Novel Unit: 
The Miseducation of Cameron Post

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Chunking Plan
Chunking Rationale
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This novel unit divides *The Miseducation of Cameron Post* into seven chunks. The chunks deal with various aspects of the Humanistic Emphasis of The Search for Identity and the Form Emphasizes of Setting, Characterization, Theme and Symbolism.

Chunk 1, Chapters 1-3

**Humanistic Emphasis: Search for Identity, The Need, The Reasons**  
**Form Emphasis: Setting, Characterization**

The first chunk of this novel features the first three chapters of the book. In the first chapter, set in summer of 1989, the reader is introduced to the narrator and protagonist, Cameron Post, a twelve-year-old girl living in Miles City, Montana. On a hot summer day, Cameron and her best friend Irene Klauson share a kiss, causing Cameron to feel both extremely guilty and excited. Later that night, Cameron learns that her parents have been killed in a car accident while camping. In Chapter 2, Cameron’s mother’s sister, Aunt Ruth, arrives and takes care of funeral arrangements and legal affairs, along with Grandma Post, Cameron’s paternal grandmother. Cameron becomes obsessed over her kiss with Irene, wondering if her parents somehow knew about it, if that could have caused their death. Cameron rents her first of many VHS tapes from the town’s video store and tells the reader that these rentals are her “religion of choice” (Danforth 40). She considers this the beginning of her new life as an orphan. In Chapter 3, Cameron’s Aunt Ruth and Grandma Post move in to Cameron’s home permanently. Margot Keenan, Cameron’s mother’s best friend, arrives from Germany to pay her respects and take Cameron to dinner. She shares some old photos of herself and Cameron’s mother and talks about their childhood. Cameron considers telling Margot about the kiss, feeling that she would understand and absolve her of her guilt. She does not end up telling Margot, but slips a photo of her at the Post’s wedding into her pocket. Finally, Irene’s family finds dinosaur fossils on their
property, leading to publicity and wealth. Irene heads off to a boarding school in the middle of
the fall semester and says goodbye to Cameron.

Danforth uses these chapters to set up the plot, introduce us to the character of Cameron
and deal with the first major plot points: the death of Cameron’s parents and her kiss with Irene.
These events in many ways signify the end of Cameron’s childhood, a time when young people
typically begin searching for identity. They also force her to examine her two new identities:
being an orphan and being a person who is attracted to members of the same sex. These events
set Cameron off on her journey to discover herself and search for her identity. The Humanistic
Emphasis of this chunk are the Search for Identity, The Need and The Reasons. Because
Cameron is twelve years old, the need to search for identity is obvious: she is about to enter
adolescence, a time when identities are formed. Cameron’s specific circumstances lead to the
Reasons that she searches for identity: she finds that she enjoyed kissing her best friend Irene and
realizes that she is attracted to girls. Her parents suddenly die and she becomes an orphan. These
two identities are introduced to Cameron on the same day, creating huge changes in the way she
views herself and her world.

Because the setting of rural Montana greatly influences Cameron’s search for identity,
this chunk will focus on setting. As Cameron struggles to find her identity as a person and as a
lesbian, her surroundings constantly deter and limit her. In these first few chapters, Danforth
describes both the beautiful and vast beauty of Montana and the stifling and rigid social
atmosphere of the small, conservative town of Miles City. The importance of both physical and
social setting is made clear in these first few chapters and remains significant throughout the
novel. Because these chapters also introduce the reader to Cameron, the protagonist and narrator
of the story, this chunk also focuses on characterization. Readers are presented with both implicit
and explicit characterization of Cameron. Because she is the narrator, she tells the reader certain things about herself. However, much is also revealed about Cameron due to the language she uses, the thoughts she wishes to share, and how she acts. The characters of Grandma Post, Aunt Ruth, Irene and Margot are also important in these first few chapters. However, because this novel is about Cameron Post and told from the point of view of Cameron Post, the first chunk of this unit focuses on her characterization.

**Chunk 2, Chapters 4-6**  
**Humanistic Emphasis: Search for Identity, Through Rebellion, Through a Mentor**  
**Form Emphasis: Symbolism, Theme**

The second chunk of this novel features Chapters 4, 5 and 6. In Chapter 4, Cameron’s Aunt Ruth joins Gates of Praise, a Presbyterian church, and takes Cameron with her to weekly services and youth events. Through teen Bible study Cameron learns about the Church’s disapproving stance on homosexuality, adding to her guilt about her attraction to girls. Cameron explains that since her parents’ death she has been collecting, and in some cases stealing, small trinkets and things from various places and putting them in the unfinished dollhouse her father had made for her as a child. As she watches her rented VHS tapes, Cameron glues these trinkets to the dollhouse. In Chapter 5, Cameron spends the summer before her freshman year of high school competing on the swim team and sneaking into Holy Rosary, an old abandoned hospital building, to drink with her best friend Jamie Lowry and other guys whose rough and loud friendships cause Cameron to be envious. During swim meets, Cameron becomes friends with Lindsey Lloyd, an out and experienced lesbian from Seattle who spends her summers in Montana. Lindsey stays with Cameron one weekend and they go to the old hospital with Jamie and the other boys. Lindsey leads Cameron away to a private room where they kiss. In Chapter 6,
Cameron prepares to say goodbye to Lindsey at the last meet of the summer. She explains that she didn’t fall in love with Lindsey over the summer, but she learned from her “the language of gay” (Danforth 99). Lindsey’s stories about the pride and acceptance of gay people in Seattle contradict everything Cameron has learned at Gates of Praise. Lindsey and Cameron promise to write each other and say goodbye.

The Humanistic Emphasis of this chunk is Searching for Identity Through Rebellion and Through a Mentor. Cameron drinks and breaks into the abandoned hospital in order to earn the respect of her guy friends and to prove that she is as tough as they are. By rebelling in this way, Cameron forms an identity of a tomboy and a rule-breaker. Cameron also learns much about her potential identity as a lesbian through the mentorship of Lindsey. Lindsey represents a world very different from that of Miles City, where there is more freedom for people to be themselves.

These chapters take place two years after the first chunk of chapters. Readers can observe how Cameron has changed since her parents’ death and since she discovered she is attracted to women. In this summer before high school, like many teenagers, Cameron is rebelling and looking to someone with more experience for guidance as she searches for her identity.

The Form Emphases of this chunk are Symbolism and Theme. Two of the main symbols in this novel are the stolen objects/dollhouse and the VHS tapes. In this chunk, Cameron first addresses the stolen objects and dollhouse. The dollhouse, which remained in storage until the death of Cameron’s parents, represents both her lost parents and her life on her own. Through the dollhouse, Cameron creates her own home and fills it with objects that represent memories and people. As Cameron builds an identity for herself, she also builds up the dollhouse, filling it with objects of her own choosing. The VHS tapes are also addressed in this chunk of the novel. Cameron reveals that she has seen more movies than anyone she knows and that these movies
represent different worlds, different experiences. Stuck in a small town in rural Montana, these tapes represent escape for Cameron and a way of trying on various identities from the safety of her bedroom. Both of these symbols occur throughout the novel, but because they are introduced and feature so prominently in these chapter, they are the emphasis of this chunk. A major theme of this novel is presented through Cameron’s relationship with Lindsey, that of choice. Lindsey reminds Cameron that she is not stuck in Miles City forever, that there are many different places she can move to where she can fully be herself. Cameron’s relationship with Lindsey also highlights the theme of religion and social pressure that is present in this novel. Cameron’s experience with Gates of Praise and the citizens of Miles City has told her that homosexuality is a sin. Lindsey, however, offers an opposing view, that being true to one’s self cannot be wrong or a sin. This tension between opposing views is a theme that runs throughout the novel, but it is first introduced in this chunk of chapters.

**Chunk 3, Chapters 7-8**

**Humanistic Emphasis: Search for Identity, Suppressing the Identity, Through Bad Choices**

**Form Emphasis: Characterization, Theme**

The third chunk of this novel features Chapters 7 and 8. In Chapter 7, Aunt Ruth starts dating, Cameron receives letters from Lindsey, and continues to work on her dollhouse. In high school, Cameron meets Coley Taylor, a beautiful cowgirl who lives on a ranch 40 miles away. Cameron and Coley become friends after talking at Gates of Praise and Aunt Ruth encourages Cameron to spend less time with Jamie and the boys and more with Coley. By Chapter 8, Cameron and Coley have established a real friendship and Cameron attempts to ignore her romantic feelings for Coley, helped by the presence of Coley’s boyfriend, Brett. Under special circumstances, all students are allowed to attend prom and Coley encourages Cameron to go with
Jamie. Cameron calls Lindsey and tells her about her crush on Coley. Lindsey is dismissive and tells Cameron not to waste her time on a straight girl. Cameron becomes annoyed with how much Lindsey complains about her life in Seattle, which to Cameron seems pretty good. At the dance, Jamie tells Cameron that he knows she has feelings for Coley. They get into a fight and Cameron cries as Jamie tells her Coley would never be interested in her. Jamie reveals that he has feelings for Cameron and they kiss throughout the night.

The Humanistic Emphasis of this chunk is the Search for Identity, Suppressing the Identity and Making Bad Choices. In these two chapters, Cameron becomes frustrated with her mentor, Lindsey, and decides to give in to the pressures of both Coley and Aunt Ruth and go out with Jamie. Even when Jamie tells Cameron that he knows she likes Coley, she decides to suppress her true feelings for Coley and become romantic with Jamie. In these chapters, it appears that Cameron feels the pressures of Miles City to conform are too great and that the easiest path is one where she dates a boy. Cameron’s frustration with Lindsey further emphasizes how difficult it is for her to be her true self in a place like Miles City.

