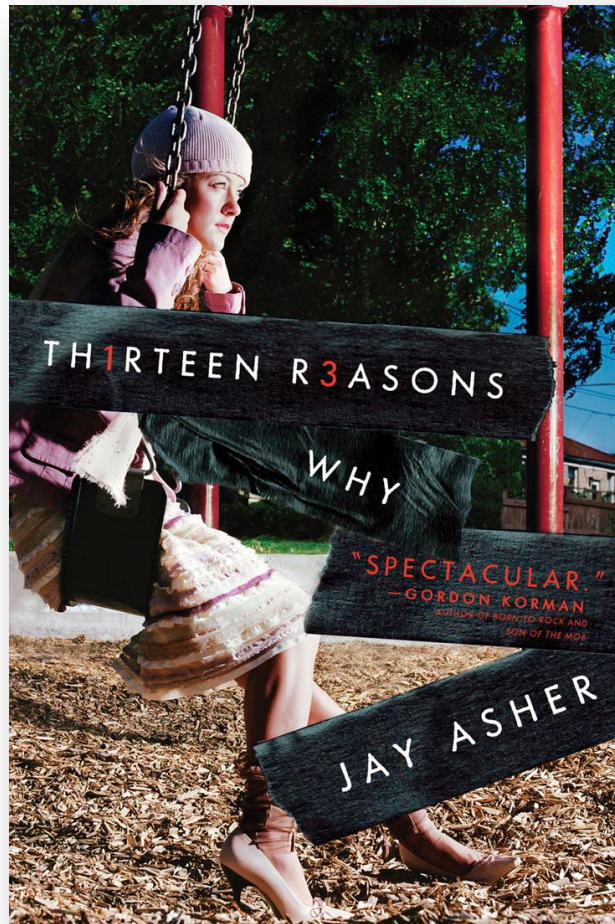


Thirteen Reasons Why

by Jay Asher



Teacher's Guide
LES sec 4 or sec 5 Core

Task 1: Introductory Activity: Four Corners

- Teacher posts in the four corners of the classroom the A-B-C-D posters.
- Read the statements from the PPT.
- Allow time for students to independently think about an answer to the statement/question.
- D Corner is always the Open Corner where students formulate their own opinion.
- Ask students to gather in the corner of the room that corresponds to their choice. In each corner, students form groups of two or three to discuss the reasons for selecting a particular choice.
- Allow two or three minutes of discussion. Call on students to present a group summary of their opinions.

C1 sec 4 or sec 5 rubric: participation in oral interaction

PPT

A-B-C-D Posters

- Distribute the books and read the Prologue (pages 1-4) aloud to the students.
- Ask the students to complete the questions in their Student Booklet (SB) by predicting what will happen in the book. Students do this individually and then share in groups of 3-4

Task 2: Listen and Draw

- Read aloud the section Yesterday One Hour After School (p.5-6) to the students and have them draw in their SB what they hear. Read more than once if necessary.
- Have students compare their drawings with a partner. They can modify their drawings.
- Have students re-read the section and correct their drawing if necessary.

C1: Participation in oral interaction

C2: Evidence of understanding of text through the response process

Student Booklet

Task 3: Cassette 1A

- Play the audio title (video link below) **Cassette 1: Side A** for students. **Don't have** the students follow with the book since it's only Hannah speaking and students may get confused while trying to follow the text.
<http://www.thirteenreasonswhy.com/hannahsreasons.html>
- Ask students to select in their SB the statements that are part of Hannah's instructions.

Answer key:

Statements	X
<i>Listen to the 13 tapes</i>	X
<i>Keep the tapes for yourself</i>	
<i>Rewind the tapes but keep the one about you</i>	
<i>Put them back in the box</i>	X
<i>Number 13, take the box straight to hell</i>	X
<i>Play a joke on the next person</i>	
<i>Pass it on to the next person</i>	X
<i>Rewind the tapes</i>	X
<i>Don't break the rules or a copy will be released to the public</i>	X
<i>Send the tapes to the police</i>	

- Students are now ready to read section: Cassette 1: Side A (p.7-35). Students correct their answers from the listening activity.

