

EDUCATION 3700

Assignment #3 – ELA Unit Plan

Another Kind of Cowboy

by Susan Juby

A Novel Study for English 10-2

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Submitted to Dr. Leah Fowler

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Overview

Topic: Novel Study

Grade: ELA 10-2

Timeline: 21 Lessons – 70 min. classes (approx. 5 weeks)

Central Emphasis: Written from the perspective of two teenage dressage riders, the story revolves around the complexities of their individual lives, feelings of isolation and ultimate realization that they are not alone. As an interesting writing device, the character of Cleo is written in the first person and that of Alex in the third person.

Another Kind of Cowboy is a thematic unit designed to teach grade 10-2 English Language Arts novel, through the discovery and creation of different narrative formats.

- **Daily Instruction** - The lesson will typically begin with reading the selected chapter(s) utilizing various techniques such as teacher read, individual student –“popcorn reading,” small group etc. Throughout the particular reading format, the teacher may stop at important intervals and discuss key passages, elements, or structure. After the daily ready assignment is completed a Grand Conversation (*50 Literary Strategies*, p. 43) or other discussion strategy (such as small group, T-P-S, teacher led whole class discussion) will allow students to explore the big ideas and reflect on their feelings about what they’ve read. These will also be guided by the Novel Study Booklet. Following the discussion/work period, students can work on their Blogs or other assignments. Supplemental materials, resources and activities will be introduced approximately once each week to address the major themes that occur in the novel.
- **Assignments**
 - **Blog Assignment** (reflections about themes, supplementary literature) - Throughout the course of the unit, students will have time weekly to work on their Blog. For this assignment, students will work individually. This assignment is a formative assessment piece that will be checked throughout the unit, and handed in at the completion of the novel. At the end of the unit, students should have approx. 7 blog posts, written in response to prompts based on novel themes and reflections on supplementary material introduced in class.
 - **Novel Study Booklet** – The novel study booklet will provide comprehension and critical reasoning questions that will be used in individual, small and large group work following daily readings. Some of these questions may serve as prompts for blog entries.

- **Character Analysis** – Students will work in pairs to create a web diagram for the main characters of Alex and Cleo. This assignment will be ongoing and visited several times throughout the unit as layers for each of these characters are revealed. Once both webs are completed, the students will work in their pairs to create a Venn Diagram to show individual and common characteristics and traits of these two characters. This assignment will serve as an ongoing formative assessment.
- **Video Project** – In groups of four, students will create a film depicting ONE of the themes of friendship, family, responsibility, sexuality, or alcoholism from Susan Juby’s novel *Another Kind of Cowboy*. This video will be approximately 5 minutes in length and will be presented to the class on the final day of this unit. As part of this assignment each student will write on their blog their own reflection of why they chose a particular theme, what learning occurred through creating the video and any other personal comments relating to the subject.
- **Texts and Materials** – The main text for this unit is the novel *Another Kind of Cowboy* published by HarperTrophy Canada. Additional materials include song lyrics, music video, tv show clips, games, and excerpts from other novels. All materials have been chosen were chosen with the students’ interests, age level, and capability in mind, as well as how they corresponded to the instruction material. A full list of texts and materials that will be used throughout this unit can be found in the Novel Resources Appendix section of the unit plan
- **Presentation** – Students will be given a “Unit Outline” at the beginning of the unit, which will provide them with a unit overview, objectives, projects and assessments. With this, students will be aware of deadlines, assignments, and expectations, to encourage and assist students to be accountable for their own learning.
- **Connections to English Language Arts Strands** – This unit incorporates all six of the English Language Arts Strands
 - **Listening** will occur on a daily basis as direct instruction takes place as well as daily in-class reading of the novel and supplemental materials. As well, students will listen to each other during discussion periods.
 - **Speaking** will occur on a daily basis as students participate in small and large group discussion and activities. Students may also speak during their Video Project assignment, depending on the format chosen by the students.
 - **Reading** will occur on a daily basis as students participate in reading the novel through a variety of reading strategies.
 - **Writing** will occur on a daily basis as students respond to Novel Booklet Chapter questions, complete Analyzing Characters and Blog assignments. Writing will

also occur as responses to images, during supplemental activities such as a quick-write, creating the Video Project assignment and the final critical analysis essay.

- **Viewing** will occur as students respond to images in the introductory powerpoint presentation, watch tv video clips, music videos and each other's Video Project presentations. Students will also view the evolving bulletin boards in the classroom.
- **Representing** will occur as students create character analysis maps and diagrams, collages, word clouds and the Video Project assignment.

Rationale

Another Kind of Cowboy aligns with many of the requirements of the Alberta Program of Studies through general and specific learner objectives.

- **Student Needs and Interests** – This story centres on the fictional lives of two teenagers who face many challenges related to family, goal setting, sexuality, drugs, alcohol and friendship. These are the same challenges that our students face in their everyday lives and provides relevance for this novel study.
- **Connections** - This unit occurs near the end of the school year and follows units on short stories, poetry, the novel “Hatchet”, Shakespeare, and creative writing. This contemporary novel was deliberately placed near the end of the year when students have been working together all year, know each other well and identify our classroom as a safe environment. Meaningful discussion surrounding the sensitive themes in *Another Kind of Cowboy* can only be facilitated when students feel safe and are comfortable with each other. When this novel study unit is complete we will begin our final unit of the school year: a study of popular song lyrics and song writing. It is hoped that this final unit will benefit from the contemporary themes of this unit as well as provide a more relaxed genre for those students needing a reprieve from the potential intensity of these themes.
- **Content and Activities** – Because of the connections to current teenage life the content of this novel will hold many appealing elements for students. For others, some elements may prove to be uncomfortable. The specific activities and texts chosen for this unit are age/grade appropriate and present a variety of literary forms to the students. *Another Kind of Cowboy* contains sensitive subject matter including alcoholism and homosexuality. In the case of the latter, the importance of presenting this subject in an appropriate and responsible manner in today's ever-evolving, diverse society is recognized. In preparation for this unit, a letter will be sent home to parents referencing the content and purpose for study. All supplementary materials are intended to be presented in relation to *Another Kind of Cowboy* to help promote critical thinking.

Essential Questions

The essential questions students should think about throughout this unit are:

Friendship, Family, Responsibility, Sexuality, Alcoholism: how do these elements affect or change who you are, or how you make decisions?

Unit Learning Outcomes

Students will:

1. read to make connections and find true meaning.
2. experiment with language and apply the writing process to demonstrate the ability to trace a coherent thought pattern
3. identify character traits, plot elements, and thematic devices through creative assignments.
4. listen in order to evaluate ideas critically.
5. adjust listening strategies to the purpose at hand.
6. communicate thoughts and ideas using two or more media.
7. relate literary experience to personal experience.
8. to speak and write effectively as both an individual and a group member

General and Specific Learner Outcomes

General Outcome #1: Students will listen, speak, read, write, view and represent to *explore thoughts, ideas, feelings and experiences*.

- 1.1 Discover and Explore
- 1.2 Clarify and Extend

General Outcome #2: Students will listen, speak, read, write, view and represent to *comprehend and respond personally and critically to oral, print and other media texts*.

- 2.1 Use Strategies and Cues
- 2.2 Respond to Texts
- 2.3 Understand Forms, Elements and Techniques
- 2.4 Create Original Text

General Outcome #4: Students will listen, speak, read, write, view and represent to *enhance the clarity and artistry of communication*.

