"Mean" Taylor Swift

You, with your words like knives
And swords and weapons that you use against me
You have knocked me off my feet again
Got me feeling like I'm nothing
You, with your voice like nails on a chalkboard
Calling me out when I'm wounded
You picking on the weaker man

You can take me down with just one single blow
But you don't know, what you don't know...

Someday I'll be living in a big ol' city
And all you're ever gonna be is mean
Someday I'll be big enough so you can't hit me
And all you're ever gonna be is mean
Why you gotta be so mean?

You, with your switching sides
And your wildfire lies and your humiliation
You have pointed out my flaws again
As if I don't already see them
I walk with my head down
Trying to block you out 'cause I'll never impress you
I just wanna feel okay again

I bet you got pushed around
Somebody made you cold
But the cycle ends right now
'Cause you can't lead me down that road
And you don't know, what you don't know...

Someday I'll be living in a big ol' city
And all you're ever gonna be is mean
Someday I'll be big enough so you can't hit me
And all you're ever gonna be is mean
Why you gotta be so mean?

And I can see you years from now in a bar
Talking over a football game
With that same big loud opinion
But nobody's listening
Washed up and ranting about the same old bitter things
Drunk and grumbling on about how I can't sing
But all you are is mean

All you are is mean
And a liar, and pathetic, and alone in life
And mean, and mean, and mean, and mean

But someday I'll be living in a big ol' city
And all you're ever gonna be is mean, yeah
Someday I'll be big enough so you can't hit me
And all you're ever gonna be is mean
Why you gotta be so?..
Someday I'll be living in a big ol' city (Why you gotta be so?..)
And all you're ever gonna be is mean (Why you gotta be so?..)
Someday I'll be big enough so you can't hit me (Why you gotta be so?..)
And all you're ever gonna be is mean
Why you gotta be so mean?
"Be Yourself" Audioslave

Someone falls to pieces sleeping all alone
Someone kills the pain
Spinning in the silence
She finally drifts away
Someone gets excited in a chapel yard
Catches a bouquet
Another lays a dozen
White roses on a grave

And to be yourself is all that you can do
To be yourself is all that you can do

Someone finds salvation in everyone
Another only pain
Someone tries to hide himself
Down inside himself he prays
Someone swears his true love until the end of time
Another runs away
Separate or united
Healthy or insane

And to be yourself is all that you can do
To be yourself is all that you can do
To be yourself is all that you can do
To be yourself is all that you can do

Even when you've paid enough
Been pulled apart or been held up
With every single memory of
The good or bad, faces of luck
Don't lose any sleep tonight
I'm sure everything will end up alright
You may win or lose

But to be yourself is all that you can do
To be yourself is all that you can do
To be yourself is all that you can do
To be yourself is all that you can do
To be yourself is all that you can
Be yourself is all that you can
Be yourself is all that you can do
I'm losing myself
Trying to compete
With everyone else
Instead of just being me
I don't know where to turn
I've been stuck in this routine
I need to change my ways
Instead of always being weak

I don't wanna be afraid
I wanna wake up feeling beautiful
Today
And know that I'm okay
Cause everyone's perfect in unusual
Ways you see
I just wanna believe in me

La la la la, la la la la
The mirror can lie
Doesn't show you what's inside
And it, it can tell you your full of life
It's amazing what you can hide
Just by putting on a smile

I don't wanna be afraid
I wanna wake up feeling beautiful
Today
And know that I'm okay
Cause everyone's perfect in unusual
Ways you see
I just wanna believe in me

I'm quickly finding out
I'm not about to break down...
Not today
I guess I always knew
That I had all the strength
To make it through

Not gonna be afraid
I'm gonna wake up feeling beautiful
Today
And know that I'm okay
Cause everyone's perfect in unusual
Ways you see
Now, now I believe in me
Now I believe in me
"Try" Colbie Caillat

Get your shopping on, at the mall, extra credit card
You don't have to choose, buy it all, so they like you
Do they like you?

