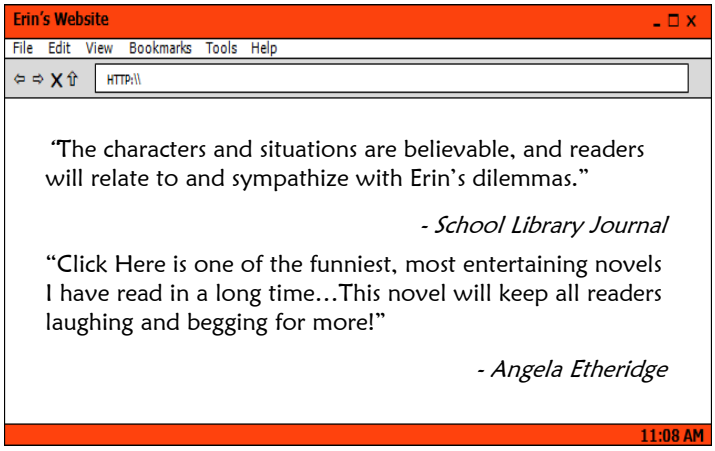
Unit Guide

978-0316985598 , Little, Brown Books for Young Readers

Click Here

(to find out how I survived seventh grade)

By Denise Vega



Erin Penelope Swift starts her seventh grade year at a new school full of apprehension. Her best friend, Jilly Hennessey, is not on the same track with her, people she knows on the bus don't really pay attention to her, and when she gets to school, Serena Worthington insults her and Erin punches her in the nose.
She also finds herself in a play she doesn't want to be in and has a crush on Mark Sacks, a boy who likes her as a friend and nothing more.

Erin's salvation comes with the Intranet Club, or I-Club, where she has confidence in her computer and web design skills and shows her ability to be a leader. Her friendships start to grow and, except for Mark not returning her feelings, things are good.

When Mark starts to like Jilly and she likes him back, Erin is hurt but says nothing. But when Jilly decides to break up with Mark and asks Erin to pick between the two of them, Erin finally takes a stand, choosing not to choose. The two friends stay mad at each other, and it only gets worse when Erin writes hateful things about Jilly in her blog and the blog is accidentally posted on the school Intranet for everyone to read.

As Erin tries to pick up the pieces of this humiliating and hurtful situation, she begins to realize the importance of taking responsibility for her own actions. She works hard to regain the trust of her friends and at the same time, discovers an inner strength she didn't know she had.

As Erin says at the end: "Whatever happened, things would be okay. I would be okay."

Note from Denise

This unit guide may be copied for book club and classroom use only. If you would like to use it in a different context, please contact the moderator at moderator @denisevega.com.

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Unit Objectives

- Given a list of terms, students will demonstrate understanding of unfamiliar vocabulary by defining and using the terms in a paragraph.
- Given a list of literary terms, definitions and examples, students will demonstrate knowledge of the basic elements of literature by discussing the terms and citing examples from the book.
- Given a discussion of voice and point of view, students will demonstrate understanding by creating a fictionalized journal (blog) entry from one character's point of view.
- Given reading and discussion of the book, students will demonstrate comprehension of the story by answering three questions in writing using facts, examples from the book, and/or personal stories to support their answers.
- Given discussion questions and group roles, students will demonstrate the ability to work in a group by establishing roles and reaching a group consensus.
- Given a conflict scenario and group roles, students will demonstrate the ability to apply conflict-resolution by identifying a scenario resolution and reaching a group consensus.
- Given research and class discussion, students will demonstrate knowledge of the historical and social impact of the internet in today's society by writing (and/or sharing) information using facts and examples.
- Given research and class discussion, students will demonstrate knowledge of the historical and social impact of the WNBA by writing (and/or sharing) information using facts and examples.
- Given reading and class discussion, students will demonstrate knowledge and understanding of internet/blog safety and the book *Click Here* by writing and posting a book review on the internet.

Note from Denise! *This unit is designed to provide classroom activities for literary concepts that are universal to most district curriculum. Activities can be modified to fit various age groups and curriculum requirements. It is not intended as a day-to-day lesson plan.*

For group activities, groups should assign roles of discussion leader, scribe, and presenter. For groups with more than 3 people, any of the three roles can be shared among the remaining members. The leader is responsible for keeping the discussion on track and ensuring all students contribute to the discussion. The scribe is responsible for taking notes on the discussion and/or capturing information related to the activity, e.g. summarizes group's answer for discussion questions. The presenter presents a discussion summary or the scribed task to the class.

