Message to the Reader/Teacher

We are a team of educators from the small rural community of Cloverdale in west central Indiana. Our school is comprised of approximately 450 students in grades 9 through 12. Our team's teaching experience is diverse with two special education teachers, three general education teachers, a technology coordinator, and a principal. Our team has a total of 84 years of teaching experience.

Our team's technology experience in itself, consists of a few who feel extremely comfortable integrating technology into classroom lessons and some who are quite apprehensive. We all however, understand the power of technology and how it can be used to improve our teaching effectiveness and student performance.

The focus of our action plan is to improve reading comprehension in content areas. This unit addresses the Indiana State Academic Standards in the content area of Language Arts.

The unit will be implemented in the late fall/ winter of 2009. Approximately two weeks will be spent on the unit. The technology will be incorporated into all lessons and will be available during the unit. Our spring lesson will be presented in March/ April of 2010 and will take approximately one week to complete.

The objective of this unit is for the students to use reading strategies such as graphic organizers and literacy devices to better understand the material.

Contact Information:
Cloverdale High School
Jennifer Boesch, Ninth Grade Language Arts Teacher
205 E. Market Street
Cloverdale, Indiana 46120

Phone: 765-795-4203
Email: jboesch@cloverdale.k12.in.us

Sonny Stoltz, Principal
Claire Hunter, Senior Language Arts Teacher
Maggee Boyce, Special Education Teacher
Catherine Van Horn, Special Education Teacher
Julie Gellert, Former Technology Coordinator/ Mathematics Teacher

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

Vocabulary and Concept Development

9.1.1   Identify and use the literal and figurative meanings of words and understand the origins of words.

9.1.2   Distinguish between what words mean literally and what they imply and interpret what the words imply.

9.1.3   Use knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words.

Standard 3
READING: Comprehension and Analysis of Literary Text

9.3.1   Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

9.3.2   Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

Analysis of Grade-Level-Appropriate Literary Text

9.3.3   Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

9.3.4   Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

9.3.5   Compare works that express a universal theme and provide evidence to support the views expressed in each work.

9.3.6   Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

9.3.7   Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

9.3.9   Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Literary Criticism

9.3.11   Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

9.3.12   Analyze the way in which a work of literature is related to the themes and issues of its historical period.

9.3.13   Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

Standard 4
WRITING: Processes and Features

9.4.1   Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

9.4.2   Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

9.4.3   Use precise language, action verbs, sensory details, and appropriate modifiers.

9.4.13   Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

Research Process and Technology

9.4.4   Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.

9.4.5   Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.

9.4.6   Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.

9.4.7   Integrate quotations and citations into a written text while maintaining the flow of ideas.

9.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.

9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.

9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.

9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

9.5.2 Write responses to literature that:

- demonstrate a comprehensive grasp of the significant ideas of literary works.

- support statements with evidence from the text.

- demonstrate an awareness of the author's style and an appreciation of the effects created.

- identify and assess the impact of ambiguities, nuances, and complexities within the text.

Standard 6
WRITING: English Language Conventions

Grammar and Mechanics of Writing

9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

9.6.2 Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.

Resources for locating Indiana State Standards:

✓ Indiana State Standards:

http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/english.shtml

✓ Developing Educational State Standards:

http://www.edstandards.org/standards.html

✓ Curriculum- based Standards:

http://www.educationworld.com/standards/national/lang_arts/english/k_12.shtml

Lesson: Character Development (Motivation)

Objective:
The student will be able to identify what motivates him/her in daily choices as well as understand what motivated characters within the novel. The student will be able to explain what the term "injustice" means and how it occurs daily.

Lesson:
1. The students will listen to the audio of the book on the speakers at the beginning of class.
2. The students will receive an individual worksheet titled "Character Development: Motivation" and will be responsible for completing the activity within the next few days.
3. Each student will read through the statements and decide if the character's decision had a positive or negative outcome. The students will then post their ideas on Moodle in the "Character Motivation Poll" to compare answers with classmates.
4. After everyone has finished with the activities, I will call students up one by one to put their worksheets on the ELMO to be viewed by the entire class. We will discuss negative/positive outcomes, as well as injustice, as a class and decide how the character developed from each decision.
5. The students will then review their answers from their individual worksheets and decide if any of their answers changed and if so, change them. After the individual student is complete, the worksheet will be turned in for credit.

Remediation:
The students who do not finish will be able to work on Moodle from any computer with an Internet connection or may stay late in the Knoy center. I will leave a copy of detailed notes on Moodle that each student may refer back to while on Moodle.

Extension:
The students who finish before the end of the period will have an opportunity to continue reading the novel individually.

Assignment:
The assignment for the period will be to turn in the "Character Development: Motivation" worksheet by the end of the period the following day for full credit.

Learner Activities:
Materials and Resources Useful for Engaging Student Learning

http://clem.mscd.edu/~pekarekr/greatbks/gtkmunit1.html is a wonderful
website with infinite resources.

http://www.lausd.k12.ca.us/Belmont_HS/tkm/ is a student survival guide to
the novel.

To Kill a Mockingbird DVD (released 1962) will be used as a visual
resource to the novel.

http://www.thefreelibrary.com is a wonderful resource to find free texts
online

http://www.aresearchguide.com/mock.html#mockstudent is a student created
website that allows students to take an in depth look at the novel.

http://www.visualthesaurus.com is used with students who have difficulty
mastering the language and vocabulary.

http://tewt.org/tokillamockingbird.html is a teacher created website titled
"Teaching English with Technology" that focuses on the novel using
technological resources.

SmartBoard used daily for note taking, power point activities, movies, etc…

High Speed Scanner

30 IPOD's with add-on microphones

ELMO used for taking notes, drawing timeline, and maps.

Microsoft Paint used for character analysis

Moodle for forum posting, polls, quizzes, notes, links to websites, extra
copies of assignments, and hot potatoes exercises

Read, Write, Gold: Kurzweil 3000 used for text-to-speech program

Student Response System used for taking quizzes

Classroom speakers

2 Wireless Microphones

Garage Band (Mac) used to create songs for *To Kill a Mockingbird* soundtrack

Plato Edutest used for Pre-Assessment

Planning Pyramid

Some students will be able to understand the entire text of *To Kill a Mockingbird* and the importance of teaching the novel today. These students will also be able to discuss themes, concepts, character analysis, and have an overall feeling about society during the time period.

Most students will be able to comprehend the text and discuss situations that occurred in the novel. These students will be able to differentiate between characters, places, and ideas, but will struggle with in depth concepts.

All students will be able to listen to the novel being read and take notes during class time. All students should be able to participate in discussions with general ideas regarding the novel and should be able to discuss difficult concepts with classmates. All students will be able to memorize characters and descriptions as well as vocabulary terms and definitions.