

TO KILL A MOCKINGBIRD
UNIT OUTLINE

Grades 9-10

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For the Common Core Standards Project

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Table of Contents

Unit Outline.....	3
Tasks, Teaching Approaches, and Standards for Primary & Secondary Sources (Text 1).....	4
Tasks, Teaching Approaches, and Standards for Chapters 1 -11 (Text 2).....	14
Tasks, Teaching Approaches, and Standards for <i>Scottsboro: An American Tragedy</i> (Text 3).....	31
Tasks, Teaching Approaches, and Standards for Chapters 12-21 (Text 4).....	34
Tasks, Teaching Approaches, and Standards for Chapters 22-31 (Text 5).....	45
Tasks, Teaching Approaches, and Standards for Culminating Assignment	52
Appendix A: How Unit was Designed	58
Appendix B: Reading the Novel	59
Appendix C: Vocabulary	61
Appendix D: Primary and Secondary Sources Recommendations	62

Overarching Questions

What do characters' actions say about their beliefs?
What themes does Lee develop through characters and events?

Text 1 <i>Primary & Secondary Sources</i> (Jim Crow & Great Depression: statistics, photos, & other sources)	Text 2 <i>To Kill a Mockingbird, Part 1: chapters 1-11</i>	Text 3 <i>Scottsboro: An American Tragedy</i> (0:00 – 20:24)	Text 4 <i>To Kill a Mockingbird, Part 2: chapters 12-21</i>	Text 5 <i>To Kill a Mockingbird, Part 3 chapters 22-31</i>
<p>Comprehension: What do you see? What do these sources reveal?</p> <p>Important Moments: What strikes you as most important in the collection of sources?</p> <p>Read Across Sources: What conclusions can you draw about life in the 1930s from these sources?</p>	<p>Comprehension: What are the major events in Part 1? Who are the characters? What do you know about them?</p> <p>Important Moments: What moments strike you as most important to these chapters? Explain.</p> <p>Female Character Analysis: Select a female character in Part 1. What do you learn about that character's beliefs through her actions? What themes does Lee develop through the female characters and the events in which they are involved?</p> <p>Language Development: Description: Reread the description of Maycomb (p. 5 & 6). Analyze Lee's sentences for what they say and how the sentences are written. Rewrite Lee's sentences or imitate her writing to write your own description. Dialect: Reread the dialogue on page 7. What do you learn about dialect and/or dialogue from an author's expert writing of dialogue?</p>	<p>Historical Connection: What did you learn about the Scottsboro tragedy? What does this video add to your understanding of the novel?</p>	<p>Comprehension: What are the major events in these chapters? What new characters are introduced? What do you know about them? What more did you learn about the characters introduced Part 1?</p> <p>Persuasive Language: Stage 1: Why do you think the jury found Tom guilty? Stage 2: Which sentences in Atticus's closing argument do you find most persuasive? Stage 3: Revise your response from Stage 1 to incorporate persuasive methods that Lee creates for Atticus to use in his closing argument.</p> <p>Courtroom Character Analysis: Analyze a character from the court scenes. What do you learn about this character's beliefs through his/her actions? What themes does Lee develop through this character and the events in which s/he is involved?</p>	<p>Comprehension: What are the major events in these chapters? What new characters are introduced? What do you know about them? Which characters have changed over the course of the novel? How have they changed? What triggered the change?</p> <p>Important Moments: Identify moments where you see Lee developing a theme. Explain the moments and how they further develop the theme.</p>
<p>Culminating Assignment: Select a character to analyze. What do you learn about this character's beliefs through his/her actions? What themes does Lee develop through this character's actions and the events in which the character is involved?</p>				

**Text 1:
Primary & Secondary Sources**

Tasks, Teaching Approaches, and Standards

TASK 1.1: [Comprehension](#)

Primary and secondary sources (Jim Crow & Great Depression: statistics, photos, & other sources)

- What do you see?
- What do these sources reveal?

Reading:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Teaching Approaches

Option 1

- **Individual work:** All students have a copy of the primary and secondary sources, and they each write a response or takes notes to answer the above two questions.
- **Pair work:** Students share their responses or notes with a partner.
- **Whole group:** Teacher-facilitated discussion of above two questions. Teacher records answers.

Reading: Informational

- *Draw from evidence throughout the text to support an analysis of what the text says explicitly as well as to draw inferences from the text.*

Writing

- *Write about specific sources, responding to evidence in the text.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class.*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 2

- **Teacher** sets up a station for each set of primary and secondary source materials and assigns students to small groups.
- **Small group:** Students rotate through each station in small groups. Each student writes a response or takes notes to answer above two questions.
- **Small group:** Students share answers in small groups.
- **Whole group:** Teacher-facilitated discussion of above two questions. Teacher record answers.

Reading: Informational

- *Draw from evidence throughout the text to support an analysis of what the text says explicitly as well as to draw inferences from the text.*

Writing

- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*

- *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 3

- **Teacher** sets up a station for each set of primary and secondary source materials and assigns students to small groups.
- **Small group:** Groups go to only one station. Each student writes a response or takes notes to answer above two questions.
- **Small group:** Students discuss their responses and notes. Group prepares to present information on their station to the class.
- **Groups** give presentation to class. Teacher records answers by station.

Reading: Informational

- *Draw from evidence throughout the text to support an analysis of what the text says explicitly as well as to draw inferences from the text.*

Writing

- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
 - *Evaluate whether the team has met its goals.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*

Option 4

- **Teacher** posts sets of primary and secondary sources online, and students respond to each set individually by posting responses to the above two questions or posting a reply to what other students have written.
- **Whole group:** Teacher shares patterns of responses with students.

Reading: Informational

- *Draw from evidence throughout the text to support an analysis of what the text says explicitly as well as to draw inferences from the text.*

Writing

- *Use technology and other tools to produce, revise and distribute writing, as well as to interact online with others about writing, including responding to and providing feedback.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Option 5

- **Individual work:** Students research primary and secondary sources (photos, statistics, online resources, videos). Each student writes

Reading: Informational

- *Draw from evidence throughout the text to support an analysis of what the text says explicitly as well as to draw inferences from the text.*

a response or takes notes to answer above two questions.

- **Pairs:** Students share their sources, responses and notes in pairs. Pairs create a poster-board presentation to present to the class.

Writing

- *Demonstrate proficiency at performing short, focused research projects and more sustained inquiries; demonstrate an increasing command of the subject under investigation.*
- *Assemble evidence from authoritative and credible print and digital sources, assess their reliability and accuracy, and determine the strengths and limitations of each source, avoiding overreliance on any one source.*
- *Represent and cite accurately, using a standard format, the data, conclusions, and opinions of others, effectively incorporating them into their own work while avoiding plagiarism.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*
- *Make strategic use of electronic media elements and visual displays of data to enhance understanding.*
- *Demonstrate a command of formal English when indicated or appropriate.*

TASK 1.2: Important Moments

Primary and secondary sources (Jim Crow & Great Depression: statistics, photos, & other sources)

- What strikes you as important in the collection of primary and secondary sources? Explain.

Reading:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Teaching Approaches

Option 1

- **Individual work:** Students review sources and their responses or notes from task 1.1. Then, students look across the sources and select two or three to write about.
- **Individual work:** Students create a T-chart to record and explain the moments/images that strike them as most important in the collection of primary and secondary sources. On the left, students write the moments/images they chose. On the right, they explain the importance of each moment/image.
- **Small group:** Students share their moments/images in groups of two or three. As a group, they choose one or two moments/images to present to the class.
- **Whole group:** Each small group presents one or two moments/images to the class. Teacher records the moments/images.

Reading: Informational

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*

Writing

- *Write about specific sources, responding to evidence in the text.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*

Option 2

- **Individual work:** Students review sources and their responses or notes from task 1.1. Students look across sources and select two or three to write about.
- **Teacher model:** Teacher provides a draft of an argument about what moments/images strike him/her as important in these sources and why. Together, the class reviews the model, analyzing the structure and identifying the claims, evidence, explanations, and conclusions.
- **Individual work:** Each student writes a draft of an argument about what strikes him/her as

Reading: Informational

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of an idea, including how it emerges and is shaped and refined by specific details.*
- *Demonstrate a command of the precise details of an author's explanation or argument by summarizing both the key points and the specific evidence supporting them.*

Writing

- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*

important in these sources and why.

- **Students** share their arguments by talking to a partner, creating a chart, engaging in a whole group discussion or presentation, or otherwise making their arguments public.

- *Support claims with logical reasons.*
- *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
- *Explain how the evidence links to the claim.*
- *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 3

- **Individual work:** Students review sources and their responses or notes from task 1.1. Students look across sources and select two or three to write about.
- **Teacher model:** Teacher provides a draft of an argument about what moments/images strike him/her as important in these sources and why. Together, the class reviews the model, analyzing the structure and identifying the claims, evidence, explanations, and conclusions.
- **Individual work:** Each student writes a draft of an argument about what strikes him/her as important in these sources and why.
- **Trio work:** Students share their arguments in groups of three by discussing and debating what each student chose as important and why. As a group, they decide and then draft an argument together about which of all images/moments that have been offered are the *most* important. They prepare to share with the whole group.
- **Whole group share:** Each trio shares their

Reading: Informational

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of an idea, including how it emerges and is shaped and refined by specific details.*
- *Demonstrate a command of the precise details of an author's explanation or argument by summarizing both the key points and the specific evidence supporting them.*

Writing

- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*
 - *Support claims with logical reasons.*
 - *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
 - *Explain how the evidence links to the claim.*
 - *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to*

argument with the whole group.

diverse audiences about grades 9-10 substantive and discipline-specific content.