Activities

Vocabulary

Have students choose 15 terms from this list. Each student identifies the part of speech and defines the 15 words using synonyms. Have the students write one paragraph using 3-5 of the words.
NOTE: Words with multiple references may include a variation of the printed term.
VARIATION: Select 5-10 words to be defined each week throughout unit. (121 words total)

humiliation (p. 4)	unblemished (p. 4)	reluctantly (p.5)	catastrophic (p. 5)
deliberately (p. 8)	lurched (p. 11)	inseparable (p. 12)	humongous (p. 12, 163)
mock (p. 13)	labyrinth (p. 14)	primping (p. 17)	twinge (p.17)
reverberating (p. 17)	waft (p. 17)	indicative (p. 17)	inquisition (p. 19)
array (p. 20)	grimaced (p. 29, 63)	humiliation (p. 34)	rebuff (p. 34)
slogged (p. 36)	flitted (p. 43)	sauntered (p. 43)	peered (p. 43)
loom (p.44)	harrumphed (p. 47)	ventriloquist (p. 48)	cringed (p. 49, 155)
expulsion (p. 57)	profiled (p. 54)	correspondence (p. 55)	mumbled (p. 57)
gestures (p. 59)	illicit (p.61)	animatedly (p. 62)	glanced (p. 62)
exaggeration (p. 64)	stifled (p. 66)	dominated (p. 71)	suspicious (p. 72)
paranoid (p. 73)	retrieving (p. 74)	feinting (p. 74)	gullible (p. 77)
dawdling (p.80)	peripheral (p. 81)	exasperation (p. 81)	surveillance (p. 81)
exaggerated (p. 82)	scarfed (p. 82)	diabolical (p. 83)	penetrate (p. 86)
scurried (p. 88)	ventured (p. 93)	dissing (p. 93)	baring (p. 94)
wafted (p. 97)	smirked (p. 101)	suspiciously (p. 105)	circulation (p. 106)
morbid (p. 107)	claustrophobic (p. 108)	clattered (p. 109)	scowl (p. 111)
rummaged (p. 111, 174, 197)	defragmented (p.112)	huffily (p. 120)	furtively (p. 121)
flustered (p. 121)	rendezvous (p. 122)	whopping (p. 124)	nudging (p. 129)
faltering (p. 134)	lurking (p. 142)	flaunt (p. 149)	spontaneously (p. 152)
clenched (p. 155, 165, 172)	drowsy (p. 155)	grasped (p. 157)	hyperventilating (p. 158)
foul (p. 159)	stench (p. 159)	penance (p. 161)	vaguely (p. 162)
barreling (p. 165)	blazing (p. 165, 172)	trembling (p. 166)	quivering (p. 166, 190)
torment (p. 170)	shrivel (p. 171)	whirled (p. 172)	hypocrite (p. 172)
sauntered (p. 173)	crept (p.175)	circulating (p. 176)	deluded (p. 177)
tragic (p. 178)	obviously (p.180)	assures (p. 180)	spiteful (p. 180)
peered (p. 182)	compassion (p. 183)	loomed (p.184)	mortified (p. 186)
shuffled (p. 189)	swiveled (p. 191)	mustering (p. 195)	eternity (p. 197)
disbelief (p. 202)	perimeter (p. 203)	clutched (p. 204)	discomfort (p. 204)
conversationalist (p. 204)	plunge (p. 205)	gabbing (p. 205)	ensemble (p.206)
admiration (p. 210)	insane (p. 210)	murmuring (p. 211)	precautions (p. 212)

Defined Terms

Discuss relevant terms prior to each reading section. Have students make note of how these terms relate to the story, e.g. context, setting, theme, plot, character development. After reading assigned section, revisit the terms as a class and discuss relevance.

