill me. I can grow.”

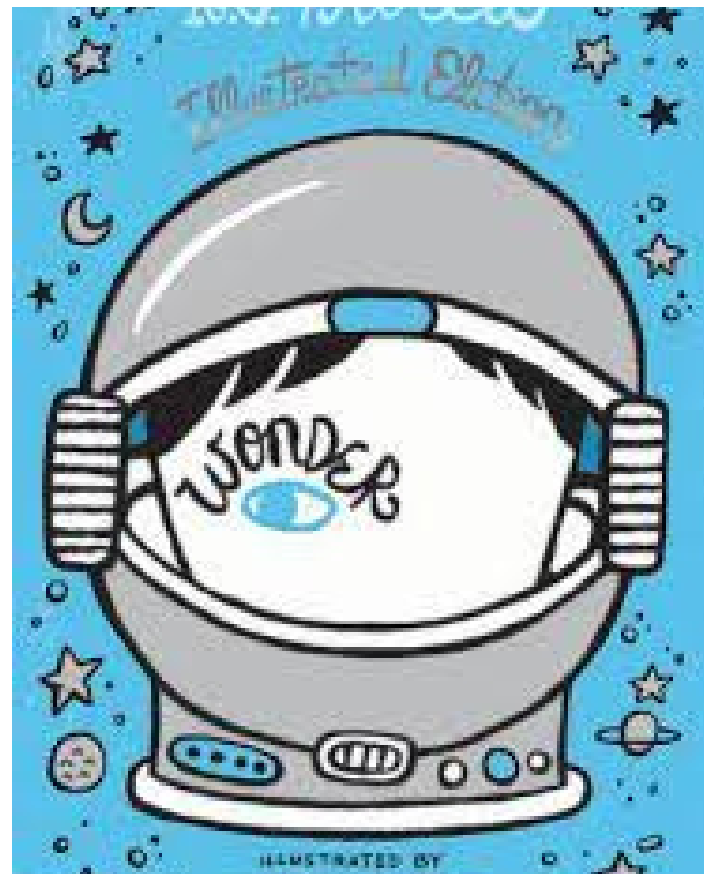
END OF UNIT



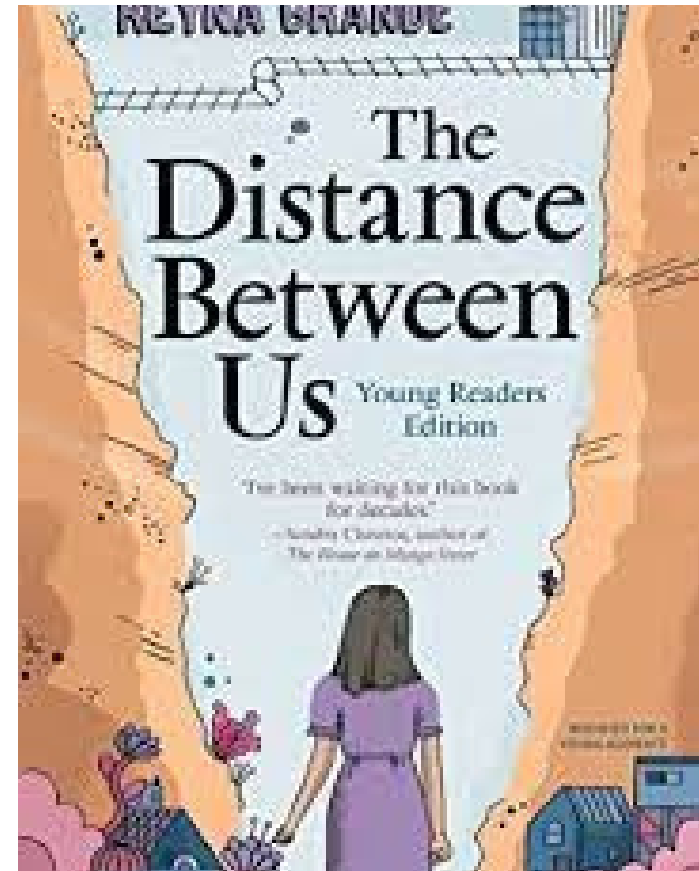
- If they decide to do their project on the film, I want them to either write a letter to someone who has once misjudged them or write a letter to someone they have misjudged.
- I want my students to reflect on this because everyone has a struggle going on in their life, but a label can get in the way of noticing this.
- They will have the option to either record a video or write a letter!