The Form Emphases of this chunk are Characterization and Theme. In these chapters, Cameron reveals some aspects about herself that are new, such as how taking objects helps ease the pain of losing her parents, and how she uses humor to avoid people, especially pretty girls, from getting too close to her. The reader also witnesses how Cameron reacts differently than how she did previously in the novel. She stands up to Lindsey, she allows Coley to make her up, and she agrees to kiss Jamie. As Cameron finishes her first year of high school, her character changes in that she both stands up for herself and becomes more flexible and more willing to try new things. In this chunk, the reader can see how the social influence of Miles City changes Cameron’s character. This leads to the second Form Emphasis, Theme. Choice is once again
presented as a theme in these two chapters. Cameron makes the choice to give in to the pressures of many of the people around her and attempt a heterosexual relationship. The theme of opposing forces is also present in the contradicting messages Cameron receives from Lindsey and from Coley, Aunt Ruth, Jamie, and the people of Gates of Praise. At different points in the novel, Cameron allows the different forces to influence her. In this chunk, Cameron ignores Lindsey for the first time and allows the pressures of the people of Miles City to take over. Theme and characterization are important formal elements throughout the novel, so they are included in this chunk.

Chunk 4, Chapters 9-10

Humanistic Emphasis: Search for Identity, Taking Up the Search, Through Rebellion
Form Emphasis: Theme, Setting

The fourth chunk of the novel features Chapters 9 and 10. In Chapter 9, Cameron describes the Bucking Horse Sale, four days of partying and “cowboy shenanigans” that take place in Miles City every May (Danforth 159). Cameron describes how her relationship with Jamie has gone further, but that it feels mechanical or like a rehearsal for the real thing. During Bucking Horse Sale, Cameron rejects Jamie’s sexual advances and he becomes angry and heads off to find another girl. With Brett off at an out-of-town soccer match, Cameron and Coley camp out at Coley’s ranch. They drive Coley’s truck out to feed the cattle and then park on the hillside, drinking and talking, anticipation growing between them. Coley tells Cameron that if Cameron kissed her, she wouldn’t stop her. They kiss and Coley admits she didn’t think she would enjoy it, but she did. In Chapter 10, Brett leaves for soccer camp and Cameron and Coley spend every spare moment they have together kissing in secret at the lake and move theater. Cameron admits that she knew Coley viewed what they were doing as experimentation, nothing more. Gates of
Praise was visited by Reverend Rick, a man who identified as gay as a teen but now runs a facility for teens who are “crippled by sexual brokenness” (Danforth 207). Coley picks up a pamphlet for the facility, called God’s Promise. Lastly, Coley gets an apartment in town so that her commute to the high school isn’t so far on weekdays.

The Humanistic Emphasis of this chunk is the Search for Identity, Taking Up the Search Through Rebellion. After attempting a relationship with Jamie in the last chunk, Cameron rejects him physically and ends the relationship. As she and Coley become intimate, Cameron resumes the search for an identity that feels more authentic to her. But because she still feels pressure from Gates of Praise and the people of Miles City, the relationship with Coley is kept secret. The secrecy, it is revealed, is part of the appeal for both Cameron and Coley, and another way of rebelling. While Cameron is no longer denying her feelings for Coley and for women in general, she is still secretive and rebellious about it.

The Form Emphases of this chunk are Theme and Setting. Secrecy is the major theme of this chunk, but it is present throughout the novel in the form of the dollhouse and Cameron’s sexuality, making it an important theme to focus on in this chunk. The theme of opposing forces is also important in this chunk, as Coley and Cameron rebel but try not to get caught. While much of the book deals with external opposing forces, this chunk in particular deals with internal opposing forces. Cameron feels both exhilaration and shame about her relationship with Coley. She also knows that Coley may not share her strong feelings, but nevertheless continues to become invested in the relationship. Setting is also important in this chunk of the novel. The Bucking Horse Sale represents the old-fashioned, heterosexual cowboy atmosphere of Miles City. In this setting, Cameron breaks away from Jamie and heads off to the ranch with Coley. While outside on the open hills, Coley and Cameron begin their relationship. The expanse of
land allows for secrecy and freedom for Cameron and Coley. The same can be said of the lake and the movie theater. Settings of secrecy and freedom are featured prominently in these two chapters, making it an important form emphasis for this chunk.

**Chunk 5, Chapters 11-12**
**Humanistic Emphasis: Search for Identity, Through Rebellion, Forced to Suppress Identity**
**Form Emphasis: Symbolism, Theme**

The fifth chunk of this novel unit features Chapters 11 and 12. In Chapter 11, Coley’s new apartment allows for more privacy than Cameron and Coley have ever been afforded. They plan for their first private movie night in which they will be completely alone and able to have sex for the first time. They are interrupted by Ty, Coley’s older brother, and his drunk friends who want to use the bathroom. Coley is able to cover up what they have been doing, but Cameron suddenly does not care if Ty and his friends find out. She caresses Coley’s jaw and gets her hand slapped away. Upset, Cameron leaves the apartment. In Chapter 12, Coley avoids Cameron for a few days after the apartment incident. After work, Cameron kisses her coworker Mona, an college-aged lifeguard, under the dock and feels mixed emotions of vengeance and regret. When Cameron gets home, Pastor Crawford from Gates of Praise is sitting with Grandma Post, Aunt Ruth and Ray, Aunt Ruth’s fiancé. He tells Cameron that Coley and her mother had visited him the night before and Coley confessed everything: that Cameron had corrupted Coley. Aunt Ruth and Pastor Crawford had searched Cameron’s bedroom, unearthing the letters from Lindsey and the dollhouse. Pastor Crawford, Aunt Ruth and Grandma Post had decided that Miles City was not a good place for Cameron to be and that she would be enrolling in God’s Promise, the facility to reform homosexual teens.
The Humanistic Emphasis of this chunk is the Search for Identity, Through Rebellion and Being Forced to Suppress Identity. In the first chapter of this chunk, Cameron rebels first through her secret movie night with Coley, but most importantly by no longer caring if anyone knows that she is gay. When she touches Coley’s jaw in front of Ty and his friends, Cameron takes her most rebellious step: revealing her true identity to a group that will likely be hostile toward her. This rebellious step is soon thwarted as Coley slaps away Cameron’s hand and then confesses to her family and Pastor Crawford what she has done. The decision by Pastor Crawford, Grandma Post and Aunt Ruth to send Cameron to God’s Promise leads to the Suppression of Identity. Through the discovery of the letters and the dollhouse, Cameron’s true identity is revealed, but it is just as soon suppressed as she is sent off to be “reformed.”

The Form Emphases of this chunk are Symbolism and Theme. The main symbols in this chunk are movies and the dollhouse and stolen objects. Since her parents’ death, movies have provided escape for Cameron and a way to live out secret fantasies. The movie night that she plans at Coley’s apartment signifies the secrecy of their relationship and, Cameron hopes, will fulfill her fantasies. The dollhouse and stolen objects also signify secrecy and escape for Cameron. The discovery of the dollhouse by Pastor Crawford, Aunt Ruth and Grandma Post represents the discovery of her sexuality and is an invasion of Cameron’s physical and emotional privacy. Because these symbols are so central to the novel and to these chapters in particular, symbolism is included in this chunk. The themes of secrecy and opposing forces are also present in this chunk. Once again, the opposing internal forces in both Cameron and Coley play out in Chapter 11. Cameron decides that she no longer wants to keep her sexuality a secret and Coley decides that what she has been doing with Cameron is a sin. In Chapter 12, the forces of the church and Miles City result in Cameron’s being sent away to God’s Promise. Secrecy is also a
present theme in these chapters, as the secrets of Cameron and Coley’s relationship and Cameron’s sexuality are finally revealed. Because these two themes are so important in the novel, they are featured in this chunk.

**Chunk 6, Chapters 13-16**  
**Humanistic Emphasis: Search for Identity, Abandoning the Search, Searching Through Others**  
**Form Emphasis: Characterization, Setting**

The sixth chunk of this novel features Chapters 13, 14, 15 and 16. In Chapter 13, Cameron explains that in the week before she leaves for God’s Promise, she acted out against Aunt Ruth, using the word “lesbian” whenever possible to make her uncomfortable. She also makes no effort to run away. Instead, she arrives at God’s Promise and meets her roommate Erin and her fellow “disciples.” She makes her first friend, Jane Fonda, who grew up on a commune, mangled her leg in a snowmobile accident, and stashes marijuana in her prosthetic leg. Jane tells Cameron that Promise will not be what she is expecting. In Chapter 14, Cameron meets Lydia March, the psychologist and assistant director at Promise, who tells Cameron there is no such thing as homosexuality, there is only sin. Cameron becomes close friends with Jane and Adam Red Eagle when they meet regularly to smoke marijuana in the barn. Adam is American Indian and winkte, or a two souls person. Jane tells Cameron that Promise has a way of making people forget themselves, of becoming ghosts of their former gay selves. In Chapter 15, Cameron meets Mark Turner, a minister’s son and model disciple. Pining for her dollhouse, Cameron learns that stealing objects is difficult to do at Promise, but still makes attempts and is caught and reprimanded by Lydia. Cameron learns to like Pastor Rick who tells her that Promise doesn’t “cure people,” they help them find God. Cameron receives a letter from Coley expressing her anger at Cameron and Jane flushes it down the garbage disposal. In Chapter 16, Cameron goes
back to Miles City for Christmas and learns that Aunt Ruth and Ray will get married on Christmas Eve. Angry about being sent away, Cameron insists she wear her Promise uniform instead of a bridesmaid dress. Cameron receives a letter from Margot with a brochure for the Campfire Girls, which Margot and Cameron’s mom belonged to, and money. Cameron spends New Years Eve with Grandma Post at home, feeling depressed.