- 4.1 Enhance and Improve
- 4.2 Attend to Conventions
- 4.3 Present and Share

General Outcome #5: Students will listen, speak, read, write, view and represent to *respect, support and collaborate with others*.

- 5.1 Respect Others and Strengthen Community
- 5.2 Work Within a Group

Assessment Plan

Assessments and Evaluation - For this unit, students will be assessed and evaluated in a variety of ways. Daily assessment will include teacher observation, individual participation in class activities, including discussion, and effort. The following assessment activities are planned:

Pre-Assessment:	Pre-Reading Questionnaire
Formative:	Blog, Analyzing Characters, Booklet
Summative:	Critical Analytical Essay, Video Project

A full outline and description of assessment tools can be found in the Unit Assessment Plan Appendix.

Learning Activities and Instructional Strategies

This is a relatively long unit and requires a wide variety of learning activities and instructional strategies. Those incorporated into the planning of this unit are:

Direct Instruction	Whole Class Discussion	Grand Conversations
Small group discussion	Individual work	Guided questioning
Guided writing	Quick Writes	Collage
Reflective writing (blog)	Video creation	Technology (blog)
Film/Video Viewing	Music/Song Lyrics	Bulletin Boards
Think-Pair-Share	Small group work	

Resources and Materials

Technology – Smartboard, whiteboard, PowerPoint, computers, internet, projection and AV equipment.

Resource Texts – *Another Kind of Cowboy* hard copies, one per student
The Glass Castle novel by Jeannette Walls (1 copy)
“Airplanes” by B.o.B. song lyrics

Resource Materials Youtube.com Dawson’s Creek TV episode clip “Jack comes out to his father” http://www.youtube.com/watch?v=MVN4q0_hkZQ
Music video B.o.B Airplanes (feat. Hayley Williams of Paramore)
http://www.youtube.com/watch?v=MVN4q0_hkZQ
Directions for “Closet Activity”
“We Are Family” by Sister Sledge song lyrics and recording
Introductory powerpoint presentation
Letter to Parents

Examples of resources can be found in the Novel Resources Appendix.

Unit Calendar

Guiding Question for all lessons:

“Friendship, Family, Responsibility, Sexuality, Alcoholism:
How do these elements affect who you are, or how you make Decisions?”

		Wednesday	Thursday	Friday
		<p>1</p> <p>Title: <i>Welcome to Another Kind of Cowboy... getting started</i></p> <p>Objective: Introduce the novel to the students with assistance of powerpoint; complete pre-assessment; hand out copies of novel to students; Introduce novel themes, read prologue</p> <p>Readings: p. 1-12 “In the beginning...”</p> <p>Activities: Introductory Powerpoint and Pre-Reading Questionnaire; Discussion re: interpreting “Phase I” and predicting what comes next.</p>	<p>2</p> <p>Title: <i>Alex the Cowboy</i></p> <p>Objective: Bring up any questions or concerns from last class; give overview of unit assignments so students know what to expect, read and discuss Ch. 1</p> <p>Readings: Ch. 1</p> <p>Activities: Read the chapter, have a Grand Conversation, complete Prologue and Ch. 1 Booklet questions, begin creating Blogs.</p>	<p>3</p> <p>Title: <i>Cleo the Equestrienne</i></p> <p>Objective: Bring up any questions or concerns from last class; read and discuss Ch. 2; hand in booklet questions for marking</p> <p>Readings: Ch. 2</p> <p>Activities: Read the chapter; have a Grand Conversation; complete Ch. 2 Booklet questions; blog entry: what are your thoughts so far?</p>

Guiding Question for all lessons:

“Friendship, Family, Responsibility, Sexuality, Alcoholism:
How do these elements affect who you are, or how you make decisions?”

Monday	Tuesday	Wednesday	Thursday	Friday
<p>6</p> <p>Title: <i>Limestone Farm-Cleo</i></p> <p>Objective: Review from last week; read and discuss chapter, answer booklet questions, explain analyzing characters assignment, choose partners and start this assignment</p> <p>Readings: Ch. 3</p> <p>Activities: Read chapter, discussion, booklet questions, Blog entry for prompt #1</p>	<p>7</p> <p>Title: <i>Limestone Farm-Alex</i></p> <p>Objective: Bring up any questions or concerns from last class; read and discuss chapter; answer booklet questions, <u>Supplementary activity</u>: re alcoholism - read excerpt from “The Glass Castle”; draw comparisons to Alex’s life</p> <p>Readings: Ch. 4, 5</p> <p>Activities: Read chapters, Grand Conversation, choose partners and begin Analyzing Characters Assignment</p>	<p>8</p> <p>Title: <i>Dressage, Dad, Dating</i></p> <p>Objective: Bring up any questions or concerns from last class; read and discuss chapters, answer booklet questions; Closet Activity</p> <p>Readings: Ch. 6, 7</p> <p>Activities: Answer booklet questions in small groups and then share with class; <u>Supplementary Activity</u>: “Closet Activity”; continue working on Analyzing Characters Assignment</p>	<p>9</p> <p>Title: <i>A Phone Call</i></p> <p>Objective: Review from last class; read and discuss chapters, start Blog #2; catch up on unfinished work; hand in booklet questions for marking</p> <p>Readings: Ch. 8, 9</p> <p>Activities: Read chapters, Grand Conversation, booklet questions, Blog entry for prompt #2, catch up on any unfinished work</p>	<p>10</p> <p align="center">NO CLASS – DISTRICT LEARNING DAY</p>

Guiding Question for all lessons:

“Friendship, Family, Responsibility, Sexuality, Alcoholism:
How do these elements affect who you are, or how you make Decisions?”

Monday	Tuesday	Wednesday	Thursday	Friday
<p>13</p> <p>Title: <i>Alex’s World</i></p> <p>Objective: Read and discuss chapters, “Friendship” quick-write; create individual word clouds</p> <p>Readings: Ch. 10, Phase II</p> <p>Activities: Read chapter and discuss booklet questions as a class; read Part II and make predictions; <u>Supplementary activity:</u> do a quickwrite on “A friend is…” and have students create individual Word Clouds using wordle.net these will be printed and put on bulletin board.</p>	<p>14</p> <p>Title: <i>Changes</i></p> <p>Objective: Bring up any questions or concerns from last class; read and discuss chapters; introduce venn diagram component of Analyzing Characters Assignment;</p> <p>Readings: Ch. 11, 12</p> <p>Activities: Read chapters, booklet questions Analyzing Characters Assignments – Venn Diagrams</p>	<p>15</p> <p>Title: <i>Worry, worry</i></p> <p>Objective: Address any unanswered questions or concerns from yesterday; read and discuss chapters; Introduce <u>Supplementary Activity:</u> create a collage that expresses worry OR create a recipe for cooking up worry</p> <p>Readings: Ch. 13, 14</p> <p>Activities: Read chapters; Grand Conversation; brainstorming for Blog entry prompt #3; begin supplementary activity</p>	<p>16</p> <p>Title: <i>The Clinic</i></p> <p>Objective: Read and discuss chapters; T-P-S booklet questions; explain video assignment</p> <p>Readings: Ch. 15, 16, 17</p> <p>Activities: Read and discuss chapters; T-P-S booklet questions; Blog #3; continue working on yesterday’s “worry” supplementary activity</p>	<p>17</p> <p>Title: <i>Shopping</i></p> <p>Objective: Bring up any questions or concerns from last class; read and discuss chapters; catch up day; hand in booklet questions for marking; choose groups for video assignment; hand in booklet questions for marking</p> <p>Readings: Ch. 18, 19</p> <p>Activities: Blog entry for prompt #4; Catch up on any unfinished work</p>

Guiding Question for all lessons:

“Friendship, Family, Responsibility, Sexuality, Alcoholism:
How do these elements affect who you are, or how you make Decisions?”

