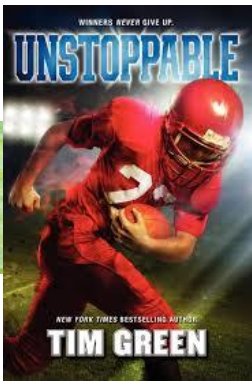


Unstoppable
By: Tim Green



Curriculum Guide



Unstoppable by Tim Green



Book Description

On the field or off, it takes all you've got to be a winner. If anyone understands the phrase "tough luck," it's Harrison. As a foster kid in a cruel home, he knows his dream of one day playing for the NFL is a long shot.

Then Harrison's luck seems to change. He is brought into a new home with kind, loving parents—his new dad is even a football coach. Harrison's big build and his incredible determination quickly make him a star running back on the junior high school team. In no time, he's practically unstoppable.

But Harrison's good luck can't last forever.

In his most dramatic and hard-hitting story yet, former NFL defensive end Tim Green writes about what it takes to be a winner, even when it seems like fate has dealt an impossible hand. Inspired by interviews with real-life cancer survivors and insider sports experience, this unforgettable story shows a brave boy who learns what it truly means to be unstoppable.

Tim Green Bio

After studying writing at Syracuse University where he was an All American football player, Tim was drafted in the first round of the NFL draft by the Atlanta Falcons where he was a top defensive player for eight years.

While Tim played in the NFL, he also studied law and began his writing career. In addition to those two jobs, he began working as a television broadcaster for FOX NFL Sunday and other shows, including Good Morning America, Court TV, A Current Affair, and most recently, Find My Family.

Tim has visited over 1000 schools and spoken to nearly a half million students across the United States about the importance of education and character, in addition to the joys and benefits of reading!

Tim lives with his wife, Illyssa, their five kids, and three dogs in Upstate New York. When Tim isn't writing, he enjoys boating, fishing, hunting, reading, and spending time with his family and friends.

Online Virtual Digital Resource:

<https://pdsladies.padlet.org/anwoodring2/unstoppable>

Common Core Connections

[CCSS.ELA-LITERACY.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.CCRA.W.7](#)

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

[CCSS.ELA-LITERACY.CCRA.W.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

[CCSS.ELA-LITERACY.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Before Reading Activities

1. “Eight is Great” activity will use eight vocabulary words that are significant to the story of *Unstoppable*.
2. Divide your students into groups of four to five students.
3. Give each group an envelope that has the following eight words on a piece of paper.

Mud	Goal	Football	Lawyer
Major	Operation	Unstoppable	Strong

4. Discuss with students that every story has a problem, and they will be writing a paragraph with a problem that has to contain the eight words that are in their envelopes.
5. Have students work in groups to write their paragraph with the “Eight is Great” vocabulary on chart paper.
6. Have students share with the class their paragraphs.
7. After students have shared paragraphs, discuss how everyone’s were different and unique.
8. Tell students that the eight words came from the book, *Unstoppable* by Tim Green. Have the class make some predictions about what the book is about based on the “Eight is Great” activity. This will help create schema and interest for the book.
9. During reading it can be beneficial to have students assemble back into the “Eight is Great” group and do a compare and contrast of the vocabulary words when you come across them during the reading of the book.

Values Auction

Unstoppable is a book that asks the reader to think about priorities and values. Harrison, the main character, values his independence, his family, and his friends. He works tirelessly to gain back his physical abilities and keep his relationships. As an introductory activity, conduct a “Values Auction” with students. Students will think about the items and skills they value. This is an activity that will take about 45 minutes, and it will be an activity that can be referred to throughout the unit of study.

1. Give students the Auction List. Ask each student to read over the items and pick the 5 items they would like to bid on the most.
2. Students will be given “\$2,000”. (I use imaginary money and tally marks).
3. Students will fill in their sheet with ranges of how much money they would be willing to bid on the 5 items they chose. They should use a \$300 range. For example, students may write \$300-600 for the option of “Be a Famous Rock Star.” Students should choose at least 5 options they want to bid on during the auction.
4. After students have filled in their auction sheets, hold the auction. The teacher will hold up the corresponding Auction Award and auction off the items. When a student wins an item, give the sign with the auction item to the student. Have the student write how much he/she spent buying the auction item.

5. When the auction is over and all of the items have been auctioned off, have the students answer the reflection questions. After the students have answered the questions individually, have a class discussion about the auction items and what is valued highly by the class and individuals. Connect the ideas shared in this activity with themes from the literature.