Wait a second,
Why, should you care, what they think of you
When you're all alone, by yourself, do you like you?
Do you like you?

You don't have to try so hard
You don't have to, give it all away
You just have to get up, get up, get up, get up
You don't have to change a single thing

You don't have to try so hard
You don't have to bend until you break
You just have to get up, get up, get up, get up
You don't have to change a single thing

You don't have to try, try, try
You don't have to try, try, try
You don't have to try
You don't have to try

You don't have to try, try, try
You don't have to try, try, try
You don't have to try, try, try
You don't have to try
You don't have to try

You don't have to try so hard
You don't have to, give it all away
You just have to get up, get up, get up, get up
You don't have to change a single thing

You don't have to try, try, try
You don't have to try, try, try
You don't have to try, try, try
You don't have to try

Take your make up off
Put your head down
Take a breath
Look into the mirror, at yourself
Don't you like you?
Cause I like you
You can be amazing
You can turn a phrase into a weapon or a drug
You can be the outcast
Or be the backlash of somebody's lack of love
Or you can start speaking up
Nothing's gonna hurt you the way that words do
And they settle 'neath your skin
Kept on the inside and no sunlight
Sometimes a shadow wins
But I wonder what would happen if you

Say what you wanna say
And let the words fall out
Honestly I wanna see you be brave

With what you want to say
And let the words fall out
Honestly I wanna see you be brave

I just wanna see you
I just wanna see you
I just wanna see you
I wanna see you be brave

Everybody's been there, everybody's been stared down
By the enemy
Fallen for the fear and done some disappearing
Bow down to the mighty
Don't run, stop holding your tongue
Maybe there's a way out of the cage where you live
Maybe one of these days you can let the light in
Show me how big your brave is

With what you want to say
And let the words fall out
Honestly I wanna see you be brave

Innocence, your history of silence
Won't do you any good
Did you think it would?
Let your words be anything but empty
Why don't you tell them the truth?

Say what you wanna say
And let the words fall out
Honestly I wanna see you be brave
With what you want to say
And let the words fall out
Honestly I wanna see you be brave
Hey, don't write yourself off yet
It's only in your head you feel left out or
Looked down on.
Just try your best, try everything you can.
And don't you worry what they tell themselves when you're away.

Chorus
It just takes some time,
Little girl you're in the middle of the ride.
Everything, everything will be just fine, everything,
Everything will be alright, alright.

Hey, you know they're all the same.
You know you're doing better on your own, so don't buy in.
Live right now.
You just be yourself.
It doesn't matter if it's good enough for someone else.

Chorus
It just takes some time,
Little girl you're in the middle of the ride.
Everything, everything will be just fine, everything,
Everything will be alright, alright.
It just takes some time,
Little girl you're in the middle of the ride.
Everything, everything will be just fine, everything,
Everything will be alright, alright.

Hey, don't write yourself off yet.
It's only in your head you feel left out or
Looked down on.
Just do your best (just do your best), do everything you can (do everything you can).
And don't you worry what their bitter hearts (bitter hearts) are gonna say.

Chorus
It just takes some time,
Little girl you're in the middle of the ride.
Everything, everything will be just fine, everything,
Everything will be alright, alright.
It just takes some time,
Little girl you're in the middle of the ride.
Everything, everything will be just fine, everything,
Everything will be alright
I'm a little boy with glasses
The one they call the geek
A little girl who never smiles
'Cause I've got braces on my teeth
And I know how it feels
To cry myself to sleep

I'm that kid on every playground
Who's always chosen last
A single teenage mother
Tryin' to overcome my past
You don't have to be my friend
But is it too much to ask

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

I'm the cripple on the corner
You've passed me on the street
And I wouldn't be out here baggin'
If I had enough to eat
And don't think I don't notice
That our eyes never meet