The Humanistic Emphasis of this chunk is the Search for Identity, Abandoning the Search and Searching Through Others. In these chapters, Cameron assumes that because she is being sent away to God’s Promise, she must abandon her search for identity and do as she is told at Promise. Jane tells Cameron that people lose themselves at Promise, even if they try not to. At the same time, Cameron learns that through her friendship with Jane and Adam Red Eagle, she can hold on to some part of her identity. Jane and Adam both still identify as gay and also use their friendship as a way to continue their own search for identity despite the counseling they are receiving at God’s Promise. Jane and Adam have had much more unusual and eventful lives than Cameron and seem to accept themselves fully and this inspires Cameron and helps her accept who she is.

The Form Emphases of this chunk are Characterization and Setting. In this chunk, readers are introduced to many new characters and to a different Cameron. Now that Cameron is out as gay, her character is less defined as secretive and more defined as angry and distrustful of adults. The events in previous chapters have changed Cameron, so this is a good chunk to examine the changes in her characterization. Similarly, the setting in this chunk is different from all of the previous chunks. While similar to Miles City in that God’s Promise is a conservative and restrictive setting located among beautiful landscapes, there is still a great deal of difference in this setting. First, there is little secrecy, as everyone knows why the disciples are at Promise.
Second, Cameron is now surrounded by many gay teens and has a commonality with her peers that she has never had before. The change in both characterization and setting in these chapters make them appropriate form emphases for this chunk.

**Chunk 7, Chapter 17-end**

**Humanistic Emphasis: Search for Identity, Renewing the Search, Through Introspection**

**Form Emphasis: Symbolism, Theme**

The seventh and last chunk of this novel features Chapters 17, 18, 19, 20 and 21. In Chapter 17, Cameron returns to Promise after Christmas break and realizes that what she is being taught at Promise is beginning to make an impact on her and weigh her down. The addition of group support sessions compounds this feeling as she hears the horrific stories of what many of her peers have gone through as a result of being gay. During one session, Mark Turner, the model disciple, begins acting strangely saying that his progress has not been enough for his father. He becomes hysterical and the other disciples are asked to leave the room. In Chapter 18, the next day the disciples find out that the night before Mark had tried to kill himself by mutilating his genitals with a razor and bleach. Adam was Mark’s roommate and discovered him. Rick visits Cameron in her room and she explodes with anger then talks with him honestly about the death of his mother. Jane, Adam and Cameron decide they need to escape Promise and begin planning. In Chapter 19, an inspector from the state’s Department of Child and Family Services comes to investigate Promise and Cameron becomes increasingly frustrated trying to articulate the emotional abuse that is occurring there: that the disciples are being taught to hate who they are so that they will change. Jane, Adam and Cameron plan to make their escape in June and spend time away from each other so they will not arouse suspicion and will appear to be making progress with their treatment. Cameron decides that in her last month at Promise, before
escaping, she will be honest in her sessions with Lydia so that she can perhaps figure out some things about herself. In Chapter 20, Cameron realizes that their escape plan must include a trip to Quake Lake, where her parents died and where, as children Cameron’s mother and Margot narrowly survived an earthquake while Margot’s brother died. Lydia reveals to Cameron that she discovered her makeshift dollhouse: empty cottage cheese containers hidden under her bed where they could be easily found during a room inspection. Lydia tells Cameron that the stolen objects are keepsakes of the sins she has committed and is trying to control. Cameron throws away the containers. During her last session with Lydia, Cameron comes to realize that her parents’ death was not a result of her kissing Irene, that their lives were not a lesson for her, but that they were full people leading their own lives. At the end of the session Cameron says she is “ready to move on” (Danforth 453). In Chapter 21, Adam, Jane and Cameron escape with the pretense of going for a hike. They head for Quake Lake and arrive at dark. Cameron feels the need to get in the water, so she takes a candle and ventures into the water alone. She floats and talks to her parents about the past few years, feeling guilty and hoping that if they had lived they would not have sent her to Promise. She acknowledges that all of her life so far has felt tied to Quake Lake and she wants to just soak in it, so she spins around until she is dizzy, then blows out the candle and swims back to shore, feeling a sense of closure. Adam and Jane had made a fire on the beach and set out dinner. Cameron looks forward to the world beyond the shore, the forest and the mountains.

The Humanistic Emphasis of this chunk is the Search for Identity, Renewing the Search Through Introspection. In these chapters Cameron comes to realize that if she remains at God’s Promise she is at risk of losing her identity or even worse, as demonstrated by Mark Turner. She, Adam, and Jane make plans to escape Promise and reclaim their identities on their own. After
making this decision to renew the search, Cameron decides to also look inside herself to search for her identity. Through her counseling sessions with Lydia, Cameron comes to realize that her sexuality is not related to what happened to her parents and that it is selfish to think so. She realizes that she has a choice in deciding who she is going to be and she makes that choice by visiting Quake Lake one more time and moving on. Through Jane and Adam, Cameron has created her own family that accepts her and embraces all aspects of her identity. By both taking up the search for identity with Jane and Adam and looking inward, Cameron continues to search for an authentic identity.

The Form Emphases in this chunk are Symbolism and Theme. The main symbols that appear in this chunk are the dollhouse and stolen objects and fire. Without the dollhouse at Promise, Cameron makes a substitute out of cottage cheese containers. As the dollhouse/containers represent her secrecy and her inability to let go of the past, it is significant that Cameron throws away the containers right before leaving Promise. She is ready to live a life without a secret element and she now knows that her memories of her parents and others are all that she needs to honor them. Fire is also a significant theme in this chunk. The letter that Cameron received from Margot during Christmas contained an inscription about passing undimmed light from one generation to another. Cameron takes a candle out to Quake Lake and once she feels closure, blows out that candle and returns to the first that Adam and Jane had made on the beach. Fire, in this novel, represents love, family, and protection. Cameron’s parents are gone and Margot is a distant guardian, but Adam and Jane take over to form a unit that cares for each other and watches over each other. Finally, theme is important in this chunk of the novel as choice and opposing forces once again play an important role. Cameron makes a choice to leave Promise and to take control of her life. She also makes the choice to let go of the guilt over
her parents’ death. Despite the many opposing forces that Cameron faces at Promise, she once again takes up her journey to search for identity and refuses to let Lydia tell her that her very existence is sinful. Lastly, the overarching theme of identity is important in this chunk as Cameron finally comes to terms with an identity that she is comfortable and proud of.
Overall Rationale
Novel Unit Rationale

_The Miseducation of Cameron Post_ deals with several themes that are significant to the human condition. First, the novel deals with the theme of identity and the search for identity. Identity is something that all human beings possess and the search for identity is a common experience, especially as people come of age and discover who they want to be. Cameron Post, the protagonist of the novel, searches for a gay identity in a small, rural town. While many readers may not be able to relate directly to this experience, the idea of not fitting in and learning to embrace aspects of the self that make one different is a common experience and a theme that speaks to all people. Cameron goes through many phases during her search for identity, such as rebelling, quitting the search, and taking back up the search. Many readers will identify with this journey of self-discovery and will relate to the many struggles Cameron faces while trying to find an authentic identity.

A second, related, theme of the novel is finding a place of one’s own. Cameron’s home of Miles City, Montana often feels stifling. Throughout the novel, Cameron comes to realize that home can be wherever she chooses to go and that she is not tied down to the place she comes from. Many people experience ambiguous feelings toward home and the place they come from and will be able to relate to Cameron’s experience.

A final, related, theme of the novel is loss. Early in the novel, Cameron loses both of her parents during an accident. The loss of loved ones and a resulting loss of innocence remain important throughout the novel. Readers of all ages will likely be able to relate to the notion of loss, whether it is a physical or emotional one. These losses help Cameron define her identity and have a lasting effect on the person she becomes. Many readers may recognize how loss has similarly affected them.
The themes of *The Miseducation of Cameron Post* are perhaps even more significant to teenagers than to any other group of readers. The novel follows Cameron from age 11 to 17, so teenage readers will undoubtedly relate to the experiences and emotions that Cameron goes through. The themes of identity, home, and loss are extremely relevant to teenagers as they decide who they will become as adults, prepare to leave their homes, and deal with the loss of their childhoods.

This novel is also significant to teenagers because it deals with the subject of homosexuality in a sensitive and thoughtful manner. For teenagers who may be exploring their own sexuality, they may find they have much in common with Cameron and can relate to many of her experiences. For other teenagers, the novel offers them a chance to see the unique struggles and issues that gay teenagers face and may perhaps make them more empathetic toward their peers.

Finally, Cameron’s experience of being “different, may also speak to students who are “different” in some way, whether racially, economically, or religiously. The experience of feeling as though one does not fit in is felt by many teenagers for many reasons. Cameron’s struggle to fit in and ultimately embrace her difference provides a poignant lesson for teenagers about being true to oneself.

This unit is designed for a class of sophomores at an all girls private school in an inner or first-ring suburb of Detroit. Academically, these students are moderately motivated to excel in the classes they find most interesting, primarily arts and humanities. Because of their interest in arts and humanities, this unit makes frequent use of music and film to supplement lessons. While the students make decent grades in science and mathematics courses, they prefer reading and
creative classes. Many of the students are avid readers who engage in recreational reading. Others must be encouraged by teachers to read, but nevertheless have good reading skills.

Economically, these students are middle to lower middle class. Some of the students attend school on scholarship, while others have parents or relatives who pay their tuition. Some of the students have single parents and all of the students who live in a two-parent household have parents who work outside of the home. Many of the students have their own part-time jobs in retail or food service or work as babysitters and tutors.

Socially, these students are moderately involved in extracurricular activities. Many play sports, such as basketball, volleyball, softball, or track and field. Others are involved in the school newspaper, honor society, language clubs, theater, and volunteer organizations. Because of the number of students who have part-time employment, many are not able to be as involved in extracurriculars as they wish. The students live in both Detroit and some of its neighboring suburbs, so many have school friends from different areas and neighborhood friends whom they socialize with.