Monday	Tuesday	Wednesday	Thursday	Friday
<p>20</p> <p>NO CLASS – VICTORIA DAY</p>	<p>21</p> <p>Title: <i>In the zone</i></p> <p>Objective: Ask students about their long weekend, read chapters, discuss Part III and predict <u>Supplemental activity:</u> Dawson Creek youtube video “Jack coming out to his father”; through class discussion compare Alex and Jack’s situations</p> <p>Readings: Ch. 20, Part III, 21</p> <p>Activities: Blog entry for prompt # 5</p>	<p>22</p> <p>Title: <i>Zoned Out</i></p> <p>Objective: Address any questions or concerns from yesterday’s class, read chapters, introduce venn diagram assignment</p> <p>Readings: Ch. 22, 23</p> <p>Activities: Read chapters; Grand Conversation; booklet questions; Analyzing Characters Venn Diagram</p>	<p>23</p> <p>Title: <i>Down and out</i></p> <p>Objective: Read and discuss chapters; introduce Blog prompt #6; allow time for video project planning</p> <p>Readings: Ch. 24, 25</p> <p>Activities: Read chapters; T-P-S for booklet questions; Blog entry for prompt #6; video assignment planning</p>	<p>24</p> <p>Title: <i>Emergency... and Farewell</i></p> <p>Objective: Read and discuss chapters; Use “Airplanes” video and lyrics to analyze Cleo’s feelings; hand in booklet questions for marking</p> <p>Readings: Ch. 26, 27, 28</p> <p>Activities: Read chapters and discuss in small groups based on booklet questions; <u>Supplementary activity:</u> watch “Airplanes” music video; discuss the song lyrics and compare to Cleo’s feelings at the end of Ch. 27</p>

Guiding Question for all lessons:

“Friendship, Family, Responsibility, Sexuality, Alcoholism:
How do these elements affect who you are, or how you make Decisions?”

Monday	Tuesday	Wednesday	Thursday	Friday
<p>27</p> <p>Title: <i>Transformation and Celebration</i></p> <p>Objective: Finish reading the book today and answer booklet questions; introduce In Class Essay assessment</p> <p>Readings: Ch. 29, 30, 31</p> <p>Activities: In Class Essay Prep; Blog entry for prompt #7</p>	<p>28</p> <p>Title: <i>Flex Day</i></p> <p>Objective: Finish up any unread chapters; Hand in Analyzing Characters Assignment; hand in booklets for final marking; <u>Supplemental</u> <u>Activity:</u> Song Parody Activity “We Are Family”</p> <p>Readings: Catch up</p> <p>Activities: Hand in Character Analysis Assignment; finish up Booklets; Song Parody</p>	<p>29</p> <p>Title: <i>Preparation</i></p> <p>Objective: Address any questions or concerns from previous classes; prepare students for tomorrow’s In Class Essay</p> <p>Readings: None - review</p> <p>Activities: In Class Essay prep; completing any unfinished assignments</p>	<p>30</p> <p>In-Class Critical Analytical Essay</p>	<p>31</p> <p>Video Projects Due</p> <p>In Class Presentation of Video Projects</p> <p>Completed Blog Assignment Due</p>

Modifications for Enrichment and Special Considerations

This unit is designed to be modified if required.

Readings – The various strategies for in-class reading are designed to include all readers and guide them towards understanding of specific concepts. If necessary, reading assignments can be given in advance so students may read them at home to gain maximum understanding.

Assignments – The assignments are designed based on specific criteria and provide a degree of choice for the student. If necessary the length or context can be modified to fit student needs.

Timeline – Timelines can be negotiated if necessary.

IPPs – This unit can be adapted to accommodate students who require IPPs.

Connections to Other Curriculum Areas

Career and Life Management

General Outcome #1: Students will:

P1: describe the combination of factors that contribute to personal well-being

P2: appreciate the value of positive attitudes about self when making choices and describe how peer pressure and the expectations of others influence choices

P4: analyze the ability to make a change or difference, for self and others

P9: examine methods of communication, barriers to communication and strategies to enhance communication

P10: explain our need for relationships and identify positive elements of relationships; i.e. trust, integrity, respect, responsibility

P11: identify expectations and commitments in various relationships and explain the role of trust and ways to establish trust in a relationship

ICT

C.1 - Students will access, use and communicate information from a variety of technologies

4.4: Communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for context, audience and purpose that extend and communicate understanding of complex issues

P.1: Students will compose, revise and edit text

4.1: Continue to demonstrate the outcomes achieved in prior grades and course subjects

P.3: Students will communicate through multimedia

4.1: Select and use, independently, multimedia capabilities for presentations in various subject areas

4.2: Support communication with appropriate images, sounds and music

Bulletin Boards and Classroom Display Plans

Another Kind of Cowboy will be supported in visual classroom displays in several ways:

Resource materials - Appropriate resource materials from support agencies (such as AA, Kids Helpline, etc.) associated with each of the novel's themes (friendship, family, responsibility, sexuality, alcoholism) will be displayed on the walls and bulletin boards

Student work – Several supplementary activities for this unit provide opportunities for students to create works that will be displayed on the bulletin boards as the unit evolves. These are word clouds, collages and recipes.

Reflections

I have worked to create a unit that I hope students will enjoy by choosing a book about the lives of two teenagers. *Another Kind of Cowboy* by Susan Juby is not as well-known as another of her stories *Alice, I Think*, but it is worthy of study due to its important and relevant thematic material. It is a wonderfully written book with compelling reading as it unfolds the story of a young man's dedication to his goals while he searches for acceptance and how a young girl's lack of direction and goals leads her into the devastating world of drugs and alcohol. Amidst these profound themes, Juby interjects hints of humour and a deep sense of compassion for her characters. The subject matter is serious but cleverly laced with moments of reprieve making the intensity of the thematic material more palatable to readers at the 10-2 level.

The theme I chose for my unit was, I admit, blatantly inspired by and adapted from the Hunger Games unit plan exemplar by Cara Marcolin and Carol McNally posted on our class Moodle site. I struggled to make it more "my own" but I felt it fit perfectly and opened up many possibilities for lesson planning and learning. The unit theme is: "Friendship, Family, Responsibility, Sexuality and Alcoholism: how do these elements affect who you are and how you make decisions?" These are issues that affect all teenagers and their families and therefore provided strong material to encourage students to exercise critical thinking skills and connect literature beyond the classroom.

Like Marcolin and McNally I chose to incorporate a variety of other resources into my unit. These were all included as supplementary material to enhance learning and underscore certain parts of the book. For example, a clip of an episode from the teen TV series "Dawson's Creek" was chosen to ease discussion into Alex's coming out to his father. An excerpt from Jeannette Walls' memoir "The Glass Castle" shed further light on the repercussions of an alcoholic parent affecting a family dynamic. Beyond literature several other supplementary activities were chosen. An interactive "Closet Activity" demonstrates the pain and discomfort experienced by individuals who keep parts of their lives secret due to fear or necessity. Other activities such as the collage and word cloud provided opportunities for students to visually represent their learning and provide material for our class bulletin boards. The current hit song "Airplanes" seemed to speak to Cleo's state of mind following her near-tragic car accident following an evening of binge-drinking.

