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## "All the Noise at Once" Lesson Plan Guide

by DeAndra Davis

### Unit Overview

**Duration:** 1 week

**Grade Level:** 9–12

**Program:** Florida Teens Read (FTR)

**Subject Integration:** ELA, Social Studies, Social-Emotional Learning, Civics

**Essential Question:** *How do systems of racial bias and disability interact—and what can one person do when institutions fail?*

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### Learning Objectives — Students will be able to:

- Analyze how Davis uses Aiden's neurodivergent perspective as both a narrative and investigative tool
- Examine the intersection of racial profiling and disability in the novel's central conflict
- Evaluate what systemic injustice looks like from the inside of a specific family's experience
- Engage with real-world frameworks around racial profiling, disability rights, and criminal justice
- Express understanding through analytical writing and civic research projects

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### ONE-WEEK LESSON PLAN

#### Day 1: Aiden's World — Neurodiversity, Football, and the Stakes

**Objective:** Establish Aiden's perspective, his goals, and the sensory and social landscape he navigates

**Materials:** Book, neurodiversity overview resource, character mapping chart

**Opening (10 min):**

- Quick-write: "Describe a time when an environment felt designed without you in mind. What did you do?"
- Partner share

**Main Activity (35 min):**

- Introduce Aiden: his Autism, his sensory meltdown at tryouts, his relationship with Brandon
- Discuss: What does it mean to navigate a space—a locker room, a football field, a school—when your processing is different from what that space assumes?
- Explore the double pressure: Aiden wants to belong AND he wants to play football AND he has to manage sensory input that others don't register
- Brief overview: What does current research say about sensory processing differences in Autism? What accommodations exist—and what gaps remain?

**Closing (5 min):**

- Exit ticket: "What does football represent to Aiden—and why does it matter so much?"

**Assessment:** Character comprehension, neurodiversity literacy baseline, personal connection

#### Day 2: The Fight, the Arrest, and Racial Profiling

**Objective:** Examine the events leading to Brandon's arrest and what racial profiling means in context

**Materials:** Book, racial profiling overview resource, news article (teacher-selected)

**Opening (10 min):**

- Think-pair-share: "What do you already know about racial profiling? What questions do you have?"

**Main Activity (35 min):**

- Read and discuss the incident: What happened? How does each character experience it differently?



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- Define racial profiling carefully: not as individual prejudice alone, but as a pattern embedded in institutional behavior
- Analyze: Why is Brandon charged with assaulting an officer? What does that charge require to stick—and what does it ignore?
- Connect to current events: Read a brief, teacher-selected news article on a comparable case and discuss similarities and differences

**Closing (5 min):**

- Exit ticket: "What does 'wrongly charged' mean—legally and morally? Are they the same thing?"

**Assessment:** Comprehension of incident and charge, racial profiling concept, application to real-world context

**Day 3: Aiden as Investigator — Neurodivergence as Narrative Tool**

**Objective:** Analyze how Davis uses Aiden's specific way of processing the world to drive the investigation

**Materials:** Book, close reading passages, narrative craft analysis chart

**Opening (10 min):**

- Discussion: "What does Aiden notice that others don't—and why? Is that related to how his brain works?"

**Main Activity (35 min):**

- Close reading: Identify specific passages where Aiden's sensory attentiveness or pattern recognition becomes investigative information
- Discuss Davis's craft: Why is Aiden—rather than a neurotypical character—the right narrator for this investigation?
- Explore the literary technique: How does Davis make Aiden's Autism neither a tragedy to be overcome nor a superpower to be celebrated, but simply a different way of being present in the world?
- Writing prompt: "Write a paragraph analyzing how Davis uses Aiden's neurodivergent perspective as a narrative tool."

**Closing (5 min):**

- Share one sentence from analytical paragraph

**Assessment:** Literary analysis, neurodivergent representation analysis, craft understanding

**Day 4: Systems, Brotherhood, and What Justice Requires**

**Objective:** Synthesize the novel's themes around systemic injustice, family loyalty, and the limits of individual action

**Materials:** Book, theme synthesis chart, optional reading on criminal justice reform

**Opening (10 min):**

- Partner discussion: "Can Aiden's investigation actually fix what happened to Brandon? What would 'fixing it' even mean?"

**Main Activity (35 min):**

- Theme synthesis: Map how racial profiling, disability, brotherhood, and institutional failure intersect in the novel
- Discuss: What does it mean that the story requires Aiden—a teenager—to do the work that institutions should be doing?
- Introduce the concept of restorative vs. punitive justice: Which framework does this novel move toward?
- Big question: "What does the novel suggest about the relationship between individual action and systemic change—is one enough without the other?"

**Closing (5 min):**

- Exit ticket: "What does the novel say about what justice actually requires—not just for Brandon, but for their family?"

**Assessment:** Theme synthesis, systemic thinking, justice framework engagement

**Day 5: Civic Research and Analytical Response**

**Objective:** Apply learning through civic research and substantive analytical or creative writing

**Materials:** Research materials, writing supplies, project choice cards

**Opening (10 min):**

- Preview project options; students select and begin



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**Main Activity (35 min):**

- Option A: Research a real wrongful arrest case involving racial profiling. Write a one-page analytical comparison to Brandon's situation—what are the systemic parallels?
- Option B: Analytical essay — "How does Davis use Aiden's Autism as both a narrative challenge and a narrative tool in 'All the Noise at Once'?"
- Option C: Write from Brandon's perspective across two moments: the night of the arrest, and the moment Aiden brings him the truth
- Share work in pairs or small groups

**Closing (5 min):**

- Class closing: "One thing this book changed about how I think about justice or disability is..."

**Assessment:** Research quality, analytical writing depth, personal synthesis

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**Differentiation**

- **Advanced learners:** Research intersectionality theory and write an essay applying it to Aiden and Brandon's overlapping experiences
  - **Students with personal connections to this material:** Create space for optional private journaling; coordinate with school counselor if needed; never require public sharing of personal experiences with policing or disability
  - **Students needing support:** Provide graphic organizers for character mapping and theme tracking; sentence starters for analytical writing
  - **Content sensitivity note:** This book addresses racial profiling and wrongful arrest directly. Some students may have personal or family experiences with policing. Build in norms for respectful discussion before beginning.
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**Materials List**

- Class set of "All the Noise at Once"
- Neurodiversity overview resource for Day 1
- Teacher-selected current events article on racial profiling for Day 2
- Close reading passages identified in advance for Day 3
- Optional criminal justice reform reading for Day 4
- Research materials and project choice cards for Day 5
- Established classroom discussion norms around race and disability