Racially or ethnically, this group of students is moderately diverse. Approximately 45% of the students identify as white or caucasian. Approximately 40% of the students identify as black or African American. Approximately 10% of the students identify as Arab and approximately 5% identify as Latina.

These students have a wide range in interests. Most are interested in music, primarily pop artists such as Beyonce and Taylor Swift and popular rock music such as Maroon 5 and Kings of Leon. Most are also interested in popular films, especially those based on book series like the Twilight films and Hunger Games films and romantic comedies. The students are interested in book series such as Twilight and Hunger Games, as well as many other popular fantasy books.
and young adult novels. As mentioned, many of the students are involved in sports and are interested in modern dance and fitness activities. Many of the students are interested in beauty and fashion and enjoy learning how to apply makeup, style hair and follow fashion trends.

These students are concerned primarily with doing well in school and with fitting in with their peers. Many of the students hope to be the first in their families to attend college, so grades are important. For students on scholarship, grades are even more important and can be extremely stressful. Balancing school, work and social lives proves to be challenging to many of the students. These students are also concerned with fitting in with their peers and maintaining friendships with both school friends and neighborhood friends. Several of the students are in romantic relationships, which can often distract them from school, work, and friendships.
Objectives
Objectives

1. Students will review Collaborative Learning Task Sheet and Directions Sheet for Chunk 1 of *The Miseducation of Cameron Post*.

2. Students will work in small Collaborative Learning Groups and discuss Chunk 1 of *The Miseducation of Cameron Post* according to the tasks listed in this lesson plan.

3. Students will examine the song “Fifteen” by Taylor Swift and compare its themes to themes presented in *The Miseducation of Cameron Post*.

4. Students will create and present “Cameron’s Playlist.”

5. Students will view and discuss a scene from the film *Eternal Sunshine of the Spotless Mind*.

6. Students will discuss content, interpretation and application questions after reading Chapters 4-6 (Chunk 2) of *The Miseducation of Cameron Post*.

7. Students will complete the following activities:
   
   A. Students will discuss Cameron’s dollhouse from *The Miseducation of Cameron Post*.
   B. Students will draw a depiction of the dollhouse.
   C. Students will write a short essay to accompany the drawing of the dollhouse.

8. Students will review Collaborative Learning Task Sheet and Directions Sheet for Chunk 3 of *The Miseducation of Cameron Post*.

9. Students will work in small Collaborative Learning Groups and discuss Chunk 3 of *The Miseducation of Cameron Post* according to the tasks listed in this lesson plan.

10. Students will examine a set of 6-10 advertisements or PSAs that depict peer pressure and compare their themes to themes presented in *The Miseducation of Cameron Post*.

11. Students will conduct a debate on whether or not peer pressure can be positive.

12. Students will examine and discuss images and items from an Inner Self/Outer Self Bag.

13. Students will discuss what the contents of Cameron Post’s Inner Self/Outer Self bag would be.

14. Students will discuss content, interpretation and application questions after reading Chunk 4 (Chapters 9-10) of *The Miseducation of Cameron Post*.

15. Students will create and share their own Inner Self/Outer Self bag with the class.
16. Students will review Collaborative Learning Task Sheet and Directions Sheet for Chunk 5 of *The Miseducation of Cameron Post*.

17. Students will work in small Collaborative Learning Groups and discuss Chunk 5 of *The Miseducation of Cameron Post* according to the tasks listed in this lesson plan.

18. Students will examine the film Mean Girls and compare its themes to themes presented in *The Miseducation of Cameron Post*.

19. Students will plan and present a Roving Reporter Skit based on Chunk 5 of *The Miseducation of Cameron Post*.

20. Students will review Collaborative Learning Task Sheet and Directions Sheet for Chunk 6 of *The Miseducation of Cameron Post*.

21. Students will work in small Collaborative Learning Groups and discuss Chunk 6 of *The Miseducation of Cameron Post* according to the tasks listed in this lesson plan.

22. Students will examine a recent news article about the bullying of a gay teenager and compare its themes to themes presented in *The Miseducation of Cameron Post*.

23. Students will write a set of letters between a teen character and an adult character from *The Miseducation of Cameron Post*.

24. Students will examine and discuss images that represent identity.

25. Students will create and discuss their own Identity Web.

26. Students will discuss content, interpretation and application questions after reading Chunk 7 (Chapters 17-21) of *The Miseducation of Cameron Post*.

47. Students will choose one project from the following to further explore identity:

   A. Creative Essay  
   B. Poem  
   C. Short Film  
   D. Song
Supplementary Materials
Supplementary Materials

PowerPoint presentation of images of Montana [Exhibit 1]

You Are Loved documentary (Link: http://www.good.is/posts/intermission-what-it-s-like-to-be-gay-in-rural-america)

CD of the song “Fifteen” by Taylor Swift

Handout of the lyrics to the song “Fifteen” by Taylor Swift [Exhibit 2]

DVD copy of the film Eternal Sunshine of the Spotless Mind [Exhibit 3]

A set of 6-10 advertisements or PSAs that depict peer pressure [Exhibit 4]

Teacher’s Inner Self/Outer Self Bag

Extra paper bags and art materials

DVD copy of the film Mean Girls

A recent news article about the bullying of a gay teenager [Exhibit 5]

PowerPoint presentation of images that represent identity [Exhibit 6]

CD of the song “The Miseducation of Lauryn Hill”

Handout of the lyrics to the song “The Miseducation of Lauryn Hill” [Exhibit 7]
Introductory Activity
Introductory Activity

1. Show students a PowerPoint presentation of images of Montana [Exhibit 1].

2. Ask students the following questions:
   
   A. What do these images suggest about the state of Montana?
   
   B. How does this place seem different from where you live?
   
   C. How does it seem similar to where you live?
   
   D. What words would you use to describe these images?
   
   E. What words would you use to describe Montana based on these images?

3. Show students the documentary *You Are Loved*, a short 2011 film about growing up gay in rural America, particularly Bozeman, Montana. (Link: https://www.good.is/posts/intermission-what-it-s-like-to-be-gay-in-rural-america)

4. Have students discuss the following questions as a class:
   
   A. What obstacles did the people in the film have to overcome?
   
   B. Does it seem like growing up gay in a rural area would be different than an urban or suburban area? Why or why not?
   
   C. Did the film challenge any assumptions or preconceived notions you have?
   
   D. This film was created in 2011. What do you think life for gay teens was like in Montana 20 years ago? 30? 50?

5. Break students into small groups of 4 or 5 and have them discuss the following questions:
   
   A. What would it be like to live in a small, rural town?
   
   B. How do you think you would fit in in a place like Bozeman, Montana?
   
   C. Do you think you would feel comfortable in a place like Bozeman?
   
   D. Where do you feel like you most fit in? Why?

6. Ask students to individually create a list of places they feel uncomfortable in or where they “cannot go.” These could be particular restaurants, parts of town, or even states or countries.
7. Have students write a creative essay about one of these places they “cannot go.” Have them select one of the following topics:

   A. Write a creative essay speaking to the inhabitants of the place you cannot go. What do you want to share with them? What do you want them to know about you, and people who share your identity?

   B. Write a creative essay in the voice of the inhabitants of the place you cannot go. What are they thinking? What are they saying? What would they say to you?

   C. Write a creative essay where two people meet: one from the place you cannot go, and one who shares your identity. What happens when these two people meet? Are they kind? Do they share something in common? Do they fight? Write the scene.

8. Have students share their completed essays with the class and discuss similarities and differences among the places they “cannot go.”
Exhibit 1
“Images of Montana”
Presentation
Lesson Plan 1
Collaborative Learning
Chunk 1
COLLABORATIVE LEARNING ACTIVITY
Chunk 1 (Chapters 1-3)

OBJECTIVES

1. Students will review Collaborative Learning Task Sheet and Directions Sheet for Chunk 1 of *The Miseducation of Cameron Post*.

2. Students will work in small Collaborative Learning Groups and discuss Chunk 1 of *The Miseducation of Cameron Post* according to the tasks listed in this lesson plan.

3. Students will examine the song “Fifteen” by Taylor Swift and compare its themes to themes presented in *The Miseducation of Cameron Post*.

4. Students will create and present “Cameron’s Playlist.”
1. List the major events in this section of the novel. Be prepared to explain why each event is important.

2. What does each event say to you about human beings? About life?

3. Consider the song “Fifteen” by Taylor Swift, which will be played for the entire class [Exhibit 2]. What point does the song make about human beings or life? (Be thorough in your analysis and list all the insights that you come up with.)

4. How does “Fifteen” relate to one or more major events in this section of the novel? (Be thorough in your analysis and list all the insights that you come up with).

5. As a group, create “Cameron’s Playlist.”
   
   A. Select 12 – 15 songs that you think Cameron Post would be listening to during this chunk of the novel.

   B. Write a short rationale (6-12 sentences) for each song, explaining why this song would be something Cameron would listen to. Please cite the text.

6. Each group will share their responses to Items 1, 2, 3 and 4 tomorrow. The recorder of the group will make the report.

