

Lesson Plan 1:

Poppy Day 1 - "I am Poppy"

Introduction, Discussion, Graphic Organizer, Check for Understanding

Lesson Objectives: (SWBAT = Students will be able to)

1. SWBAT analyze the origins of Poppy - her original home, her mannequin, and her friend plant.
2. SWBAT evaluate mythmaking, and to articulate how the origins of Poppy fit into this grand tradition.

Focus Activity:

Do Now: Where do myths come from?

Instructional Methods:

Once students have completed the Do Now question, have them discuss the ideas of myth making amongst each other, drawing out key ideas. Then ask them to think through the following questions:

"What are the various origin stories for Poppy you have read or heard of? Where do these stories come from?" Have students compare the creation of Poppy to other founding stories, such as can be found in the book of Genesis or Virgil's *Aeneid*.

When students have finished their discussion, distribute a graphic organizer. On these sheets, have students write "Poppy", "Skeleton", "Charlotte", and "the Board". Have students write what they know about each character - their origins, their personalities, their appearance, and motivations. They can work individually or with a partner.

Reinforcement:

Students will get a quick quiz/informal formative assessment to check for understanding at the end of the period; they will be asked if they agree or disagree with the following questions:

Poppy is a girl	Skeleton wants what is best for Poppy
Poppy is a machine	The Board wants what is best for Poppy

Means of Evaluation:

Class discussions, Check for understanding, Character Graphic Organizer

Discussion Questions:

The graphic novel is titled *Genesis I*. The opening passage of the biblical Genesis states "In the beginning God created the heavens and the earth." Compare and contrast the themes found in the first chapter of the biblical Genesis to this graphic novel.

Towards the end of the chapter, it is implied that, like Poppy, Skeleton was created, and with a specific purpose in mind. What do we think this purpose might be?

The members of the board insist that artificial beings do not have rights, because they are not human beings. Do you agree with this assertion? Why or why not?

Lesson Plan 2:

Poppy Day 2 - "Computer Boy"

Think/Pair/Share activity, Debates, Homework

Lesson Objectives:

1. SWBAT evaluate competing theories of what Poppy's message is.
2. SWBAT closely read and analyze a text to understand and create an argument.

Focus Activity:

Do Now: Where do our political beliefs come from? (Think/Pair/Share)

Instructional Methods:

Have students work individually to answer the focus activity. Then, have them discuss their answer(s) with a partner. Once they are ready, solicit the class for answers, filling the board with their responses - answers will likely be school, family, history, philosophy, etc. This chapter makes reference to John Rawls and Ayn Rand, so a little bit of scaffolding might be needed to make sure students are not missing any of the subtext. Once the board is filled, ask what we can then discern about the political beliefs expressed in this chapter, as the characters tried to ascertain what Poppy's beliefs are.

Now divide students into groups of four - count them off so that the groups are random. Have them each make a separate argument about ideology - "Poppy is an anarchist"; "Poppy is a communist"; "Poppy is a technocrat"; "Poppy has no political ideology". Students should debate these ideas for a few minutes, while the teacher walks around the class and observes. Once everyone in the class has made their point, ask the class to vote on what they believe, based on the chapter, is Poppy's ideology.

Reinforcement:

Students will be asked to write two paragraphs summarizing the various ideas expressed about Poppy's ideology for homework.

Means of Evaluation:

Think/Pair/Share activity, Class Discussion, Homework

Discussion Questions:

Early in the chapter, Agent Spears refers to Poppy as "another prepackaged white girl pop star". Why and how is Agent Spears wrong?

At the Church of Poppy meeting, various congregants state what Poppy means to them. After finishing chapter two, what does Poppy mean to you?

While Rami Colbert's claims that Poppy is supportive of the same anarcho libertarian ideology that he himself believes, Poppy does not espouse any political beliefs in this chapter whatsoever. What can we infer about Poppy's beliefs, based on what we know so far?

Lesson Plan 3:

Poppy Day 3 - "Lowlife"

Picture analysis, Graphic Organizers update, class discussion, vote

Lesson Objectives:

1. SWBAT analyze a work of art to find symbolism and foreshadowing.
2. SWBAT explore competing conceptions of justice, while evaluating competing ideas of what is right for Poppy.

Focus Activity:

Do Now: Analyze the picture on page 69. What stands out to you? What do you believe is being depicted?

Instructional Methods:

Project a copy of page 69 from *Genesis 1* so that students can complete the Do Now sheet as they enter the class. While they are working on the Do Now, collect their homework from yesterday. Once they finish the Do Now activity, call on them to share their thoughts. Invite them to come to the board with a dry erase marker to highlight specific things that stand out to them. Ask the class if they agree or disagree with specific responses.

Next, ask students to pull out their graphic organizers from day 1. Ask them if they still agree with what they wrote for their motivations for the various different characters - and if they have revised their position, ask them why they now think differently. Explore as a class the tensions between these competing motivations - why do Skeleton and Charlotte disagree? Based on their own merits, can each of them be considered to be doing the right thing? Ask students to write down what they think is the best thing for Poppy at this point, and then to identify which character they most align with - then have a secret ballot at the end to take the temperature of the class.

Means of Evaluation:

Picture analysis, updated graphic organizers, class discussion, vote

Discussion Questions:

Early in the chapter, Charlotte states "I want to understand Poppy, the board wants to control Poppy, Director "Skeleton" wants to befriend Poppy..." Look back to your graphic organizers from Day 1. Did you successfully predict the motivations for these different characters? If not, do you still stand behind your alternate theories?