I lost my wife and little boy when
Someone cross that yellow line
The day we laid them in the ground
Is the day I lost my mind
And right now I'm down to holdin'
This little cardboard sign... So

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

I'm fat, I'm thin, I'm short, I'm tall
I'm deaf, I'm blind, hey, aren't we all

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me
"Fighter" Christina Aguilera

After all you put me through
You'd think I'd despise you
But in the end I wanna thank you
'Cause you made me that much stronger

Well, I thought I knew you
Thinking, that you were true
Guess I, I couldn't trust
Called your bluff, time is up
'Cause I've had enough
You were, there by my side
Always, down for the ride
But your, joy ride just came down in flames
'Cause your greed sold me out of shame, mmmmm

After all of the stealing and cheating
You probably think that I hold resentment for you
But, uh uh, oh no, you're wrong
'Cause if it wasn't for all that you tried to do
I wouldn't know just how capable I am to pull through
So I wanna say thank you, cause it...

Makes me that much stronger
Makes me work a little bit harder
It makes me that much wiser
So thanks for making me a fighter
Made me learn a little bit faster
Made my skin a little bit thicker
Makes me that much smarter
So thanks for making me a fighter

Never, saw it coming
All of, your backstabbing
Just so, you could cash in
On a good thing before I realized your game
I heard, you're going around
Playing, the victim now
But don't, even begin
Feeling I'm the one to blame
'Cause you dug your own grave, uh huh

After all of the fights and the lies cause you're wanted to haunt me
But that won't work anymore
Uh, no more, oh no, it's over
'Cause if it wasn't for all of your torture
I wouldn't know how to be this way now, and never back down
So I wanna say thank you

'Cause it makes me that much stronger
Makes me work a little bit harder
It makes me that much wiser
So thanks for making me a fighter
Made me learn a little bit faster
Made my skin a little bit thicker
Makes me that much smarter
So thanks for making me a fighter

How could this man I thought I knew
Turn out to be unjust, so cruel
Could only see the good in you
 Pretended not to see the truth
 You tried to hide your lies, disguise yourself
 Through living in denial
 But in the end you'll see
 You won't stop me

I am a fighter and I
I ain't goin' stop
There is no turning back
I've had enough

Makes me that much stronger
Makes me work a little bit harder
It makes me that much wiser
So thanks for making me a fighter
Made me learn a little bit faster
Made my skin a little bit thicker
Makes me that much smarter
So thanks for making me a fighter

Thought I would forget
But I, I remember
Coz I'll remember, I'll remember

'Cause it makes me that much stronger
Makes me work a little bit harder
It makes me that much wiser
So thanks for making me a fighter
Made me learn a little bit faster
Made my skin a little bit thicker
Makes me that much smarter
So thanks for making me a fighter
Mandala Brainstorming

List 20 key words that stood out to you in the song lyrics we read and listened to.

<p>| | | | | |</p>
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White House Conference Tackles Bullying

by Mimi Hall, USA TODAY

WASHINGTON — President Obama, a father of pre-teens, convenes a day-long White House Conference on Preventing Bullying today.

It marks the first time a president has brought so much attention to the difficult and sometimes devastating problem.

The goal of the conference, according to the White House, is to dispel a commonly held belief that bullying is a normal rite of passage for kids and share ideas about how the federal government and communities can help prevent bullying and deal with its consequences.

"This isn't an issue that makes headlines every day, but it is an issue that affects every single young person in the country," Obama says in a video about the conference posted Wednesday on Facebook.

First lady Michelle Obama, appearing with him, says the issue is "something we care about not only as president and first lady but also as parents. It's tough enough being a kid today, and our children deserve the chance to learn and grow without constantly being picked on, made fun of—or worse."

Government statistics show that roughly one in three middle and high school students report being bullied. Research shows that bullying adversely affects children's mental health, academic success and ability to relate to other kids, says Mary Wakefield, who runs the Health Resources and Services Administration at the Department of Health and Human Services. It also has "lasting emotional consequences."

