

Walking in Someone Else's Shoes
10th Grade
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CIED 4713
Dr. Witte

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Rationale

Teaching Harper Lee's *To Kill a Mockingbird* has become something of a rite of passage for most English teachers. Since the novel's first publication in 1960, it has become one of the most popular canonized texts in the American classroom. The story is centered on the childhood memories of Scout, a young girl in rural Alabama, and the bittersweet experience of growing up, but the book has developed a more prominent role as the token literary depiction of an unjust society. As is often true of canonized texts, *To Kill a Mockingbird* has been preserved as a vestige of an imperfect, romanticized past, and teachers often limit their students' potential for learning by failing to break the novel from its datedness without removing the historical context.

While I want my students to recognize themes of racial injustice and prejudice in the book's setting, I don't want students to mistakenly think the book's age negates the relevance of the themes it displays in today's world. Literature without historical context may give the illusion that the story's fictional events are without basis, without truth. This unit will use a variety of supplemental texts to enforce the reality of Lee's novel. On its own, the novel is a beautiful and devastating reminder of mankind's atrocities and the bittersweet loss of a child's innocence. However, when fixed among modern texts, the book's acute ability to create nostalgia and stir social awareness is realized in the classroom. To bring the novel into modern relevance, this unit will employ supplemental texts such as Tate Taylor's 2011 film, *The Help*, Adrian Louis' "Among the Dog Eaters," and Brendan Kiely's and Jason Reynolds' *All American Boys*.

These complementary texts, along with FDR's inaugural address, Langston Hughes' "I, Too," and clips from the 2007 remake of *Hairspray*, help fill in the gaps

between Scout's memories of the 1930s and the social and political turmoil of our own times. Because the book was written over 50 years ago, and is set in a time more distant than that, students may struggle with bringing the language, characters, and events into reality. Studying the more recent texts I have included, along with researching recent corresponding protest demonstrations, will help students understand that the difficulties Lee's characters faced are not as outdated as they may seem. Students should understand that Lee's novel was a literary outcry against an unjust system and a voice of truth in a turbulent time. The controversy surrounding the novel when it was first published is still surprisingly present today. Within the context of the Black Lives Matter movement and other social movements, the novel carries a heavy weight of historic value and modern relevance. Teachers are often hesitant to talk about incendiary topics like social protests. They believe that by bringing that discussion into their classroom, they may incite disagreement and resentment between students. What they often don't realize is that the discussion is already in their classroom. The English classroom does not exist in a separate world. Social and personal issues do not stop at the door. Teachers should embrace diversity and varying opinions in an open, respectful discussion. In engaging with controversial topics in a classroom setting, students learn to respect the opinions of others and respond courteously, even if they disagree. This unit focuses heavily on discussion, allowing students to develop interpersonal skills and diplomacy they will utilize throughout any future careers.

In addition to making students socially aware, this unit and its texts should push students to consider themselves as well as the characters they are studying. Through personal reflection in individual journals, students will explore not only the literary

elements of each text, but also their own intimate response to the details of the texts. When studying social injustice and judgment, students should have a safe space to express their feelings and ideas. The response journal provides that space and helps students format their opinions into more formal pieces of writing. Through this journal, and the texts we study, students should question their own role in our society. What do they believe? Have they passed judgment on others? These questions should occur naturally through open discussion and writing prompts addressing the major themes across texts. Although each of these texts has social and literary value, I don't want students to simply analyze the fictional aspects of each text. Above all, the purpose of this unit is to push students to grow academically and personally, and to allow them to leave the classroom in some way better than they entered.

Goals and Objectives

Goal 1: Free Response Journal

This unit explores themes in literature and real world events that can often be uncomfortable to talk about. Students should have a safe place in the classroom to express their inner thoughts and opinions on each text they read. To accomplish this, students will keep a personal journal. Students will be required to address daily prompts and write using correct mechanics. Students will practice their writing skills while responding honestly to resonant texts. Students will be aware that I will read their journal entries, but may request for an entry to be left unread. Journal entries will be graded on completion and effort. Students should always write only their own opinions and should feel comfortable expressing thoughts in a private space.

Goal 2: Group Research Project

Many texts in this unit explore social injustice and the protests staged by the oppressed. In order to fully appreciate the relevance of each text in today's classroom, students should have a rudimentary knowledge of current events and the who, what, when, where, why, and how of protest demonstrations. Students will participate in an in-class group research project to inform themselves on different forms of protest and an example of one real world protest demonstration. In groups of four or five, students will research one historical or current protest, using credible sources to back their discoveries. Students will then synthesize this information into visually appealing poster. All students must participate in the presentation of the poster. Students will report their findings to the class and reflect on how their chosen protest connects to the texts.

Goal 3: Intellectual Discussion

In this unit, students will learn to express their thoughts and understanding of major texts through intellectual discussion. Students will develop interpersonal skills by respectfully building upon or rebutting the contributions of others. Students will learn to reference textual evidence and use quotes from the text to support their ideas. Students will facilitate discussion, develop and ask thought-provoking discussion questions, and use their own knowledge of the text to quickly construct original and insightful answers to the questions of other students or the teacher. Students will be graded based on participation and how well their responses showcase their knowledge of the text. A rubric for discussion seminars can be found in Appendix E.