I was challenged by the idea of bringing this touching book to young people as I believe it has a lot to offer. The sensitivity of the homosexual thematic material is an additional challenge but a message that I strongly believe needs to be brought to our students in an appropriate and responsible way. It would be my hope that through this novel study, tolerance for all types of diversity and compassion towards others would be fostered amongst my students.

LESSON PLANS

LESSON 1 - INTRODUCTION

LESSON VISION	Students will be introduced to the unit through a powerpoint presentation and Pre-reading Questionnaire where they will form written responses to print and visual prompts related to the novel's themes. As a class, we will read the prologue and Phase I and make predictions of what might lay ahead.
MAIN ACTIVITY	Re-reading Questionnaire; in class reading
MATERIALS	Hard copies of <i>Another Kind of Cowboy</i> for each student, computer, projector, copies of questionnaire
GLOs/SLOs	1.1 Discover and Explore 2.2 Respond to Texts

LESSON 2 – ALEX THE COWBOY

LESSON VISION	Students will become further acquainted with one of the main characters, Alex Ford through in-class reading. Reading strategies will include teacher read and student “popcorn reading”. Following the reading of Ch. 1 there will be a student led Grand Conversation to discuss responses to the reading. Time will also be taken to go over the entire unit expectations and assignments with the students. If time permits, students will begin creating their Blogs
MAIN ACTIVITY	Grand Conversation
MATERIALS	Hard copies of novel, laptop cart
GLOs/SLOs	1.1 Discover and Explore 2.2 Respond to Texts 4.3 Present and Share 5.1 Respect Others and Strengthen Community

LESSON 3 – CLEO THE “EQUESTRIENNE”

LESSON VISION	Class will begin by giving time to address any burning questions from students. Students will then meet the other main character of the novel, Cleo O’Shea through in-class reading, similar to yesterday. Following the reading of Ch. 2 we will again have a Grand Conversation as we share our ideas about Cleo. Students will have time to answer questions for Ch. 1 and 2 from the Novel Booklets working in small groups. Students will being their first blog entry “thoughts so far”.
MAIN ACTIVITY	Grand Conversation, Blog Entry
MATERIALS	Hard copies of novel, Novel Questions Booklet, laptop cart
GLOs/SLOs	1.1 Discover and Explore 2.2 Respond to Texts 2.4 Create Original Text 4.2 Attend to Conventions 5.2 Work within a Group

Appendix 1: Unit Assessment Plan

1. Pre-Assessment
 - a. Pre-reading Questionnaire
 - b. Images from Powerpoint Presentation

2. Formative Assessment
 - a. Blog Assignment
 - b. Character Analysis Assignment
 - c. Novel Questions Booklet

3. Summative Assessment
 - a. Critical Analytical Essay
 - b. Video Project

Pre Assessment

Another Kind of Cowboy

Pre-Reading Questionnaire

Name: _____

These questions are to give both you and me an idea about what you think regarding the following issues related to Another Kind of Cowboy, before we start reading the novel. Please answer them as completely as you can. There are no “right” answers, I’m looking for honesty. Have you read the book Another Kind of Cowboy? If the answer is yes, what moments or issues from the story do you remember as being particularly significant?

What are your thoughts, opinions, questions or experiences in relation to:

- ✓ Family?

- ✓ Friendship?

- ✓ Responsibility?

- ✓ Alcoholism?

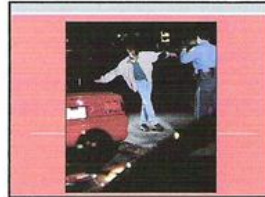
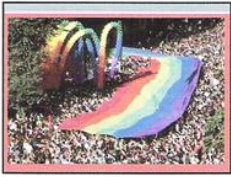
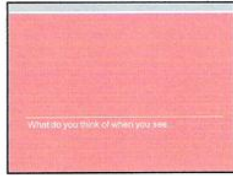
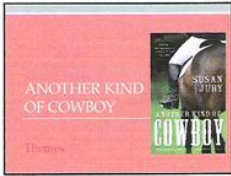
- ✓ Homosexuality?

- ✓ Social Status/Class?

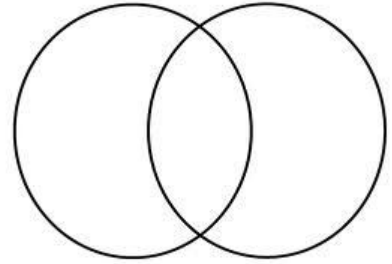
- ✓ Pressure of life?

Image Responses

- | | |
|-----|------|
| 1 – | 2 – |
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| 7 – | 8 – |
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Another Kind of Cowboy
Character Analysis Assignment
Due: Tuesday, May 28, 2013

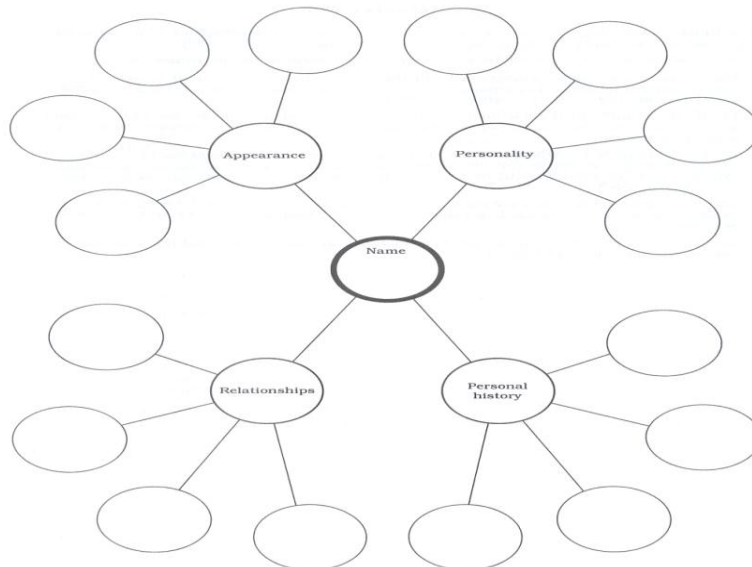


This formative assignment will be done in pairs. You will work in pairs to create web diagrams for the main characters of Alex and Cleo. This assignment will be ongoing and visited several times throughout the unit as layers for each of these characters are revealed. Once both webs are completed, you will work in the same pairs to create a Venn Diagram to show individual and common characteristics and traits of these two characters. This assignment will serve as an ongoing formative assessment.