- If students choose to do their project on *Speak*, I want them to create their own version of how they think the book should have ended.
 - I want my students to dive into their creative thinking skills and write what they think should have happened instead.
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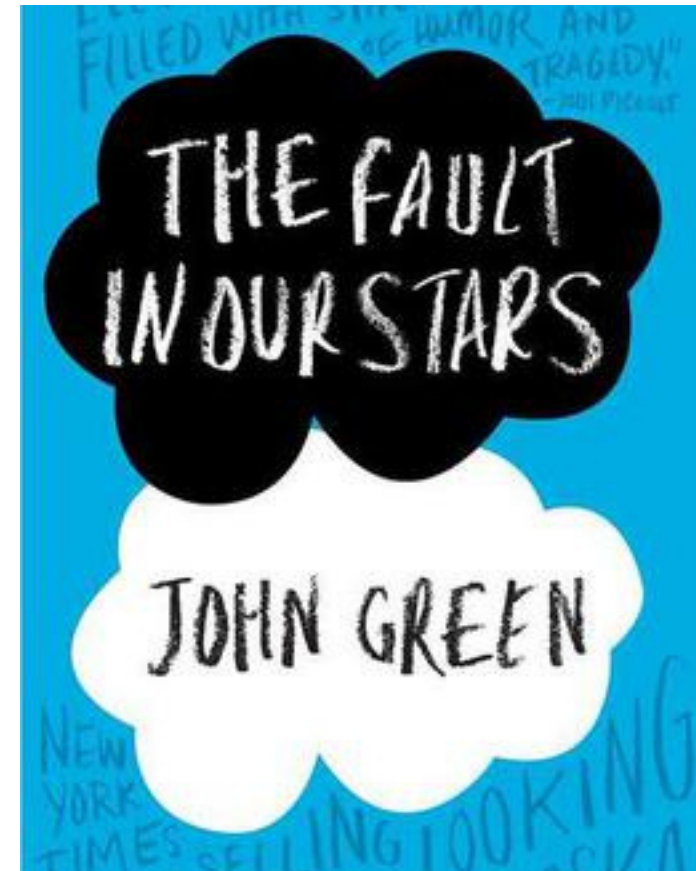
OUTSIDE READINGS



