

Section 1: Overview

Overview | Courage in Part One: To Kill a Mockingbird



Courage in Part One: To Kill a Mockingbird

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In this module, students will read the novel To Kill a Mockingbird and write an essay defining courage. The students will also draw conclusions about what they feel is Harper Lee's views of courage.

Grades: 9 10

Discipline: ELA

Section 2: What Task?

TEACHING TASK

*Task Template 12 — [2 Levels]**Informational & Definition*

L1: How does Harper Lee use characters and events in *To Kill a Mockingbird* to define courage? After reading Part One of *To Kill a Mockingbird* write an essay that defines courage and explains how three different characters show courage. Support your discussion with evidence from the text(s).

L2: What conclusions or implications can you draw?

STUDENT BACKGROUND

In *To Kill a Mockingbird*, many characters display acts of courage. As the novel progresses, the acts of courage become greater. As you read, you will meet a variety of characters and generate a definition of courage through the eyes of Harper Lee. You will also draw conclusions or implications of Harper Lee's views of courage based upon the characters and events of the novel.

EXTENSION

STANDARDS

Common Core Anchor Standards — Reading

R.CCR.1: 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.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards — Writing

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Section 3: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 4: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

LIST

In a quick write, write your first reaction to the task prompt. Add some notes of things you know about this issue.

Duration: 15 Minutes

Meets Expectations:

Student meets expectations if he/she is to express ideas and beliefs concerning courage.

Teaching Strategies:

- Link this task to earlier class content.
 - Discuss student responses.
 - Clarify timetable and support plans for the task.
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TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

LIST

In your own words, what are the important features of a good response to this prompt?

Duration: 20 Minutes

Meets Expectations:

Student meets expectations if he / she is able to identify key features or elements that would be necessary for addressing the prompt.

Teaching Strategies:

- Share examples of type of text students will produce (either from past students or from professional writers).
- Identify or invite students to identify key features of examples.
- Pair students to share and improve their individual bullets.
- Create a classroom list: Choose one student to share a few ideas on the board, and ask other to add to it.

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

SHORT CONSTRUCTED RESPONSE

What is the author trying to accomplish? Which parts of the text show you that?

- L2 What competing arguments have you encountered or can you think of?

Duration: Ongoing

Meets Expectations:

- Answers questions with credible response.

Teaching Strategies:

- Invite students to brainstorm ways to figure out any author's intent.
- Invite students to share and discuss their answers for each text.
- After the discussion, allow them to add to their entries.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST

In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.

Duration: 20 Minutes

Meets Expectations:

- Lists appropriate phrases.
- Provides accurate definitions.

Teaching Strategies:

- After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.
 - After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
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NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

LIST

During reading you will maintain a list of relevant characters and events as they apply to defining courage throughout TKAM.

- L2(b): What implications can you draw? (Tasks 11,12)

Duration: Ongoing

Meets Expectations:

- Identifies relevant characters
- Identifies relevant events
- Accurately defines courage

Teaching Strategies:

- Teach a model format for note taking.
- Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

LIST

In a quick write, write about what you know now that you've read about (content).

Duration: 25 Minutes

Meets Expectations:

- Defines "courage" and lists three characters that provide examples of their courage.

Teaching Strategies:

- Small group discussion using question.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information

relevant to task.

SHORT CONSTRUCTED RESPONSE

Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition

Duration: 35 Minutes

Meets Expectations:

- Writes a concise summary statement or draft opening.
- Provides direct answer to main prompt requirements.
- Establishes a controlling idea.
- Identifies key points that support development of argument.

Teaching Strategies:

- Offer several examples of opening paragraphs.
- Ask class to discuss what makes them strong or weak.
- Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.

Duration: 45 Minutes

Meets Expectations:

- Creates an outline or organizer.
- Supports controlling idea. Uses evidence from texts read earlier.

Teaching Strategies:

- Provide and teach one or more examples of outlines or organizers.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

Duration: 60 Minutes

Meets Expectations:

- Provides complete draft with all parts.
 - Supports the opening in the later sections with evidence and citations.
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Teaching Strategies:

- Encourage students to re-read prompt partway through writing, to check that they are on track.
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REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE

Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Duration: 45 Minutes

Meets Expectations:

- Provides complete draft with all parts.
 - Supports the opening in the later sections with evidence and citations.
 - Improves earlier edition.
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Teaching Strategies:

- Sample useful feedback that balances support for strengths and clarity about weaknesses.
 - Assign students to provide each other with feedback on those issues.
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EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Duration: 60 Minutes

Meets Expectations:

- Provides draft free from distracting surface errors.
 - Uses format that supports purpose.
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Teaching Strategies:

- Briefly review selected skills that many students need to improve.
 - Teach a short list of proofreading marks.
 - Assign students to proofread each other's texts a second time.
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COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Turn in your complete set of drafts, plus the final version of your piece

Duration: 15 Minutes

Meets Expectations:

- Fits the "Meets Expectations" category in the rubric for the teaching task.
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Resources

Selected Articles  [Evening glory.](#)

People (04/06/98)—Gregory, Sophronia ScottO'Connor, Rose Ellen

1050L

  [Places I Never Meant to Be: A Personal View.](#)

American Libraries (Jun/Jul99)—Blume, Judy

Presents a speech by author Judy Blume about censorship. Personal experience with the book 'A Rage to Live' by John O'Hara; Censorship experiences with her books including "Are You There God? Its Me, Margaret"; The rise of censorship since 1980 and its effects; Censorship in her book 'Tiger Eyes'; Her relationship to the National Coalition Against Censorship (NCAC) and its director Leanne Katz; Individual educators' battles with censorship; Effects of censorship on children and society. INSET: Starring an Intellectual Freedom Fighter as Herself.

1000L

Uploaded Files  [H:To Kill a MockingbirdFrayer on Courage.docx](#)

Frayer template

  [H:To Kill a MockingbirdPART ONE WRITING TASK Brainstorm Activity.docx](#)

Brainstorm Activity

  [H:To Kill a MockingbirdFrame TASK 12 GO.doc](#)

Writing Graphic Organizer

  [H:To Kill a MockingbirdCourage and TKAM Journals.docx](#)

Reading Journals on Courage

  [H:To Kill a MockingbirdGANAG Lesson for Part One TKAM.docx](#)

GANAG Unit Plan for Part One

  [H:To Kill a MockingbirdTKAM Character Analysis Chart.docx](#)

Character Analysis Chart


  [H:To Kill a MockingbirdTKAM 2012 Calendar Hampton.pdf](#)

Sample calendar for TKAM Part One and Two

  [H:To Kill a MockingbirdTKAM Study Guide.doc](#)

Part One Study Guide


Keywords


 courage

 bravery

 cowardice

 racism

 prejudice

 Emmitt Till


 Harper Lee

 honor

 moral courage

Links

Other Resources

 To Kill a Mockingbird

Students should have a copy of the novel To Kill a Mockingbird or teacher can have class set.

Section 5: What Results?

Rubric

Assessment Task(s)

No Assessment Task for this module

Exemplar Work

Uploaded Files

Section 6: Comments

Author Notes

No Comments

Other Comments

No Comments