C2: Evidence of understanding of text through the response process

Task 4: Information Charts

Students will complete information charts during the reading of the whole novel. They will write down the **names** of the people to whom the tapes are being sent to with the reasons why, where the **actions** took place and extra pertinent information.

Their notes will be important for their final task.

Students can also listen (and view) Hannah's version to complete and help them while they read.
<http://www.thirteenreasonswhy.com/hannahsreasons.html>

Information Charts Answer key

Stop and Check 1

A) Comprehension Checkpoint: After reading Cassette 2: Side B, have students complete the comprehension checkpoint to verify their understanding of the book thus far and adjust if necessary. Use the PPT to project the questions and answers. You could create a Kahoot or Plickers activity to replace the PPT.

PPT Comprehension Checkpoint

B) Discussion Questions: In teams of 4, have students discuss the four questions in their student booklet. This is another opportunity to verify their understanding of the book thus far and adjust if necessary.

C1: participation in oral interaction

Stop and Check 2

A) Comprehension Checkpoint: *After reading Cassette 6: Side B, have students complete the comprehension checkpoint to verify their understanding of the book thus far and adjust if necessary. Use the PPT to project the questions and answers. You could create a Kahoot or Plickers activity to replace the PPT.*

PPT Comprehension Checkpoint

B) Discussion Questions: *In teams of 4, have students discuss the four questions in their student booklet. This is another opportunity to verify their understanding of the book thus far and adjust if necessary.*

C1: participation in oral interaction

Information Charts Answer key

Students should have more detailed information in their own charts. **BOLD** is the name, Underlined is the reason and **highlighted** is the place.

(1) **Justin Foley**, Hannah's first kiss, started rumors that they did more than just kiss. Also appears later tape 10. **Park**

(2) **Alex Standall** pitted Hannah and Jessica Davis against each other by voting Hannah "Best Ass of the Freshman Class." **Class and Blue Spot Liquor**

(3) **Jessica Davis** was upset by this and ended up hitting Hannah, leaving a scar on her forehead. **Monet's Garden**

(4) **Tyler Down** allegedly took pictures of Hannah through her window (she calls him a Peeping Tom). **Tyler's House**

(5) **Courtney Crimson**, a super fake girl at school, started rumors that Hannah had sex toys in her bedroom. **Courtney's House**

(6) After getting matched up with Hannah through a Valentine's Day survey, **Marcus** tried to make a move on her in a booth at **Rosie's Diner**. She had to push him out of the booth and onto the floor to get him to stop.

(7) When Hannah ignored **Zach Dempsey's** attempts to comfort her after the incident with Marcus, Zach stole the notes of encouragement left for Hannah by classmates in her Peer Communications class. **School**

(8) Hannah met **Ryan Shaver** in a poetry class and really trusted him; that is, until he stole a very personal poem of Hannah's and published it, leading to more ridicule for Hannah.
Public Library

(9) The ninth tape features **Clay** and assures him that he had nothing to do with Hannah's suicide. He was actually really good to Hannah; he even confessed his feelings to her and they

kissed! He's not there for revenge but for regret. Hannah regrets not being able to open up to Clay and he never tried further. 1512 Cottonwood Courtney Crimson's party

(10) **Justin Foley**, from the first tape, is back on the recordings. This time, Justin allowed Bryce Walker to have sex with Jessica while she was unconscious.

Courtney Crimson's party in one of the bedrooms

(11) After a party, **Jenny Kurtz** offered Hannah a ride home, but knocked down a stop sign with her car. Jenny refused to report the incident, and shortly after, there was a fatal accident at the stop sign. in a car

(12) One night, **Bryce Walker** started to touch Hannah in a hot-tub, and Hannah let Bryce, whom she despised, have sex with her. Courtney's house

(13) **Mr. Porter**, Hannah's guidance counselor, didn't take her seriously when she said she was suicidal, and he let her leave his office without getting her any help. school

C2: Evidence of understanding of texts through the response process

Task 5: C2-C3 Final Task

From the quotes below, students will select two out of the four and demonstrate their understanding of the book by:

1. Identifying who said the quote and to whom it was spoken to.
2. Explaining the context in which the quote was said (setting, people involved, etc...)
3. Explaining how this situation contributed to Hannah's suicide and why it is significant to the story.