What do you believe is the best thing for Poppy at this point - which character do you agree with the most?

Lesson Plan 4:

Poppy Day 4 - "Everybody wants to be Poppy"

Discussion, Debate

Lesson Objectives:

1. SWBAT identify what causes people to join cults by examining group identity
2. SWBAT compare and contrast Mariah Spears and Rami Colbert.

Focus Activity:

Do Now: How are group identities formed?

Instructional Methods:

Ask students to do a popcorn style answering of the Do Now - the teacher calls on one person to answer it, and then they call on each other for further answers. Fill the white board with their answers during this process - expect answers such as common goals, common values, shared history, need for belonging, and charismatic leadership. Then have students address the dark topic in this chapter - cult suicide - in terms of group identity - what causes people like the Church of Poppy (or Heaven's Gate or Jonestown) to "drink the Kool-Aid"? Be sure to thank students for discussing this issue with the maturity that it deserves.

Next, divide the class in half, and have one group congregate on one side of the room and one on the other. The students will now get a chance to debate which of the two main characters they supported in this chapter - Mariah Spears or Rami Colbert. Tell students you expect them to make arguments that show higher level thinking skills, like synthesis and evaluation, rather than just stating facts or opinions. Be prepared to step in and diffuse the situation if the debate gets too heated.

Closing Activity: At the end of the period, project the following question - both of these characters in the chapter by saying that they are "coming for you [Poppy]". In two - three complete sentences, write whether you believe either or both of them will be successful, and why.

Means of Evaluation:

Class Discussion, Do Now, Debate, Closing Activity

Discussion Questions:

The chapter is called "Everybody wants to be Poppy", but it is clear that the two main characters do not - in fact, Rami Colbert clearly wants Poppy to be like him. Why do you think this chapter has this name?

About halfway through the chapter, Agent Spears asks "how the hell does something like Poppy inspire riots?" Later in the chapter, members of the Church commit suicide in Poppy's name, and Agent Spears asks herself a similar question. Can you answer these questions? What do you believe Poppy would think of these riots?

Do you think that Agent Spears is right to not want her son to watch Poppy YouTube videos? Why or why not?

Lesson Plan 5:

Poppy Day 5 - "Time is Up"

Picture Analysis, Discussion, Ties to weaponry

Lesson Objectives:

1. SWBAT analyze a work of art to find symbolism and foreshadowing.
2. SWBAT analyze how population density affects life in their own community and around the world.

Focus Activity:

Do Now: Analyze the picture on page 111. What stands out to you? What do you believe is being depicted?

Instructional Methods:

Like day 3, students will start by analyzing a work of art from *Genesis I*, this one found on page 111. As this picture makes some historical references you may want to tease these out, and if students do not get there on their own, show them a picture of Da Vinci's Vitruvian Man and tell them about Oppenheimer's "I am become death" quote, uttered after the Trinity nuclear test. Invite students to come to the board with a dry erase marker to highlight specific things that stand out to them. Ask the class if they agree or disagree with specific responses.

Students were asked on day 1 whether they thought Poppy was a girl or a machine - in this new chapter, Charlotte heavily implies that Poppy is a weapon. Ask students to create a timeline on the board together that analyzes various weapons that changed the course of warfare, such as chariots, cannons, longbows, machine guns, tanks, and nukes. Ask students if they think that Poppy belongs on this timeline, and have them defend their position.

Reinforcement:

Ask students to write a poem eulogizing Skeleton for homework.

Means of Evaluation:

Picture analysis - ties to Oppenheimer and Da Vinci; Timeline; Homework

Discussion Questions:

Poppy claims that she has grown and learned so much since Charlotte first met her, that she has met so many people and learned so much, thanks to the internet. There is now an entire generation of young adults who were, in a sense, raised, socialized, and educated by the internet. Does this leave you at all concerned?

Charlotte states that she is not sure that Poppy has a soul, while Skeleton is quite sure that she has one. What do you think?

At the end of the chapter, Poppy suggests that Charlotte's radiation exposure can be mitigated by receiving an "upgrade". If Charlotte is upgraded, will she at that point lose her soul?

Lesson Plan 6:

Poppy Day 6 - "X"

Debrief, Discussion, Posters, Maze

Lesson Objectives:

1. SWBAT evaluate how their own predictions stacked up to the ending.
2. SWBAT identify and analyze key themes from *Genesis 1*.

Focus Activity:

Do Now: Why was Poppy created?

Instructional Methods:

Debrief with the students the big reveals of this chapter - that the events in chapters 1 and 3 took place ten years prior to the events of chapters 2 and 4, and that Poppy had no political motivations behind her music. If all of this was the case, ask them what, therefore, was the purpose of Poppy? What was the board, and skeleton, trying to achieve with her? Leave plenty of time for a class discussion.

When students are done, ask the students to come up with five themes of the book. Themes can be the power of myth making, group identity, what constitutes life, and so on. Have them split into groups, and create posters which detail each theme. Then have them present their posters to the class. If students finish early, have them do the maze at the end of the book.

Means of Evaluation:

Do Now, Discussion, Posters, Maze

Discussion Questions:

Think back to the questions about Poppy's ideology asked in Day 2. Did you correctly guess Poppy's ideology (or lack thereof)?

How did the soundtrack ("Music to Read to") enhance your reading experience? Give specific examples.

The title of the book is *Genesis 1*. Based on this ending, do you think that there will be a *Genesis 2*?