Goal 4: Creative Final Project

After students have completed *To Kill a Mockingbird*, they will be asked to reflect on the major themes, motifs, symbols, characters, and events within the novel. Students will design and construct a creative final project to showcase their understanding and analysis of the novel. The project consists of one creative component—for example, scrapbook, rap, book of poems, or other form chosen by the student—and a one-page written component describing the process of creating the project and how the project connects to the text. This project will also require students to make comparisons between the novel and one other text they have read in this unit. Students will write a one-page proposal describing what form their project will take and giving an outline of what themes, characters, and/or events the project might analyze. Students must meet with me individually during class to discuss their proposal and make revisions if necessary. A more detailed account of project instructions can be found in Appendix A.

Grade Distribution for the Unit

Description of Class Projects and Assignments	Points
<p>Class Participation/Daily Journals: Individual. Students will receive full participation points for each class period in which they are on time, prepared, and participate in a valuable way. Students will also be expected to complete daily writing responses in a personal notebook/journal. These journals will be collected at the end of the unit and graded for completion and effort. Students must complete each journal prompt to receive full points.</p>	400
<p>Discussion Participation: For each major text we read, students will participate in at least one whole class discussion seminar to analyze sections of the text. Students will receive points based on the number of responses they provide. Students who do not wish to speak in class must provide a one-page version of their own analysis. Students are also required to compose two discussion questions for each seminar. Questions are collected after class and graded for completion.</p>	200
<p>Timed Writings: Students will complete at least one timed writing per unit. Students will be required to address a prompt based on the main text. Students must completely address the prompt and provide original and insightful analysis to receive full points.</p>	50
<p>Group Research Project: Students will participate in a two-day in-class group project researching a protest demonstration of their group's choice. This project consists of researching credible sources, synthesizing information, composing a visually appealing poster displaying the most important information, providing APA citations for sources, and presenting the poster to the class.</p>	100
<p>Artistic Endeavors: Students will complete 3 small creative projects. Students will cast the movie version of the main text in small groups, map the town of Maycomb using textual evidence, and write and perform a script based on Boo Radley's life in small groups. Instructions for these artistic components can be found in the Appendix.</p>	50
<p>Creative Final Project: Students will compose a creative final project displaying their understanding and analysis of the main text according to the instructions provided in the Appendix.</p>	200
<p>Total Points:</p>	1000

Text and Supply List

1. Number 2 Pencils
2. Pens (Blue or Black)
3. 1 Pack Colored Pencils (24)
4. 2 Spiral Notebooks
5. 1 Pack Highlighters (2 Colors minimum)
6. Notecards (3x5)
7. 1 Poster Board
8. 1 Glue Stick
9. *To Kill a Mockingbird* by Harper Lee
10. *All American Boys* by Brendan Kiely and Jason Reynolds

Additional texts provided by teacher:

“I, Too” by Langston Hughes

The Help (2011)

Hairspray (2007)

FDR’s Inaugural Address (“The Only Thing We Have to Fear...”)

“Among the Dog Eaters” by Adrian C. Louis

Note: Additional materials may depend on individual creative end-of-unit student projects. These will be determined by the students mid-unit.

Oklahoma Academic Standards

<p>10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p>	<p>10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author’s purpose.</p>	<p>10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>
<p>10.1.R.3 Students will engage in collaborative discussions about</p>	<p>10.4.R.4 Students will analyze the relationships among words with</p>	<p>10.6.R.2 Students will synthesize the most relevant information from a</p>	<p>10.1.W.2 Students will work effectively and respectfully within</p>	<p>10.4.W.2 Students will select appropriate</p>
<p>10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how pairs, diverse groups, themes are connected across texts:</p> <ul style="list-style-type: none"> • character development • theme 	<p>10.6.W.4 Students will synthesize and recognize the connotation and denotation of words.</p>	<p>10.3.R.7 Students will make connections between and across multiple texts and provide textual evidence to support their inferences.</p>	<p>10.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA; APA, etc.) and avoiding plagiarism</p>	<p>language to create a specific effect according to purpose in writing.</p>
<p>10.1.R.2 conflict (i.e., internal and external) Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal</p>	<p>10.5.W.1 Students will write using correct mechanics.</p>	<p>10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance</p>	<p>10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and</p>	<p>10.1.W.1 Students will give formal and informal presentations in a group or</p>
<p>and nonverbal) and ask questions to summarize the speaker’s purpose and perspective.</p> <p>10.2.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.</p>	<p>10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.</p>	<p>10.3.R.2 Students will evaluate points of view and evidence for diverse audiences. perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p>	<p>10.2.W.2 Students will plan (e.g., outline) and, prewrite a first draft as necessary of communication to convey specific meanings and interests.</p>	<p>individually, providing textual and visual evidence to support a main idea.</p>
<p>within and between texts.</p>				