7. Each group will present their playlists the following day.

8. You may choose to bring in a CD or MP3 of one of the songs from your playlist and present it to the class.
COLLABORATIVE LEARNING ACTIVITY
(All groups doing the same things)
DIRECTIONS SHEET FOR CHAIRPERSON AND RECORDER

CHAIRPERSON

The Chairperson will

1. Be sure that the group follows each step on the Task Sheet and finishes in the time allotted.

2. Be sure that all group members are involve, participate and do their fair share of the work.

3. Be sure that all group members are treated with respect.

4. Be sure that the recorder takes notes on each step listed on the Task Sheet.

5. Be sure that “Cameron’s Playlist” is unique and imaginative.

6. Be sure to introduce the Recorder before he or she shares the report from your group.

RECORDER

The Recorder will

1. Take notes on each step given on the Task Sheet.

2. Be sure to get all comments from all students and present them clearly in your notes.

3. Write any notes that the group thinks are necessary for “Cameron’s Playlist”.

4. Present the group’s report to the entire class at the appropriate time.
Exhibit 2
“Fifteen” Lyrics
"Fifteen"
by Taylor Swift

You take a deep breath and you walk through the doors
It's the morning of your very first day
And you say hi to your friends you ain't seen in a while
Try and stay out of everybody's way

It's your freshman year and you're gonna be here
For the next four years in this town
Hoping one of those senior boys will wink at you and say
"You know, I haven't seen you around before"

'Cause when you're fifteen and somebody tells you they love you
You're gonna believe them
And when you're fifteen feeling like there's nothing to figure out
Well, count to ten, take it in
This is life before you know who you're gonna be
Fifteen

You sit in class next to a redhead named Abigail
And soon enough you're best friends
Laughing at the other girls who think they're so cool
We'll be outta here as soon as we can

And then you're on your very first date and he's got a car
And you're feeling like flying
And you're momma's waiting up and you're thinking he's the one
And you're dancing 'round your room when the night ends
When the night ends

'Cause when you're fifteen and somebody tells you they love you
You're gonna believe them
When you're fifteen and your first kiss
Makes your head spin 'round
But in your life you'll do things greater than
Dating the boy on the football team
But I didn't know it at fifteen

When all you wanted was to be wanted
Wish you could go back and tell yourself what you know now

Back then I swore I was gonna marry him someday
But I realized some bigger dreams of mine
And Abigail gave everything she had to a boy
Who changed his mind and we both cried

'Cause when you're fifteen and somebody tells you they love you
You're gonna believe them
And when you're fifteen, don't forget to look before you fall
I've found time can heal most anything
And you just might find who you're supposed to be
I didn't know who I was supposed to be at fifteen

Your very first day
Take a deep breath girl
Take a deep breath as you walk through the doors
Lesson Plan 2
Teacher-Directed
Chunk 2
TEACHER-DIRECTED LESSON PLAN  
Chunk 2 (Chapters 4-6)

OBJECTIVES

1. Students will view and discuss a scene from the film *Eternal Sunshine of the Spotless Mind*.

2. Students will discuss content, interpretation and application questions after reading Chapters 4-6 (Chunk 2) of *The Miseducation of Cameron Post*.

3. Students will complete the following activities:
   - A. Students will discuss Cameron’s dollhouse from *The Miseducation of Cameron Post*.
   - B. Students will draw a depiction of the dollhouse.
   - C. Students will write a short essay to accompany the drawing of the dollhouse.

INTRODUCTORY ACTIVITY

1. Set up the clip (Chapter 8 or minutes 28:00 – 34:00) from *Eternal Sunshine of the Spotless Mind* [Exhibit 3] by explaining the following to students:
   
   In *Eternal Sunshine of the Spotless Mind*, a company called Lacuna offers a service where people can have a person erased from their memory. People choose to have ex-girlfriends or ex-boyfriends, deceased loved ones and pets erased from their memory. In order for the process to take place, Lacuna asks that its customers bring in every physical object they have that reminds them of the person they wish to erase from memory. In this scene the character Joel (Jim Carrey) is having his ex-girlfriend, Clementine, erased from memory.

2. Show students the scene from *Eternal Sunshine of the Spotless Mind*.

3. Ask students to answer the following questions in small groups:
   
   A. Why do you think the doctor has people bring in every physical item associated with the person they wish to have erased?

   B. What types of items does Joel bring in?

   C. What types of items do the other people in the waiting room bring in?

   D. What does Joel see in the tech room?

   E. Why does Joel need to focus on the objects for his brain to be mapped?
F. Why do you think objects help us remember things or people?
G. Have you ever lost someone and kept objects to remember them by? What about objects that help you remember events from your life or accomplishments?

H. What would happen if Lacuna patients kept the objects that they associate with the person they wish to have erased?

4. Have the groups present their answers to the questions and discuss with the entire class.

VOCABULARY

Embedded
Proponent
Righteousness
Vague
Brimstone
Fluorite
Plunder
Immaculate
Aura
Gauge

QUESTIONS

Content Questions

1. What were Cameron’s parents’ views on religion?
2. What is Aunt Ruth’s view on religion?
3. How does Cameron feel about Gates of Praise?
4. How does Cameron describe Gates of Praise?
5. How does Cameron think her parents would feel about Gates of Praise?
6. What does Cameron receive at her first Firepower meeting?
7. What does the Extreme Teen Bible say about homosexuality? How does Cameron feel about this?
8. What does Cameron do with the piece of fluorite?
9. What objects are in Cameron’s collection?
10. What kind of job does Aunt Ruth get?

11. What does Cameron remember about her mother’s hands?

12. What are Cameron’s big plans for her summer break?

13. How is Holy Rosary Hospital described?

14. Who is Jamie? How is he described?

15. What do Cameron and her friends do at the abandoned hospital?

16. What is Cameron’s friendship with the guys like? How do they treat her?

17. What does Cameron think about the way the guys wrestle?

18. Who is Lindsey Lloyd?

19. How is Lindsey described?

20. How does Cameron feel when she is around Lindsey?

21. Where does Lindsey ask Cameron to go with her?

22. What does Lindsey help Cameron “catch up” on?

23. Who is Dave Hammond?

24. How are the Miles City swim meets different from the meets in other locations?

25. What do Cameron, Lindsey, Dave and Jamie do on their night out in Miles City?

26. Where do Cameron and Lindsey sneak off to?

27. How does Cameron describe her kiss with Lindsey?

28. How does Cameron describe her relationship with Lindsey?

29. How does Lindsey change the way Cameron views her attraction to girls?

30. What happens in the changing room at the last swim meet of the summer?

31. Who is Ted?

32. What do Aunt Ruth’s bumper stickers say?
33. How do Lindsey and Cameron say goodbye?

**Interpretation Questions**

1. Why do you think Cameron is upset about Aunt Ruth’s fake Christmas tree? Support your answer with evidence from the text.


3. What makes Gates of Praise different from the Presbyterian church? Why do you think this is?

4. Why do you think Cameron stole the fluorite? Support your answer with evidence from the text.

5. Why do you think Firepower uses the Extreme Teen Bible? Support your answer with evidence from the text.

6. Why do you think Cameron took the objects she did for her collection? Support your answer with evidence from the text.

7. Why do you think Cameron glues the objects down in the dollhouse? Support your answer with evidence from the text.

8. What do you think Cameron means when she says, “It felt really good to do something that made no sense at all” (Danforth 71)? Support your answer with evidence from the text.

9. Why do you think Aunt Ruth reminds Cameron that their hands are similar? Support your answer with evidence from the text.

10. Why do you think Cameron and her friends explore the abandoned hospital? Support your answer with evidence from the text.

11. What could Holy Rosary Hospital represent for Cameron? Support your answer with evidence from the text.

12. Why do you think it angers Cameron that Jamie doesn’t treat her the same way he treats the guys? Support your answer with evidence from the text.

13. Why do you think Cameron says she doesn’t know how she should feel about the wrestling? Support your answer with evidence from the text.

14. What do you think Cameron means when she says she is jealous of the freedom that the guys have with each other? Support your answer with evidence from the text.
15. What do you think Cameron means when she says, “It felt like we’d entered a world that wasn’t supposed to be found this way” (Danforth 83)? Support your answer with evidence from the text.

16. Why do you think Cameron finds Lindsey alluring? Support your answer with evidence from the text.

17. Why do you think Cameron doesn’t understand the “language” or code that Lindsey speaks? Support your answer with evidence from the text.

18. What do you think Cameron means when she says, “I knew that my answer meant more than just the words I was saying” (Danforth 88)? Support your answer with evidence from the text.

19. How would you describe the friendship between Cameron and Lindsey? Support your answer with evidence from the text.

20. Why do you think Cameron feels ashamed of the Miles City swim meets? Support your answer with evidence from the text.

21. Why do you think Cameron says her feelings toward Lindsey were different than her feelings toward Irene? Support your answer with evidence from the text.

22. Why does Lindsey’s view on homosexuality create inner conflict for Cameron? Support your answer with evidence from the text.

23. Why do you think Lindsey’s teammates treat her so cruelly? Support your answer with evidence from the text.

24. What can you infer about Aunt Ruth from her bumper stickers?

**Application Questions**

1. What holiday traditions are important to you? Why?

2. Have you ever felt pressured to attend religious services or join a religious community? How did this make you feel?

3. Do you think it is beneficial for teens and young people to study a different type of religious text, such as the Extreme Teen Bible? Why or why not?

4. What do you think are the main issues that affect modern day teens?

5. Have you ever started a collection? What did you collect? Why?

6. How do you think Cameron would have been treated at Firepower if she told her leaders about her feelings for Irene?
7. Do you have any physical features in common with other members of your family? Do you have any personality features in common?

8. How do people respond when places from their childhoods (such as schools, parks, hospitals) cease to exist or are closed down? Have you ever experienced this?

9. Have you ever received different treatment due to your gender? How did this make you feel?

10. Do you think there is a difference between girls’ friendships and guys’ friendships? What differences or similarities have you observed?

11. Have you ever explored an off-limits or restricted location? How did it feel? What do you think is the appeal of this kind of exploration?

12. Have you ever had a friendship based on competition? How was it different from other types of friendships?

13. Have you ever felt like you didn’t speak or understand the same “language” or code as someone else? How did this make you feel? Did you try to learn the language or code?

14. Have you ever as acted as a mentor for a friend or have you ever had a friend act as a mentor for you? What did you teach them or what did they teach you?

15. Why do you think people sometimes experience shame or embarrassment about the places they come from? Have you ever experienced or witnessed this?