Their response must be in the form of a text.

A model is provided in their Final Task Booklet.

They will be evaluated on Competency 2: Reinvestment of Understanding of Text and Competency 3: Writes and Produces Texts. Look at rubric for required elements.

Quote #1:

Page 48, Paragraph 1

"Best Ass in the Freshman Class, Wally. Standing right here in your store!"

Quote #2:

Page 117, Paragraph 6

"Find another ride"

Quote #3:

Page 231, Paragraph 1

"You didn't rape her. And I didn't rape her. He did. But you... and I... we let it happen. It's our fault."

Quote #4:

Page 245, Paragraph 7

"They'll trace it. They can trace phone calls, Hannah."

Task 6: C1 Final Task

Use the questions on Gossip and Rumours to evaluate C1 in the same format as the Ministry final Sec. 5 exam. In teams of 4, with the teacher you could evaluate one group per class while the other students read or keep 2 periods at the end of the project to evaluate all the students.

C1 Sec 4 Ministry Rubric

Optional Task:

Have students submit a review on the www.thirteenreasonswhy.com

GOSSIP AND RUMOURS

STUDENT A

1. Do you like to gossip?
 2. What are some ways which gossip can be harmful?
 3. What is your attitude to gossip newspapers?
 4. Would you say that people who like gossiping do it because their lives are empty or because it is just a way of entertainment?
 5. Have you ever told a rumour that got someone into trouble?
-

STUDENT B

1. Why do you think people like to listen to gossip?
 2. Do you think gossip can be used for something good?
 3. If no-one at your high school ever gossiped, how would it be different?
 4. Do you think that a friend who gossips or starts rumours will ever gossip or start a rumour about you?
 5. Have you ever spread a rumour that got someone in trouble?
-

STUDENT C

1. Why do people like to gossip about the rich and famous?
 2. Why is it considered that women gossip more than men?
 3. If you discovered that someone had been gossiping about you, would you confront them?
 4. What are some of the things you like to gossip about?
 5. Has someone ever spread a rumour about you?
-

STUDENT D

1. What are the most common themes for gossip?
2. Where are some places where people like to gossip?
3. Have you ever had problems because of gossip?
4. Who gossips more: men or women?
5. Has spreading rumours ever gotten you in trouble?

A

B

C

D

Open Corner

Version provisoire

**Competency 2 Rubric;¹ Reinvests understanding of texts
Secondary III, IV and V;² Core and Enriched ESL Programs**

TASK:

TASK REQUIREMENTS						
A+	A	B+	B	C+	C	D+
SELECT RELEVANT INFORMATION/IDEAS FROM THE TEXTS PROVIDED. AND DEVELOP AND SHAPE THE INFORMATION/IDEAS INTO AN ORIGINAL,³ COHERENT TEXT THAT IS TAILORED⁴ TO THE PURPOSE AND TARGET AUDIENCE.						
The student provides the target audience with a sophisticated text. Lapses, ⁵ if any, are very few and have no impact on the overall effectiveness of the text. The text displays all or most of the following: • accurate content • content that is relevant and sometimes insightful • content that is focused (i.e. clearly developed in light of the purpose and target audience) • content that is skilfully shaped • content that is not copied verbatim or patchwritten ⁶	The student provides the target audience with a solid text. Lapses are few and have only a minor impact on the overall effectiveness of the text. The text displays all or most of the following: • accurate content • content that is relevant and satisfactory • content that is focused • content that is adequately shaped • content that is not copied verbatim or patchwritten	The student provides the target audience with an acceptable text. Lapses have a moderate impact on the overall effectiveness of the text. The text displays one or more of the following: • minor inaccuracies • some content that is irrelevant • some content that is repetitive or too general • information/ideas that are slightly misleading or contradictory • some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) • a very small amount of content that is copied verbatim or patchwritten	The student's text leaves the target audience confused or ill-informed. Lapses have a significant impact on the overall effectiveness of the text. The text displays one or more of the following: • significant inaccuracies • much content that is irrelevant • much content that is repetitive or too general • information/ideas that are seriously misleading or contradictory • content that, for the most part, is poorly developed and shaped (e.g. lack of focus, listing of ideas, insufficient information) • some content that is copied verbatim or patchwritten	The text is incomplete. OR The text presents little content drawn from the texts provided. OR The text shows poor understanding of the texts provided or the task requirements. OR The text is mostly irrelevant to the task.		
50	46	43	40	35	30	27
						15