Calendar Overview

<i>The Help</i> Day 1	<i>The Help</i> Day 2	<i>The Help</i> Day 3	<i>The Help</i> —Seminar	Defining Civil Disobedience
Civil Disobedience in the Real World	Protest Research Groups	Poetry of the (Unwillingly) Oppressed	Intro to <i>Mockingbird</i>	<i>Mockingbird</i> Reading Day
<i>Mockingbird</i> —Seminar 1	Casting <i>Mockingbird</i>	Vocab Trashketball	<i>Mockingbird</i> Reading Day	<i>Mockingbird</i> —Seminar 2

<i>Mockingbird</i> — Seminar 3	Boo Productions and Performances	Mapping Maycomb (Proposals due)	<i>Mockingbird</i> Reading Day (Proposal review)	<i>Mockingbird</i> — Seminar 4
Graffiti Write	Project Work Day	Project Work Day	Project Presentations	Project Presentations

Daily Lessons

Week 1

Monday

Daily Lesson Information

Lesson title	The Help, Day 1
Lesson Purpose/Rationale	Students will have just finished small unit on <i>All American Boys</i> . Taylor’s <i>The Help</i> exhibits similar themes in a different setting and time period. The film, set in 1960s Mississippi, shows students a setting similar to what they will see in <i>To Kill a Mockingbird</i> . Students should understand that the Black Lives Matter movement and similar civil rights movements are rooted in pivotal periods of change like the 1960s. This movie will introduce students to the history of the civil rights movements

	and offer easy transition into Martin Luther King Jr.'s actions and the reading of his speech.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch Tate Taylor's <i>The Help</i> , noting major themes, symbols, and motifs. Students will write down any significant quotes or events to be discussed in seminar time.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Taylor, Tate. (2011). <i>The Help</i> . United States: Dreamworks Pictures.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have completed <i>All American Boys</i> and corresponding assignments. Students will have basic knowledge of current events and 1960s civil rights movement.
How will you address students who do not have this prior knowledge?	I will provide a link to a summary of All American Boys for students to review. I will also post a PowerPoint presentation detailing key events, figures, and a timeline of the civil rights movement in the 1960s.
Materials for instruction (include rationale for why the materials are appropriate)	The Help DVD Notebook Paper Pencil/Pen Highlighter (optional)
Accommodations and modifications	Follow all IEPs. Students who have trouble concentrating for long periods of time may select a stress ball to handle during movie. Gifted students may read sections from <i>The Help</i> by Kathryn Stockett to compare/contrast.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while	Students will make note of key scenes and quotes to analyze for discussion.	Notebook Paper Pencil/Pen Highlighter (optional)	Informal: Students will compose one discussion question to be handed in at

maintaining meaning and a logical sequence of events, within and between texts.			the end of class.
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Students will compare/contrast the settings of the film and <i>All American Boys</i> . Students will consider culturally and historically significant events.	Notebook Paper Pencil/Pen Highlighter (optional)	Informal: Students will compose one discussion question to be handed in at the end of class.
10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	Students will consider how multiple points of view (Quinn and Rashad, Skeeter and Aibie) affect the work and add meaning.	Notebook Paper Pencil/Pen Highlighter (optional)	Informal: Students will compose one discussion question to be handed in at the end of class.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s)	Journal Prompt: Have you ever witnessed discrimination (against
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this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	yourself or others)?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 min.	The teacher will write the day's journal prompt on the board. The teacher will answer any questions about the prompt/requirements.	The students will answer the prompt on a piece of notebook paper. Students will cite details, write in complete sentences, and demonstrate knowledge of sensory language to convey events.	Journal entries will be passed up to determine attendance.
45 min.	The teacher will set up the DVD player/other device in advance. The teacher will give a brief historical background and start the movie.	The students will pay close attention to the film, noting scenes and dialogue of interest. Students will compose one discussion question for seminar time.	Discussion question will be handed in as an out ticket and informal assessment.

Tuesday

Daily Lesson Information

Lesson title	The Help, Day 2
Lesson Purpose/Rationale	Students will have just finished small unit on <i>All American Boys</i> . Taylor's <i>The Help</i> exhibits similar themes in a different setting and time period. The film, set in 1960s Mississippi, shows students a setting similar to what they will see in <i>To Kill a Mockingbird</i> . Students should understand that the Black Lives Matter movement and similar civil rights movements are rooted in pivotal periods of change like the 1960s. This movie will introduce students to the history of the civil rights movements and offer easy transition into Martin Luther King Jr.'s actions and the reading of his speech.

Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch Tate Taylor's <i>The Help</i> , noting major themes, symbols, and motifs. Students will write down any significant quotes or events to be discussed in seminar time.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Taylor, Tate. (2011). <i>The Help</i> . United States: Dreamworks Pictures.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have completed <i>All American Boys</i> and corresponding assignments. Students will have basic knowledge of current events and 1960s civil rights movement.
How will you address students who do not have this prior knowledge?	I will provide a link to a summary of All American Boys for students to review. I will also post a PowerPoint presentation detailing key events, figures, and a timeline of the civil rights movement in the 1960s.
Materials for instruction (include rationale for why the materials are appropriate)	The Help DVD Notebook Paper Pencil/Pen Highlighter (optional)
Accommodations and modifications	Follow all IEPs. Students who have trouble concentrating for long periods of time may select a stress ball to handle during movie. Gifted students may read sections from <i>The Help</i> by Kathryn Stockett to compare/contrast.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a	Students will make note of key scenes and quotes to analyze for discussion.	Notebook Paper Pencil/Pen Highlighter (optional)	Informal: Students will compose one discussion question to be handed in at the end of class.

logical sequence of events, within and between texts.			
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Students will compare/contrast the settings of the film and <i>All American Boys</i> . Students will consider culturally and historically significant events.	Notebook Paper Pencil/Pen Highlighter (optional)	Informal: Students will compose one discussion question to be handed in at the end of class.
10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	Students will consider how multiple points of view (Quinn and Rashad, Skeeter and Aibie) affect the work and add meaning.	Notebook Paper Pencil/Pen Highlighter (optional)	Informal: Students will compose one discussion question to be handed in at the end of class.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What	Journal Prompt: Choose a form of protest. Describe the protest (where, when, who does what). In your opinion, is this an effective form of protest? Why or why not?
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anticipatory set are you presenting to engage the students?	
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
10 min.	The teacher will write the day's journal prompt on the board. The teacher will answer any questions about the prompt/requirements.	The students will answer the prompt on a piece of notebook paper. Students will cite details, write in complete sentences, and demonstrate knowledge of sensory language to convey events.	Journal entries will be passed up to determine attendance.
45 min.	The teacher will set up the DVD player/other device in advance. The teacher will briefly review previous events of the film and start the movie.	The students will pay close attention to the film, noting scenes and dialogue of interest. Students will compose one discussion question for seminar time.	Discussion question will be handed in as an out ticket and informal assessment.

Wednesday

Daily Lesson Information

Lesson title	The Help, Day 3
Lesson Purpose/Rationale	Students will have just finished small unit on <i>All American Boys</i> . Taylor's <i>The Help</i> exhibits similar themes in a different setting and time period. The film, set in 1960s Mississippi, shows students a setting similar to what they will see in <i>To Kill a Mockingbird</i> . Students should understand that the Black Lives Matter movement and similar civil rights movements are rooted in pivotal periods of change like the 1960s. This movie will introduce students to the history of the civil rights movements and offer easy transition into Martin Luther King Jr.'s actions and the reading of his speech.
Lesson description (include concepts and	Students will watch Tate Taylor's <i>The Help</i> , noting major themes, symbols, and motifs. Students will write down any

skills and where this lesson fits within the curriculum)	significant quotes or events to be discussed in seminar time.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Taylor, Tate. (2011). <i>The Help</i> . United States: Dreamworks Pictures.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have completed <i>All American Boys</i> and corresponding assignments. Students will have basic knowledge of current events and 1960s civil rights movement.
How will you address students who do not have this prior knowledge?	I will provide a link to a summary of All American Boys for students to review. I will also assign a Crash Course video on the 1960s for homework and historical background.
Materials for instruction (include rationale for why the materials are appropriate)	The Help DVD Notebook Paper Pencil/Pen Highlighter (optional)
Accommodations and modifications	Follow all IEPs. Students who have trouble concentrating for long periods of time may select a stress ball to handle during movie. Gifted students may read sections from <i>The Help</i> by Kathryn Stockett to compare/contrast.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of	Students will make note of key scenes and quotes to analyze for discussion.	Notebook Paper Pencil/Pen Highlighter (optional)	Informal: Students will compose one discussion question to be handed in at the end of class.

events, within and between texts.			
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Students will compare/contrast the settings of the film and <i>All American Boys</i> . Students will consider culturally and historically significant events.	Notebook Paper Pencil/Pen Highlighter (optional)	Informal: Students will compose one discussion question to be handed in at the end of class.
10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	Students will consider how multiple points of view (Quinn and Rashad, Skeeter and Aibie) affect the work and add meaning.	Notebook Paper Pencil/Pen Highlighter (optional)	Informal: Students will compose one discussion question to be handed in at the end of class.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to	Journal Prompt: Do social classes still exist? Explain your reasoning. Have you experienced/seen prejudice based on class status?
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engage the students?	
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
10 min.	The teacher will write the day's journal prompt on the board. The teacher will answer any questions about the prompt/requirements.	The students will answer the prompt on a piece of notebook paper. Students will cite details, write in complete sentences, and demonstrate knowledge of sensory language to convey events.	Journal entries will be passed up to determine attendance.
45 min.	The teacher will set up the DVD player/other device in advance. The teacher will briefly review previous events of the film and start the movie.	The students will pay close attention to the film, noting scenes and dialogue of interest. Students will compose one discussion question for seminar time.	Discussion question will be handed in as an out ticket and informal assessment.