16. Have you ever met someone or had an experience that challenged your previously held beliefs? Did this change the way you felt completely or did you reject the new beliefs or come to a compromise?

17. What do you think causes bullying? Have you ever witnessed or experienced bullying? What do you think can be done to prevent bullying?

18. What happens when members of the same family have opposing political opinions? Have you ever experienced or witnessed this?

**Students will discuss the answers to the above questions in small groups of 4 or 5. After students have discussed their answers, the entire class will share their responses with each other.**

**CONCLUDING ACTIVITY**
1. Place students in pairs and ask them to recall what Cameron places in her dollhouse in this chunk of the book.

2. Ask students to infer what other items might be included in her dollhouse, based on what they have read so far.

3. Have students brainstorm these ideas, keeping in mind what the discussion about *Eternal Sunshine of the Spotless Mind* helped them discover about objects and memory.

4. Have each pair create a drawing of Cameron’s dollhouse that includes both objects mentioned in the book and the objects that students inferred would be included in the dollhouse.

5. Have each pair write short essay to accompany their drawing, incorporating the discussion on object and memory from the Introductory Activity as well as evidence from the text.

6. Have each pair present their drawing to the class and briefly summarize the content of their essay.
Exhibit 3
DVD of *Eternal Sunshine of the Spotless Mind*
Lesson Plan 3
Collaborative Learning
Chunk 3
COLLABORATIVE LEARNING ACTIVITY
Chunk 3 (Chapters 7-8)

OBJECTIVES

1. Students will review Collaborative Learning Task Sheet and Directions Sheet for Chunk 3 of *The Miseducation of Cameron Post*.

2. Students will work in small Collaborative Learning Groups and discuss Chunk 3 of *The Miseducation of Cameron Post* according to the tasks listed in this lesson plan.

3. Students will examine a set of 6-10 advertisements or PSAs that depict peer pressure and compare their themes to themes presented in *The Miseducation of Cameron Post*.

4. Students will conduct a debate on whether or not peer pressure can be positive.
1. List the major events in this section of the novel. Be prepared to explain why each event is important.

2. What does each event say to you about human beings? About life?

3. Consider the set of 6-10 advertisements or PSAs depicting peer pressure [Exhibit 4]. What point does each image make about human beings or about life? (Be thorough in your analysis and list all the insights that you come up with.)

4. How does these advertisements or PSAs relate to one or more major events in this section of the novel? (Be thorough in your analysis and list all the insights that you come up with).

5. Prepare to conduct a debate on whether or not peer pressure can be positive.
   
   A. Divide your group into two and have the Chairperson help decide which group will take the Pro side and which will take the Con side.
   
   B. Each sub-group should spend the class period writing arguments for their side of the debate and anticipating counter-arguments.
   
   C. Use at least one example from The Miseducation of Cameron Post to help illustrate your argument.
   
   D. Decide who will be the speaker for the debate and prepare an outline for him or her.
   
   E. The speaker should be prepared to speak for 2 – 3 minutes.

6. Each group will share their responses to Items 1, 2, 3 and 4 tomorrow. The recorder of the group will make the report.

7. The Debates will be conducted in front of the entire class on the following day.
COLLABORATIVE LEARNING ACTIVITY  
(All groups doing the same things)  
DIRECTIONS SHEET FOR CHAIRPERSON AND RECORDER

CHAIRPERSON

The Chairperson will

1. Be sure that the group follows each step on the Task Sheet and finishes in the time allotted

2. Be sure that all group members are involve, participate and do their fair share of the work.

3. Be sure that all group members are treated with respect.

4. Be sure that the recorder takes notes on each step listed on the Task Sheet.

5. Be sure that the debate is well argued and thorough.

6. Be sure to introduce the Recorder before he or she shares the report from your group.

RECORDER

The Recorder will

1. Take notes on each step given on the Task Sheet

2. Be sure to get all comments from all students and present them clearly in your notes.

3. Write any notes that the group thinks are necessary for the debate.

4. Present the group’s report to the entire class at the appropriate time.
Exhibit 4
Advertisements or PSAs depicting peer pressure
Lesson Plan 4
Teacher-Directed Chunk 4
TEACHER-DIRECTED LESSON PLAN
Chunk 4 (Chapters 9-10)

OBJECTIVES

1. Students will examine and discuss images and items from an Inner Self/Outer Self Bag.

2. Students will discuss what the contents of Cameron Post’s Inner Self/Outer Self bag would be.

2. Students will discuss content, interpretation and application questions after reading Chunk 4 (Chapters 9-10) of The Miseducation of Cameron Post.

3. Students will create and share their own Inner Self/Outer Self bag with the class.

INTRODUCTORY ACTIVITY

1. The teacher will create an Inner Self/Outer Self bag that contains images, objects and words that represent both the self that the teacher presents to the world (Outer Self) and the self that is not so frequently shown to the outer world (Inner Self).

2. The teacher will share with students what the images and objects from her bag represent.

3. The teacher will ask students for their thoughts and impressions of the bag. The following questions may be asked

   A. Did any of the images or items surprise you?

   B. Would any of the Inner Self images and items cause you view or treat a person differently? Why or why not?

   C. Why do you think some parts of ourselves are more easily shared with the world than others?

   D. Do you think the Inner Self/Outer Self divide is constant and applicable in every situation, or could it change depending on where a person is or whom they are with?

4. Break students into small groups of 4 or 5 and have students brainstorm what would be in Cameron Posts’s Inner Self/Outer Self bag.

5. Have the groups draw the objects, images and words that would be in Cameron’s bag.

6. Have students share their bags with the class and explain why they included the objects, images and words they did.
VOCABULARY
Shenanigans
Debauchery
Perverse
Prowess
Chauvinist
Prurient
Ether
Affinity
Happenstance
Treacherous

QUESTIONS

Content Questions

1. What is Bucking Horse Sale? How is it described?

2. What illness does Grandma Post have?

3. What memories does Cameron have of going to Bucking Horse Sale with her parents?

4. Who is Ty? How is he described?

5. What does Ty ask Cameron to do?

6. Why do you think Coley wants to retract her nomination for queen of Bucking Horse Sale?

7. What has Cameron and Jamie’s relationship been like since prom?

8. How does Cameron describe her physical relationship with Jamie?

9. What happens between Cameron and Jamie on the roof of Holy Rosary?

10. How is spring in Miles City described?

11. How does Jamie behave once he and Cameron find Coley?

12. Who is crowned Queen of Bucking Horse Sale?

13. What does Aunt Ruth see in the bleachers?

14. How does Cameron react to the news of Jamie being with another girl?

15. How does Coley react to the news of Jamie being with another girl?
16. How do Coley and Cameron feel about Bucking Horse Sale by Saturday?
17. What do Coley and Cameron end up doing on Saturday?
18. How does Coley’s mom react to the girls’ declaration that they are staying in on Saturday?
19. What does Cameron see in the Taylor’s family photo?
20. How is the Taylor’s ranch described?
21. What does Lindsey think of Tom Petty?
22. What happens when Cameron and Coley park the truck?
23. What does Cameron add to the dollhouse?
24. What does the note from Jamie say?
25. What are Cameron and Coley’s summer jobs?
26. Why is Brett gone for most of the summer?
27. How does Cameron and Coley’s relationship change with Brett gone?
28. What happens at Scanlan Lake and the movie theater?
29. What happens to Aunt Ruth and Ray over the summer?
30. Who is Mona Harris? What does she tell Cameron?
31. Who is Reverend Rick and why does he come to Gates of Praise?

**Interpretation Questions**

1. Why do you think Bucking Horse Sale is a big deal for Miles City? Support your answer with evidence from the text.

2. How would you describe Coley’s relationship with her brother? Support your answer with evidence from the text.

3. Why do you think Ty asks Cameron to look out for Coley? Support your answer with evidence from the text.

4. Why do you think it makes Cameron nervous that Ty asked her to look out for Coley? Support your answer with evidence from the text.
5. What do you think Cameron means when she says that kissing Jamie feels like “rehearsal” (Danforth 163)? Support your answer with evidence from the text.

6. Why do you think Cameron continues her relationship with Jamie? Support your answer with evidence from the text.

7. Why do you think Cameron skips school and smokes marijuana with Jamie? Support your answer with evidence from the text.

8. Why do you think Jamie refers to Cameron’s feelings for Coley as a “perverse disease” (Danforth 166)? Support your answer with evidence from the text.

9. What do you think is the significance of Cameron and Jamie listening to mixed tapes from Lindsey while they kiss? Support your answer with evidence from the text.

10. Do you see any connection between the physical climate of Miles City in spring and the social climate of Bucking Horse Sale? Support your answer with evidence from the text.

11. Why do you think Jamie acts so rudely when he and Cameron find Coley? Support your answer with evidence from the text.

12. Why do you think Cameron reacts the way she does to the news of Jamie being with another girl? Support your answer with evidence from the text.

13. Why do you think Cameron means when she says Bucking Horse Sale is a “bitter mistress” (Danforth 174)? Support your answer with evidence from the text.

14. What do you think Mrs. Taylor means when she tells Coley, “That doesn’t sound a bit like you” (Danforth 174)? Support your answer with evidence from the text.

15. What do you think Cameron means when she says that she felt like she was caught doing something when she wasn’t (Danforth 175). Support your answer with evidence from the text.

16. Why do you think Lindsey and Coley have such differing views on Tom Petty? What do you think this says about them? Support your answer with evidence from the text.

17. Why do you think Coley brings up Irene? Support your answer with evidence from the text.

18. What purpose does Cameron getting stuck in the mud serve during their serious moment? Support your answer with evidence from the text.

19. Why do you think Cameron steals parent dolls for her dollhouse but pays for the daughter doll? Support your answer with evidence from the text.
20. Why do you think Jamie writes the note to Cameron? Support your answer with evidence from the text.

