

Text: *The Five People You Meet in Heaven*
Mitch Albom

Objectives for this text:

Students will...

- feel more compassionate toward others;
- study examples of cause and effect;
- make connections with literature and acts of compassion (Character Education);
- study the author’s literary techniques; and
- write a journal entry.

Stage of Reading	What I’ll have the students do to support their reading and learning at this stage (i.e. Strategies I’ll use).
<p>Into</p> <ul style="list-style-type: none"> ◦ get students “into” the text; ◦ build/tap into prior knowledge; ◦ predict/pre-read; ◦ look at text structure; ◦ anticipate assumptions 	<ul style="list-style-type: none"> ◦ Give students an Anticipatory Guide (attached). ◦ Introduce a quote from the book: “There are no random acts...all lives intersect.” After clarifying the quote, write the word “compassion” on the board. Help students arrive at a definition. Divide class in two groups and do a brainstorm competition. Give them three minutes to list as many ideas as possible on “What keeps people from being compassionate?” “The losing team serves donuts to the winning team and then to themselves. Each team will choose a secretary to list ideas on the board.” (From Character Education @ http://character-education.info). Discussion of the lists should follow. ◦ Use four copies of the text opened to four different sections (chapters) for a one minute book pass. Students will immediately notice that the literary techniques and structure of the book are unique. Use this to generate questions and predictions to note in journals before reading. ◦ Discuss vocabulary (attached) and use it to generate additional questions and predictions. ◦ Review cause and effect relationships from previous lessons, and then direct students to mark the text or use optional attached handout as they read. (See handout).
<p>Through</p> <ul style="list-style-type: none"> ◦ help students process their reading as they move “through” it; ◦ monitor understanding; ◦ determine main and sub ideas; ◦ make connects to prior learning and experience; ◦ summarize/paraphrase 	<ul style="list-style-type: none"> ◦ A combination of read aloud, read along, and read alone will be used. ◦ Students will continue to mark the text (or use handout) and at intervals stop for clarification. ◦ I will point out a few examples of literary techniques used by the author. ◦ We will build a timeline around the room to help illustrate shifts in time and cause/effect relationships.

Beyond

- help students clarify, reinforce, and build on their understanding as they move “beyond” the text;
 - graphically organize the text’s ideas;
 - evaluate a text’s or author’s argument;
 - apply the information;
 - connect to other texts
- In a whole class discussion, students will conclude that the author uses various techniques like flashbacks, hindsight, 15 birthdays, and lessons through different stories from each of the five people to show us Eddie’s character. Students will form small groups to find examples of these techniques. For each technique, students will determine the surrounding example of the theme – intersecting lives. Each group will be given a red, green, and yellow clothes pin. A designated person for each group will wear the pins as signals of their progress. Red pins will get immediate attention during my rotation in the groups. We will process group findings in a whole class setting.
- We will also use these findings to complete and discuss our cause/effect timeline.
- Additional discussion questions: “Who tells Eddie that ‘we think that hating is a weapon that attacks the person who harmed us. But hatred is a curved blade. And the harm we do we do to ourselves’? What is the significance of this particular person in Eddie’s life? Why is this important for Eddie to understand? Is it important for all of us to understand? Why? Discuss whether or not you agree that, ‘all parents damage their children. It cannot be helped.’ How was Eddie damaged?”
(Taken from <http://hyperionbooks.com>).
- Direct students to discuss a theme from the book in a Radio Show format. “Welcome to QLAB talk show, 105.9 on your dial! Today we’ll discuss the causes and effects of being connected in the universe. What are some of the future ramifications of treating – or not treating – others with compassion? I’d like to hear thoughts from people throughout history and in literature, so the lines are open...and look at them light up!” Process results.
- Options for journal entries: 1) Make a connection between this book, *Seedfolks*, and *Bronx Masquerade* (extra credit). (Encourage students to read *How to Win Friends and Influence People* to use as a fourth book with a similar theme). 2) Imagine you were in Heaven with *your* five people. List these people and the lessons each one would teach. 3) The Blue Man tells Eddie that fairness “does not govern life and death. “ Explain what you think this means and why you agree or disagree. 4) Am I playing my highest game as a human being? What should I change or improve? (From Robin Sharma) 5) After considering Eddie’s characteristics, write him a compassionate letter. 6) Write some dialogue between Eddie and his father for when they finally meet in Heaven.
- Give students an Anticipatory Guide (Post).
- Students will use strategy section of their academic journals (AJ) to record a 3-2-1: “List three things you learned from reading the text. List two things you will discuss at dinner regarding what you learned. List one thing from the lesson that you would like to discuss in a Socratic Seminar. Have this signed by your parent(s).
- (Optional) Direct students to the Alliance for Youth Achievement Web site at www.allforyouth.org/fundraisermain.html for research on a fundraising opportunity to help orphans.
- (Optional) Extend the lesson on Compassion – “Anti-Dote to a Shallow Life” @ <http://character-education.info>.