Thursday

Daily Lesson Information

Lesson title	<i>The Help</i> —Seminar
Lesson Purpose/Rationale	Holding a semi-formal, student-led discussion helps students practice forming complex questions and arguments quickly. Students exhibit interpersonal skills and demonstrate their personal knowledge of the film and previous readings. Additional discussion of the film helps students retain information and start developing connections to similar works.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will lead a class discussion of major themes, motifs, and symbols in <i>The Help</i> . Students will pose previously written discussion questions and analyze the film through the lens of historical background and previous readings.
Lesson length	55 minutes
Grade level and course	10 th grade, English II

Source of lesson plan and how I modified it	Taylor, Tate. (2011). <i>The Help</i> . United States: Dreamworks Pictures.
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students will be familiar with major themes in All American Boys. Students will have finished <i>The Help</i> and prepared notes detailing themes and motifs.
How will you address students who do not have this prior knowledge?	DVD copy of <i>The Help</i> will be available to take home for students who were absent.
Materials for instruction (include rationale for why the materials are appropriate)	<i>The Help</i> DVD Notebook Pen/Pencil List of additional discussion questions
Accommodations and modifications	Students who struggle to articulate opinions aloud may hand in a short paragraph on their analysis of the movie.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will listen attentively to other classmates' opinions and offer additional thoughts or counterpoints of their own. Students will observe common courtesy and will not interrupt each other.	Notes from previous classes, Discussion questions printed on notecards, Pen/Pencil Additional Notecards	Students will receive participation points for in class discussion. Discussion questions and quality of argument will count toward informal assessment.

<p>10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>Students will participate in a whole class discussion of the film. Students will offer discussion points and refer to textual evidence to support their claims. Students will respond to classmates' thoughts with their own ideas and/or rebuttal.</p>	<p>Notes from previous classes, Discussion questions printed on notecards, Pen/Pencil Additional Notecards</p>	<p>Students will receive participation points for in class discussion. Discussion questions and quality of argument will count toward informal assessment.</p>
<p>10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.</p>	<p>Students will analyze the film and make comparison to <i>All American Boys</i>. Students will provide thoughtful discussion questions. Students will contribute to group discussion with their own insights on the text(s).</p>	<p>Notes from previous classes, Discussion questions printed on notecards, Pen/Pencil Additional Notecards</p>	<p>Students will receive participation points for in class discussion. Discussion questions and quality of argument will count toward informal assessment.</p>

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to</p>	<p>I will start the seminar initially with one or more of these questions. Students will then engage with each other in discussion about the novel and film. What is your takeaway from the film? What similarities/differences are present between the film and <i>All American Boys</i>?</p>
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engage the students?	Do you think the characters of both have similar experiences? Does gender/time period/setting affect these experiences?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
5 min.	The teacher will instruct students to take out their notes and discussion questions and place backpacks in one corner of the room.	The students will gather materials and move their desks into a circle for discussion.	
5 min.	The teacher will begin the discussion by asking leading questions detailed above.	Students will answer question based on their own knowledge of the film. Students may ask questions to clarify points in the film.	Additional questions are contingent on student participation in the discussion. The teacher should be a facilitator, not a leader.
40 min.	The teacher will observe from just outside the circle, making note of how many times each student speaks, etc.	The students will lead the discussion by asking their own discussion questions and answering others'. Students will express opinions on the movie and compare setting, time period, and characters with the previously read novel.	
5 min.	The teacher will collect discussion questions as ticket out.	Students will hand in discussion questions and return desks to their original placement. Students will gather personal possessions in preparation for next class.	

Friday

Daily Lesson Information

Lesson title	Defining Civil Disobedience
Lesson Purpose/Rationale	Students have just finished <i>All American Boys</i> and more recently, <i>The Help</i> . Students have discussed the movie in depth, and now will be moving into a new unit featuring themes of justice and judgment. In this lesson, students will use multiple texts, denotation, and their own experience and opinions to help them define civil disobedience—a form of protest featured prominently in the unit’s texts and our country’s history. I want students to have a clear mental picture of historical events and the types of conflicts and historical events that were taking place while the unit’s texts were being written. Students will be given examples of protests from popular culture and can then determine their own definition of civil disobedience. Students who did not talk in the previous day’s seminar will have a chance to provide their thoughts.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch three videos and will be instructed to make note of significant quotes, moments, or characters. Students will take a few minutes after each video to discuss what they saw and what they inferred based on their previous readings/viewings and their own experiences. Students will write down one discussion question after viewing all three videos. During the remaining time, questions will be tossed into a hat, and students will randomly select a question. The student who draws will answer first then open the discussion to the whole class. This lesson activates background knowledge and builds on historical context. Students practice discussion in a more informal setting and are exposed to popular culture.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Original Lesson Plan Hairsprayhome. (2011, January 7). <i>I know were I’ve been</i> . Retrieved from https://www.youtube.com/watch?v=H-2He8cNHdw CommonVEVO. (2015, January 12). <i>Common, John Legend – glory</i> . Retrieved from https://www.youtube.com/watch?v=HUZOKvYcx_o Bigmacmdm. (2012, March 13). <i>School integrated</i> . Retrieved from https://www.youtube.com/watch?v=BZVDBDzQoBE