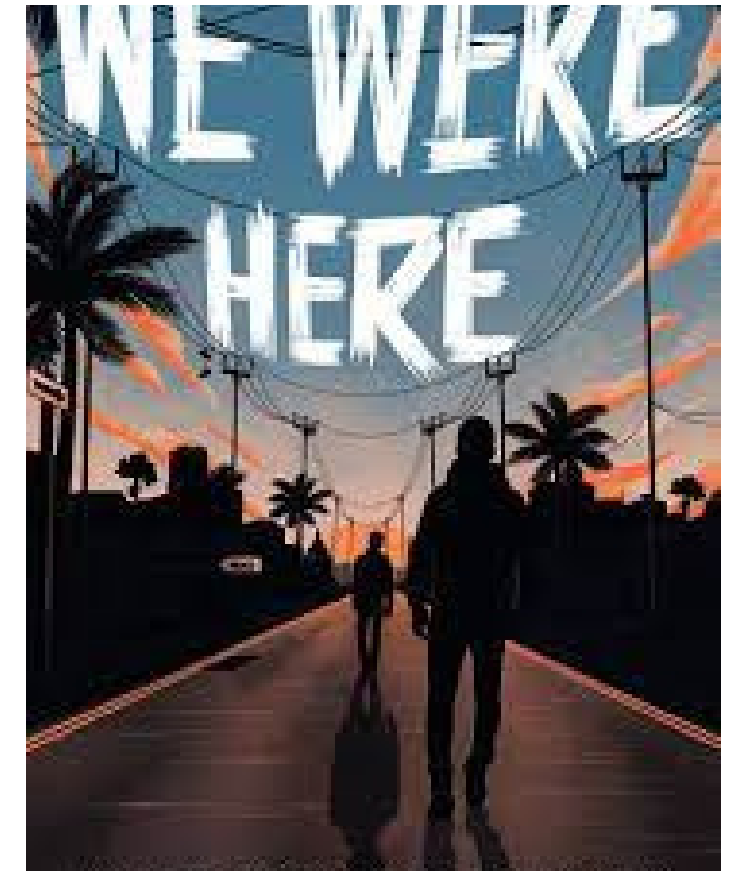
Wonder
(R.J. Palacio)



The Distance Between Us
(Reyna Grande)

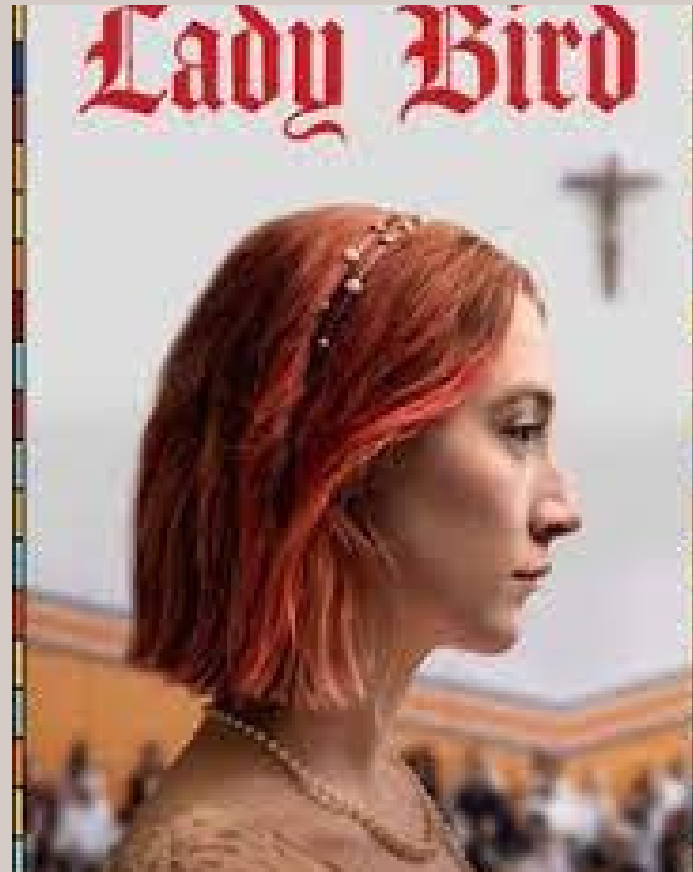


The Fault in our Stars
(John Green)