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Set clear goals and deadlines and take on appropriate roles.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*
- *Demonstrate a command of formal English when indicated or appropriate.*

Option 4

- **Individual work:** Students review sources and their responses or notes from task 1.1. Students look across sources and select two or three to write about.
- **Teacher model:** Teacher provides a draft of an argument about what moments/images strike him/her as important in these sources and why. Together, the class reviews the model, analyzing the structure and identifying the claims, evidence, explanations, and conclusions.
- **Individual work:** Students write a draft of an argument about the images/moments that strike him/her as most important in the sources.
- **Whole group:** Teacher leads students in whole class recitation or call out of most important moments/images. Teacher charts moments and arguments on T-chart.

Reading: Informational

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of an idea, including how it emerges and is shaped and refined by specific details.*
- *Demonstrate a command of the precise details of an author's explanation or argument by summarizing both the key points and the specific evidence supporting them.*

Writing

- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*
 - *Support claims with logical reasons.*
 - *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
 - *Explain how the evidence links to the claim.*
 - *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

TASK 1.3: [Read across texts and tasks](#)

Primary and secondary sources (Jim Crow & Great Depression: statistics, photos, & other sources, notes and writing from Tasks 1 and 2)

- What conclusions can you draw about life in the 1930s from these sources?

Reading:

Synthesize information presented graphically, visually, or orally with the information provided by the words in print or digital texts.

Teaching Approaches

Option 1

- **Whole group:** Teacher-directed, whole group recitation of answers to the above question. Students call out responses as teacher records them.

Writing

- *Write about specific sources, responding to evidence in the text.*

Speaking & Listening

- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.*

Option 2

- **Individual work:** Students compose a quick write in response to above question.
- **Pair share:** Students share their quick writes in pairs.
- **Whole group:** Teacher-directed, whole group recitation to answer above question. As teacher records the answers, s/he organizes them into predetermined categories such as being a black in the 1930s, being a woman in the 1930s, being poor and white in the 1930s.

Writing

- *Write about specific sources, responding to evidence in the text.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.*

Option 3

- **Individual work:** Students list conclusions about life in the 1930s.
- **Small groups:** Students share their lists in pairs or trios. Together, they combine and organize their lists into categories that have been provided by the teacher or that students generate themselves. Categories might include: being a black in the 1930s, being a woman in the 1930s, being poor and white in the 1930s.
- **Whole group share:** Each small group reports out to the whole group. Teacher creates a

Writing

- *Write informative/explanatory texts focused on grade 9-10 discipline-specific content in which they:*
 - *Provide a clear and coherent introduction that establishes the subject and conveys a knowledgeable stance.*
 - *Develop a complex subject through relevant and specific facts, concrete details, quotations, or other information and examples.*
 - *Organize complex information into categories that make clear distinctions; provide headings, figures, tables, and diagrams when useful.*
 - *Employ a variety of strategies to present information and explanations and to manage the complexity of the topic.*
 - *Link ideas with transitions and by varying*

master list.

- **Individual work:** Each student drafts an essay to answer above question. Students cite primary and secondary source materials to support their ideas.

sentence structures to express relationships between ideas and create cohesion.

- *Emphasize the most significant information and confirm the accuracy of key points.*
- *Provide a conclusion that articulates the implications and significance of the information or explanation.*
- *Represent and cite accurately, using a standard format, the data, conclusions, and opinions of others, effectively incorporating them into their own work while avoiding plagiarism.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*

Option 4

- **Small groups:** Teachers assigns students to work in groups of three. Each group is given one category (i.e., being a black in the 1930s, being a woman in the 1930s, being poor and white in the 1930s) and list conclusions about life in the 1930s for that category. Groups create a chart and share their list with the class.
- **Whole group discussion:** Students look across the charts to answer the question above.
- **Individual work:** Each student writes a draft of an essay to answer the question. Students cite primary and secondary source materials to support their ideas.

Writing

- *Write informative/explanatory texts focused on grade 9-10 discipline-specific content in which they:*
 - *Provide a clear and coherent introduction that establishes the subject and conveys a knowledgeable stance.*
 - *Develop a complex subject through relevant and specific facts, concrete details, quotations, or other information and examples.*
 - *Organize complex information into categories that make clear distinctions; provide headings, figures, tables, and diagrams when useful.*
 - *Employ a variety of strategies to present information and explanations and to manage the complexity of the topic.*
 - *Link ideas with transitions and by varying sentence structures to express relationships between ideas and create cohesion.*
 - *Emphasize the most significant information and confirm the accuracy of key points.*
 - *Provide a conclusion that articulates the implications and significance of the information or explanation.*

- *Represent and cite accurately, using a standard format, the data, conclusions, and opinions of others, effectively incorporating them into their own work while avoiding plagiarism.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*
- *Make strategic use of electronic media elements and visual displays of data to enhance understanding.*

Text 2:
To Kill A Mockingbird, Chapters 1 - 11

Tasks, Teaching Approaches, and Standards

TASK 2.1: [Comprehension](#)

To Kill a Mockingbird, Part 1

- What are the major events in Part 1?
- Who are the characters? What do you know about them?

Reading:

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Analyze in detail where, when, why, and how events, ideas, and characters unfold and interact over the course of a text.*

Teaching Approaches

Option 1

- **Whole group:** Teacher and students create a timeline to record the events in chronological order. The timeline might also include relevant historical events from primary and secondary sources. Timeline is displayed for the duration of the unit. Teacher and students add to the timeline as they continue reading.
- **Whole group:** Teacher and students record information about each of the major characters. Character charts are displayed and added to as students continue to read the novel.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 2

- **Individual work:** Students write a summary of the events including the major characters that are involved in the events.
- **Small groups:** Students share their summaries in groups of two or three.
- **Whole group:** Teacher selects effective summaries to read aloud and/or display. Students analyze, discuss, and compare the content, craft and structure of the various summaries.
- **Individual work:** Students revise and hand in their summaries.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Reading: Informational

- *Analyze how an author uses analogies, metaphors, or other comparisons strategically to frame an argument, explanation, or description.*
- *Evaluate how different authors' choice of structure contributes to the effectiveness of their exposition or argument.*
- *Compare and contrast how different authors construct and develop different points of views or perspectives on similar events or issues, assessing their assumptions, evidence, and reasoning.*

Writing

- Write informative/explanatory texts focused on grade 9-10 discipline-specific content in which they:
 - Employ discipline-specific and technical vocabulary and maintain a formal, objective style.
 - Link ideas with transitions and by varying sentence structures to express relationships between ideas and create cohesion.
 - Emphasize the most significant information and confirm the accuracy of key points.
- Strengthen writing through revision, editing, or beginning again to ensure logical organization, precision of word choice, and coherence.
- Write about specific sources, responding to evidence in the text.
- Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.

Speaking & Listening

- Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:
 - Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.
 - Build on essential information from others' input by asking questions and sharing comments that enrich discussions.
 - Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.

Language

- Observe conventions in grammar and usage.
- Observe conventions in capitalization, punctuation, and spelling.
- Make style and word choices.
 - Maintain consistency in style and tone.
 - Write and edit work so that it confirms to the guidelines in a style manual.

Option 3

- **Individual work:** Students compose a quick write or take notes in response to the above questions.
- **Small group:** Students share their quick write or notes in pairs or trios.
- **Whole group:** Teacher-led, whole group share of major events and characters. Teacher records and students add missing information to their own notes.

Reading: Literature

- Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.
- Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.

Writing

- Write about specific sources, responding to evidence in the text.
- Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and then reach decisions about the information and ideas under discussion.*

Option 4

- **Small group:** Students share their completed charts of the major events and characters with one or two other students. (See Appendix B, "Reading the Novel" for copy of charts.)
- **Whole group:** Teacher-led, whole group share of completed charts. Teacher creates master chart, and students add missing information to their own charts.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 5

- **Teacher** creates a wiki, and students write a summary of the events including the major characters that are involved in the events.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

- *Write informative/explanatory texts focused on grade 9-10 discipline-specific content.*
- *Use technology and other tools to produce, revise and distribute writing, as well as to interact online with others about writing, including responding to and providing feedback.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*

TASK 2.2: [Important Moments](#)

To Kill a Mockingbird, Part 1

- What moments strike you as most important to these chapters? Explain their importance.

Reading:

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Articulate the main ideas or themes of a text and provide a summary that captures the key supporting details.*
- *Analyze in detail where, when, why, and how events, ideas, and characters unfold and interact over the course of a text.*

Teaching Approaches

Option 1

- **Individual work:** Students create a T-chart. On the left, students write the moments they find most important to these chapters. On the right, they explain each moment's importance to the text.
- **Small group:** Students share their moments and explanations with a partner.
- **Whole group:** Teacher-led, whole group share of important moments. Students call out moments and explanations while teacher records on T-chart.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

- *Write about specific sources, responding to evidence in the text.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 2

- **Teacher** asks students to find the two most important moments from Part 1.
- **Individual work:** Students create a T-chart. On the left, students write the two moments they find most important to these chapters. On the right, they explain each moment's importance to the text.
- **Small group:** Students share their moments with a partner. Partners discuss the moments

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

and decide which two of the four moments they consider *most* important to Part 1 by arguing for or against specific moments and their importance. Students prepare to share their moments with the whole group.

- **Whole group:** Each pair of students shares their two moments, arguing for why these are the most important to Part 1. Teacher charts moments. After all groups have shared, students discuss how and why they selected particular moments over other moments.