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have basic knowledge of civil rights protests in the sixties.
How will you address students who do not have this prior	Students may refer back to civil rights and 1960s Crash Course video and discussion notes from <i>The Help</i> during class.

knowledge?	
Materials for instruction (include rationale for why the materials are appropriate)	Paper Pen/Pencil Access to Video Playlist Hat/Bowl
Accommodations and modifications	Follow all IEPs. Students who have hearing impairments or an aversion to music may study the lyrics provided by the teacher to complete the worksheet.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will be able to review events of each video and orient video within historical context. Students will use this knowledge to answer essential questions.	Pen/Pencil Paper Notes from previous days	Teacher will visually assess participation.
10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author’s purpose.	Students will analyze quotes, lyrics, characters, major events, and themes. Students will cite textual evidence to answer questions.	Pen/Pencil Paper Notes from previous days	Teacher will visually assess participation.
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect author’s stylistic and organizational choices in grade-level literary and informational genres.	Students will use background knowledge from previous lessons to orient events depicted in videos within historical context. Students will consider genre.	Pen/Pencil Paper Notes from previous days	Teacher will visually assess participation.
10.1.R.3 Students will engage in collaborative discussions about	Students will use courtesy to ask and answer questions during debriefing and later	Pen/Pencil Paper Notes from previous days	Teacher will visually assess participation.

appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	drawing. Students will build on the ideas of others or provide rebuttal.		
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>What do you see?</p> <p>Who are the main characters? What do they want?</p> <p>How does the genre (music video, movie clip) affect the message?</p> <p>What references to historical context do you see?</p> <p>How would your experience be different if you had only the lyrics?</p> <p>What common denominators do the videos share?</p> <p>What is civil disobedience?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
2 min.	<p>The teacher will instruct students to take out previous day's notes, pen/pencil, and blank paper and put away extraneous belongings. Teacher will ask students to make note of any significant moments during videos.</p> <p>Teacher will inform students that they will be required to compose and answer a discussion question at the end of the viewing. The teacher will ask students to remain quiet and respectful to others during activity.</p>	<p>The students will listen quietly and respectfully.</p> <p>The students will take out notes, pencil, and blank paper. The students will put away phones and other belongings. The students will be ready to take notes if necessary.</p>	

2 min.	The teacher will use the provided YouTube playlist to play video. The teacher will turn out overhead lights if necessary. The teacher will maintain quiet in the classroom.	The students will watch video quietly, analyzing events, lyrics, quotes, and characters. Students will make notes if necessary. Students will consider historical context.	
3 min.	The teacher will use the day's essential questions to quiz students on the events of the video. The teacher may give a brief overview of the movie from which the video was taken.	Students will briefly answer essential questions. Students will maintain a logical sequence of events and cite historical context. Students will answer courteously and may share notes.	
4 min.	The teacher will use the provided YouTube playlist to play video. The teacher will turn out overhead lights if necessary. The teacher will maintain quiet in the classroom.	The students will watch video quietly, analyzing events, lyrics, quotes, and characters. Students will make notes if necessary. Students will consider historical context.	
3 min.	The teacher will use the day's essential questions to quiz students on the events of the video. The teacher may give a brief overview of the movie from which the video was taken.	Students will briefly answer essential questions. Students will maintain a logical sequence of events and cite historical context. Students will answer courteously and may share notes.	
4 min.	The teacher will use the provided YouTube playlist to play video. The teacher will turn out overhead lights if	The students will watch video quietly, analyzing events, lyrics, quotes, and characters. Students will make notes if necessary. Students will consider	

	necessary. The teacher will maintain quiet in the classroom.	historical context.	
3 min.	The teacher will use the day's essential questions to quiz students on the events of the video. The teacher may give a brief overview of the movie from which the video was taken.	Students will briefly answer essential questions. Students will maintain a logical sequence of events and cite historical context. Students will answer courteously and may share notes.	
5 min.	The teacher will ask students to compose a discussion question involving at least two of the videos viewed. The teacher will ask students to consider the protests exhibited in the videos and compose their own definition of civil disobedience. The teacher will instruct students to write their questions on a small piece of paper and pass it up to be put in the hat.	Students will compose one discussion question each, considering similarities and differences across videos. Students will consider historical context and background knowledge from the week's film.	
24 min.	The teacher will briefly ask students to share their thoughts/definitions of civil disobedience and explain. Teacher will hold the hat out to each student in turn, particularly making sure to choose students who did not speak in the previous day's	Students will share definitions and explain, citing evidence from videos and previous readings. Students will each draw a discussion question and do their best to answer thoroughly, citing evidence in videos. Student will indicate when their answer is complete and open question to class.	

	discussion. Teacher will ask the student to read the question aloud and answer individually then direct the question to the class.		
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Week 2