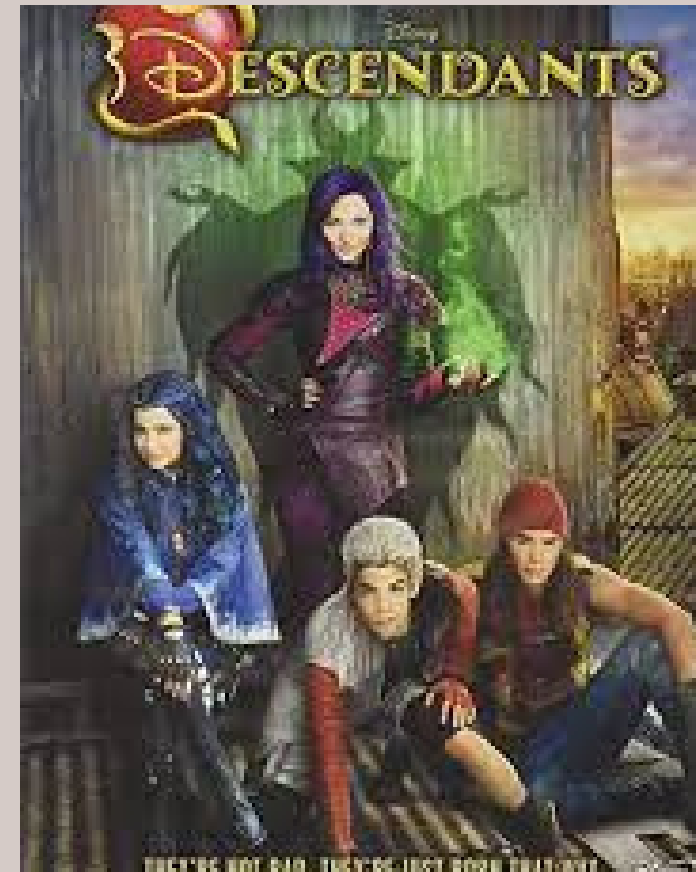


We Were Here
(Matt de la Peña)

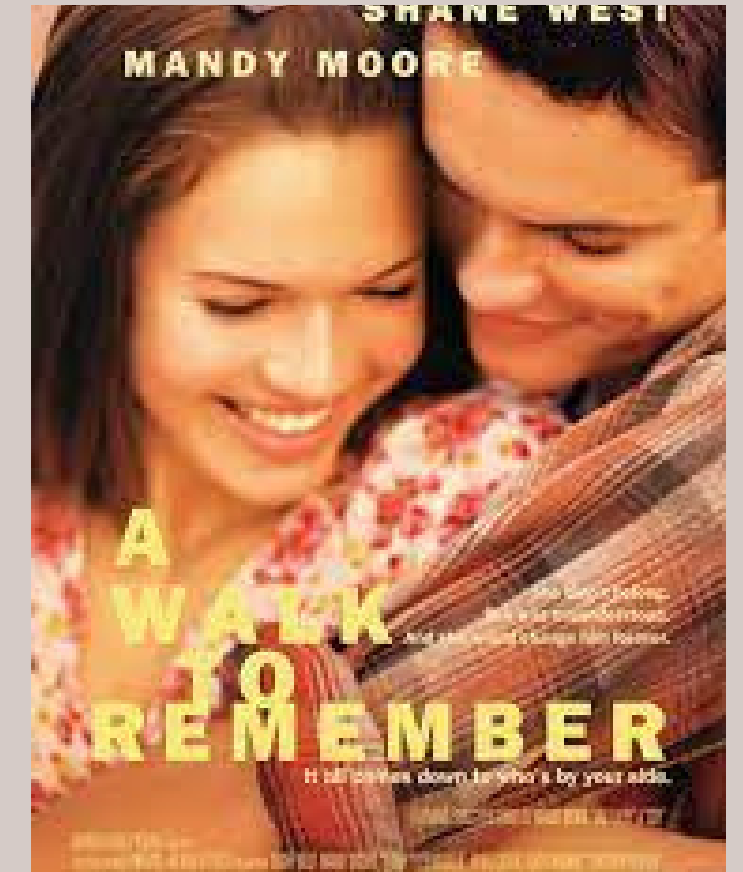
MOVIES



Lady Bird (2017)
Directed By:
Greta Gerwing



Descendants (2015)
Directed by:
Kenny Ortega



A Walk to Remember (2002)
Directed by:
Adam Shankman

THANK YOU!