21. Why do you think Cameron describes her relationship with Coley as “an increasingly treacherous pattern” (Danforth 193)? Support your answer with evidence from the text.

22. Why do you think Scanlan Lake and the movie theater are places where Cameron and Coley go to be alone? Do these places hold other significance for Cameron? Support your answer with evidence from the text.

23. Why do you think Cameron and Coley don’t discuss their dead parents with each other? Support your answer with evidence from the text.

24. What do you think Mona means when she tells Cameron, “The world’s really big outside of Miles City” (Danforth 205)? Support your answer with evidence from the text.

25. Why do you think Coley takes Reverend Rick’s pamphlet?

Application Questions

1. Can you think of any events that your hometown or city holds that are similar to Bucking Horse Sale? What are they like?

2. How would you characterize relationships between older brothers and younger sisters? What about older sisters and younger sisters?

3. Why do you think teens sometimes feel pressured to date someone?

4. Have you ever felt pressured to date someone or known someone who has? How was this resolved?

5. Imagine this novel was set anywhere else in the United States. What would be different about the events in these two chapters?

6. Why do you think jealousy is such a powerful emotion?

7. Have your parents ever thought a friend was a bad influence on you? Have your friends’ parents every thought you were the bad influence? How did this make you or your friend feel?

8. What do you think a person’s taste in music says about him or her?

9. Who are your favorite musicians? Do you know what their political or ideological beliefs are? Does this matter to you?
10. Have you ever experienced something comical in the middle of a serious conversation or moment? Have you ever done something comical during a serious conversation or moment to lighten the mood?

11. How would you describe your relationship with your parents or guardians?

12. Have you experienced loss of any kind (a person, pet, or ability, for example)? How did you cope?

13. Have you ever had a location or place where secret or private activities took place or where you went to be alone? Why did you choose this place? Describe the place or location.

14. Cameron says that she and Coley were unable to hold hands in public or go to the usual places where couples go. Have you ever felt like you were unable to go certain places or do certain things that others were able to without issue? How did this make you feel?

15. Have you ever wished to escape the place you lived?

16. What reasons do you think people may have for wishing to escape a rural area? How about an urban area? How about a suburban area?

**Students will respond to the questions in their journals or notebooks. After they have individually responded, students will gather in the same groups from the introductory activity and share their responses.**

**CONCLUDING ACTIVITY**

1. Distribute a paper bag to each student.

2. Provide students with time to brainstorm what they would place in their bag, keeping in mind the discussion from the Introductory Activity.

3. Have students create their Inner Self/Outer Self bags and share them with the class. Remind students that they only have to share what they are comfortable with.

4. After everyone has shared their bags, ask students the following questions.
   
   A. Did you learn anything new about your classmates?

   B. Did you find you have more in common with classmates than you thought?

   C. Did you discover anything about yourself while creating your bag?
Lesson Plan 5
Collaborative Learning
Chunk 5
COLLABORATIVE LEARNING ACTIVITY
Chunk 5 (Chapters 11-12)

OBJECTIVES

1. Students will review Collaborative Learning Task Sheet and Directions Sheet for Chunk 5 of *The Miseducation of Cameron Post*.

2. Students will work in small Collaborative Learning Groups and discuss Chunk 5 of *The Miseducation of Cameron Post* according to the tasks listed in this lesson plan.

3. Students will examine the film Mean Girls and compare its themes to themes presented in *The Miseducation of Cameron Post*.

4. Students will plan and present a Roving Reporter Skit based on Chunk 5 of *The Miseducation of Cameron Post*. 
1. List the major events in this section of the novel. Be prepared to explain why each event is important.

2. What does each event say to you about human beings? About life?

3. Consider the film Mean Girls, which will be watched as a class. What point does the film make about human beings or about life? (Be thorough in your analysis and list all the insights that you come up with.)

4. How does Mean Girls relate to one or more major events in this section of the novel? (Be thorough in your analysis and list all the insights that you come up with).

5. Be prepared to conduct a Roving Reporter Skit on this chunk of the novel.
   
   A. Each person in your group should participate in the skit.

   B. One person in the group will be a Roving Reporter from a local television station.

   C. All other members of the group will be characters from this chunk of the novel.

   D. The Roving Reporter will briefly interview each character and ask the 4 or 5 questions that have been written out ahead of time (The entire group will make up the questions).

   E. Each character must use one prop (clothing, object, etc…) that reflects the character’s true self. Be prepared to discuss why you chose that prop.

6. Each group will share their responses to Items 1, 2, 3 and 4 tomorrow. The recorder of the group will make the report.

7. The Roving Reporter Skits will be presented the following day.
COLLABORATIVE LEARNING ACTIVITY
(All groups doing the same things)
DIRECTIONS SHEET FOR CHAIRPERSON AND RECORDER

CHAIRPERSON

The Chairperson will

1. Be sure that the group follows each step on the Task Sheet and finishes in the time allotted

2. Be sure that all group members are involve, participate and do their fair share of the work.

3. Be sure that all group members are treated with respect.

4. Be sure that the recorder takes notes on each step listed on the Task Sheet.

5. Be sure that the Roving Reporter Skit is unique and imaginative.

6. Be sure to introduce the Recorder before he or she shares the report from your group.

RECORDER

The Recorder will

1. Take notes on each step given on the Task Sheet

2. Be sure to get all comments from all students and present them clearly in your notes.

3. Write any notes that the group thinks are necessary for the Roving Reporter Skit.

4. Present the group’s report to the entire class at the appropriate time.
Lesson Plan 6
Collaborative Learning
Chunk 6
COLLABORATIVE LEARNING ACTIVITY
Chunk 6 (Chapters 13-16)

OBJECTIVES

1. Students will review Collaborative Learning Task Sheet and Directions Sheet for Chunk 6 of *The Miseducation of Cameron Post*.

2. Students will work in small Collaborative Learning Groups and discuss Chunk 6 of *The Miseducation of Cameron Post* according to the tasks listed in this lesson plan.

3. Students will examine a recent news article about the bullying of a gay teenager and compare its themes to themes presented in *The Miseducation of Cameron Post*.

4. Students will write a set of letters between a teen character and an adult character from *The Miseducation of Cameron Post*. 
1. List the major events in this section of the novel. Be prepared to explain why each event is important.

2. What does each event say to you about human beings? About life?

3. Consider the attached newspaper article about the bullying of a gay teenager [Exhibit 5]. What point does this article make about human beings or life? (Be thorough in your analysis and list all the insights that you come up with.)

4. How does this article relate to one or more major events in this section of the novel? (Be thorough in your analysis and list all the insights that you come up with).

5. Pick an adult character and a teenage character from *The Miseducation of Cameron Post* and write at least two letters of correspondence between them.
   
   A. Brainstorm the types of issues the teenage characters are going through and which adults might have advice for them.

   B. The first letter should be from the teenage character to the adult character, asking for advice.

   C. Write at least two letters between these characters for approximately 4 pages of writing. You may choose to write 4 or 6 shorter letters if you wish.

   D. Select two people from your group to give “readings” of these letters in front of the class.

6. Each group will share their responses to Items 1, 2, 3 and 4 tomorrow. The recorder of the group will make the report.

7. The Advice Letters will be presented the following day.
COLLABORATIVE LEARNING ACTIVITY
(All groups doing the same things)
DIRECTIONS SHEET FOR CHAIRPERSON AND RECORDER

CHAIRPERSON

The Chairperson will

1. Be sure that the group follows each step on the Task Sheet and finishes in the time allotted

2. Be sure that all group members are involve, participate and do their fair share of the work.

3. Be sure that all group members are treated with respect.

4. Be sure that the recorder takes notes on each step listed on the Task Sheet.

5. Be sure that the Advice Letters are unique and imaginative.

6. Be sure to introduce the Recorder before he or she shares the report from your group.

RECORDER

The Recorder will

1. Take notes on each step given on the Task Sheet

2. Be sure to get all comments from all students and present them clearly in your notes.

3. Write any notes that the group thinks are necessary for the Advice Letters.

4. Present the group’s report to the entire class at the appropriate time.
Exhibit 5
News Article
Lesson Plan 7
Teacher-Directed
Chunk 7
TEACHER-DIRECTED LESSON PLAN  
Chunk 7 (Chapters 17-21)

OBJECTIVES
1. Students will examine and discuss images that represent identity.

2. Students will create and discuss their own Identity Web.

2. Students will discuss content, interpretation and application questions after reading Chunk 7 (Chapters 17-21) of The Miseducation of Cameron Post.

4. Students will choose one project from the following to further explore identity:
   A. Creative Essay
   B. Poem
   C. Short Film
   D. Song

INTRODUCTORY ACTIVITY
1. Show students a PowerPoint presentation of images that represent different aspects of identity, such as gender, race, religion, age, profession and more [Exhibit 6].

2. Have students discuss the following questions:
   A. What identities are represented in these images?
   B. What different kinds of identities are there?
   C. Which identities are fixed or constant? Which ones are fluid or able to change?
   D. Which identities are chosen? Which identities are people born with?
   E. Would any of these identities be thought of differently in another era or location?

3. Have students brainstorm the different identities that they possess.

4. Have students create an Identity Web through the following steps:
   A. Have students write their name in the center of a sheet of paper.
   B. Have students surround their name with words and phrases that encompass their identity.
C. Have students add illustrations, symbols and color. Encourage them to be as creative as possible.

D. Remind students that they only need to include identities they are comfortable with sharing.

5. Hang each map up around the classroom and have students do a gallery walk. When a student sees an identity they share, they should place a small sticker next to this word.