- *Write about specific sources, responding to evidence in the text.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Set clear goals and deadlines and take on appropriate roles.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*

Option 3

- **Teacher** asks students to choose three moments from across Part 1 that are related to each other. Students choose one moment from the beginning, one from the middle, and one from the end.
- **Small group:** Students share their moments and explanations in groups of three. As a group, students choose one of the related trios of moments and explanations to share with the class. Students prepare to share their moments.
- **Whole group:** Each small group of students shares their related trio of moments, arguing for why these are the most important to Part 1. Teacher charts moments. After all groups have shared, students discuss how and why they selected a particular trio of moments over another trio of moments.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

- *Write about specific sources, responding to evidence in the text.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Set clear goals and deadlines and take on appropriate roles.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*

Option 4

- **Individual work:** Students choose two or three moments that provide insight into one character's beliefs. They write these moments and what insight the moments provide in paragraph form.
- **Small group:** Students get together with one or two other students who chose the same character they did. Students share their moments and insight into the character. Students look across their moments and insights and discuss what larger insights they have about the particular character from the moments that each group member selected. Students prepare to share their insights with the whole group.
- **Whole group:** Teacher-led whole group discussion on character with small groups sharing their insights and moments.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Set clear goals and deadlines and take on appropriate roles.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*

Option 5

- **Teacher model:** Teacher models selecting and explaining moments to write a draft of an argument about what themes Lee is developing through the characters and events in Part 1. Teacher also provides a model of the argument, and students talk through the ideas, craft and structure of the model.
- **Individual work:** Students choose as many moments as they need in order to write a draft of an argument about what themes Lee is

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

developing through characters and events in Part 1.

- **Small group:** Students share their drafts with a partner by reading the drafts aloud. Listeners share two things the writer did particularly well and two things they think the writer could work on when revising the draft. Feedback should relate to the ideas, craft and structure.
- **Individual work:** Students revise their draft and hand in to the teacher.
- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*
 - *Support claims with logical reasons.*
 - *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
 - *Explain how the evidence links to the claim.*
 - *Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.*
 - *Maintain a formal style when appropriate to the discipline or context.*
 - *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*
- *Strengthen writing through revision, editing, or beginning again to ensure logical organization, precision of word choice, and coherence.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*
- *Make style and word choices:*
 - *Maintain consistency in style and tone.*
 - *Write and edit work so that it confirms to the guidelines in a style manual*
- *Use grade-appropriate academic and ELA-specific words taught directly and gained through reading and responding to texts.*

TASK 2.3: Female Character Analysis

To Kill a Mockingbird, Part 1

- Stage 1: Select a female character from Part 1. What do you learn about her beliefs through her actions?
- Stage 2: What themes does Lee develop through this character and the events in which events in which she is involved?

Reading:

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Articulate the main ideas or themes of a text and provide a summary that captures the key supporting details.*
- *Analyze in detail where, when, why, and how events, ideas, and characters unfold and interact over the course of a text.*
- *Follow and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims.*

Teaching Approaches

Option 1

- **Whole group:** As a class, teacher and students analyze one significant female character from Part 1 by identifying actions that give insight into that character's beliefs.
- **Small groups:** Students work with one or two other students to identify a different female character to analyze. Students take notes to answer the question: What do you learn about the character's beliefs through her actions? Groups post their response for all in the class to see.
- **Whole group:** Teacher assesses students' prior knowledge about theme, providing a mini-lesson to address misunderstandings or fill in any gaps before asking students to examine all the responses from the small groups and to answer the question: What themes does Lee develop through the female characters and the events in which they are involved? Teacher compiles a list of the themes that will be displayed for the duration of the unit.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*
- *Analyze the evidence or details an author uses to portray a perspective on an aspect of life or experience, including the use of hyperbole to convey intensity or parody.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.*
- *Organize and present complex information, providing relevant and sufficient evidence in support*

of findings and claims such that listeners can follow the line of thought.

Option 2

- **Individual work:** Students identify a significant female character from Part 1 and locate multiple actions from across Part 1 that gives insight into that character's beliefs. Students create a T-chart to record the actions that give insight into the character's beliefs on the left and, on the right, students explain the insights that each action provides.
 - **Small group:** Students meet with two or three others who chose the same female character, and they share actions and explanations of insight into character's beliefs. Groups compile a T-chart with actions and insights that can be shared with the whole group.
 - **Whole group:** Teacher assesses students' prior knowledge about theme, providing a mini-lesson to address misunderstandings or fill in any gaps before asking students to get together again with their small groups to review their character chart and consider what themes Lee is developing through that female character and the events in which she is involved. At the bottom of the chart, the group writes what themes Lee is developing. Groups display their charts.
 - **Individual work:** Students review the charts that are displayed, assessing whether the T-chart adds up to the themes at the bottom of the chart.
 - **Whole group:** Teacher leads the class in a discussion of the themes Lee is developing through the female characters and events. Students share whether the themes groups identified have enough support from the text. Teacher compiles a master list of themes that will be displayed for the duration of the unit.
- Reading: Literature**
- Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inference from the text.
 - Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.
 - Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.
 - Analyze the evidence or details an author used to portray a perspective on an aspect of life or experience, including the use of hyperbole to convey intensity or parody.
- Writing**
- Write about specific sources, responding to evidence in the text.
- Speaking & Listening**
- Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:
 - Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.
 - Build on essential information from others' input by asking questions and sharing comments that enrich discussions.
 - Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.
 - Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.
 - Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.

Option 3

- **Small group:** Teacher assigns each small group of students a significant female character from Part 1. Together, students locate multiple actions from across Part 1 that give insight into that character's beliefs. The group creates a T-chart and records the actions on the left and, on the right, they explain the insights that each action provides.
- **Whole group:** Teacher assesses students' prior knowledge about theme, providing a mini-lesson to address misunderstandings or fill in any gaps before asking students to get together again with their small groups to review their character chart and consider what themes Lee is developing through that female character and the events in which she is involved.
- **Individual work:** Each group member writes a draft of argument that answers the question: What themes does Lee develop through your assigned female character and the events in which she is involved? Students use evidence from their T-chart to support their argument.
- **Small group:** Students pair with one member from their small group and share their argument. Pairs give feedback to each other by stating one thing the writer did particularly well and one thing the writer could revise to strengthen his/her argument. Feedback should focus on the ideas, craft and structure of the argument.
- **Individual work:** Students revise their drafts.
- **Whole group:** Teacher leads the class in a discussion about the themes Lee develops through the female characters and events. Teacher compiles a master list of themes that will be displayed for the duration of the unit.

Reading: Literature

- Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.
- Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.
- Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.
- Analyze the evidence or details an author uses to portray a perspective on an aspect of life or experience, including the use of hyperbole to convey intensity or parody.

Reading: Informational

- Trace in detail the development of an idea, including how it emerges and is shaped and refined by specific details.
- Analyze how an author uses analogies, metaphors, or other comparisons strategically to frame an argument, explanation, or description.
- Assess the truth of an argument's explicit and implicit premises by determining whether the conclusions reached are justified by the evidence presented in the text.

Writing

- Write arguments focused on grade 9-10 discipline-specific content in which they:
 - Establish a substantive claim and distinguish it from alternate or opposing claims.
 - Support claims with logical reasons.
 - Provide relevant and sufficient evidence from credible sources in support of the reasons.
 - Explain how the evidence links to the claim.
 - Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.
 - Maintain a formal style when appropriate to the discipline or context.
 - Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.
- Write about specific sources, responding to evidence in the text.

Speaking & Listening

- Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:
 - Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.
- Determine a speaker's or presenter's position or point of view on a topic by assessing his other evidence, word choice, points of emphases, and tone.

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*
- *Make style and word choices:*
 - *Maintain consistency in style and tone.*
 - *Write and edit work so that it conforms to the guidelines in a style manual.*

TASK 2.4: [Description](#)

To Kill a Mockingbird, Part 1

- Reread the description of Maycomb on page 5 & 6 beginning with “Maycomb was an old town...”). Analyze Lee’s sentences for what they say and how the sentences are written (length, punctuation, syntax, rhythm, word choice). Rewrite Lee’s sentences or imitate her writing to write your own description.

Reading:

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.*

Language:

- *Demonstrate a command of the conventions of Standard English grammar and usage.*
- *Make effective choices about language, punctuation, and sentence structure for meaning and style.*

* The alignment to other Language standards will vary depending on the sentences that are selected for analysis.

Teaching Approaches

Option 1

- **Teacher model:** Teacher models how to analyze sentences using one of Lee’s sentences from the description of Maycomb. Teacher begins by analyzing the content of the sentence for what it says before analyzing the sentence for how it is written (length, punctuation, syntax, rhythm, word choice).
- **Individual work:** Teacher selects three sentences for students to analyze. Students analyze the three sentences by writing sentence-by-sentence notes on the content of each of Lee’s sentences. Then, students analyze the three sentences for how they are written.
- **Whole group:** Teacher-led, whole group share of students’ analyses. Teacher records analyses, providing the academic language when necessary.
- **Individual Work:** Students imitate Lee’s sentences by writing their own description of a place they know well.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Evaluate how an author’s use of language, including formality of diction, shapes the meaning and tone of a text.*
- *Analyze the evidence or details an author uses to portray a perspective on an aspect of life or experience, including the use of hyperbole to convey intensity or parody.*

Speaking and Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others’ input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Observe conventions in grammar and usage:*
 - *Use various types of phrases and clauses to add variety and interest to writing or presentations.*
- *Make style and word choices:*
 - *Maintain consistency in style and tone.*
- *Understand word relationships:*
 - *Assess and explain the merits of the choice of one word over another in particular contexts.*

