



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Go Ask Alice

based on the anonymous diary of a teenage girl

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A FEW NOTES ABOUT THE EDITOR

Dr. Beatrice Sparks is a Mormon youth counselor and psychologist in Utah. She was born in 1955 in Idaho, and attended both the University of California at Los Angeles and Brigham Young University.

Aside from counseling troubled youth, Dr. Sparks has also worked as a music therapist in the Utah State Mental Hospital and taught courses at her alma mater BYU.

Dr. Sparks has stated in interviews that her work with teenagers has prompted her to collect the diaries of troubled teens to serve as cautionary tales for others. *Go Ask Alice* was the first book she edited, though at the time the book was published she chose not to include her name on the novel. Since then, she has collected and published several other anonymous diaries of teens including *Jay's Journal*, *It Happened to Nancy*, *Almost Lost*, *Annie's Baby*, *Treacherous Love*, *Kim: Empty Inside*, and *Finding Katie*.

Many critics question the validity of the diaries as well as Dr. Sparks' credentials. Though many of her novels credit her as "Dr. Beatrice Sparks, PhD," journalists could not confirm when and where she earned her doctorate. Counseling and other professional qualifications are also not documented.

Dr. Sparks frequently contradicts herself in interviews regarding the authenticity of the diary. She states that the diary is true and accurate, claiming that part of Alice's diary was destroyed after transcription, while the other part remains locked in a publisher's vault. In other interviews, she admits that the diary is a compilation of the original text and fictional events based on her counseling sessions with other teens. The truth behind *Go Ask Alice* and Dr. Spark's other published diaries is highly controversial. More information on the matter is easily found on the Internet.

INTRODUCTION

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Go Ask Alice*. It includes twenty one lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the title of the book. The author of the diary is anonymous, and the name selected holds a lot of meaning. This activity lets students explore where the title of the novel came from and the meaning it adds to the novel. Following the introductory activity, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **reflective diary project** in this unit. This project requires students to keep a diary and explore how events, communication, and peers affect their lives.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first writing assignment asks students to analyze the influences their friends have on their own thoughts and actions. The second assignment asks students to persuade a friend to stop using drugs. The third assignment gives students several roles from which to write.

There is a nonfiction **reading assignment**. Students must read nonfiction articles, books, etc. to gather information about their themes in our world today.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES - *Go Ask Alice*

1. Through reading the anonymous diary *Go Ask Alice*, students will look at the effects of drugs on a teenager's life.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will make connections with the material in the text and apply the lessons learned to their lives.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Go Ask Alice* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Go Ask Alice*

Date Assigned	Pages Assigned	Completion Date
	<i>Assignment 1</i> September 16-July 10	
	<i>Assignment 2</i> July 13-November 16	
	<i>Assignment 3</i> November 19-End of Diary One	
	<i>Assignment 4</i> Diary Number Two-July 3	
	<i>Assignment 5</i> July 7- Epilogue	

UNIT OUTLINE - *Go Ask Alice*

1 Introduction Activity Project Assignment PVR1	2 Study Quest. 1 Review Vocab 1 Time Line PVR2	3 Writing Assignment #1	4 Study Quest. 2 Review Vocab 2 Nonfiction Assignment	5 Poem Assignment PVR3
6 Speaker	7 Study Quest. 3 Review Vocab 3 Oral Reading Evaluation PVR4	8 Study Quest. 4 Review Vocab 4 New Anti-Drug Campaign Activity	9 Writing Assignment #2 PVR5	10 Study Quest. 5 Review Vocab 5 Campaign Groups
11 Daytime Talk Show	12 Writing Assignment #3 Campaign Groups	13 Present Anti- Drug Campaign Date Comparison	14 Movie	15 Movie Cont. Discussion: book vs. movie
16 Censorship Debate	17 Extra Discussion Questions	18 Extra Discussion Quest. Cont. Reflective Diary Due	19 Vocabulary Review	20 Unit Review
21 Unit Test				

Key: P = Preview Study Questions V = Vocabulary Work R= Read

LESSON ONE

Objectives

1. To introduce the *Go Ask Alice* unit
2. To distribute books, study questions, and other related materials
3. To preview the vocabulary and study questions for Assignment 1
4. To begin Assignment 1

Note: Lesson six calls for a guest speaker. Preview lesson six and make necessary arrangements.

Activity #1

Show students a 10-15 minute clip, or several shorter clips, from the Disney version of *Alice in Wonderland*. Ask students to talk about the rumors they have heard about the movie/book. Most will know the psychedelic colors and ideas are often associated with drugs. Prompt a discussion about what in the movie could be evidence of drug use, or appeal to those on drugs.

Activity #2

Next, place a copy of the lyrics to “White Rabbit,” a popular song from the 60's by Jefferson Airplane, on the overhead projector. If possible, download the song from a valid internet source and have students listen to it as they follow along with the lyrics. Once the song is complete, talk about the meaning of the song, making sure to point out the repetitive line “Go Ask Alice.”

Transition: Once you have discussed the movie *Alice in Wonderland* and the song “White Rabbit” tell your students they will be reading a book called *Go Ask Alice*. Tell students this book is the diary of an anonymous girl and her battle with drug use. Explain that the title came from the Jefferson Airplane song they just heard. Take a few minutes to talk about why the editor of this novel would choose to use the name Alice based on the two references just used in class.

Activity #3

Flip through the novel to show students that the book is written in diary format. Show students how each section begins with the date, followed by an entry about Alice’s life that day. Tell students that Alice’s journal entries are thoughtful reflections of her life that day, not just descriptions of what happened. Explain to students that they will be keeping a journal like Alice does, reflecting on how daily events and interactions shape their lives. Next, distribute the project requirements and discuss in detail.

Activity #4

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

WRITING ASSIGNMENT #1 - *Go Ask Alice*
Writing to Express Personal Opinions

PROMPT

Alice talks a lot about the influence friends have on the actions of her life. When she is trying to stay away from drugs, she works to hang out with the “straight” kids. When she is introduced to drugs and when she continues to fall deep into heavy drug use, she is surrounded by friends and boyfriends whose lives revolve around drugs. Your assignment is to discuss the degree in which friends/peers influence your decisions.

PREWRITING

Think about the type of people you hang out with. Make a list of all the positive and negative things your friends have introduced to you or convinced you to do. Items on your list can be something simple like teaching you to eat sushi, or more complex like introducing you to a negative habit. Then, think about how your actions and choices are influenced by the people you hang out with. Determine how much you let your friends influence what you think and do.

DRAFTING

This essay should be written in first person. It will have an introductory paragraph where you will want to briefly mention the degree in which your friends influence your life.

The body of your essay should include several paragraphs providing support for your opinion. You will want to give multiple examples of ways your friends have, or haven’t, influenced your actions and decisions. For each new example, begin a new paragraph.

Your essay should have a conclusion that contains a final summary on how much friends and peers influence your life. Try to leave a lasting impression with your reader with a powerful example or final point.

PROMPT

When you finish the rough draft of your composition, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Ask your classmate what he/she thought of each of the characters/events you chose for your assignment.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.