Word	Definition	Page #
Internet	A global system of interconnected computer networks that exchange data.	p. 1
Webmaster	The person responsible for designing, developing, marketing, or maintaining a website.	p. 1
Blog (a contraction of the term "web log")	A web site, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video.	p. 5
WNBA (Women's National Basketball Association)	An organization governing a professional basketball league for women in the United States.	p. 5
DEFCON	(DEFense readiness CONdition) a measure of the activation and readiness level of the United States Armed Forces.	p. 24
Intranet	Private computer network that uses Internet protocols and network connectivity to securely share part of an organization's information or operations with its employees.	p. 25
HTML (Hypertext Markup Language)	Set of markup symbols or codes inserted in a file intended for display on a World Wide Web browser page.	p. 44
Dreamweaver, FrontPage	Web development applications.	p. 45
P Align	HTML code for paragraph alignment: left, center, right, justified	p. 50
Virus	A computer program that can copy itself and infect a computer without permission or knowledge of the user.	p. 94
Invalid Page Fault	An interrupt (or exception) to the software raised by the hardware, when a program accesses a page that is mapped in address space, but not loaded in physical memory.	p. 111
Gigabyte	Unit of information or computer storage meaning exactly 1 billion bytes	p. 112
Image Mapping	Creating a graphic image so that a user can click on different areas of the image and be linked to different destinations.	p. 115
Spam	Unsolicited or undesired bulk electronic messages	p. 193

Literary Terms

Throughout the unit, introduce one or two literary terms. (Divide up based on reading schedule.) As a class, discuss term definitions and examples. After reading the associated section, discuss again, this time identifying examples from the book. Discuss how these elements affected the story. *See **Extensions on p. 5** for classroom activities*.

NOTE: The examples cited below are not all-inclusive. Teachers/students will likely find more examples. In addition, not all terms can be identified in specific places but are inferred throughout the story.

Term	Description/Types	Page #s
Plot	*Exposition* – introductory material that creates the tone, gives the setting, introduces the characters and supplies other facts.	pp. 5, 6, 21, 31, 37, 39, 42, 59, 108, 173-174
	Conflict – the opposition of persons or forces that gives rise to the dramatic action in the story.	pp. 9, 10, 15, 16, 17, 37, 39, 100-104, 129, 145-147,
	Crisis/climax- the point of highest dramatic tension or major turning point in the action.	157-164
	Resolution – point in the story at which the primary dramatic complication is work out.	193-202, 207-211
Character	*Static* – character does not change throughout the story, the reader knowledge of the character does not grow. *Developing* – character undergoes some kind of change because of the action of the plot.	pp. 9, 10, 46, 50, 58, 113, 119, 134, 198, 199, 211, 215
	Flat – embodies one or two qualities, ideas, or traits. They are types rather than individuals. *Round* – characters are more complex and often display inconsistencies and internal conflicts found in most real people.	pp. 10, 25, 26, 46, 58, 60, 64, 91, 109, 151, 188
Setting	The time, place and circumstance in which something occurs or develops; time or place of the action.	pp. 13, 14 (school) pp. 49 (Intranet Club) p. 62 (theater)
Theme	An implicit or recurrent idea.	inferred
Point Of View	A position or perspective from which something is considered or evaluated.	pp. 67, 89-91, 193, 208, 209
Tone	Attitudes toward the subject and toward the audience implied in the literary work; style or manner of expression.	pp. 16, 21,50,57, 61, 82, 85, 86, 94, 102, 116, 120, 125
Figurative Language	***Metaphor*** - a figure of speech that makes a comparison between two unlike things, without using the word “like” or “as”.	
	school: pond cafeteria: humiliation station feet: whaling ship Serena: tick news: computer virus anonymity: fairytale heart: trapped creature freckles: dots gulping: fish in a bowl ear of corn: toilet paper tube	p. 3 p. 4 p. 4 p. 31 p. 36 p. 36 p. 40 p. 43 p. 64 p. 141