Option 2

- **Teacher model:** Teacher models how to analyze sentences using one of Lee's sentences from the description of Maycomb. Teacher begins by analyzing the content of the sentence for what it says before analyzing the sentence for how it's written (length, punctuation, syntax, rhythm, word choice).
- **Individual or small group work:** Students select one or two sentences from two-paragraph description of Maycomb to analyze. Students analyze the sentences they've chosen by writing notes on the content of each of Lee's sentences. Then, students analyze the sentences for how they are written.
- **Small groups:** If analysis was done individually, students share their analysis with one or two students. If students did their analysis as a small group, groups get together with another group to share their analysis.
- **Individual work:** Each student imitates Lee's sentences by writing their own description of a place they know well.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Evaluate how an author's use of language, including formality of diction, shapes the meaning and tone of a text.*
- *Analyze the evidence or details an author uses to portray a perspective on an aspect of life or experience, including the use of hyperbole to convey intensity or parody.*

Speaking and Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Observe conventions in grammar and usage:*
 - *Use various types of phrases and clauses to add variety and interest to writing or presentations.*
- *Make style and word choices:*
 - *Maintain consistency in style and tone.*
- *Understand word relationships:*
 - *Assess and explain the merits of the choice of one word over another in particular contexts.*

Option 3

- **Whole group:** Teacher selects one sentence from the two-paragraph description of Maycomb to analyze as a group. Group analyzes such things as the length, punctuation, syntax, rhythm, and word choice.
- **Individual work:** Students rewrite the sentence in as many ways as they can. The rewrite might include changing the order of words, providing synonyms for the words Lee uses, breaking one sentence into multiple sentences, changing the punctuation, tone or point of view, etc. After students have multiple rewrites, they mark the sentence(s) they like the best and explain why.
- **Whole group:** Teacher-led, whole group share of different sentences. Teacher records the sentences. Then students discuss which

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Evaluate how an author's use of language, including formality of diction, shapes the meaning and tone of a text.*
- *Analyze the evidence or details an author uses to portray a perspective on an aspect of life or experience, including the use of hyperbole to convey intensity or parody.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build essential information from others' input by asking questions and sharing comments that enrich discussions.*

sentences they like the best and why.

- **Whole group:** Teacher-led, whole group discussion on how such things as sentence length, punctuation, syntax, and word choice impact the tone and meaning of sentences.

- *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Observe conventions in grammar and usage:*
 - *Use various types of phrases and clauses to add variety and interest to writing or presentations.*
- *Make style and word choices:*
 - *Maintain consistency in style and tone.*
- *Understand word relationships:*
 - *Assess and explain the merits of the choice of one word over another in particular contexts.*

Option 4

- **Teacher model:** Teacher models how to analyze sentences using the first three sentences of the last paragraph on page 5. Teacher analyzes both what is said and how the sentences are written.
- **Individual work:** Students analyze the rest of the paragraph and the first full paragraph on page 6. Then, each student imitates the two paragraphs by writing their own two-paragraph description of a place they know well.
- **Whole group:** Teacher-led, whole group share of paragraphs.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Evaluate how an author's use of language, including formality of diction, shapes the meaning and tone of a text.*
- *Analyze the evidence or details an author uses to portray a perspective on an aspect of life or experience, including the use of hyperbole to convey intensity or parody.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion*

Language

- *Observe conventions in grammar and usage:*
 - *Use various types of phrases and clauses to add variety and interest to writing or presentations.*
- *Make style and word choices:*
 - *Maintain consistency in style and tone.*
- *Understand word relationships:*
 - *Assess and explain the merits of the choice of one word over another in particular contexts.*

TASK 2.5: [Learning from Dialogue](#)

To Kill a Mockingbird, Part 1

- What do you learn about dialect and/or dialogue from an author's expert writing of dialogue?

Reading:

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

Language:

- *Demonstrate a command of the conventions of capitalization, punctuation, and spelling.*
- *Understand the nuances of and relationships among words.*

Teaching Approaches

Option 1: Dialect

- **Whole group:** Teacher and students reread page 7 aloud beginning with Dill saying, "Hey" and ending with Scout asking Dill, "Where'd you come from?". As students listen, they mark vocabulary/words, pronunciation, and grammar that sound different than they are used to hearing.
- **Whole group:** Students share marked moments, putting them in categories of vocabulary/words, punctuation, and grammar. Teacher introduces and defines "dialect."
- **Individual or small group work:** Students focus on a few specific lines of dialogue and write other ways of saying the same thing in both standard and nonstandard English.
- **Whole group:** Students/small groups share their rewritten lines of dialogue. The class discusses how the different versions change the meaning, tone, impressions of the characters, etc. Then, the class discusses why Lee would choose to write dialogue in dialect. Finally, teacher and students discuss strategies for reading dialect, focusing on use of apostrophes, often-repeated words, and reading aloud.

Reading: Literature

- *Evaluate how an author's use of language, including formality of diction, shapes the meaning and tone of a text.*
- *Analyze how authors achieve very different emotional impacts in comedy and tragedy.*

Speaking and Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Make style and word choices:*
 - *Maintain consistency in style and tone.*
- *Understand word relationships:*
 - *Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.*
 - *Distinguish a word from other words with similar denotations but different connotations.*
 - *Assess and explain the merits of the choice of one word over another in particular contexts.*

Option 2: Dialogue

- **Individual work:** Students reread page 7. As they read, they list what they notice about how dialogue is punctuated.
- **Small groups:** Students share their list with one or two other students. Together, the group

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input*

creates a master list.

- **Whole group:** Round-robin share with each small group contributing one thing from their list until all groups have spoken or all the conventions for punctuating dialogue have been shared. Teacher creates a master list.
- **Individual work:** Students write their own dialogue using punctuation correctly.

by asking questions and sharing comments that enrich discussions.

- *Acknowledge the ideas and contributions*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling;*
- *Make style and word choices:*
 - *Write and edit work so that it conforms to the guidelines in a style manual.*

Option 3: Dialogue

- **Individual work:** Students reread the dialogue on page 7 silently, trying to imagine how they would read the dialogue of one of the three characters: Dill, Jem, or Scout. Students take notes on how they would read that dialogue, providing reasons for their reading.
- **Whole group:** Three students volunteer to read the dialogue aloud by taking the part of Dill, Jem, or Scout. As the three students read, the rest of the class listens and takes notes on the similarities and differences between how they would read a part and how their classmates read that part. Depending on time, the teacher might consider doing these two or three times.
- **Whole group:** Teacher-facilitated whole group discussion in which students share the similarities and differences between their reading and those of their peers. Students consider what the different readings suggest or highlight about the characters.

Reading: Literature

- *Evaluate how an author's use of language, including formality of diction, shapes the meaning and tone of a text.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Text 3:
Scottsboro: An American Tragedy
(0:00 – 20:24)

Tasks, Teaching Approaches, and Standards

TASK 3.1: [Historical Connection](#)

Scottsboro: An American Tragedy (0:00 – 20:24)

- What did you learn about the Scottsboro tragedy?
- What does the video contribute to your understanding of *To Kill a Mockingbird*?

Reading:

- *Synthesize information presented graphically, visually, or orally with the information provided by the words in print or digital texts.*
- *Compare and contrast two or more texts to integrate information, build knowledge, or understand different approaches to similar themes or topics.*

Speaking & Listening:

- *Sustain concentration on complex information presented orally, visually, or multimodally and confirm understanding by summarizing or responding to key ideas or information.*

Teaching Approaches

Option 1

- **Students** watch the video and take notes to answer first question: What did you learn about the Scottsboro tragedy?
- **Whole group discussion:** Teacher-led discussion to share answers to the first question. Teacher records responses. Teacher leads students in a discussion of the second question: What does the video contribute to your understanding of *To Kill a Mockingbird*?

Reading: Literature

- *Compare the representation of a subject in visual art with its representation in a text, such as comparing a key moment or scene in a text to its representation in a photograph, painting, or other visual media.*
- *Analyze how works of literature, including nineteenth- and early twentieth-century American literature, reflect and respond to their literary and historical context.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.*

Option 2

- **Students** watch video and take notes to answer first question: What did you learn about the Scottsboro tragedy?
- **Individual work:** Students write a draft of a response to answer second question: What does the video contribute to your understanding of *To Kill a Mockingbird*?

Reading: Literature

- *Compare the representation of a subject in visual art with its representation in a text, such as comparing a key moment or scene in a text to its representation in a photograph, painting, or other visual media.*
- *Analyze how works of literature, including nineteenth- and early twentieth-century American literature, reflect and respond to their literary and historical context.*

Writing

- *Write informative/explanatory texts focused on grade 9-10 discipline-specific content in which they:*
 - *Provide a clear and coherent introduction that establishes the subject and conveys a knowledgeable stance.*
 - *Develop a complex subject through relevant and specific facts, concrete details, quotations, or other information and examples.*
 - *Organize complex information into categories that make clear distinctions; provide headings, figures, tables, and diagrams when useful.*
 - *Employ a variety of strategies to present information and explanations and to manage the complexity of the topic.*
 - *Link ideas with transitions and by varying sentence structures to express relationships between ideas and create cohesion.*
 - *Emphasize the most significant information and confirm the accuracy of key points.*
 - *Provide a conclusion that articulates the implications and significance of the information or explanation.*
- *Demonstrate proficiency at performing short, focused research projects and more sustained inquiries; demonstrate an increasing command of the subject under investigation.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Synthesize information presented visually or digitally with other information presented orally in order to achieve a cohesive understanding of the information.*

Text 4:
To Kill a Mockingbird, Chapters 12-21

Tasks, Teaching Approaches, and Standards

TASK 4.1: Comprehension

To Kill a Mockingbird, Chapters 12-21

- What are the major events in these chapters?
- Who new characters are introduced? What do you know about them?
- What more did you learn about the characters from chapters 1-11?

