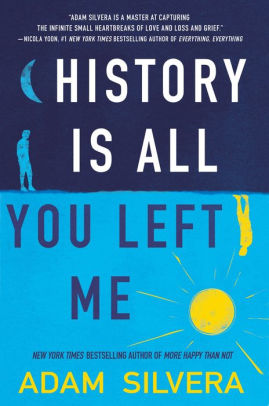
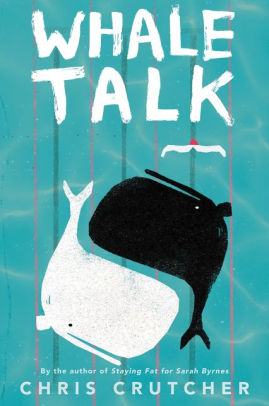
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ENG 112B  
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 Unit of Study: Tackling Trauma  
**Rationale**:  
 Trauma is a terrible experience that many people face during their lifetime. A common time would be in a person's young adult life. A terrible experience can shape a life for the better or for the worst. Traumatizing events can lead to self destruction of one's self due to the experience being too much for one person alone. On the other hand, it can be an experience a person can grow from and be called a learning experience. There are many causes to trauma such as bullying, abuse, violence, etc… Many of these situations are ones faced by young adults and that is why it is important to use young adult literature in order to learn about the different types of traumas out there.  
 *Speak*, by Laurie Halse Anderson, is a young adult novel that speaks volumes on how a traumatizing event can affect a person's life. My unit of study will revolve around how Malinda deals with her trauma. The study will follow what changes Malinda goes through by following her personality, relationships, and hardships. The novel does an excellent job in showing triumph over the trauma by showing how Malinda speaks up in order to overcome her silence. The ending of the novel can show students that trauma is not only something that scars someone, but rather can be an experience that positively shape a character.  
 The topic of trauma into another category that is empathy. By listening and understanding a character's feelings, students will be able to understand what other people have gone through in their lives. This understanding of one's own trauma or another person's, can help start the healing process. Students will be able to help another person cope with a terrible experience and become more considerate about another person's feelings. At the end of this unit, students should be able to understand the effects of trauma and be able to be more understanding to those who are dealing with it.  
**Introducing the Text**:  
<https://www.youtube.com/watch?v=mw5VIEIvuMI>  
 A song that would be great to introduce *Speak* would be "Speechless" by Naomi Scott. This song talks about how one should not stay silent and instead speak up for themselves. She mentions lyrics that talk about being pushed down and saying "I won't be silenced.'' The connection that connects this song to the novel would be Miranda no longer staying silent and letting her past get the better of her. Instead, she speaks up, which makes her no longer speechless.  
 I would first analyze this songs lyrics and would then ask a student to bring in their own song that they would think help someone get through a hard time. The students will have to dissect the songs lyrics and explain to the class how the lyrics could be a healing factor to those who are dealing with a traumatizing experience. When the students bring in their songs, they will take turns sharing in what way their song could help someone get through their problem. This small activity will help engage the students into the centerpiece work by using what they have brought in to share with the class actually may help someone and help them learn that music is a strong tool in coping with a terrible experience.  
<https://www.youtube.com/watch?v=zjLR8293jnY>  
 The class would observe this youtube video before learning about trauma. This video shows a conversation between two exes. They talk about why one partner has cheated on the other and how both sides feel from the result. The video is important to show because the class will be able to see the emotions of both the perpetrator and the victim. By seeing how trauma breaks someone on video, students will be able to understand the outstanding pain people feel when they are going through a traumatizing experience. This video is just showing one of many traumas, but it provides a great segway into centerpiece by getting the students ready for the emotional rollercoaster.   
**Centerpiece work:** The centerpiece work of this unit of study would be *Speak* by Laurie Halse Anderson. This novel would synergize well with the topic of trauma because the main character Malinda has gone through a terrible experience herself. The class will be able to follow her journey in dealing with her school life seeing how trauma has affected her in ways more than one. The climax of the novel is essential to the unit of study because students will be able to see that there is hope and winning in getting over a past trauma. Malinda is a character that is realistic towards the students since they are both highschoolers with the same setting.  
 My unit of student will not focus on just Malinda's experience, but rather a larger one. The class will look at many different types of traumas and learning each one of their causes and effects. It is important to expose this to the students in order for them to be more aware of people that are dealing with trauma. 11-12th graders should be mature enough to handle the material that is going to be taught and be able to understand the many terrible situations that people go through that scar them.  
**Companion Work:**For the novel Speak, I would pair it up with *History is All You Left Me*, by Adam Silvera. This novel follows a character named Griffin who has recently lost his ex-boyfriend named Theo. The death of Theo has left Griffin scared and we follow his journey as he trudges through life trying to move past what he has lost. However, memories and obstacles falter with Griffin's growth as he tries to grow away from Theo. Griffin is surrounded by people who do not understand him and has trouble finding a person in which he can talk about the problems he is going through. All this adds to his downward spiral in life causing him to be destructive towards himself. In the end, Griffin learns that he has to move on from Theo in order for him to have a future and it is not fair for him to be stuck on one person when there are others that care for him as well. This work is important to pair with with Speak because they both show the pain of dealing with trauma and the hardships it brings when trying to come to terms with it.  
 *History is All You Left Me* works well as a companion piece for *Speak* because both are similar in a way that both stories follow a highschooler who is trying to get over their past. *Speak* shows students that trauma can be overcome through speaking up and conquering one's fears. However, Speak does not go over the situation where a character cannot move on from their past this is where History is All You Left Me comes in because Griffin is a character that tries his best to move on but cannot due to his love for Theo. The class will be able to observe how Griffin is a character who is self destructive and will understand that not everyone can get over their past. In the last few chapters Griffin says, ""I haven't lost my love for you,... my all the way I did with you" (291). I would highlight this quote to this class to show that Griffin is a character that is not able to move on from his past. Rather, he is going to ride with the idea that he is going to love Theo no matter what. Griffin with this mindset can be with other people, but he will always have the thought of Theo behind his head.  
  