Auction Item	Amount I Am Willing to Spend *Mark at Least 5 Items
To be a famous rock star	
To never be terminally ill	
To be very intelligent	
To be a famous athlete	
To be beautiful	
To be President of the United States	
To have a great body	
To be a famous model	
To be a school teacher	
To get a college degree	
To have a beautiful complexion	
To be a social worker and help children	
To be a professional doctor or lawyer	
To be a missionary overseas	
To be a good parent	
To live a long, happy life	
To always own an expensive sports car	
To marry a good looking person	
To own your own successful business	
To help the homeless	
To win a billion dollars in the lottery	
To travel around the world	
To help the elderly in a nursing home	
To have a secure job with good benefits	
To be an officer in the military	
To stay at home and raise happy children	
To be a famous movie star	
To have lots of close friends	
To be wise	

Famous Rock star Sold for \$_____	Never Be Terminally Ill Sold for \$_____
High Intelligence Sold for \$_____	Famous Athlete Sold for \$_____
Beauty Sold for \$_____	President of the United States Sold for \$_____
Great Body Sold for \$_____	Famous Model Sold for \$_____



School Teacher Sold for \$_____	College Degree Sold for \$_____
Beautiful Complexion Sold for \$_____	Social Worker Sold for \$_____
Doctor or Lawyer Sold for \$_____	Missionary Overseas Sold for \$_____
Good Parent Sold for \$_____	Long, Happy Life Sold for \$_____



Expensive Sports Car Sold for \$_____	Marry a Good Looking Person Sold for \$_____
Successful Business Owner Sold for \$_____	Help the Homeless Sold for \$_____
Win a Billion Dollars Sold for \$_____	Travel Around the World Sold for \$_____
Help the Elderly Sold for \$_____	Secure Job/Good Benefits Sold for \$_____
Officer in the Military Sold for \$_____	Stay at Home and Raise Happy Children Sold for \$_____

Movie Star Sold for \$ _____	Lots of Close Friends Sold for \$ _____
Be Wise Sold for \$ _____	

Thought Questions

1. Which items did you value the most?
2. Which items did you value the least?
3. Why did some items sell for more than others?
4. What do the results of the auction tell us about the value people place on different things in life?
5. What jobs and activities are valued by our society?
6. What ideas and objects do you value in life? How do your actions show that you value these things?

During Reading

Talk Back to the Book!



Directions: For every ten chapters read, pick one of the sentence starters from the Tic Tac Toe chart below that you think best reflects your thoughts as you read that section. Try to use a variety of sentence starters. See if you can mark off three in a row like in Tic Tac Toe. Write at least one paragraph for each reflection. Explain your thinking. Could you add a “because” to add more detail to your reflection?

Tic Tac Toe

I can't
believe that...

I wish that...

I began to
think...

I felt sad
when...

I noticed
that...

I felt happy
when...

I hope that...

I am reminded
of...

I predict
that...

After Reading Activities

Unstoppable Virtual Adventure

After students finish reading *Unstoppable*, direct them to this website:

<https://pdsladies.padlet.org/anwoodring2/unstoppable>

This is a virtual adventure that will get students thinking about the novel and ideas for the research project. You can project this virtual adventure and have the students work on the questions as a class, or students can use their own devices to complete the project. If students all have their own devices, they will each need earbuds since there are videos with sound. Students can complete this activity in a class period to think of ideas for research topics.

Unstoppable Research Assignment

You are going to choose a person who is Unstoppable and learn everything you can about that person. You may choose any of the people we have discussed in class. You may choose a person from history. You may choose someone you personally know. You need to find a person who has faced challenges and made the world a better place.

Once you choose the person you are going to research, you need to learn all about that person. Find sources that tell you about that person's history, the challenges that person faced, and the contributions he or she made to the world. Use the 4-square organizer to keep your findings together.

After you have researched, start writing your paper. Here is an example of how you may want to organize your writing:

1st Paragraph: Introduction

Introduce the person you are writing about. Who is this person and what is he/she known for? How do you know this person?

2nd Paragraph: History

Describe this person's history. What events in this person's childhood impacted him/her? Where did this person come from?

3rd Paragraph: Challenges

What types of challenges did this person face? How did this person overcome these obstacles? What do we learn about this person and how he/she faced challenges?

4th Paragraph: Contributions

What kind of contributions did this person make to the world? Did this person impact a family, a neighborhood, a country, a society?

5th Paragraph: Conclusion

What makes this person unstoppable? How is the world today a better place because of this person? Give your ideas and your observations about this person.

This assignment is due _____

You must use a Works Cited page with _____ sources.

Unstoppable Four Square Organizer

Name of Unstoppable Person _____

<p style="text-align: center;">History</p> <p>Describe this person's history, What events in this person's childhood impacted him/her?</p>	<p style="text-align: center;">Challenges</p> <p>What types of challenges did this person face? How did this person overcome these obstacles? What do we learn about this person and how he/she faced challenges?</p>
<p style="text-align: center;">Contributions</p> <p>What kind of contributions did this person make to the world? Did this person impact a family, a neighborhood, a country, a society?</p>	<p style="text-align: center;">Resources</p> <p>Use this space to list the resources you used to fill in the other squares.</p>