Reading:

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Analyze in detail where, when, why, and how events, ideas, and characters unfold and interact over the course of a text.*

Teaching Approaches

Option 1

- **Whole group:** Teacher and students add to the timeline that was created to record the events of Part 1. Timeline continues to be displayed for the duration of the unit. Teacher and students add to the timeline as they continue reading.
- **Whole group:** Teacher and students record information about the new characters that are introduced in Part 2. Teacher and students update Part 1 character charts with new information about the characters.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 2

- **Individual work:** Students write a summary of the events including the major characters that are involved in the events.
- **Small groups:** Students share their summaries in groups of three. Each student takes turns reading his/her summary aloud. Listeners note two things the writer does that make the summary effective and one thing the writer could do to revise the summary. Listeners should focus on the content, craft, and structure.
- **Individual work:** Students revise their summaries using the feedback from their peers as a guide. Students hand in their summaries.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Reading: Informational

- *Analyze how an author uses analogies, metaphors, or other comparisons strategically to frame an argument, explanation, or description.*
- *Evaluate how different authors' choice of structure contributes to the effectiveness of their exposition or argument.*
- *Compare and contrast how different authors construct and develop different points of views or perspectives on similar events or issues, assessing their assumptions, evidence, and reasoning.*

Writing

- Write informative/explanatory texts focused on grade 9-10 discipline-specific content in which they:
 - Employ discipline-specific and technical vocabulary and maintain a formal, objective style.
 - Link ideas with transitions and by varying sentence structures to express relationships between ideas and create cohesion.
 - Emphasize the most significant information and confirm the accuracy of key points.
- Strengthen writing through revision, editing, or beginning again to ensure logical organization, precision of word choice, and coherence.
- Write about specific sources, responding to evidence in the text.

Speaking & Listening

- Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:
 - Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussion.
 - Build on essential information from others' input by asking questions and sharing comments that enrich discussions.
 - Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.

Language

- Observe conventions in grammar and usage.
- Observe conventions in capitalization, punctuation, and spelling.
- Make style and word choices.
 - Maintain consistency in style and tone
 - Write and edit work so that it conforms to the guidelines in a style manual.

Option 3

- **Small group:** Students work with a partner to list the major events in chapters 12-21. Then students list the new characters that are introduced in Part 2 and a few details about them.
- **Whole group:** Teacher-led, whole group share of major events and new characters. Teacher records and students add missing information to their own notes.
- **Whole group:** Teacher-led, whole group discussion on what new things we learn about the characters from Part 1.

Reading: Literature

- Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.
- Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.

Speaking & Listening

- Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:
 - Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.
 - Build on essential information from others' input by asking questions and sharing comments that enrich discussions.
 - Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.

Option 4

- **Small group:** Students share their completed charts of the major events, character, and witnesses with one or two other students. (see Appendix B, “Reading the Novel”)
- **Whole group:** Teacher-led, whole group share of completed charts. Teacher creates master chart, and students add missing information to their own charts.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others’ input by asking questions and sharing comments that enrich discussions.*
- *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 5

- **Teacher** creates a wiki, and students write a summary of the events including the major characters that are involved in the events.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

- *Write informative/explanatory texts focused on grade 9-10 discipline-specific content.*
- *Use technology and other tools to produce, revise, and distribute writing as well as to interact online with others about writing, including responding to and providing feedback.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*

TASK 4.2: [Persuasive Language***](#)

To Kill a Mockingbird, Chapters 12-21

- Stage 1: Why do you think the jury found Tom guilty?
- Stage 2: Which sentences in Atticus's closing argument do you find most persuasive?
- Stage 3: Revise your response from Stage 1 to incorporate persuasive methods that Lee creates for Atticus to use in his closing arguments.

Reading:

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Analyze in detail where, when, why, and how events, ideas, and characters unfold and interact over the course of a text.*
- *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.*

Writing:

- *Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.*
- *Strengthen writing through revision, editing, or beginning again to ensure logical organization, precision of word choice, and coherence.*
- *Write about specific sources, including literary or informational sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended timeframes and shorter timeframes to diverse audiences about substantive and discipline-specific content.*

Language:

- *Demonstrate a command of the conventions of Standard English grammar and usage.*
- *Demonstrate a command of the conventions of capitalization, punctuation, and spelling.*
- *Make effective choices about language, punctuation, and sentence structure for meaning and style.*

** The alignment to other Language standards will vary depending on the sentences that are selected for analysis. See the end of this set of teaching options for suggested sentences.*

Teaching Approaches

Option 1

Stage 1

- **Individual work:** Students do a quick write to answer first question: Why do you think the jury found Tom guilty? Students cite reasons and evidence from the text to support their response.
- **Small group:** Students share their quick writes with one or two peers.
- **Whole group:** Teacher-facilitated discussion to share responses. Teacher charts ideas and evidence. Students put quick write aside. They will come back to this in Stage 3.

Stage 2

- **Individually or in pairs,** students reread Atticus's closing arguments (p. 202-205). As they read, they mark sentences that they find particularly persuasive.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inference from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*
- *Evaluate how an author's use of language, including formality of diction, shapes the meaning and tone of a text.*

Writing

- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*
 - *Support claims with logical reasons*
 - *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
 - *Explain how the evidence links to the claim.*
 - *Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.*

- **Individual work:** Students create a T-chart. On the left, students record the persuasive sentences. On the right, students explain what they found persuasive about those sentences.
- **Whole group:** Students call out sentences they found persuasive while teacher records. Teacher selects a few sentences for a whole class analysis of the grammar, mechanics, and/or word choice and how those contribute to the persuasive nature of the sentences.

Stage 3

- **Individual work:** Students revise their quick write to make it more persuasive by incorporating a few of the persuasive methods that Lee creates for Atticus to use in his closing arguments.

- *Maintain a formal style when appropriate to the discipline or context.*
- *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*
- *Make style and word choices.*

Option 2

Stage 1

- **Individual work:** Students write a draft of an argument to answer the question, Why do you think the jury found Tom guilty? Students cite reasons and evidence from the text to support their response. Students put draft aside. They will come back to this in Stage 3.

Stage 2

- **Individual work:** Students reread Atticus's closing arguments (p. 202-205). As they read, they mark sentences that they find persuasive.
- **Small group:** Students share their marked sentences with one or two peers. Small groups choose what they consider the most persuasive sentence and prepare to share this with the class by writing the sentence on chart paper with an explanation of what makes the sentence persuasive. Teacher selects a few sentences for a whole class analysis of the grammar, mechanics, and/or word choice and how those contribute to the persuasive nature of the sentences.

Stage 3

- **Individual work:** Students revise their

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inference from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*
- *Evaluate how an author's use of language, including formality of diction, shapes the meaning and tone of a text.*

Writing

- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*
 - *Support claims with logical reasons*
 - *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
 - *Explain how the evidence links to the claim.*
 - *Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.*
 - *Maintain a formal style when appropriate to the discipline or context.*
 - *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*

argument from Stage 1 to make it more persuasive by incorporating a few of the persuasive methods that Lee creates for Atticus to use in his closing arguments. Students hand in their argument with an explanation of what they revised and why.

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
- *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*
- *Make style and word choices.*

Option 3

Stage 1

- **Individual work:** Students make a list of the reasons why they think the jury found Tom guilty.
- **Small group:** Students share and combine their list with a partner, making sure that what is included on their list can be backed with evidence from the text. Students put list aside. They will come back to this in Stage 3.

Stage 2

- **Teacher** reads (or play the recording) of Atticus's closing arguments (p. 202-205). As students follow along, they mark sentences that they find persuasive.
- **Whole group discussion:** Teacher asks students to call out sentences they find persuasive. Teacher records sentences and then selects a few for a whole class analysis of the grammar, mechanics, and/or word choice and how those contribute to the persuasive nature of the sentences.

Stage 3

- **Individual or partner work:** Students use their notes from Stage 1 to write a draft of an argument as to why they think the jury found Tom guilty. Students work to make their quick write persuasive by incorporating a few of the persuasive methods that Lee creates for Atticus to use in his closing arguments.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inference from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*
- *Evaluate how an author's use of language, including formality of diction, shapes the meaning and tone of a text.*

Writing

- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*
 - *Support claims with logical reasons*
 - *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
 - *Explain how the evidence links to the claim.*
 - *Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.*
 - *Maintain a formal style when appropriate to the discipline or context.*
 - *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
- *Acknowledge the ideas and contributions of others*

in the group and then reach decisions about the information and ideas under discussion.

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*
- *Make style and word choices.*

The following sentences are fruitful ones for analysis and are tied to the 9-10 standards:

“Which, gentleman, we know is in itself a lie as black as Tom Robinson’s skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women—black or white.” (p. 204)

“But there is one way in this country in which all men are created equal—there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president.” (p. 205)

***This task was adapted from Deborah Dean’s book, Bringing Grammar to Life.

TASK 4.3: [Courtroom Character Analysis](#)

To Kill a Mockingbird, Chapters 12-21

- Select a character that is involved in the courtroom drama. Analyze this character's actions for what they say about the character's beliefs. Then consider what themes Lee develops through this character and the events in which s/he is involved.

Reading:

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Articulate the main ideas or themes of a text and provide a summary that captures the key supporting details*
- *Analyze in detail where, when, why, and how events, ideas, and characters unfold and interact over the course of a text.*

Teaching Approaches

Option 1

- **Whole group:** As a class, teacher and students select one character from the courtroom drama to analyze by identifying actions (including dialogue) that give insight into that character's beliefs. Teacher takes notes on a T-chart as students call out actions and insights.
- **Individual work:** Students write a draft of an argument about what the character's actions say about his/her beliefs. They should conclude their essay by saying what themes Lee develops through this character and the events in which s/he is involved.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*
 - *Support claims with logical reasons*
 - *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
 - *Explain how the evidence links to the claim.*
 - *Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.*
 - *Maintain a formal style when appropriate to the discipline or context.*
 - *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades*

9-10 topics, texts, and issues being studied in class:

- Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.
- Build on essential information from others' input by asking questions and sharing comments that enrich discussions.
- Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.