Figurative Language	***Simile*** - makes an explicit comparison between two things by using words such as like, as, than, appears, and seems.	
	school: labyrinth wailing: siren shades of pink: skirts of dancers gossip: super highway walls: trash compactor pores: Hoover dam nerves: gymnastics hair tossing: horse relief: flood feet: small guitar nightmare: song on continuous loop comments: life preserver remarks: sea	p. 14 p. 17 p. 20 p. 21 p. 22 p. 28 p. 44 p. 57 p. 64 p. 94 p. 130 p. 180 p. 180
Irony	The use of words to express something other than and especially the opposite of the literal meaning; incongruity between the actual result of a sequence of events and the normal or expected result.	p. 56, p. 113, p.170
Symbol/ Symbolism	Something that is itself and also stands for something else.	***Puppet***: pp. 17, 21, 25, 27, 28, 29, 47, 85, 147, 148, 166, 168, 169, 198, 200, 205
Motif	Recurrent images, words, objects, phrases or actions that tend to unify the work.	***Feet/Chuck Taylors***: pp. 1, 2, 4, 50, 73, 93, 94, 102, 104, 114, 116, 133, 196, 198, 212, 215 ***Tootsie Pops***: pp. 13, 113, 114, 117, 174, 181, 195, 198, 199, 200, 207, 210, 213

Extensions for Literary Terms

Plot

Have students create a comic strip or cartoon squares to depict the plot of the story, using one to three squares for each element (exposition, conflict, crisis/climax, resolution). Encourage students to be creative and have fun! *See **page i** for printout*.

Character

After completion of the book, the class can examine the character traits of two to five of the teen characters in the book. In small groups (three to four), have students brainstorm a list of major characteristics and actions of one of the characters discussed. Each group should have a different character. Each group should also create a list of things that would be interesting to know about the character. Individually, have the student write a short story or series of diary entries describing early adulthood for the character. They can use their list of interesting things to know for story starters.

TEEN CHARACTERS: Erin, Jilly, Rosie, Mark, Serena, Chris, Tyler, Amanda

Point of View/Voice

Have each student create a fictionalized blog entry from one character's point of view. The students select a character and one of the following situations about which to write. Have the students share their blogs with the class and discuss voice and point of view.
CHARACTERS: Erin, Jilly, Rosie, Mark, Serena, Chris, Tyler, Amanda, Erin's mom, Mr. Foslowski, Ms. Moreno
VARIATION: Have students pick a character they least identify with or like.

- You (your child/your student) learn you will be separated from your/her best friend in school for the first time
- Your childhood nemesis punches you in the face
- Your best friend signs you up for a school activity you don't want to do
- You join a club with someone you have been crushing on for a long time
- Someone put up embarrassing posters of you/your child/your student all over the school

Symbol/Symbolism

As a class identify and discuss various symbols used throughout the story (include motif). Have the student pick one symbol/ motif and design a bookmark that represents both the actual symbol as well as what it represents, using both imagery and language. Display completed bookmarks for review by the rest of the class.

Theme

As a class, identify the main theme(s) of the book. Brainstorm commercials that sell an idea rather than a product, e.g. Live Above the Influence, Just Say No, etc. Discuss audience and the purpose of these commercials. In small groups (three to four), have students write a commercial for the theme of the book. If the class identifies more than one theme, have different groups explore different themes. Have each group act out their commercial for the class.
VARIATION: If the technology is available, have students create their own commercial using video and/or Microsoft PowerPoint.

Discussion Questions

Group Discussion

After completing the book, have students discuss three of the following questions in small groups (three to four.) Each group should discuss a different set of questions. Students should support answers with facts, examples from the book, and/or personal stories. Have each group present to the class and solicit group feedback.

- Why does Erin punch Serena? What is she feeling? Do you feel this fit with Erin's character? Why or why not?
- Early in the book, Erin is at Jilly's house, delivering Jilly's map for her classes. Jilly suggests that Erin come to her house so they can walk to the bus stop together and Erin agrees, even though the bus stop is closer to her house. Then she notes that the walls felt like they'd pushed in closer. What was Erin feeling at this time and why?
- Describe Erin's relationship with her mother. What things help make it the kind of relationship it is?
- How does Erin's relationship with her brother change throughout the course of the book?
- What are some of the things Erin really wants in the beginning of the book? Does she still want these things in the end? Why or why not? Does she get them?
- Friendships play a large role in the book. Compare and contrast Erin and Jilly's friendship, Erin's friendship with Mark, with Rosie, and with Tyler. What are the similarities? The differences?
- When Erin stands up to Jilly by "choosing not to choose," she takes an important step toward becoming her own person. What did she risk by making this decision? How did she handle the consequences of her decision?
- When Erin asks her parents if she can stay home from school for a few days after the Blog Fiasco, they say no. How did Erin react to this? What would your parents have said? How would you have reacted?
- Do you believe Tyler really wrote the poem to Erin? Why or why not? Find evidence in the story to back up your opinion.
- Do you think Mr. Foslowski helps Erin? Why or why not? What is the significance of the Tootsie Pops in *Click Here*?
- How does Erin's relationship with Serena change by the end of the book? How do you know?
- How has Erin changed by the end of the book? What do you think might happen to her over the summer? In eighth grade?
- Have you ever been bullied or teased? How did you respond? How did it make you feel?