Eight hours after Obama's video was posted Wednesday, more than 2,500 people had clicked "like," far more than on any recent White House post.

"This is an issue that resonates with all of us," says Melody Barnes, director of Obama's Domestic Policy Council.
Smalley\textsuperscript{1} says he has been working with students at three local high schools through a program called Stand for the Silent. Together, they spread the message that everyone plays a role in bullying—the bullies, the bullied and the many bystanders who don’t stop it.

He and the high school students he works with are typically swarmed after their presentation. “Kids hug us and cry,” Smalley says. “Even the bullies. They want to do something about it.”

He says the federal government can help such local efforts by providing guidelines to schools.

“Right now, most schools don’t know what to do in a bullying case,” Smalley says.

The White House conference is part of the administration’s recent efforts to address the issue. Obama and his aides already have:

- Hosted the Department of Education’s first “summit” on bullying in August 2010. “The problem of bullying has been shrouded in myth and misunderstanding for far too many years,” Education Secretary Arne Duncan said then. “We simply have not taken the problem of bullying seriously enough.”

He said high-level attention to the issue is needed because bullying is a school safety issue.

“It is troubling in and of itself, but bullying is doubly dangerous because if left unattended, it can rapidly escalate

\textsuperscript{1} Kirk Smalley, a construction worker from Perkins, OK, and his family have suffered the effects of bullying firsthand.
into even more serious violence and abuse,” Duncan said.

- Operated a website, stopbullying.gov, to provide information to kids, parents, teachers, schools, churches, community groups and state governments.

- Informed school districts that some cases of bullying can be prosecuted under federal anti-discrimination laws.

- Taped public service announcements for the It Gets Better campaign aimed at stopping bullying of gay and lesbian students.
Charting Verbs List

While charting, use this verbs list to help you accurately select a verb that best explains what an author is doing in a paragraph. Use the spaces next to the verbs to write brief definitions or synonyms to help you select the most appropriate verb.

<table>
<thead>
<tr>
<th>High-Frequency Charting Verbs</th>
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<tbody>
<tr>
<td>Analyzing:</td>
<td>Extending:</td>
</tr>
<tr>
<td>Arguing:</td>
<td>Explaining:</td>
</tr>
<tr>
<td>Asserting:</td>
<td>Interpreting:</td>
</tr>
<tr>
<td>Comparing:</td>
<td>Illustrating:</td>
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<tr>
<td>Contrasting:</td>
<td>Introducing:</td>
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<tr>
<td>Connecting:</td>
<td>Listing:</td>
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<tr>
<td>Defining:</td>
<td>Offering:</td>
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<td>Debating:</td>
<td>Proving:</td>
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<tr>
<td>Clarifying:</td>
<td>Questioning:</td>
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<tr>
<td>Concluding:</td>
<td>Stating:</td>
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<tr>
<td>Discussing:</td>
<td>Suggesting:</td>
</tr>
<tr>
<td>Developing:</td>
<td>Summarizing:</td>
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</table>

<table>
<thead>
<tr>
<th>Medium-Frequency Charting Verbs</th>
<th></th>
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<tbody>
<tr>
<td>Acknowledging:</td>
<td>Generalizing:</td>
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<tr>
<td>Challenging:</td>
<td>Incorporating:</td>
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<td>Compiling:</td>
<td>Justifying:</td>
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<tr>
<td>Differentiating:</td>
<td>Predicting:</td>
</tr>
<tr>
<td>Distinguishing:</td>
<td>Qualifying:</td>
</tr>
<tr>
<td>Establishing:</td>
<td>Substantiating:</td>
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</tbody>
</table>

Use this space to add charting verbs that are not listed above.
### Socratic Seminar Note Catcher

**Directions:** In preparation for the Socratic Seminar, record sub-questions that relate to the five main essential questions for this unit. As you participate in the Socratic Seminar, record things you hear that relate to the five essential questions in the left side column.