Option 2

- **Individual work:** Student selects one character from the courtroom drama to analyze by identifying actions (including dialogue) that give insight into that character's beliefs. Then they write a draft of an argument about what the character's actions say about his/her beliefs. They should conclude their argument by saying what themes Lee develops through this character and the events in which s/he is involved.

Reading: Literature

- Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.
- Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.
- Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.

Writing

- Write arguments focused on grade 9-10 discipline-specific content in which they:
 - Establish a substantive claim and distinguish it from alternate or opposing claims.
 - Support claims with logical reasons
 - Provide relevant and sufficient evidence from credible sources in support of the reasons.
 - Explain how the evidence links to the claim.
 - Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.
 - Maintain a formal style when appropriate to the discipline or context.
 - Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.
- Write about specific sources, responding to evidence in the text.
- Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.

Option 3

- **Students** are assigned different characters from the courtroom drama to analyze by identifying actions (including dialogue) that give insight into that character's beliefs.
- **Small group:** Students meet with other

Reading: Literature

- Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.
- Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative,

students who analyzed the same character. As a group, they compile their notes and come to some conclusions about what themes Lee develops through this character and the events in which s/he is involved. Groups prepare to present their themes to the class.

- **Small group presentations:** Small groups present their themes.
- **Whole group:** Teacher-facilitated whole group discussion about the themes Lee develops through the characters and events that make up the courtroom scenes. These themes are added to the list that was developed as part of the Female Character Analysis task.

drama, or poem.

- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*

Text 5:

To Kill a Mockingbird, Chapters 22-31

Tasks, Teaching Approaches, and Standards

TASK 5.1: Comprehension

To Kill a Mockingbird, Chapters 22-31

- What are the major events in these chapters?
- Who new characters are introduced? What do you know about them?
- Which characters have changed over the course of the novel? How have they changed? What triggered the change(s)?

Reading:

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Analyze in detail where, when, why, and how events, ideas, and characters unfold and interact over the course of a text.*

Teaching Approaches

Option 1

- **Whole group:** Teacher and students add to the timeline that was created to record the events from chapters 1-21.
- **Whole group:** Teacher and students record information about the new characters that are introduced.
- **Teacher and students** look back over the timeline and character charts to identify key points where characters changed. Then the whole group discusses which characters have changed, how they have changed, and what triggered the change.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 2

- **Individual work:** Students write a summary of the events including the major characters that are involved in the events. Students also summarize how key characters have changed over the course of the novel and what triggered the change(s).
- **Small groups:** Students share their summaries in groups of two or three.
- **Whole group:** Teacher asks for a few volunteers to read their summaries aloud.
- **Individual work:** Students revise and hand in their summaries.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

- *Write informative/explanatory texts focused on grade 9-10 discipline-specific content in which they:*
 - *Employ discipline-specific and technical vocabulary and maintain a formal, objective style.*
 - *Link ideas with transitions and by varying sentence structures to express relationships between ideas and create cohesion.*

- *Emphasize the most significant information and confirm the accuracy of key points.*
- *Strengthen writing through revision, editing, or beginning again to ensure logical organization, precision of word choice, and coherence.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Demonstrate a command of formal English when indicated or appropriate.*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*
- *Make style and word choices:*
 - *Maintain consistency in style and tone.*
 - *Write and edit work so that it conforms to the guidelines in a style manual.*

Option 3

- **Small group:** Students work with a partner to list the major events in chapters 22-31. Then students list the new characters that are introduced in these chapters and a few details about them. They also list the characters that have changed over the course of the novel. For the characters that have changed, students write how the characters have changed and what triggered the changes.
- **Whole group:** Teacher-led, whole group share of major events and new characters. Teacher records and students add missing information to their own notes. Teacher also leads students in a discussion of which characters have changed over the course of the novel and how and why they changed.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 4

- **Small group:** Students share their charts that they completed as they read these chapters with one or two other students. (See Appendix B, "Reading the Novel".)
- **Whole group:** Teacher-led, whole group share

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

of completed charts. Teacher creates master chart, and students add missing information to their own charts.

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 5

- **Teacher** creates a wiki, and students write a summary of the events including the major characters that are involved in the events. Students also summarize how key characters have changed over the course of the novel and what triggered the change(s).

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

- *Write informative/explanatory texts focused on grade 9-10 discipline-specific content.*
- *Use technology and other tools to produce, revise, and distribute writing as well as to interact online with others about writing, including responding to and providing feedback.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

TASK 5.2 : [Important Moments](#)

To Kill a Mockingbird, Chapters 22-31.

- Identify moments from chapters 22 to the end of the novel where you see Lee developing a theme. Identify the moments and explain how they further develop the theme.

Reading:

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Articulate the main ideas or themes of a text and provide a summary that captures the key supporting details.*

Teaching Approaches

Option 1

- **Individual work:** Students create a T-chart. On the left, students write the moments where they see Lee developing a theme. On the right, they explain how these moments develop the theme.
- **Small group:** Students share their moments and explanations with a partner.
- **Whole group:** Teacher-led, whole group share of moments and explanations. Students call out moments and explanations while teacher records on a T-chart.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*

Writing

- *Write about specific sources, responding to evidence in the text.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 2

- **Whole group:** Students review the list of themes the class previously identified.
- **Individual or small group work:** Students locate moments from chapters 22-31 that further develop one of the previously identified themes.
- **Individual work:** Students write a draft about the theme they've selected, explaining how Lee develops that theme through various moments in the text.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*

Writing

- *Write informative/explanatory texts focused on grade 9-10 discipline-specific content in which they:*
 - *Provide a clear and coherent introduction that establishes the subject and conveys a knowledgeable stance.*
 - *Develop a complex subject through relevant and specific facts, concrete details, quotations, or*

- *other information and examples.*
 - *Employ discipline-specific and technical vocabulary and maintain a formal, objective style.*
 - *Employ a variety of strategies to present information and explanations and to manage the complexity of the topic.*
 - *Link ideas with transitions and by varying sentence structures to express relationships between ideas and create cohesion.*
 - *Emphasize the most significant information and confirm the accuracy of key points.*
 - *Provide a conclusion that articulates the implications and significance of the information or explanation.*
 - *Write about specific sources, responding to evidence in the text.*
 - *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*
- Speaking & Listening**
- *Participate productively in a range of structured interactions – both interpersonally and in groups – exchanging information constructively and with confidence.*

Option 3

- **Whole group:** Students review the list of themes the class previously identified.
- **Individual work:** Students locate moments from chapters 22-31 that further develop one of the previously identified themes.
- **Small group:** Students get together with two or three others who selected the same theme and share their moments and explanations. Students create a chart that lists the theme, the moments that further develop that theme, and an explanation of how those moments further develop the theme. Students post their charts.
- **Whole group:** Students review the charts created by the small groups and come to some conclusions about the Lee's themes and how she develops the themes.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in the class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Option 4

- **Individual work:** Students choose as many moments as they need in order to write a draft about a theme Lee develops or further develops in chapters 22-31.
- **Small group:** Students share their drafts with a

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative,*

partner and receive feedback on the strength of their evidence and explanations.

- **Students** revise their draft and turn in.

drama, or poem.

- *Analyze how authors achieve very different emotional impacts in comedy and tragedy, including how they produce comic effects such as humor and tragic effects such as catharsis.*

Writing

- *Write informative/explanatory texts focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*
 - *Support claims with logical reasons.*
 - *Explain how the evidence links to the claim.*
 - *Develop the argument in part based on knowledge of the audience.*
 - *Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.*
 - *Maintain a formal style when appropriate to the discipline or context.*
 - *Enhance the reliability of the argument by employing strategies such as paraphrasing or quoting explicitly from a credible, authoritative source.*
- *Demonstrate proficiency at performing short, focused research projects and more sustained inquiries; demonstrate an increasing command of the subject under investigation.*
- *Write about specific sources, responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*
- *Make style and word choices:*
 - *Maintain consistency in style and tone.*
 - *Write and edit work so that it conforms to the guidelines in a style manual.*
- *Use grade-appropriate academic and ELA-specific words taught directly and gained through reading and responding to texts.*

TASK 5.3: [Culminating Assignment](#)

Select a character to analyze. What do you learn about this character’s beliefs through his/her actions? What themes does Lee develop through this character’s actions and the events in which the character is involved?

Reading:

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Articulate the main ideas or themes of a text and provide a summary that captures the key supporting details.*
- *Analyze in detail where, when, why, and how events, ideas, and characters unfold and interact over the course of a text.*

Teaching Approaches

Option 1: Writing Assignment

- **Small group:** Students work with one or two peers to gather evidence to analyze a character. Together, they come to some conclusions about the character’s beliefs based on his/her actions. Then, they discuss what themes Lee develops through this character’s actions and the events in which the character is involved.
- **Whole group:** The teacher distributes a model of an essay that is written about a character that no one has chosen from *To Kill a Mockingbird* or about a character from another text students have read. Together, students analyze the model for what it says and how it’s written. The class generates a chart of what makes the essay effective.
- **Individual work:** Students draft their essays using evidence and ideas gathered during small group work. They use the class-generated chart to guide their drafting.
- **Partner work:** Students partner with someone who was not part of their small group to trade essays and provide feedback for revision. Students provide feedback related to one or two things from the class-generated chart.
- **Teacher** distributes and discusses grading criteria with students.
- **Individual work:** Students revise their essay using peer feedback, class-generated chart, and grading criteria as guides.
- **Partner work:** Students partner with someone

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*
- *Analyze the evidence or details an author uses to portray a perspective on an aspect of life or experience, including the use of hyperbole to convey intensity or parody.*

Writing

- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*
 - *Support claims with logical reasons.*
 - *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
 - *Explain how the evidence links to the claim.*
 - *Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.*
 - *Maintain a formal style when appropriate to the discipline or context.*
 - *Enhance the reliability of the argument by employing strategies such as paraphrasing or quoting explicitly from a credible, authoritative source.*
 - *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*

for peer editing.

