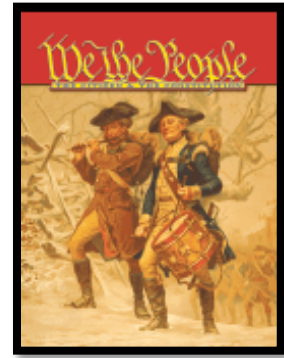




After
By Francine Prose
We the People: the Citizen and the Constitution
Literacy Integration
Grades 6 - 9



Book Summary: In the aftermath of a nearby school shooting, a grief and crisis counselor takes over Central High School and enacts increasingly harsh measures to control students, while those that do not comply disappear.

Lesson Purpose: The lesson looks closely at the rights and freedoms guaranteed by the United States Constitution and the Bill of Rights. Through journal writing students will express their thoughts about individual rights and freedoms through the voice of one of the main characters in the story.

Expectations:

- Students will use primary and secondary source materials to gather, evaluate and utilize and defend a position on the importance of individual rights.
- Students will engage in classroom discussion related to events occurring in the story.
- Students will draw conclusions from the text about individual rights and freedoms through daily journal writing.
- Students will demonstrate their knowledge and understanding of the United States Constitution and the Bill of Rights by comparing events in the story with the rights and freedoms guaranteed in these founding documents.

Essential Questions:

- How can fear cause us to lose our personal freedoms?
- How does the United States Constitution protect our basic rights?
- Should schools be allowed to place limits on individual rights of their students?

Activities:

Before the lesson the teacher should read **After** by Francine Prose to:

- Become familiar with the text,
- Choose vocabulary words to be examined,
- Identify where to stop and ask for predictions,
- Determine background knowledge required to fully understand the story,
- Develop questions for the read aloud,
- Anticipate student responses.

Before the reading students should have background knowledge of the United States Constitution and the Bill of Rights. Background knowledge can be developed through readings in the We the People: the Citizen and the Constitution text, through research with primary and secondary sources, and selected Internet sites.

- Begin the lesson with a discussion of the individual rights and freedoms protected by the United State Constitution and the Bill of Rights.

- Students work in small groups to brainstorm and record examples of how individual rights and freedoms are evident in school. Follow the activity with a discussion of students' examples.

Reading:

- Begin the read aloud of *After* by Francine Prose.
- Throughout the reading students will maintain a chart recording events in the story that demonstrate a violation of students individual rights and freedoms and the corresponding amendment from the Bill of Rights. (See the chart below)
- Suggested discussion questions:
 1. Do you think the events at Central High School are a violation of individual rights? Why or why not.
 2. Where did Dr. Willner get the authority and power to make the changes at Central High School?
 3. Why do you think the school administration and the town council went along with the changes made by Dr. Willner?
 4. How can technology be used to take away individual rights and freedoms? In what way is technology being used in the story to deny rights and freedoms?
 5. What do you think the teachers at Central High School could or should have done to stop Dr. Willner?
 6. What do you think about the reaction of parents to the changes made by Dr. Willner at Central High School?
 7. What do you think about how the author ended the book? Would you have ended the story differently?

Writing:

- Make a list of the main characters introduced in chapter one. Ask students to select a character to represent in their journal writing. Students record their observations, thoughts, and ideas using the voice of the character of their choice. Students will write in their journals after each reading.

Materials Needed:

- Class set of the novel: **Prose, Francine. After. Harper Collins, 2003. ISBN 0-06008083-3**
- Class set of We the People: the Citizen and the Constitution, Middle or High School Level Text.
- Access to primary and secondary source materials relevant to the United States Constitution and the Bill of Rights.
- Paper and pencil suitable for journal writing.

Standards: Rhode Island Grade Span Expectations for Civics & Government and Historical Perspective

- C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.
 - (a)1-2: Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by

defining and identifying the nature of authority and sources of power.

- C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.
 - (a)2-1: Students demonstrate an understanding of United States government (local, state, national) by explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions.
- C&G 3: In a democratic society, all people have certain rights and responsibilities.
 - (a) 3-1: Students demonstrate an understanding of citizens' rights and responsibilities by evaluating and defending a position on issues involving *individual rights* (personal, economic, legal, or political rights reflected in the *Bill of Rights*).

Standards: Rhode Island and New Hampshire LOCAL Grade Level & Grade Span Expectations (GLEs & GSEs) for Written & Oral Communication

- W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...
- W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)
- W-10-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)
- W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by...
- W-10-3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)
- W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)
EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres
- W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions (State)
- W-10-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

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