<table>
<thead>
<tr>
<th>Essential Questions/Sub Questions</th>
<th>Comments that Relate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can being different be dangerous?</td>
<td></td>
</tr>
<tr>
<td>2. When is it ok to different, and when should you follow the crowd?</td>
<td></td>
</tr>
<tr>
<td>3. How much do norms control us, and how much do we control/create/contribute to the norms?</td>
<td></td>
</tr>
<tr>
<td>4. What is bullying, and who is accountable for the actions of bullies?</td>
<td></td>
</tr>
<tr>
<td>5. What makes somebody feel like they have the power to be themselves?</td>
<td></td>
</tr>
</tbody>
</table>
## Socratic Seminar Reflection

<table>
<thead>
<tr>
<th>3</th>
<th>Reflect on three ideas/points or questions made in the Socratic seminar that you found interesting or important.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Explain two ways this discussion helped deepen or change your thinking about the essential questions.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
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<td></td>
<td>2.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Explain one meaningful contribution that you made to the seminar (or one contribution you would have liked to have made if you do not feel like you adequate participated in the seminar).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
</tbody>
</table>
Part 1: Read Sources
Source 1: Informational Text

How Authors Convey the Theme

by Martin Rashad

Simply put, the theme of a work of literature conveys a larger message or lesson about life or human nature. The theme of a story is different from the topic. The topic of a story, poem, or another work of literature is the subject that the author chooses to write about. A topic can be: a person, an idea, an event, or an emotion. The theme relates to the topic, but it differs from it in that it expresses a message, lesson, or central idea about the topic.

For example, suppose that the topic of a story is friendship—perhaps the friendship between two sixth-grade students of different cultures. Although the topic of the story is the friendship between these two students, the theme of the story may be that the power of friendship can overcome differences. Therefore, although the theme relates to the subject, it expresses a message or lesson about friendship. However, keep in mind that a writer will not come right out and say “This story’s theme is that friendship can overcome differences.” Instead it is up to the reader to discover the theme.

How do authors convey the theme of a work? The first thing to consider is the title. The title may hint at the theme by highlighting an important idea, setting, image, or character.
Plot is the action of a story. It is another way in which authors convey the theme. For example, the main character may take actions to overcome a problem or conflict. The way the main character resolves the conflict may give you important clues to the theme.

You may also determine the theme by closely examining the main character. What does the main character say? What do other characters say about this character? What is striking about the character's thoughts and actions? As you read, ask yourself what lesson the main character learns over the course of the story. You will likely find the theme if you determine the lesson.

Other literary elements, including setting, images, and stylistic elements, can also hint at the theme. Also, note when authors create a particularly striking image or emphasize a thought or idea by repeating it. These may be included to convey the theme of the story.

**Discuss and Decide**

Reread lines 19–38. With a partner, discuss ways that authors develop the theme. Decide how the title, plot, characters, and other literary elements might convey the theme to the reader.
Elaboration/Description

How authors Convey theme
Elaboration/Description

Themes
Appendix 32

Name: ___________________________ Date: _______________ Class: __________

Literary Analysis Outline and Pre-Writing

Directions: Literary analysis involves identifying particular aspects or narrative techniques in a text (or texts) and responding or discussing that aspect or technique in an essay-like format. A literary analysis is not a book summary, and requires readers to make inferences and personal interpretations. For this particular literary analysis, you will be discussing one of the themes you identified in the novel that you read.

Prompt: What is a major theme developed in the novel you read, and why is that theme important?

Format:

Introduction: Your introduction paragraph should include the following:
A. Hook: Catch your reader's interest. Some hooks for a literary analysis include:
   a. A meaningful quotation (from your book or another source)
   b. A rich, vivid description of your novel, or some aspect of your novel such as the main character, a significant event, the major conflict, etc.
   c. An analogy or metaphor that connects to the theme you are discussing
B. Your introduction should include the title and novel of your book, and should end with your thesis statement responding to the prompt.