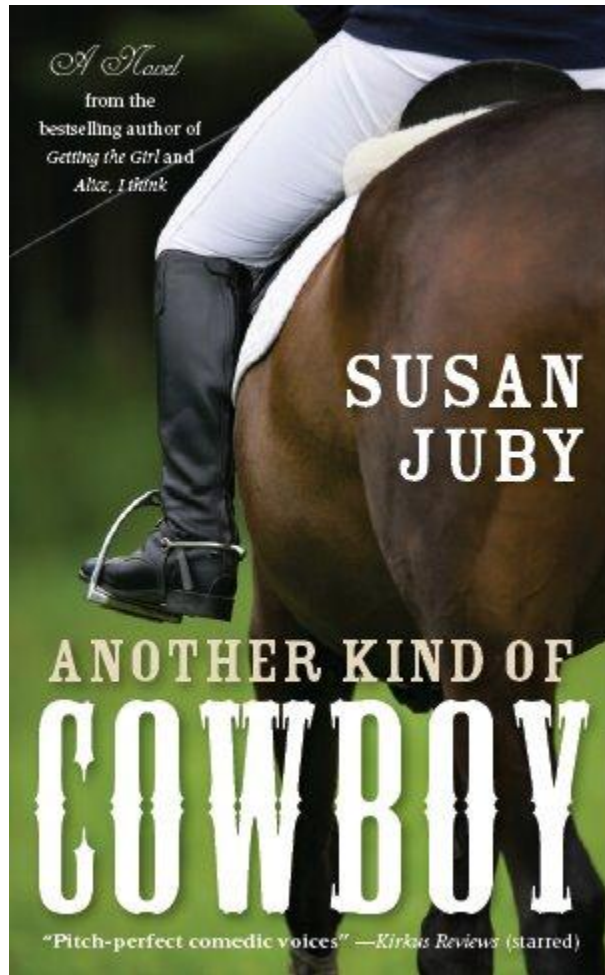
Follow the steps below to complete your character web. You may create a Word document using Smart Art, create a map using www.bubbl.us or by drawing freehand.

You will complete TWO webs: one for Alex and one for Cleo.

1. Write **Alex**, the name of the character to be described, in the **center circle**.
2. Allocate the branch titled **Appearance**. On the strands provided, write physical descriptions of Alex. The descriptions can be specific words or phrases that describe what he looks like.
3. Allocate the branch titled **Personality**. On the strands provided, write descriptions of Alex's feelings, beliefs, personality traits, fears, obsessions, or desires. Add more web strands if needed.
4. Allocate the branch titled **Relationships**. On the strands provided, write descriptions of how Alex relates to specific characters. Include the name of the character and how Alex feels or thinks about him or her, and how he relates with him or her.
5. Allocate the branch titled **Personal History**. On the strands provided, write descriptions of what Alex's life was like.
6. Feel free to create your own categories to include any descriptions that do not neatly fit into one of the four branches listed.
7. Provide quotations as support for descriptors.



Another Kind of Cowboy
Novel Questions Booklet



Comprehension Questions

Name: _____

Please use complete sentences when answering the following questions.

Prologue: pp. 1 – 14

1. Who or what was Del Magnifico le Noir?
2. What have we learned about Alex's home life?

PART I

Chapter 1: pp. 15 – 29

1. How did Alex's father acquire Turnip?
2. Why do you think Mr. Ford chose to live in an RV instead of a condominium?
3. Describe Alex's physical appearance and the way people react to it.
4. Who does Alex find with his father in the beer tent and why might this person be important to Alex?

Chapter 2: pp. 30 – 48

1. Where does Cleo live?
2. What do her parents do?
3. Describe Cleo's mother.
4. What is Stoneleigh? Why was Cleo sent there?
5. Describe Tandava.
6. Do you think Cleo enjoys riding horses?

Chapter 3: pp. 49 – 70

1. Why don't Cleo's parents let her leave Stoneleigh?
2. Who is Chad?
3. Describe Cleo's relationship with Chad.
4. What the solution that Cleo's parents came up with to try and help her enjoy Stoneleigh more?

Chapter 4: pp. 71-78

1. How did Meredith react to Alex's announcement that he wanted to switch to dressage?
2. Give an example of how Alex was let down by his father.
3. What mysterious event hinted at Alex's future in dressage?

Chapter 5: pp. 79 – 85

1. Describe Limestone Farm.
2. How did Alex feel as he approached his first dressage lesson?
3. How did Alex feel after his lesson?

Chapter 6: pp. 86 – 95

1. How does Alex hide his dressage lessons from his father?
2. Describe Aunt Grace. What role does she play in the family?
3. What do we learn about Alex?
4. Describe Alex's reaction to Cleo's suggestion that they should go out sometime.

Chapter 7: pp. 96 – 110

1. Who are Chris and Sofia?
2. How does Alex feel about being "lunged"?
3. How does Alex interpret the fact that Ivan has not given him a lesson yet?
4. What does Fergus do or say to validate Alex in front of Chris and Sofia?
5. How does Alex feel about his conversation with his dad regarding his social life?

Chapter 8: pp. 111 – 114

1. Who is Phillipa?
2. How does Cleo view her upcoming date with Alex?

Chapter 9: pp. 115 – 125

1. How does Alex view his upcoming date with Cleo?
2. What are some characteristics of Maggie and May?
3. What makes Alex feel he could love Cleo?

Chapter 10: pp. 126 – 142

1. What does Cleo think of Alex's car?
2. Why does Cleo want to go to Alex's house?
3. How does Cleo feel about her experience at Alex's house?
4. Who is Collette Reed? Have we encountered her already in this story?
5. How is Alex and Cleo's friendship solidified?

PART II

Chapter 11: pp. 145 - 159

1. What did Alex discover from his first lesson with Ivan?
2. What characteristic of Grace is revealed?
3. How is Alex's determination to continue with dressage revealed in this chapter?
4. How does Alex's family support him as he begins caring for Detroit?

Chapter 12: pp. 160 – 167

1. Who is Jenny?
2. What is she like?
3. What does Cleo think of her lessons with Ivan? Why does she think this way?

4. What are Cleo's perceptions about Alex?
5. What is the irony of Cleo's words to Alex when she says, "Don't you worry that your self-denial is affecting your riding and your development as a human being? I really think you've got to get past your fear and come out."?

Chapter 13: pp. 168 – 176

1. Why does Alex worry so much?
2. What are some of Detroit's traits?
3. Why does Alex use Turnip to lead Detroit to and from Limestone Farm?
4. Why is Alex conflicted about Cleo?
5. What action of Cleo's angers Alex, and why?

Chapter 14: pp. 177 – 184

1. Describe the instructor from the Spanish Riding school.
2. How did Alex overcome his nerves during the clinic?
3. What did the instructor think of Alex's riding?
4. How did Mr. Ford's alcoholism affect Alex's experience at the clinic?

Chapter 15: pp. 185 – 193

1. How does Cleo contribute to Phillipa's misery after the clinic?
2. Why does Cleo intentionally sabotage her performance at the clinic?

Chapter 16: pp. 194 – 199

1. How does Cleo react to what happened at the clinic?
2. Describe Cleo's Christmas holidays.
3. How is Cleo's partying affecting her life?

Chapter 17: pp. 200 – 203

1. Why does Alex keep himself so busy?

Chapter 18: pp. 204 – 225

1. Why does Cleo choose the car?
2. What feelings does Alex experience for the first time when he is with Sofia, Chris and Cleo at the record store?

Chapter 19: pp. 226 – 232

1. How is Cameron different from Alex?

Chapter 20: pp. 233 – 246

1. Why did Alex meet Cameron at Bowen Park even though he had a strange feeling about the meeting?
2. Was Alex's meeting with Cameron a betrayal of his friendship with Cleo?
3. What did Alex learn about himself from his meeting with Cameron in the park?

PART III

Chapter 21: pp. 249 – 258

1. What has been on Alex's mind?
2. What similar characteristics do Alex and Christ share?
3. What positive and negative events happen for Alex in this chapter?

Chapter 22: pp. 259 – 266

1. What roles do Alex and Cleo assume with each other?
2. Why does Alex tell Cleo that Cameron is gay?

Chapter 23 - pp. 267-275

1. What did Cleo mean when she said, "I don't know when I've ever felt so lost, although to my knowledge, I've never really been found"?