Monday

Daily Lesson Information

Lesson title	Civil Disobedience in the Real World
Lesson Purpose/Rationale	Students have now viewed several fictionalized representations of protest demonstrations. Students should now be able to identify similarities between texts. This lesson first gives students examples of civil disobedience in a real world setting. Students will learn that prejudice and injustice are not things of the past (most of their texts have been set in the fifties and sixties), and protest demonstrations are still occurring daily. Students will inform themselves on current topics and be able to make more personal connections to future texts.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch two examples of real world protest demonstrations. Students consider events of videos to briefly answer essential questions. Students will be divided into groups of four or five. Each group will be assigned a computer or an iPad. Computer lab may need to be reserved in advance. Students will study one protest demonstration (historical or recent) in depth, researching the who, what, where, when, why, and how of the demonstration and connecting that event to fictional representations. Students will make one poster per group, addressing the essential questions. To be continued in following day's lesson.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	TODAY. (2016, October 28). <i>North Dakota Pipeline standoff: Police clash with native American protesters</i> TODAY. Retrieved from https://www.youtube.com/watch?v=Ae6_vdITGKk HardKnoxTv. (2016, July 9). <i>PEACEFUL BLACK LIVES MATTER PROTEST IN ATLANTA 2016</i> . Retrieved from https://www.youtube.com/watch?v=MYsDNgNqGLc

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need notes on the previous day's videos. Students will have basic knowledge of Civil Rights movement. Students will have basic computer literacy.
How will you address students who do not have this prior knowledge?	Students may share their notes with a neighbor. Students will be placed in diverse collaborative groups. Students may refer to Crash Course video on 1960s. Students with technology illiteracy will be placed in groups with strong technological skills.
Materials for instruction (include rationale for why the materials are appropriate)	Access to computer lab/iPads Pen/Pencil Paper <i>All American Boys</i> <i>The Help</i>
Accommodations and modifications	Struggling readers and students with specific learning disabilities will be placed in groups with strong readers to ensure the entire class can participate. Follow all IEPs.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will be able to review events of each video and orient video within historical context. Students will use this knowledge to answer essential questions.	Pen/Pencil Paper Notes from previous days	Teacher will visually assess participation.
10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	Students will work collaboratively in groups to use library databases and legitimate news websites to provide a variety of sources. Students may use YouTube to watch news coverage. Students will ask questions if unsure of validity.	Tablet/Laptop Pen/Pencil Poster board Markers Previous day's notes	Teacher will visually assess participation.
10.6.R.2 Students will	Students will work	Tablet/Laptop	Teacher will

synthesize the most relevant information from a variety of primary and secondary sources (<i>e.g., print and digital</i>), following ethical and legal citation guidelines.	collaboratively in groups to find and evaluate sources in research of a protest demonstration. Students will discuss to choose most relevant information and answer essential questions.	Pen/Pencil Poster board Markers Previous day's notes	visually assess participation.
10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will work collaboratively in groups to create a visually pleasing poster answering the day's essential questions. Students should quote and cite credible sources. Students will present projects to class, competently reporting information and personal response.	Tablet/Laptop Pen/Pencil Poster board Markers Previous day's notes	Posters will be collected for formal assessment and as ticket out.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>What is the demonstration about?</p> <p>Who is participating?</p> <p>Why are they protesting? (Was there a catalyst?)</p> <p>When did the demonstration happen?</p> <p>How is the protest executed? What does it consist of?</p> <p>What connections can you make between this event and the texts we have just read/watched?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2 min.	The teacher will instruct students to take out previous day's notes, pen/pencil, and blank paper and put away extraneous belongings. Teacher will ask students to make note of any significant moments	The students will listen quietly and respectfully. The students will take out notes, pencil, and blank paper. The students will put away phones and other belongings. The students will be ready to take notes if necessary.	

	during videos. The teacher will ask students to remain quiet and respectful to others during activity.		
3 min.	The teacher will use the provided YouTube playlist to play video. The teacher will turn out overhead lights if necessary. The teacher will maintain quiet in the classroom.	The students will watch video quietly, analyzing events, lyrics, quotes, and characters. Students will make notes if necessary. Students will consider historical context.	
2 min.	The teacher will use the day's essential questions to quiz students on the events of the video. The teacher may give a brief overview of the movie from which the video was taken.	Students will briefly answer essential questions. Students will maintain a logical sequence of events and cite historical context. Students will answer courteously and may share notes.	
3 min.	The teacher will use the provided YouTube playlist to play video. The teacher will turn out overhead lights if necessary. The teacher will maintain quiet in the classroom.	The students will watch video quietly, analyzing events, lyrics, quotes, and characters. Students will make notes if necessary. Students will consider historical context.	
2 min.	The teacher will use the day's essential questions to quiz students on the events of the video. The teacher may give a brief overview of the movie from which the video was taken.	Students will briefly answer essential questions. Students will maintain a logical sequence of events and cite historical context. Students will answer courteously and may share notes.	