- **Students** edit and hand in their essays.

- *Strengthen writing through revision, editing, or beginning again to ensure logical organization, precision of word choice, and coherence.*
- *Use technology and other tools to produce, revise, and distribute writing as well as to interact online with others about writing, including responding to and providing feedback.*
- *Demonstrate proficiency at performing short, focused research projects and more sustained inquiries; demonstrate an increasing command of the subject under investigation.*
- *Write about specific sources responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*
- *Make style and word choices.*
- *Use grade-appropriate academic and ELA-specific words taught directly and gained through reading and responding to texts.*

Option 2: Writing Assignment

- **Individually:** Students gather evidence to analyze a character and come to some conclusions about the character's beliefs based on his/her actions. Then, they consider what themes Lee develop through this character's actions and the events in which the character is involved.
- **Partner work:** Students partner with another student to share their evidence and notes. Partners are sounding boards for each other and give feedback regarding the strength of their conclusions and whether the evidence supports the conclusions that were made.
- **Whole group:** The teacher distributes a model of an essay that is written about a character that no one has chosen from *To Kill a*

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*
- *Analyze the evidence or details an author uses to portray a perspective on an aspect of life or experience, including the use of hyperbole to convey intensity or parody.*

Writing

- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it*

Mockingbird or about a character from another text students have read. Together, students analyze the model for what it says and how it's written. The class generates a chart of what makes the essay effective.

- **Individual work:** Students draft their essays using the class-generated chart to guide their drafting.
- **Partner work:** Students partner with another student for peer revision. Students provide feedback related to one or two things from the class-generated chart.
- **Teacher** distributes and discusses grading criteria with students.
- **Individual work:** Students revise their essay using peer feedback, the class-generated chart, and the grading criteria as guides.
- **Partner work:** Students partner with someone for peer editing.
- **Students** edit and hand in their essays.

from alternate or opposing claims.

- *Support claims with logical reasons.*
- *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
- *Explain how the evidence links to the claim.*
- *Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.*
- *Maintain a formal style when appropriate to the discipline or context.*
- *Enhance the reliability of the argument by employing strategies such as paraphrasing or quoting explicitly from a credible, authoritative source.*
- *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*
- *Strengthen writing through revision, editing, or beginning again to ensure logical organization, precision of word choice, and coherence.*
- *Use technology and other tools to produce, revise, and distribute writing as well as to interact online with others about writing, including responding to and providing feedback.*
- *Demonstrate proficiency at performing short, focused research projects and more sustained inquiries; demonstrate an increasing command of the subject under investigation.*
- *Write about specific sources responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive and discipline-specific content.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*
- *Make style and word choices.*
- *Use grade-appropriate academic and ELA-specific words taught directly and gained through reading and responding to texts.*

Option 3: Writing Assignment

- **Individually:** Students gather evidence to analyze a character and come to some conclusions about the character's beliefs based on his/her actions. Then, they consider what arguments Lee is making through this character's actions and the events in which the character is involved.
- **Whole group:** The teacher distributes a model of an essay that is written about a character that no one has chosen from *To Kill a Mockingbird* or about a character from another text students have read. Together, students analyze the model for what it says and how it's written. The class generates a chart of what makes the essay effective. The teacher also distributes the grading criteria to the class.
- **Individual work:** Students draft their essays.
- **Partner work:** Students partner with other students for peer revision. Students provide feedback related to one or two things from the class-generated chart and/or grading criteria.
- **Individual work:** Students revise their essay.
- **Partner work:** Students partner with someone for peer editing.
- **Students** edit and hand in their essays.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*
- *Analyze the evidence or details an author uses to portray a perspective on an aspect of life or experience, including the use of hyperbole to convey intensity or parody.*

Writing

- *Write arguments focused on grade 9-10 discipline-specific content in which they:*
 - *Establish a substantive claim and distinguish it from alternate or opposing claims.*
 - *Support claims with logical reasons.*
 - *Provide relevant and sufficient evidence from credible sources in support of the reasons.*
 - *Explain how the evidence links to the claim.*
 - *Convey relationships between reasons, between reasons and evidence, and between claims and counterclaims using words and phrases.*
 - *Maintain a formal style when appropriate to the discipline or context.*
 - *Enhance the reliability of the argument by employing strategies such as paraphrasing or quoting explicitly from a credible, authoritative source.*
 - *Provide a concluding statement or section that enhances the argument, using strategies such as articulating the implications, summing up the key factors, or weighing the evidence to support the claim.*
- *Strengthen writing through revision, editing, or beginning again to ensure logical organization, precision of word choice, and coherence.*
- *Use technology and other tools to produce, revise, and distribute writing as well as to interact online with others about writing, including responding to and providing feedback.*
- *Demonstrate proficiency at performing short, focused research projects and more sustained inquiries; demonstrate an increasing command of the subject under investigation.*
- *Write about specific sources responding to evidence in the text.*
- *Demonstrate the capacity to write routinely over extended time frames and shorter time frames to diverse audiences about grades 9-10 substantive*

and discipline-specific content.

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*

Language

- *Observe conventions in grammar and usage.*
- *Observe conventions in capitalization, punctuation, and spelling.*
- *Make style and word choices.*
- *Use grade-appropriate academic and ELA-specific words taught directly and gained through reading and responding to texts.*

Option 4: Speaking Assignment

- **Individual work:** Students gather evidence to analyze a character and come to some conclusions about the character's beliefs based on his/her actions. Then, they consider what themes Lee develops through this character's actions and the events in which the character is involved. Students create detailed notes to share with peers.
- **Small group:** Students get together with others who analyzed the same character they did. Students share their analyses and select the ones with that are the strongest to share with the class. Groups prepare a five-minute speech to share their analysis of the character's beliefs and Lee's themes with the rest of the class. Students also create a poster or other visual to support their presentation.
- **Presentations:** Small groups present their analysis to the class. The student audience assesses each group's presentation by considering the strength of their arguments and adequacy and accuracy of the evidence.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

- *Demonstrate proficiency at performing short, focused research projects and more sustained inquiries; demonstrate an increasing command of the subject under investigation.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Set clear goals and deadlines and take on appropriate roles.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
 - *Evaluate whether the team has met its goals.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow*

- *the line of thought.*
- *Make strategic use of electronic media elements and visual displays of data to enhance understanding.*
- *Demonstrate a command of formal English when indicated or appropriate.*

Option 5: Speaking Assignment

- **Small group:** Students work with one or two peers to gather evidence to analyze a character. Together, they come to some conclusions about the character's beliefs based on his/her actions. Then, they discuss what themes Lee develops through this character's actions and the events in which the character is involved.
- **Small group:** Groups prepare a five minute speech to share their analysis of the character's beliefs and Lee's themes with the rest of the class. Students also create a poster or other visual to support their presentation.
- **Presentations:** Small groups present their analyses to the class. The student audience assesses each group's presentation by considering the strength of their arguments and adequacy and accuracy of the evidence.

Reading: Literature

- *Draw from evidence throughout the text to support analysis of what the text says explicitly as well as to draw inferences from the text.*
- *Trace in detail the development of a theme, including how it emerges and how it is shaped and refined by specific details and events in a narrative, drama, or poem.*
- *Analyze the motivations of various characters, including how they coincide or compete with the motivation of other characters.*

Writing

- *Demonstrate proficiency at performing short, focused research projects and more sustained inquiries; demonstrate an increasing command of the subject under investigation.*

Speaking & Listening

- *Initiate and engage in group discussions on grades 9-10 topics, texts, and issues being studied in class:*
 - *Prepare for discussions by reading and researching material under study; explicitly draw on that preparation in discussions.*
 - *Set clear goals and deadlines and take on appropriate roles.*
 - *Build on essential information from others' input by asking questions and sharing comments that enrich discussions.*
 - *Acknowledge the ideas and contributions of others in the group and then reach decisions about the information and ideas under discussion.*
 - *Evaluate whether the team has met its goals.*
- *Organize and present complex information, providing relevant and sufficient evidence in support of findings and claims such that listeners can follow the line of thought.*
- *Make strategic use of electronic media elements and visual displays of data to enhance understanding.*
- *Demonstrate a command of formal English when indicated or appropriate.*

APPENDIX A

How Unit Was Designed

Although we present the design of the unit in stages, this isn't precisely how the unit was designed. The process is more recursive than the stages suggest. It is also less linear than the stages suggest. When we began work on the unit, for instance, we had completely different overarching questions and vacillated back-and-forth over ways to focus the unit on Lee's implied arguments about justice and race and culture until we decided, after sketching out numerous assignments, that this wouldn't work because the possible interpretations of the arguments about these big issues struck us as too limited. We then reviewed the standards and focused on themes, rather than arguments, that Lee creates through her characters and their actions. It was then that we saw the connection to her characters' beliefs through their actions, so we settled on the two overarching questions. We also, for another example of the back-and-forthness, originally placed the film up front, along with the other primary and secondary source material, but after we sketched out the assignments for that material, it made more sense to place the film study immediately before the trial since it illuminates the fictional trial with historical documentation.

The stages, then, are only suggestions for an ideal sequence of unit design that may not ever exactly work because the process is always recursive and sloppy until the unit begins to take shape through the movements from texts to tasks to possible sequences of those.