2. Why did Cleo remain hidden in the corner of the stall while the other Stoneleigh girls were talking and putting their horses away?

Chapter 24 – pp. 276-282

1. When Christ reached out to Alex, why didn't Alex tell him all the things that were going on?
2. Why do you think Alex finally had the courage to tell his father he was gay?

Chapter 25 – pp. 282-299

1. Why did Cleo sit and wait for Jenny and Frieda to come back?
2. What are at least three poor decisions that Cleo made in this chapter?
3. Cleo could have called several different people from the police station. Why did she choose to call Fergus and Ivan?
4. What did Cleo realize at the end of this chapter?

Chapter 26 – pp. 300 - 305

1. Describe the conflicting feelings that Alex is harbouring at the beginning of this chapter.
2. What does Cleo reveal about her feelings for Tandava?

Chapter 27 – pp. 306 – 313

1. What does Tandava's illness force Cleo to do?
2. What does Cleo learn about friendship?

Chapter 28 – pp. 314 – 317

1. How does Alex cope with having to return Detroit?
2. Mrs. Reed leaves specific instructions with the man at her place for return of Detroit. What does this say about her character?
3. How does Alex's family, once again, show their love and support when he must return Detroit?

Chapter 29 – pp. 318 – 324

1. Why does Alex go and find his old bike?
2. What is the significance of the conversation between Alex and his father?

Chapter 30 – pp. 325 – 328

1. What are some positive changes that Cleo is making in her life?
2. Both Cleo and Jenny have had negative experiences. How does each react differently to these experiences?

Chapter 31 – pp. 329 – 341

1. Alex, Maggie and May have a conversation about being a “gay family”. Even though their conversation is light-hearted, what are some of the implications of their conversation?
2. Mr. Ford sold his RV to help pay for Rio. What is the significance of him selling the RV?

Summative Assessments

Another Kind of Cowboy Video Project - Exploring Themes

In small groups (maximum 4 people), create a film depicting ONE of the themes from Susan Juby's novel *Another Kind of Cowboy*: Friendships, Family, Responsibility, Sexuality, Alcoholism

Your completed video will be presented in class on Friday, May 28th. As well, you must upload a copy of your video to the class Dropbox on that date.

Requirements:

- ✓ Include an opening image that outlines the novel's title and author.
- ✓ Write ONE statement regarding one of the themes discussed in *Another Kind of Cowboy*.
- ✓ Include various images that represent your selected theme.
- ✓ Use words to supplement the theme's message.
- ✓ Select quotations that reinforce the theme's message.
- ✓ Include a well-suited song that helps illustrate the novel's theme.

Tips:

Themes in literature are generalizations about human behaviour which the author develops through the characters and events in a story.

The theme of a story **MUST** be stated as...

1. **a statement:** a sentence that takes a stand on the topic of the story. It is not a word or phrase that names a topic.
 - a theme cannot be a fragment; it must be expressed in a sentence
 - "isolation" or "loneliness" are not theme statements
 - "jealousy" is a topic; "jealousy can be destructive of human relationships" is a theme
2. **a universal statement:** a comment on human affairs or the human condition.
 - must not name specific characters, places or details from the literature
 - must be UNIVERSAL in nature
 - must not use words such as **all, always or never**
 - "Jealousy *CAN* destroy (or sometimes destroys) relationships"
3. **an observation:** must not be a moral proverb or cliché.
 - must not be dogmatic or preachy (use the word "may" rather than "should")
 - clichés tend to trivialize and restrict what the piece of literature is saying
 - the theme statement must apply to life situations not just the specific story
4. Do not look for morals when expressing a theme. Most literature tries to point out aspects of the human experience, not to tell us how to live our lives.
5. The theme statement is a unifying comment on all the circumstances and significant events in the literature but must not imply ideas that are not presented in the literature.
6. The theme statement cannot be a statement of fact. It must be an observation about life that can be proven through the events in the story.
7. The thesis statement should not be written in figurative, muddled, or incoherent language.
8. A theme statement must not be in the form of a question.
9. A theme statement must not contain such phrases as "I think."
10. A theme statement must not contain elements that are not clearly related.

Example from *Macbeth*: Human beings who allow evil in his or her nature to override his or her good qualities may contribute to the destruction of society.

Video Project Rubric

Student Names: _____

Task Description: Students will work together in assigned teams to create a video project that details a specific aspect of the course. The presentation should include appropriate photographs, video, music, and other visual aids. The final project should be uploaded to the course DropBox in QuickTime movie format.

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Concept	15-20 points Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do and generally how his/her work will contribute to the final project.	10-14 points Has a fairly clear picture of what they are trying to achieve. Can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final project.	5-9 points Has brainstormed their concept, but no clear focus has emerged. Goals/final product not clearly defined.	0-4 points Little effort has been spent on brainstorming and refining a concept. Unclear on the goals and how the project objectives will be met.	
Content/ Organization	15-20 points The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project's main idea. Events and messages are presented in a logical order. Includes properly cited sources.	10-14 points Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information. Includes properly cited sources.	5-9 points The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. Includes few citations and few facts.	0-4 points Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date, or incomplete.	

				No citations included.	
Quality	<p>12-15 points</p> <p>Movie was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.</p>	<p>8-11 points</p> <p>Movie was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.</p>	<p>4-7 points</p> <p>Movie was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement.</p>	<p>0-3 points</p> <p>There was no movie, or tape was totally unedited with no transitions or audio support of any kind.</p>	
Teamwork	<p>12-15 points</p> <p>Student met and had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect with each other.</p>	<p>8-11 points</p> <p>Students met and had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect with each other.</p>	<p>4-7 points</p> <p>Only a couple of team meetings were held. Most of the students on the team contributed at some level, but a majority of the work was done by one or two.</p>	<p>0-3 points</p> <p>Meetings were not held and/or some of the team members did not contribute at all to the project. Low levels of respect were evident within the team.</p>	
Timeliness	<p>12-15 points</p> <p>All project deadlines were met.</p>	<p>8-11 points</p> <p>Most project deadlines were met. Those that were late did not have significant impact on the finished project.</p>	<p>4-7 points</p> <p>Many project deadlines were not met, resulting in some impact on the finished project.</p>	<p>0-3 points</p> <p>Deadlines were regularly missed, having a significant impact on the final project.</p>	
Final Score					

IN CLASS CRITICAL ANALYTICAL ESSAY

Another Kind of Cowboy is a story about teenagers, horses and goals that touches on themes of family, friendships, responsibility, sexuality and alcoholism. Each of these themes impacts the other: new friendships are made, lack of responsible behaviour pulls them apart; families are challenged by the effects of alcoholism; and teenagers struggle to find their identity.

ESSAY TOPIC:

Choose **ONE** of the major themes of this novel and discuss the ideas developed by the author as to how this theme affects each of the major characters, Alex and Cleo, and how the presence of this element affects the decisions they make throughout the novel. The theme you choose for the essay must be different than the theme you chose for your group video project.

- Refer specifically to *Another Kind of Cowboy* when developing your idea. Examine the characters and how they change or evolve. Use examples, events, and quotes.
- In addition, identify writer's technique such as the setting, conflict, contrast, character, imagery, irony and symbolism.
- You may also reference supplementary materials used in class to support your writing.

Strategies for Writing:

First – Brainstorm

- ✓ _Make a list of characters from the novel and consider the decisions they make, the actions they take, and the way their attitudes to one another change.

Second – Focus

- ✓ Limit yourself to one idea and eliminate those ideas, characters, and incidents that don't fit with your idea.

