

# Monster

by Walter Dean Myers

- a journal project to record your feelings, thoughts, and discoveries while we read this fiction book.

## **Introduction:**

Each day as we progress through the book *Monster* you will be asked to record the evidence you've just heard. Additionally, you will be asked various questions which encourage you to reflect on Steve's situation in various capacities. Each category will ultimately be used for a final product.

## **Evidence:**

You will compile evidence as if you are listening as a juror because Steve will be given a verdict at the end of the book. Is the verdict just or unjust? Use the evidence you've compiled to convince me in a 1 page paper that Steve's verdict was just or unjust.

## **Steve's World:**

Each time you reflect on Steve's situation, consider the choices he made in his life (that he shows us through the series of flashbacks). When we see the direction Steve's life will take at the end of the book (as the result of the verdict), you will choose a partner and enact a role play situation where you take turns giving Steve advice about the choices he needs to make in the future, based on what he did in the past.

## **Our World:**

The themes of this book are contemporary. From peer pressure to the question of institutionalized racism and crime; we will explore the same situations in our world. We'll follow a few true crime stories from St. Paul, we'll visit with local public defenders and prosecutors, and we'll fit in any late-breaking true stories/information that could help us understand the authenticity of Steve's story. You will use this reflection to prepare for a question and answer with local community officials.

Ms. Ricker  
English-Practice Standard  
Rubric for 1 page paper

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Period/Day \_\_\_\_\_

Please staple this to the front of your paper.

## Was the verdict for Steve just or unjust? \_\_\_\_\_

Content (use of evidence)	Conventions (grammar, punct., sp.)	Organization (structure, paragraphs)	Time Management (meeting a deadline)
4-Evidence was cited throughout and correctly in defending your opinion (min 8x)	4- No mechanical mistakes were made in the final copy	4- The paper was organized with a clear beginning, middle and end	4- This paper was turned in on time
3- Evidence was used often, (min 6x) and/or small mistakes in reconstructing or agreement of defense	3- Few mistakes were made in any way. (Fewer than 5 total)	3- The paper was physically organized well, minor trouble with transitions between paragraphs, or closing	3- N/A
2- Not enough evidence used to make a convincing argument, but attempt to defend opinion still obvious	2- Mistakes confuse reader and/or take away from the quality of the paper	2- Paper lacked physical organization and/or organization of ideas (beginning, middle and end)	2- N/A
1- Little or no evidence used, and/or used incorrectly often. Opinion stated, but not backed up	1- No evidence of corrections to rough draft to improve conventional quality of paper	1- Paper lacks organization of paragraphs and ideas. No attempt to organize is evident	1- This paper was turned in after the agreed collection time

### Self Assessment:

Content score \_\_\_\_\_ x 3 = \_\_\_\_\_  
Convention score \_\_\_\_\_ x 3 = \_\_\_\_\_  
Organization score \_\_\_\_\_ x 3 = \_\_\_\_\_  
Time Management score \_\_\_\_\_ x 1 = \_\_\_\_\_  
Total score \_\_\_\_\_ /40

### Teacher Assessment:

Content score \_\_\_\_\_ x 3 = \_\_\_\_\_  
Convention score \_\_\_\_\_ x 3 = \_\_\_\_\_  
Organization score \_\_\_\_\_ x 3 = \_\_\_\_\_  
Time Management score \_\_\_\_\_ x 1 = \_\_\_\_\_  
Total score \_\_\_\_\_ /40

Ms Ricker  
English- Practice Standard  
Role playing rubric

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Period/Day \_\_\_\_\_  
Partner name \_\_\_\_\_

**Now that the verdict is in, what do you say to Steve to help him stay out of trouble in the future?**

Evidence Cited (from the book)	"Our world" examples (from real news/events)	Characterization (being true to character)	Time management (meeting a deadline)
4- As you speak to Steve you frequently cite his past to help him correct his future. (min 6x)	4- Use of news and events we followed as a class are often used to give Steve advice	4- You stay in character the entire time, both when you are giving advice and when you are pretending to be Steve	4- Assignment was completed on agreed upon assigned day.
3- You reference Steve's past occasionally or incorrectly (min 4x)	3- Real news and events that we followed are used in passing or obscurely	3- You lose your characterization once either as advice giver or as Steve	3- N/A
2- You reference Steve's past incorrectly and infrequently	2- Real news and events that we followed are used rarely or incorrectly	2- You lose your characterization both as giver and Steve	2- N/A
1- You do not reference Steve's past at all in your advice giving	1- Our study of real news and events is not used at all	1- No characterization attempted	1- Assignment not completed on agreed upon day.

**Self Assessment:**

Evidence cited \_\_\_\_\_ x3= \_\_\_\_\_  
Real Examples \_\_\_\_\_ x3= \_\_\_\_\_  
Characterization \_\_\_\_\_ x3= \_\_\_\_\_  
Time Management \_\_\_\_\_ x3= \_\_\_\_\_  
**Total Score** \_\_\_\_/40

**Partner Assessment:**

Evidence cited \_\_\_\_\_ x3= \_\_\_\_\_  
Real Examples \_\_\_\_\_ x3= \_\_\_\_\_  
Characterization \_\_\_\_\_ x3= \_\_\_\_\_  
Time Management \_\_\_\_\_ x3= \_\_\_\_\_  
**Total Score** \_\_\_\_/40

**Teacher Assessment:**

Evidence cited \_\_\_\_\_ x3= \_\_\_\_\_  
Real Examples \_\_\_\_\_ x3= \_\_\_\_\_  
Characterization \_\_\_\_\_ x3= \_\_\_\_\_  
Time Management \_\_\_\_\_ x3= \_\_\_\_\_  
**Total Score** \_\_\_\_/40