6. Once everyone has had a chance to do the gallery walk, discuss the activity as a class. Ask students to consider the following questions:

   A. What surprised you about your classmates?

   B. Did someone include an identity you didn’t realize you possessed until you saw their Web?

   C. Which identities are the most common? The least?

**VOCABULARY**

Syncopated  
Relinquished  
Detachment  
Vindicated  
Fastidiousness  
Feigning  
Fallible  
Requisite  
Emulate  
Appease

**QUESTIONS**

**Content Questions**

1. What changes at Promise after Christmas break?

2. What does Cameron compare herself to the longer she stays at Promise?

3. What are group sessions like?

4. What does Cameron learn about the other disciples at group session?
5. What happened in Dane and Helen’s pasts?

6. How is Mark Turner described?

7. What happens to Mark Turner at the group session in March?

8. What happens to Mark Turner after group session?

9. How do the disciples react when Reverend Rick tells them about what happened to Mark?

10. What happens during Cameron’s one-on-one conversation with Reverend Rick?

11. What upsets Cameron during her one-on-one with Reverend Rick?

12. What do Cameron, Adam and Jane talk about in the barn?

13. What decision do Cameron, Adam and Jane make in the barn?

14. Who does Cameron think might help them escape from Promise?

15. What happens during the state department’s investigation of Promise?

16. What is Cameron, Adam and Jane’s escape plan?

17. Why do Cameron, Adam and Jane meet less frequently in the spring?

18. What does Cameron’s letter from Grandma Post say?

19. What happens to Aunt Ruth’s health?

20. What does Cameron decide to do during her last month at Promise?

21. What does Bethany Kimbles-Erickson buy Cameron?

22. What does Cameron learn about her mother, Margot and Quake Lake?

23. How does the book about Quake Lake change Cameron’s escape plan?

24. What does Lydia find under Cameron’s bed?

25. What does Cameron realize during her session with Lydia?

26. What happens between Erin and Cameron at night?

27. What does Lydia tell Cameron during her last session?
28. What happens when Cameron, Adam and Jane get to Quake Lake?

29. What happens when Cameron gets out of the lake?

**Interpretation Questions**

1. Why do you think Cameron agrees to do Christian aerobics with Erin? Support your answer with evidence from the text.

2. What do you think Cameron means when she compares herself to a sticky-hand toy? Support your answer with evidence from the text.

3. Why do you think Cameron says she feels weighed down by group sessions? Support your answer with evidence from the text.

4. What do you think the Promise prayer means when it says, “I must be the change” (Danforth 362)? Support your answer with evidence from the text.

5. What do you think Cameron means when she says Dane and Helen have better justifications for homosexuality? Support your answer with evidence from the text.

6. Why do you think Mark speaks and behaves the way he does at group session? Support your answer with evidence from the text.

7. Why do you think Reverend Rick tells the disciples about Mark in the way that he does? Support your answer with evidence from the text.

8. Why do you think Cameron gets angry at Reverend Rick? Support your answer with evidence from the text.


10. Why do you think Reverend Rick allows Cameron to speak freely during her outburst? Support your answer with evidence from the text.

11. Why do you think Cameron, Adam and Jane meet up in the barn to talk? Support your answer with evidence from the text.

12. What factors do you think lead to Cameron, Adam and Jane’s decision to leave Promise? Support your answer with evidence from the text.

13. Why do you think Cameron believes that Margot, Lindsey, Mona and Irene might help the escape from Promise? What do these women have in common? Support your answer with evidence from the text.
14. Why do you think the state investigator isn’t concerned about what Cameron has to say during the investigation? Support your answer with evidence from the text.

15. What do you think Cameron means when she says, “I don’t trust that they actually know what’s best for my soul” (Danforth 399)? Support your answer with evidence from the text.

16. Why do you think Cameron describes therapy at Promise as “pseudoscientific” (Danforth 421)? Support your answer with evidence from the text.

17. Why do you think Cameron decides to be honest with Lydia during her last few weeks at Promise? Support your answer with evidence from the text.

18. Why do you think Cameron feels the need to visit Quake Lake during the escape? Support your answer with evidence from the text.

19. Why do you think Cameron felt the need to make a Promise version of her dollhouse? Support your answer with evidence from the text.

20. Why do you think the cottage cheese tubs were never as satisfying as Cameron’s dollhouse? Support your answer with evidence from the text.

21. Do you think Cameron believes everything Lydia says to her therapy session? Why or why not? Support your answer with evidence from the text.

22. Why do you think it was important for Cameron to swim out to the lake? What do you think she achieved there? Support your answer with evidence from the text.

**Application Questions**

1. Have you ever felt yourself involuntarily being influenced by people or an institution (school or a group, for example). How did this make you feel?

2. Have you ever felt weighed down by the problems of others? How did you cope with this?

3. Have you ever felt as though you disappointed or could not live up to the standards of a parent or authority figure you know? How did this make you feel?

4. If you were in the group session with Mark Turner, how would you respond?

5. Do you think Promise handled the Mark Turner situation well? Do you think it could have been handled differently?

6. Suicide among teenagers is a serious issue. What do you think adults, schools and communities can do to prevent it? What do you think teens can do to prevent it?
7. Do you think adults should always be honest with teenagers or is it okay for them to hide certain things in order to protect teens? Why or why not?

8. How important are your friendships for coping with issues? Are there certain friends you confide in or depend upon more than others? Why do you think this is?

9. Do you think it was a wise decision for Cameron, Adam and Jane to run away from Promise? Why or why not?

10. If you needed to escape or run away, who would you call upon to help you? Why? What qualities or resources do these people offer?

11. Have you ever felt like any adults or authority figures in your life have not had your best interests at heart? Why did you feel this way? Do you still feel this way?

12. Do you think adults always know what is best for teenagers? Can you think of any examples where they do not know what is best?

13. Have you ever experienced a moment of clarity when something that previously did not make sense all of a sudden made sense? What was it like?

14. Have you ever taken part in an informal ritual, such as Cameron’s swim into Quake Lake? What did it accomplish?

15. What do you think happens to Cameron, Adam and Jane after the novel ends? Describe where you think they end up “beyond.”

**Students will discuss the answers to the above questions in small groups of 4 or 5. After students have discussed their answers, the entire class will share their responses with each other.**

**CONCLUDING ACTIVITY**

1. Ask students to respond to the following questions in their journals or notebooks:
   
   A. What part of your identity were you born with? What part was your choice?
   
   B. How did you come to choose the parts of your identity that you did?
   
   C. Have you ever left any parts of your identity behind, such as Cameron does at Quake Lake?

2. Keeping their responses to these questions in mind, have students choose one of the following projects to depict their identity:
A. Creative Essay
B. Poem
C. Short Film
D. Song

3. In completing these projects, students should address either their current identity, identities they have gained, identities they have let go of, or some combination of the three.

4. Once students have completed their projects, host an Identity Day in which students can share their projects and discuss them with the class.
Exhibit 6
Images of Identity
Culminating Activity
**Culminating Activity**

1. Play the song “The Miseducation of Lauryn Hill” by Lauren Hill and distribute a handout with the lyrics to the song [Exhibit 7].

2. Have students answer the following questions in small groups of 4 or 5:

   A. What are the song lyrics saying?

   B. What is a “miseducation”?

   C. What do you think Hill means when she writes “And every time I've tried to be/What someone else thought of me/So caught up, I wasn't able to achieve”?

   D. What do you think Hill is referring to in the lyric “I look at my environment/And wonder where the fire went”?

   E. What do you think Hill means by “the answer it was in me”?

   F. How do the lyrics of this song relate to *The Miseducation of Cameron Post*?

   G. How do you think Hill’s miseducation was similar to Cameron Posts’s? How do you think it was different?

3. Explain to students that Lauryn Hill named her song and her album of the same name after *The Mis-Education of the Negro*, a 1933 book by Dr. Carter G. Woodson that argued that African Americans of his day were being culturally indoctrinated, rather than taught, in American schools. Woodson challenges his readers to become autodidacts and to "do for themselves," regardless of what they were taught.

4. Read students the following quote from *The Mis-Education of the Negro*:

   "When you control a man's thinking you do not have to worry about his actions. You do not have to tell him not to stand here or go yonder. He will find his 'proper place' and will stay in it. You do not need to send him to the back door. He will go without being told. In fact, if there is no back door, he will cut one for his special benefit. His education makes it necessary.”

5. Have students answer the following questions in their small groups:

   A. What does Woodson say a miseducation is?

   B. Do you think miseducation still exists today?

   C. What groups do you think receive miseducations? Why?
D. Have you ever been miseducated?

E. How is Woodson’s quote addressed in Lauryn Hill’s lyrics?

F. Why do you think Hill chose to name her song and album after this book?

6. Provide students with two days to write a personal essay on miseducation. Have students address the following questions:

   A. How does miseducation function in *The Miseducation of Cameron Post*?
   
   B. How does miseducation function in “The Miseducation of Lauryn Hill”?
   
   C. Do you think you have ever received a miseducation? What happened?
   
   D. Why do you think people with certain identities are miseducated? What types of identities do you think the people who do the miseducating have?

7. Have students share their essays with the class and discuss the different types of miseducations students have experienced and the different ideas students have on miseducation.
Exhibit 7
“The Miseducation of Lauryn Hill” Lyrics
"The Miseducation Of Lauryn Hill"
By Lauryn Hill

My world it moves so fast today
The past it seems so far away
And life squeezes so tight that I can’t breathe
And every time I’ve tried to be
What someone else thought of me
So caught up, I wasn’t able to achieve

But deep in my heart
The answer it was in me
And I made up my mind
To define my own destiny

I look at my environment
And wonder where the fire went
What happened to everything we used to be
I hear so many cry for help
Searching outside of themselves
Now I know that His strength is within me

And deep in my heart
the answer it was in me
And I made up my mind
to define my own destiny
And deep in my heart
the answer it was in me
And I made up my mind
to define my own destiny