



Actress and activist Holly Robinson Peete pairs with her twins in this narrative about the challenges and triumphs of being a teen who has autism and the effects on family, school, friends, and life. Being a teen is hard enough. But when you have autism--or when your brother or sister is struggling with the condition--life can be challenging. It's one thing when you're a kid in grade school, and a playdate goes south due to autism in a family. Or when you're a little kid, and a vacation or holiday turns less-than-happy because of an autistic family member. But being a teen with autism can get pretty hairy--especially when you're up against dating, parties, sports, body changes, school, and other kids who just don't 'get' you. In this powerful book, teenagers Ryan Elizabeth Peete and her twin brother, Rodney, who has autism, share their up-close-and-personal experiences on what it means to be a teen living with autism. *SAME BUT DIFFERENT*, explores the funny, painful, and unexpected aspects of teen autism, while daring to address issues nobody talks about. *SAME BUT DIFFERENT* underscores tolerance, love, and the understanding that everybody's unique drumbeat is worth dancing to. (Amazon)

## UNIT OBJECTIVES

<b>Racial Literacy Objective</b>	N/A for this unit
<b>Community Literacy Objective</b>	How can the community be inclusive to people with disabilities and be better about being the same but different?
<b>CCRA.R.1 (standards go over here)</b>	Cite evidence from the text and other connecting texts
<b>CCRA.R.1</b>	Read closely to determine what the text says explicitly and to make logical inferences from it
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<b>CCRA.W.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CCRA.W.6</b>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>CCRA.W.7</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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<b>CCRA.W.8</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CCRA.W.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## UNIT ESSENTIAL + GUIDING QUESTIONS

<b>Essential Question</b>	How can society be more inclusive with people with disabilities?
<b>Guiding Question</b>	What is a disability? Specifically what is autism (Anchor 1)
<b>Guiding Question</b>	What does it mean to be different? (Anchor1, 2, & 3)
<b>Guiding Question</b>	How is the school helping students be inclusive? (Anchor 2, & 3)
<b>Guiding Question</b>	What role does research play in helping solve a problem? (Anchor 3)

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## UNIT RESOURCES

<b>Before We Start #1:</b> <a href="#">Video</a> & Discuss	<b>Before We Start #2:</b> <a href="#">Video</a> & Discuss	<b>Before We Start #3:</b> Walk around the school and identify ways the school helps and hinders people with disabilities	<b>Before We Start #4:</b> Discuss what the school does/does not offer to students with disabilities.
<a href="#">Unit Anchor Activity 1: Conversations</a>	<a href="#">Unit Anchor Activity 2: Brochure</a>	<a href="#">Unit Anchor Activity 3: Persuade the Boss</a>	Group List for Class
<a href="#">The Book</a>	<a href="#">How to create the comic strip</a>	<a href="#">Taking Charge Video</a>	<a href="#">Final Project</a>
Group 1: Start at Anchor 1	Group 2: Start at Anchor 2	Group 3: Start at Anchor 3	

## UNIT WEEKLY GOALS (Sample Sequence for Middle School Students)

<p><i>Week 1:</i> <b>Before We Start</b></p>	<ul style="list-style-type: none"> <li>• Introduction to Anchor Activities and collaborative anchor groups (anchor scheduling)</li> <li>• Complete Before We Start Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Review resources to support anchor activities (class website, etc.)</li> </ul>
<p><i>Week 2:</i> <b>Week 1 Reading + Anchor Activities</b></p>	<ul style="list-style-type: none"> <li>• Begin Anchor Activities *as assigned on an anchor schedule</li> <li>• Begin reading <i>Same but Different</i> (the first set of assigned pages - I divide the text up into three sections - this week's conversations would center around the ideas in the first section of reading)</li> </ul>	<ul style="list-style-type: none"> <li>• In-class activities (vocabulary, characterization, etc.) to help support the reading process</li> </ul>
<p><i>Week 3:</i> <b>Week 2 Reading + Anchor Activities</b></p>	<ul style="list-style-type: none"> <li>• Continue Anchor Activities - a NEW anchor is assigned this week</li> <li>• Continue reading <i>Same but Different</i> (second section of reading)</li> </ul>	<ul style="list-style-type: none"> <li>• In-class activities (vocabulary, characterization, etc.) to help support the reading process</li> </ul>
<p><i>Week 4:</i> <b>Week 3 Reading + Anchor Activities</b></p>	<ul style="list-style-type: none"> <li>• Continue to the FINAL Anchor Activity</li> <li>• Finish reading <i>Same but Different</i> (the third section of reading)</li> </ul>	<ul style="list-style-type: none"> <li>• In-class activities (vocabulary, characterization, etc.) to help support the reading process</li> <li>• Think about/formulate questions for an upcoming student-led Fishbowl</li> </ul>
<p><i>Week 5:</i> <b>Socratic Discussion + Beginning of Inquiry</b></p>	<ul style="list-style-type: none"> <li>• Formulate questions and answers for the student-led Fishbowl Discussion</li> <li>• Host the Fishbowl discussion- everyone must participate</li> </ul>	<ul style="list-style-type: none"> <li>• Allow time for students to brainstorm questions about and around topics connected to the text</li> <li>• Discuss ways that this discussion could lead to research</li> </ul>
<p><i>Week 6:</i> <b>Narrowing Focus + Collaborative Research</b></p>	<ul style="list-style-type: none"> <li>• Students (first independently and then in their groups) should spend time researching different topics that they want to explore further for the final project.</li> </ul>	<ul style="list-style-type: none"> <li>• Other activities may range depending on student need in connection to research and nonfiction synthesis</li> </ul>
<p><i>Week 7:</i> <b>Storyboard Creation</b></p>	<ul style="list-style-type: none"> <li>• Students should use this week to create their storyboard that will be linked on their poster using a QR code</li> </ul>	<ul style="list-style-type: none"> <li>• Research and Create Storyboard</li> </ul>
<p><i>Week 8:</i> <b>Poster Feedback + Finalizing</b></p>	<ul style="list-style-type: none"> <li>• In the groups students will create a poster that can be hung around the school that visually represents disabilities and inclusivity.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at designs and other posters about inclusivity.</li> </ul>
<p><i>Week 9:</i> <b>Poster and Storyboard viewing party</b></p>	<ul style="list-style-type: none"> <li>• Groups finalize their Comic Strip</li> <li>• Groups finalize posters and put it all together with QR code</li> <li>• Share out in class</li> <li>• Share Comic Strip work with other grades at school and district by displaying posters around the school</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and reflection about experience</li> </ul>

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