 *We Were Here by Matt De La Pena* would be another great companion piece because we follow a character named Miguel who's past always follows him. The experiences that he has faced has shaped who he is as a character and he is trying to become a better person as he continues his journey to run away. Character's such as Mong help introduce the topic of trauma because he has had a rough life. Mong helps guide Miguel and relates to him, which creates a powerful bond between the two characters.  
  
 Whale Talk by Chris Crutcher is a novel that incorporates some aspects of trauma into the story. For example, there are many cases of bullying in this book and this discourages the swim team a bit when they are trying to be the best. However, they persevere and through training, they earn their jackets and accomplish all the goals they have set.   
**Through Activities:** Past, Present, Future: For this assignment, the students will be making a story that has to do with trauma, which will have three parts to it. They could make up a character or tell their story through this assignment. They will demonstrate how their stories past shapes the stories present and how the future of the story is going to turn out. This assignment will be assigned after reading a few passages from *History is All You Left Me* because they will be able to use that novel as an example if they want to look back at it. The class would then share their story in order for them to listen to the different ideas that the other students have come up with and the students will be able to give an explanation to their story if they feel as if what they wrote down is unclear. If students do not want to share their personal story then I will kindly excuse them because the students should be able to feel as if they are safe.  
 Helping with the Trauma: This will be in an in class activity in which the students will try to figure out solutions to a specific trauma. On the board will be a list of different types of traumatic situations and the class would come up to the board to write down a solution that they think will be best helpful towards the trauma. I want the activity to be somewhat realistic, therefore, I also wants the students to write down what would happen if a person cannot get over the trauma and let it consume their lives. After everybody takes a seat, I will go over every situation one by one and give the students an opportunity to share why they think their solution would work. Students will then be introduced to a presentation that will be made in the future that talks about how their are situations in which people cannot get over their traumas and cannot move on from the past. This activity is to open the students into the mindset of how can they can help others or themselves out of trauma. The activity will also be the transition into the Trauma project.  
 Trauma Project: This project would be introduced to help students get more involved with a trauma of their choosing. Students will group as 4 or 5 members in order to dissect the cause and effects of a specific trauma. Divorce, cheating, world disaster, death of love, etc.. will be viable options for them to choose. The students will make a large poster describing their trauma and giving as much information as possible on their main focus. They will also write a story on the poster that relates on the trauma that they are working on. The student will be given some time in class to do this, but will not have enough time if only done in class. Students must meet up after school to work on the project and do much needed research in order for them to be knowledgeable enough to tackle the trauma. On the day the project is due, the posters will be displayed in a circle and the class will observe each one. Each time the class over one, the students responsible for the poster will give a small guide to their poster. They will read out the main cause of the trauma and the best remedy for it. They will also read out the story that they have made up.  
 The project will follow up with an essay in which everybody has to write. The paper only needs to be a 3-4 page essay describing what they learn from the presentation that were given. The students would write on the trauma they are most fascinated by and what they have learned throughout the whole process of researching about the trauma that they had to make a poster on. The students will be able to explain the process they had gone through in order to gain information about the trauma that they worked on and how their responsibilities as group members. This will give me an opportunity to make sure that all the students had some kind of responsibility during the project and be fair to those who worked hard during the process. The paper will not be graded too hard because it is just a way for me to see what they have learned throughout the process of the project and what captured their interest the most.  
**Closing Out the Unit:** The class will the topic of trauma by watching the film *Speak* directed by Jessica Sharzer. At the end of the movie, I will ask the students what they key differences were in the movie and what they thought was missing from the film. The students will be grouped with each other and discuss what the film did well and what scenes were most powerful to them. The groups will quickly just write down a page full of pros and cons of the film, which they will turn in for credit.  
  
   
  
  
  
  
  
  
  
  
  
  
  
  
  
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