Essay

After completing the book, have students choose three of the following questions to answer in writing. Students should respond in full paragraphs. Students should support answers with facts, examples from the book, and/or personal stories.

- Upper elementary school and middle school is a time of self-discovery as well as a time to find out where people fit in with their friends and family. When you or your friends have problems, how do you handle them? Does one person tend to be the one who is the peacemaker first? If so, why?
- Erin makes several mistakes in the book and has to own up to them and do something about them. Think of a time when you made a mistake that hurt someone else. What were the consequences? How did you handle it? Was there anything you wish you'd done differently in the way you handled it? If so, what?
- Which parts of the book could you relate to? Which parts were not things that are a part of your own life?
- Were any of the characters like people you know? In what ways?
- Do you or your friends have good friends of the opposite sex? If so, how do they differ from those of the same sex? Are their things about your friendships you'd like to change? If so, what are they and why would you like to change them?
- Have you ever stood up for something or someone, even though you were the only one doing it? How did you feel before you did it? After? What were the consequences of standing up? Would you do it again if another situation came up?
- Have you ever felt pressured to bully or tease someone else? What were the results? How did you feel afterward?

Problem-Solving

In small groups (three to four people) discuss one of the following. Each group should have a different scenario. Have the group write a short essay describing the problem, summary of the discussion, and the group's solution. As a class, each group will present their essay and solicit group feedback.

- Your best friend starts dating the person you like.
  Discussion points: Would you say anything or keep your feelings to yourself? Why or why not?
- Your private thoughts were read by people at your school.
  Discussion points: What would happen? What would you do? Would you tell your parents? Why or why not?
- In *Click Here*, Jilly, Mark, Tyler, and Serena are all humiliated along with Erin when her blog goes public. Imagine you were in their position, where private or embarrassing things got out about you.
  Discussion points: How do you think others would treat you? What would you do about it? How would you deal with the person who let the news out? Would it make a difference to you whether the news was made public by accident (as in Erin's case) or on purpose? Why or why not?
- Your best friend demands you stop being friends with his/her ex, who is one your good friends.
  Discussion points: How would it make you feel? Would you agree? Why or why not? How would handle it?

Interdisciplinary Connections:

Social Studies

The following two research projects can be done individually or as a group. Final results can be submitted as a short paper, a podcast, video or Microsoft PowerPoint presentation, and should include facts and examples.

- Have students research the history of the internet (why it was created) and how it has effected communication on a personal level (email and IM), business level (online shopping, banking, etc) and global level (dissemination of local, national and international news.) Have them identify the negative impacts as well as the positive.
- Have students research the history of the WNBA; its inception, related controversy and why they think it, as well as other female sports, has not reached the same success as comparable male sports.

Technology

For a final book project, have student research internet safety. As a class, discuss dangers and why precautions are important. Have students research online blog sites for safe and free sites. Once safe and free sites have been identified, have students register with one of the sites. Using the registered site, have students write a book review of *Click Here.* The book review should include a summary of the book, cast of characters, theme of the book, short author bio, if and why they would recommend the book, etc. Students can share and review each other's blog pages.

Resources

Internet Safety & Blogging

http://www.chatdanger.com/
http://www.netsmartz.org/
http://www.nsteens.org/
http://www.ou.edu/oupd/kidsafe/start.htm
http://safekids.com/
http://kidshealth.org/parent/firstaid_safe/home/net_safety.html
http://www.safeteens.com/safeteens.htm

Self-Esteem

http://health.discovery.com/centers/teen/mentalhealth/esteem.html
http://www.childdevelopmentinfo.com/parenting/self_esteem.html

Plot: Comic Strips

Exposition

Conflict

Plot: Comic Strips

Crisis

Climax