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¹ This generic rubric may be used with most reinvestment tasks for Secondary III, IV and V students in the Core and Enriched ESL programs. The reinvestment task given to students determines the level of difficulty, based on the choice of topic, the number of texts to be listened to/read/viewed, the length and complexity of the texts, etc.
² To mark the Secondary V Enriched ESL uniform examination, teachers must use the official examination rubric, which has significant differences as it is a task-specific rubric.

³ In this context, *original* means to adapt the information/ideas to the task, therefore not copying it/then verbatim or patchwriting from the texts provided.

⁴ *Tailor* means to develop and shape the information/ideas drawn from the texts provided in order to achieve the purpose and meet the needs of the target audience.

⁵ A lapse is a slip or deviation from the expected standard.

⁶ Using phrases from the texts provided, verbatim or by making minor changes here and there (e.g. deleting, adding or substituting words; changing verb forms or word order), and combining them with one's own writing.

C3: Writes and Produces Texts					
CRITERIA	A	B	C	D	E
Content of the message - requirements - coherence - pertinence	Writes or produces texts that correspond to all of the requirements of the task. ✓ -Who and to whom ✓ quote was addressed; ✓ -context in which the quote was said; ✓ -contribution to Hannah's suicide 5 marks Content is rich ; ideas developed with elaboration and detail . 10 marks or 9 marks	Writes or produces texts that correspond to all of the requirements of the task. ✓ -Who and to whom ✓ quote was addressed; ✓ -context in which the quote was said; ✓ -contribution to Hannah's suicide 5 marks Content is appropriate ; ideas adequately developed with some elaboration and detail. 8 marks or 7 marks	Writes or produces texts that correspond to all of the requirements of the task. ✓ -Who and to whom ✓ quote was addressed; ✓ -context in which the quote was said; ✓ -contribution to Hannah's suicide 5 marks Content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail. 6 marks	Writes or produces texts that correspond to partially of the requirements of the task. 2 marks Content is frequently undeveloped and/or somewhat repetitive . 5 marks or 4 marks	Writes or produces texts that correspond to very few or none of the requirements of the task. 0 marks Content is undeveloped and repetitive . 3-2-1-0 marks
	All of the ideas in the message are coherent. 5 marks Message is always pertinent to the quote. 5 marks	Most of the ideas in the message are coherent. 4 marks Message is often pertinent to the topic. 4 marks	Most of the ideas in the message are coherent however some need particular attention . 3 marks Message is often pertinent to the topic with some interpretation. 3 marks	Some of the ideas in the message are coherent and many need particular attention . 2 marks Message is sometimes pertinent to the topic with a lot of interpretation. 2 marks	Few of the ideas in the message are coherent and many need particular attention . 1 marks Message is rarely pertinent to the topic with a lot of interpretation. 1 marks
	Some errors may be present but they do not impede readability or understanding. AND Several typical English forms are used correctly. 25 marks	Some errors and/or awkward structures may impede readability but not understanding. 23 marks or 20 marks	Errors and/or awkward structures sometimes impede readability and understanding, but text is understood with some interpretation. 18 marks or 15 marks	Errors and/or awkward structures repeatedly impede readability and/or understanding, but text is understood with considerable interpretation. 13 marks or 10 marks	Errors and/or awkward structures repeatedly impede understanding. Most of the text is understood with considerable interpretation. 8 marks