Body: The body of your paper should logically and fully develop and support your thesis. This includes:
A. A Topic Sentence: Restate and expand on the theme you identified. Be specific!
B. Context for first piece of textual evidence (quote from novel): Who says it? What has happened in the novel that has lead to this point? Give the reader any information they will need to know to make sense of the quote you are about to share.
C. Quote with Page #: A specific passage from your novel that provides evidence of the theme you're discussing.
D. Commentary: Your explanation and interpretation of the quote and how it develops the theme you are discussing.
E. Context for second piece of textual evidence (quote from novel): Who says it? What has happened in the novel that has lead to this point? Give the reader any information they will need to know to make sense of the quote you are about to share.
F. Quote with Page #: A specific passage from your novel that provides evidence of the theme you're discussing.
G. Commentary: Your explanation and interpretation of the quote and how it develops the theme you are discussing.
H. Concluding Sentence: Conclude the body of your analysis by tying your textual evidence and commentary back to the theme you are discussing.

Conclusion: The last paragraph is where you explain why the theme you identified is important in a larger context.
A. What does the author want us to learn from this theme?
B. Why is this significant or important? How can this be applied to the "real world?"
## Pre-Writing Organizer

### Introduction:

**Hook:** (circle the technique you place to use for your hook):

<table>
<thead>
<tr>
<th>Meaningful Quotation from novel or another source</th>
<th>Vivid description of some aspect of novel</th>
<th>Analogy or metaphor connecting to the theme being discussed</th>
</tr>
</thead>
</table>

**Thesis:**

One major theme Spinelli develops in ____________________________ is ____________________________.

This theme is important because ____________________________.

### Body:

**Topic Sentence (expanding on theme):**

______________________

**Quote #1 (textual evidence with page #):**

______________________

**Quote #2 (textual evidence with page #):**

______________________

### Conclusion:

**Opening Sentence:** Ultimately, the theme of ____________________________ is important because ____________________________.

List two lessons the reader can learn and/or "real world" connections that can be made to this theme that you might discuss in your conclusion.

1. ____________________________

2. ____________________________
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Rubric Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>A response begins clearly with an introduction that identifies the topic or problem and outlines the main points or arguments. The introduction sets the stage for the discussion and provides context.</td>
</tr>
<tr>
<td>Development</td>
<td>The body of the response is well-structured, with clear development of ideas. The writer presents new information, ideas, or analysis that support the thesis or argument. The development is coherent and logical.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>The response concludes effectively, summarizing the main points and reinforcing the thesis or argument. It may also suggest implications or future directions.</td>
</tr>
<tr>
<td>Organization</td>
<td>The response is well-organized, with distinct sections or paragraphs that are easy to follow. The layout is logical and the flow of ideas is clear.</td>
</tr>
<tr>
<td>Focus</td>
<td>The response maintains focus on the topic, avoiding digressions or irrelevant information. The main points are clearly presented and supported.</td>
</tr>
<tr>
<td>Language &amp; Vocabulary</td>
<td>The response uses appropriate and effective language, avoiding jargon or technical terms that might be unfamiliar to the reader. The vocabulary is varied and appropriate for the audience.</td>
</tr>
</tbody>
</table>

Sample Genres

- Expository/Explanation (Grades 6-11)
Silent Conversation Final Literature Circles Unit Reflection Questions

1. What are the benefits of reading a text independently?
2. What are the difficulties of reading a text independently?
3. How did the literature circle process deepen your understanding of the reading?
4. How did the reading journals help you prepare for composing your literary analysis essay?
5. How were your literature circle discussions different than a Socratic Seminar discussion?
6. How does an author make themes in a novel relevant to readers?
7. What skills do you feel like the activities for this unit helped you improve?