Third – Outline

- ✓ Attach the outline to your essay when handing it in.

Essay Outline

Paragraph #1

— Introduction:

Story Title:

Author:

Thesis: The author suggests that

Ideas Used:

1.

2.

3.

Paragraph #2

— Using Idea #1

Topic Sentence:

Quote and/or Explanation:

Quote and/or Explanation:

Concluding Sentence That Relates to Thesis: _____

Paragraph #3

— Using Idea #2

Topic Sentence:

Quote and/or Explanation:

Quote and/or Explanation:

Concluding Sentence That Relates to Thesis:

Paragraph #4

— Using Idea #3

Topic Sentence:

Quote and/or Explanation:

Quote and/or Explanation:

Concluding Sentence That Relates to Thesis:

Paragraph #5

– Concluding Paragraph

Another Kind of Cowboy
Video Project Assignment

Video Project - Exploring Themes

In small groups (maximum 4 people), create a film depicting ONE of the themes from Susan Juby's novel Another Kind of Cowboy: Friendships, Family, Responsibility, Sexuality, Alcoholism

Requirements:

- ✓ Include an opening image that outlines the novel's title and author.
- ✓ Write ONE statement regarding one of the themes discussed in Another Kind of Cowboy.
- ✓ Include various images that represent your selected theme.
- ✓ Use words to supplement the theme's message.
- ✓ Select quotations that reinforce the theme's message.
- ✓ Include a well-suited song that helps illustrate the novel's theme.

Tips:

Themes in literature are generalizations about human behaviour which the author develops through the characters and events in a story.

The theme of a story **MUST** be stated as...

11. **a statement:** a sentence that takes a stand on the topic of the story. It is not a word or phrase that names a topic.
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 - "jealousy" is a topic; "jealousy can be destructive of human relationships" is a theme
12. **a universal statement:** a comment on human affairs or the human condition.
 - must not name specific characters, places or details from the literature
 - must be UNIVERSAL in nature
 - must not use words such as **all, always or never**
 - "Jealousy *CAN* destroy (or sometimes destroys) relationships"
13. **an observation:** must not be a moral proverb or cliché.
 - must not be dogmatic or preachy (use the word "may" rather than "should")
 - clichés tend to trivialize and restrict what the piece of literature is saying
 - the theme statement must apply to life situations not just the specific story
14. Do not look for morals when expressing a theme. Most literature tries to point out aspects of the human experience, not to tell us how to live our lives.
15. The theme statement is a unifying comment on all the circumstances and significant events in the literature but must not imply ideas that are not presented in the literature.
16. The theme statement cannot be a statement of fact. It must be an observation about life that can be proven through the events in the story.

17. The thesis statement should not be written in figurative, muddled, or incoherent language.
18. A theme statement must not be in the form of a question.
19. A theme statement must not contain such phrases as “I think.”
20. A theme statement must not contain elements that are not clearly related.

Example from Macbeth:

Human beings who allow evil in his or her nature to override his or her good qualities may contribute to the destruction of society.

Appendix II - Novel Resources

Resource Texts – “Airplanes” by B.o.B. song lyrics
“We Are Family” by Sister Sledge song lyrics

Resource Materials - Directions for “Closet Activity”
Introductory powerpoint presentation
Letter to Parents

"Airplanes" - (feat. Hayley Williams of Paramore)

<p>Can we pretend that airplanes In the night sky Are like shooting stars? I could really use a wish right now Wish right now Wish right now Can we pretend that airplanes In the night sky Are like shooting stars? I could really use a wish right now Wish right now Wish right now</p> <p><u>Verse 1:</u> Yeah, I could use a dream or a genie or a wish To go back to a place much simpler than this 'Cause after all the partyin' and smashin' and crashin' And all the glitz and the glam and the fashion And all the pandemonium and all the madness There comes a time where you fade to the blackness And when you starin' at that phone in your lap And you hopin' but them people never call you back But that's just how the story unfolds You get another hand soon after you fold And when your plans unravel in the sand What would you wish for if you had one chance? So airplane, airplane, sorry I'm late I'm on my way so don't close that gate If I don't make that then I'll switch my flight And I'll be right back at it by the end of the night</p> <p>Can we pretend that airplanes In the night sky Are like shooting stars? (Shooting stars) I could really use a wish right now (Wish right now)</p>	<p><u>Verse 2:</u> Ya, ya, somebody take me back to the days Befo' this was a job, befo' I got paid Befo' it ever mattered what I had in my bank Ya, back when I was tryin' to get a tip at Subway And back when I was rappin' for the hell of it But nowadays we rappin' to stay relevant I'm guessin' that if we can make some wishes outta' airplanes Then maybe oh maybe I'll go back to the days Befo' the politics that we call the rap game And back when ain't nobody listen to my mixtape And back befo' I tried to cover up my slang But this is fo' Decatur, what's up Bobby Ray? So can I get a wish To end the politics And get back to the music That started this shit? So here I stand and then again I say I'm hopin' we can make some wishes outta' airplanes</p> <p><u>Chorus:</u> Can we pretend that airplanes In the night sky Are like shooting stars? (Shooting Stars) I could really use a wish right now (Wish right now) Wish right now (Wish right now) Wish right now (Wish right now) Can we pretend that airplanes In the night sky Are like shooting stars? (Shooting Stars) I could really use a wish right now (Wish right now) Wish right now (Wish right now) Wish right now (Wish right now)</p> <p>I could really use a wish right now {oh, oh-oh} (I could really use a wish right now)</p>
--	--

Wish right now (Wish right now)	I-I-I could really use a wish right now
Wish right now (Wish right now)	(I could really use a wish right now)
Can we pretend that airplanes In the night sky	Like, like, like shootin' stars {oh, oh... oh} (Like shootin' stars)
Are like shooting stars? (Shooting Stars)	I-I-I-I could really use a wish right now
I could really use a wish right now (Wish right now)	(I could really use a wish right now)
Wish right now (Wish right now)	A wish, a wish right now
Wish right now (Wish right now)	(A wish right now)

We are Family

By Sister Sledge

(CHORUS:)

We are family

I got all my sisters with me

We are family

Get up ev'rybody and sing

Ev'ryone can see we're together

As we walk on by

(FLY!) and we fly just like birds of a feather

I won't tell no lie

(ALL!) all of the people around us they say

Can they be that close

Just let me state for the record

We're giving love in a family dose

(CHORUS x2)

Living life is fun and we've just begun

To get our share of the world's delights

(HIGH!) high hopes we have for the future

And our goal's in sight

(WE!) no we don't get depressed

Here's what we call our golden rule

Have faith in you and the things you do

You won't go wrong

This is our family Jewel

(REPEAT CHORUS TO FADE)

Another Kind of Cowboy

Closet Activity

Purpose

This activity will allow students to examine the frustration and difficulty associated with protecting a secret. Students must guard their privacy by obscuring and avoiding the truth, while maintaining a casual conversation. Most people will employ these tactics if they are in fear of being unfairly judged. LGBT persons may do so for personal safety and to avoid public humiliation, especially if they are still closeted.

How to Play

Have students jot down the 3 key things they did last night, leaving a space at the top of the page. After completing their list, have them write, “DO NOT TELL” at the top. Direct them to bring their list and form two lines facing each other, so that each person has a partner. Tell them that they are going to have a friendly chat with the person they are facing. “Conversational Cues” should be posted to help students through any awkward moments. After about two minutes of chatting, have one line shift down 3 or 4 people and begin again.