Stage One:

- Reviewed the *Standards for English Language Arts* for grades 9-10.
- Identified the skills and understandings students are to demonstrate at grades 9-10.
- Identified and selected complex texts that would interest 9-10 students and allow them to develop key skills and understandings outlined in the *Standards*.
- Considered relationship between the texts and *Standards* and identified *Standards* on which the unit would focus.
- Developed overarching questions and a culminating assignment that relate to the texts and identified *Standards*.

Stage Two:

- Sequenced texts and developed tasks to support students to:
 - develop the skills and understandings of identified *Standards*,
 - gain deep understanding of the overarching questions, and
 - prepare students to successfully engage with the culminating project.
- Constantly stepped back from tasks to make sure they furthered students' understandings of the overarching questions, identified *Standards*, and culminating assignment.
- Revised overarching questions, tasks, and culminating assignment as needed.

Stage Three:

- Developed a variety of options for Teaching Approaches for teachers to engage students in tasks. Teaching Approaches were designed to:
 - incorporate Reading, Writing, Listening and Speaking, and Language Standards
 - vary in support and scaffolding for students
 - highlight inquiry approaches to studying literature

APPENDIX B

Reading the Novel Instructional Approaches

There are various ways teachers might structure the reading of the novel.

Option 1

Students take a week to read the novel, stopping periodically to answer the three comprehension questions: What are the major events? Who are the characters? What do we know about them? Students might answer these questions orally, in writing, or by posting their responses online by contributing to a wiki, discussion board, or blog.

In this approach, the majority of the reading is done outside of class, and the review of the comprehension questions occurs after big chunks of the novel have been read. Once students have read the entire novel, they go back to review sections to engage in deeper analyses of the text as described in the tasks on the unit outline.

Option 2

Teachers provide a reading schedule for students, assigning a few chapters to read at time. Students use the three comprehension questions to guide this first reading: What are the major events? Who are the characters? What do we know about them?

After students read the assigned number of chapters, the class engages in the comprehension work. After students have reached the end of each of the three larger chunks of text on the unit outline, they review those sections to engage in the deeper analyses of the text as described in the tasks on the unit outline.

Option 3

Teachers provide a range of ways that students read the text: individually, pairs, small groups, whole group, or listening to the book on CD as they following along in their texts. These approaches are especially beneficial for students who struggle with reading independently. Students use the three comprehension questions to guide their reading: What are the major events? Who are the characters? What do we know about them?

There are multiple recordings of this book, including one narrated by Sissy Spacek that was published in 2006 by Harper Audio. As with the previous approaches, students engage in the comprehension work after a few chapters. Then, after they have reached the end of each of the three larger chunks of text on the unit outline, they review those sections to engage in the deeper analyses of the text as described in the tasks on the unit outline.

Option 4

Teachers provide students with the graphic organizers on the following page for them to complete as they read the corresponding chunks of text. Note: The first graphic organizer works for both Part 1 and chapters 12-16 of *To Kill a Mockingbird*.

Comprehension Charts

Chapters 1-16

Chapter Number	Major Events in Order

Character Name	What I Know About this Character	Evidence from the Text to Support What I Know	Questions I Have about this Character

*Chapter 17-21**

Witness Name	Key Information this Witness Provides	Witness's Behavior on the Stand

*This chart was adapted from The Glencoe Literature Study Guide for To Kill a Mockingbird.

Chapter 22-31

Chapter Number	Major Events in Order

Character Name	How Character has Changed Over the Course the Novel	What Triggered the Character Change

APPENDIX C

Vocabulary Instructional Approaches

Harper Lee uses a number of words in *To Kill a Mockingbird* that are likely to be unknown to students. Teachers should consider which unknown words they want to target for instruction. The majority of words teachers select should be Tier 2 words. According to Beck, McKeown, and Kugan (2002), Tier 2 words are “likely to appear frequently in a wide variety of texts and in the written and oral language of mature language users” (p. 16). Tier 2 words can be found frequently in a variety of context and genres and are words for which students have a conceptual understanding already.

Some examples of Tier 2 words from *To Kill a Mockingbird* are:

Mortification	Condescended	Tyranny	Ruthless
Malevolent	Oppressive	Iniquities	Benevolence
Ominous	Sentimentality	Assuaged	Arbitrated
Contemptuous	Predilection	Aberrations	Perpetrated

Teachers work with students to develop a deeper understanding of selected words than that which is provided by the dictionary, and afford them multiple opportunities to actively think about, use, hear, and see the words in various contexts. Thus, teachers limit the words they selection for instruction; instead, they select the words that will be most useful to students to have as part of their repertoire.

Below are some ideas for ways that teachers might engage students in new words. All of these options are built on the premise that students generally benefit from reading first then studying vocabulary as a part of their comprehension work. There are, of course, times to pre-teach vocabulary, but the dangers with pre-teaching often outweigh the benefits. One of those dangers is that when numerous words are pre-taught, students quickly lose the meanings because the words before them are not contextualized for their particular meaning. On the other hand, it is often useful to pre-teach Tier 3 words that are technical or words whose meanings if unknown will impede overall comprehension. Whenever words are pre-taught, it is always important to revisit them in their contexts.

- Have students use word or concept maps to expand their definitions of words and understand the relationship between words. Word or concept maps may ask students to do such things as provide synonyms and antonyms, come up with examples and non-examples, create visuals, and develop their own definitions for target words.
- Ask students to put words into categories that reflect larger concepts or themes in *To Kill a Mockingbird* such as justice, good and evil, or law/trial words.
- Encourage students to use target words in speaking and writing during their study of *To Kill a Mockingbird*.
- Teach students various strategies for discerning the meaning of words such as using roots, prefixes, and suffixes; context clues; and syntactic and semantic clues with Tier 2 words from *To Kill a Mockingbird*.
- Use discussion of relevant passages in *To Kill a Mockingbird* to clarify the meaning of new words, bridge new words and words students already know, help students understand the various meanings of new words, and clarify misunderstandings of new words.

Beck, I. L., McKeown, M. G., & Kugan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

APPENDIX D

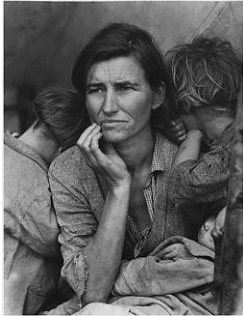
Primary and Secondary Sources

Background Information on Jim Crow

Online Resource	Copyright and/or Source Information
<p>Sample of Jim Crow laws by state http://americanradioworks.publicradio.org/features/remembering/laws.html</p> <p>Remembering Jim Crow http://americanradioworks.publicradio.org/features/remembering/resources.html</p>	<p>These materials are part of the American RadioWorks® multimedia project, <i>Remembering Jim Crow</i>. More materials relating to this book, CD, and documentary project can be found at http://americanradioworks.publicradio.org/features/remembering/index.html</p>
<p>Lynching Statistics by State and Race http://www.law.umkc.edu/faculty/projects/ftrials/shipp/lynchstats.html</p>	<p>This site includes statistics from the archives of the Tuskegee Institute and is a web resource created by Douglas Linder, B.A., J.D., Professor of Law at the University of Kansas-Missouri for his Famous Trials website project which can be found in full at http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm. These statistics are part of the Sheriff Shipp trial site.</p>
<p>Photos of signs and other Jim Crow artifacts http://www.ferris.edu/JIMCROW/what/homepage.htm</p> <p>What was Jim Crow? (an overview) http://www.ferris.edu/JIMCROW/what.htm</p>	<p>The content from these links is copyrighted to the Jim Crow Museum of Racist Memorabilia at Ferris State University. Dr. David Pilgrim, Chief Diversity Officer at Ferris State University, is the Curator of this project whose mission is to promote racial tolerance by helping people understand the historical and contemporary expressions of intolerance. He can be reached at pilgrimd@ferris.edu.</p>
<p>Jim Crow Stories: The Great Depression http://www.pbs.org/wnet/jimcrow/stories_events_depression.html</p>	<p>This content was written by Richard Wormser, producer of the Educational Broadcasting Corporation multimedia project, <i>The Rise and Fall of Jim Crow</i>. http://www.pbs.org/wnet/jimcrow/index.html</p>
<p>Photographs of Signs Enforcing Racial Discrimination: Documentation by Farm Security Administration-Office of War Information Photographers http://www.loc.gov/rr/print/list/085_disc.html</p>	<p>This site is hosted by the Library of Congress.</p>

Photography Resources from the Great Depression Era (~1929 - early 1940s)

The following online resources depict the struggles and daily realities of people living during the years of the Great Depression. Please refer to the source sites for any questions regarding copyright or redistribution that do not fall under the fair use clause.



The following link will lead you photos of “Women and Children”, “Life During the Depression”, and more, including work by Dorothea Lange who is well known for documenting moments in the lives of poor and rural people living during this time.

<http://history1900s.about.com/od/photographs/tp/greatdepressionpictures.htm>



The following link will lead you to photography by John Gutmann, a German-born American photographer and painter who captured life in the 1930s.

<http://johngutmann.org/photographs/depression/depression.html>



The following links will lead you to popularly viewed photos from the Farm Security Administration-Office of War Information Collection from the Library of Congress digital archives.

<http://memory.loc.gov/ammem/fsahtml/fagem1.html>

<http://memory.loc.gov/ammem/fsahtml/fatop1.html>



The following link will lead you to an online exhibit of the Library of Congress titled, *When They Were Young: A Photographic Retrospective of Childhood*. While these photos include images of children living in various historical times and locations, there are a number of images of children during the 1930s and early 1940s.

<http://www.loc.gov/exhibits/young/young-exhibit.html>

Website resources for *Scottsboro: An American Tragedy*

<http://www.pbs.org/wgbh/amex/scottsboro/index.html>