Rules (read to students)

- 1) You are going to talk about what each of you did last night.
- 2) You may not mention any of the activities on your list.
- 3) You must make your partner believe what you say.
- 4) You must maintain the conversation - you cannot stop talking and simply stare at each other.
- 5) Your answers or comments will help form your partner’s next question. Be prepared to discuss anything you mention.
- 6) Start your conversation with, “So, what did you do last night?”

Conversation Cues (post around classroom)

Who did you see?
Where did you go?

Who did you talk to?
What did you watch on TV?

What did you have for homework?
Did you go shopping?

What did have you for supper?
Did you spend any money?

Debrief

- 1) Any thoughts on this exercise?
- 2) How many people lied or covered up? (Ask for a show of hands)
- 3) Was it hard to keep up the lie – did you forget your own lie?
- 4) How long do you think you could keep-up a conversation like that?
- 5) Were you believable? If you were hearing your own story, would you think it was real?
- 6) Was it easier the second time around? Why?
- 7) If you were keeping a really important secret, would it be easy to tell people about yourself (or your life)? Why not? Does this mean all shy or quiet people are keeping a secret?

Critical Reasoning

- 1) Why would we have you take part in this exercise?
 - To understand the limitations on someone who is in the closet
 - To think about ways people hide secrets
- 2) Have you ever wanted to avoid certain topics in conversation with others? How did you handle the situation? (Avoid the person? Lie? Change the subject?)
- 3) Why would someone want to keep certain information private?
 - Fear of being judged (even with differences of opinion)
 - Don't want to defend or explain themselves
 - They don't want anyone to use this information against them
- 4) Have you ever felt that if you were completely honest people might judge you? Does anyone want to share an example?

Conclusion

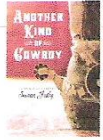
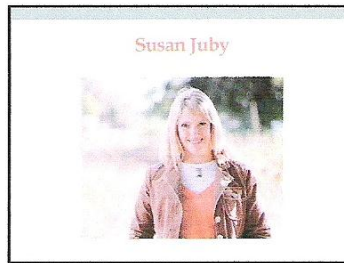
Many of us have secrets that we'll share only with those we trust. People who are questioning their sexual orientation, may not want to share their thoughts, or any part of their lives - especially if they are afraid of being judged. Being gay is not just about what you do; it's about who you are. Remember, it's important to respect each other's privacy, but it's vital that we create an environment where people feel safe to be who they are.

-Adapted from The PrideSpeak Resource Manual: The Centre, Vancouver, BC


Another Kind of Cowboy
Introductory Powerpoint Presentation for Lesson 1

ANOTHER KIND OF COWBOY

Susan Juby, author

Susan Juby



Raised in Smithers, BC


Education:

- Moved to Toronto when she was 20 years old
- Was a fashion design student and worked a bunch of odd jobs
- Began a degree in English Literature at U of Toronto and finished it at UBC

Susan Juby

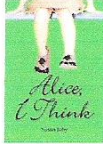
Work:

- After university became editor at a self-help/how to book publishing company in Vancouver
- Went back to university to do master's degree in publishing




Susan Juby - Writer

- Started writing in early 20s
- Wrote in mornings before work, on the bus, in coffee shops
- This writing became her first book *Alice, I Think*, published in 2000 by ThistleDown Press




She wanted to write about...



- A teenager who doesn't fit in but doesn't let that get her down
- Alice MacLeod is an "oddball"
- A character who has the "courage and integrity to find her own way and define herself independently of other people"


Then she decided to write about...

- All the kinds of books she loved to read herself
- She loved Horses and became obsessed with the equestrian sport *dressage*
- As soon as she could afford it she bought her own dressage horse and began writing about 2 teenagers who were dressage riders
- Originally about 2 girls but she loved character of the boy Alex so much, the book became about him.



More about Susan Juby

- Teaches creative writing at Vancouver Island University, UBC
- Gives workshops and talks
- Married and lives with husband James on Vancouver Island



Her goal as a writer...


"If one person who is feeling isolated or left out reads my book and laughs and thinks 'I'm not alone' or 'at least I'm not as bad as the people she writes about', then I've achieved my goal."

What is Dressage?

- A competitive equestrian sport
- Some call it "the highest expression of horse training"
- purpose is to develop, through standardized progressive training methods, a horse's natural athletic ability and willingness to perform, maximizing its potential as a riding horse
- At the peak of development, the horse will respond smoothly to a skilled rider's minimal aids



History of Dressage



Ancient roots in Europe
 Importance and recognition grew during Renaissance (1400-1700)

great European riding masters of that period developed a sequential training system that has changed little since then

Classic dressage remains basis of modern dressage

Dressage Today



In modern dressage competition, successful training at the various levels is demonstrated through the performance of "tests"

Tests are prescribed series of movements ridden within a standard arena.

Judges score according to the set standard on a scale from 0 to 10

9 is considered an excellent mark.

If you achieve 6 (60% accuracy) across all areas you may move up to the next level



Tack

- Minimal tack
- Very specific
- English style saddle
- Due to formality, usually black leather (sometimes dark brown)



Turnout of Horse

- Horses turned out to a high standard
- Manes usually braided (on the left for competition)
- Forelock can be left unbraided (usually in stallions)
- Tails are not braided
- Trimmed legs, Polished hooves

Rider Clothing



Very formal

White breeches (often with leather seat to help them "stick" in the saddle)

Belt, white shirt, tie with stock pin, white gloves

4-button Black jacket (or navy)

Tall dress boots (spurs)

Long hair in bun w/ show bow

Derby or equestrian helmet

"Horse Ballet"

ANDREAS HELGSTRAND - WEG2006 Freestyle Final on BLUE HORS MATINE

<http://www.youtube.com/watch?v=zKQzTqhpPbw>

Another Kind of Cowboy

Pre-Unit Letter to Parents

Dear Parents,

Next week we will be starting a new unit in English Language Arts on the novel “Another Kind of Cowboy” by Canadian author Susan Juby, an enchanting story of friendships, horses and goals. The book graciously tells about a young man’s dedication to his goals while he searches for acceptance, and about how a young woman’s lack of direction and goals leads her into the devastating world of drugs and alcohol. This story addresses several important topics including friendship, family, responsibility, sexuality and alcoholism. One of the main characters is a homosexual. Some of you will have questions about whether the material is age appropriate. I’d like to tell you about what is planned and hopefully ease some of your concerns.

The story centres around Alex and Cleo, two teens who are very different yet through a twist of fate find themselves sharing dressage coaches. They are an unlikely pair, but the story shows how sometimes the last person you’d ever think of as a friend ends up being the one you need to most. The pair draws together as they navigate friendships, dressage, first love, sexual orientation, dysfunctional families and the pressures of being a teen. Throughout the novel, Alex is portrayed as a positive teen role model.

This study will be an opportunity for students to consider their attitudes on cultural diversity as applied to gay people, especially the difficulties faced by those living in secrecy. We will not address the subjects of religion or sexual activity. These topics are not relevant to this unit and furthermore, certain aspects may burden a preteen or adolescent depending upon their level of emotional maturity. However, students may comment on, or ask questions pertaining to these subjects. If this occurs, I will not support any such discussion, rather I will acknowledge what has been said and respond in a neutral manner that is appropriate yet non-conducive to further discussion.

I hope that I have addressed your main concerns. I look forward to guiding our students through this unit.

Sincerely,
Ms. Collier