<p>5 min.</p>	<p>The teacher will review instruction sheet provided for group project. The teacher will remind students of requirements and significant moments in previous texts they may want to consider. The teacher will divide students up into previously determined groups. The teacher will assign each group a tablet or laptop (computer lab alternative). The teacher will ask one student from each group to retrieve blank poster and markers.</p>	<p>Students will listen attentively, following along on individual instruction sheet. Students will keep out notes from previous days. Students will move quickly and quietly into new groups. Students will be appropriately responsible with devices. One student from each group will retrieve materials.</p>	
<p>35 min.</p>	<p>The teacher will roam from group to group, answering questions and suggesting legitimate sources (use library databases). The teacher will ensure all students are participating. Prompting questions may be necessary.</p>	<p>Students will work in collaborative groups to research one protest demonstration (options provided on instruction sheet). Students will use library databases to find credible sources. Students may use YouTube and other appropriate news websites to search for multimodal sources. Students will condense relevant information (answering essential questions). Students will compose a group poster reporting their findings on the demonstration. Students will use appropriate citation</p>	

		(APA).	
3 min.	The teacher will instruct students to halt work and save any necessary sources. The teacher will ask students to gather up and put away materials. The teacher will ask students to retain their notes for the next day.	Students will stop work until the next day, saving any necessary sources or notes. Students will gather materials to be placed in designated classroom space. Students will keep their own notes.	

Tuesday

Daily Lesson Information

Lesson title	Protest Research Presentations
Lesson Purpose/Rationale	Students have seen and read fictional representations of Civil Rights protests. This lesson allows students to connect literature to real world protests. Students will also learn to discern media bias through the use of multiple sources. Students will discover the elusiveness of objectivity and will use interpersonal skills to decide collectively within groups what to report to the class.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	In a continuation of previous day, students will gather in groups of four or five. Each group will be assigned a computer or an iPad. Computer lab may need to be reserved in advance. Students will study one protest demonstration (historical or recent) in depth, researching the who, what, where, when, why, and how of the demonstration and connecting that event to fictional representations. Students will make one poster per group, addressing the essential questions. Students will present the poster and their findings to the class.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	TODAY. (2016, October 28). <i>North Dakota Pipeline standoff: Police clash with native American protesters</i> TODAY. Retrieved from https://www.youtube.com/watch?v=Ae6_vdITGKk HardKnoxTv. (2016, July 9). <i>PEACEFUL BLACK LIVES MATTER PROTEST IN ATLANTA 2016</i> . Retrieved from https://www.youtube.com/watch?v=MYsDNgNqGLc

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have basic knowledge of Civil Rights movement. Students will have basic computer literacy.
How will you address students who do not have this prior knowledge?	Students may refer to Crash Course video on 1960s referenced in Bibliography. Students with technology illiteracy will be placed in groups with strong technological skills.
Materials for instruction (include rationale for why the materials are appropriate)	Access to computer lab/iPads Pen/Pencil Paper or Poster board <i>All American Boys</i> <i>The Help</i>
Accommodations and modifications	Struggling readers and students with specific learning disabilities will be placed in groups with strong readers to ensure the entire class can participate. Follow all IEPs.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will be able to review events of each video and orient video within historical context. Students will use this knowledge to answer essential questions.	Pen/Pencil Paper Notes from previous days	Teacher will visually assess participation.
10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	Students will work collaboratively in groups to use library databases and legitimate news websites to provide a variety of sources. Students may use YouTube to watch news coverage. Students will ask questions if unsure of validity.	Tablet/Laptop Pen/Pencil Poster board Markers Previous day's notes	Teacher will visually assess participation.
10.6.R.2 Students will synthesize the most relevant information from a variety of	Students will work collaboratively in groups to find and evaluate sources in research of a	Tablet/Laptop Pen/Pencil Poster board Markers	Teacher will visually assess participation.

primary and secondary sources (<i>e.g., print and digital</i>), following ethical and legal citation guidelines.	protest demonstration. Students will discuss to choose most relevant information and answer essential questions.	Previous day's notes	
10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will work collaboratively in groups to create a visually pleasing poster answering the day's essential questions. Students should quote and cite credible sources. Students will present projects to class, competently reporting information and personal response.	Tablet/Laptop Pen/Pencil Poster board Markers Previous day's notes	Posters will be collected for formal assessment and as ticket out.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>What is the demonstration about?</p> <p>Who is participating?</p> <p>Why are they protesting? (Was there a catalyst?)</p> <p>When did the demonstration happen?</p> <p>How is the protest executed? What does it consist of?</p> <p>What connections can you make between this event and the texts we have just read/watched?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will remind students of requirements and significant moments in previous texts they may want to consider. The teacher will instruct students to sit with previously determined groups. The teacher will assign each group a tablet or laptop	Students will listen attentively. Students will keep out notes from previous days. Students will move quickly and quietly into groups. Students will be appropriately responsible with devices. One student from each group will retrieve materials.	

	(computer lab alternative). The teacher will ask one student from each group to retrieve poster and markers.		
20 min.	The teacher will roam from group to group, answering questions and suggesting legitimate sources (use library databases). The teacher will ensure all students are participating. Prompting questions may be necessary.	Students will work in collaborative groups to research one protest demonstration (options provided on instruction sheet). Students will use library databases to find credible sources. Students may use YouTube and other appropriate news websites to search for multimodal sources. Students will condense relevant information (answering essential questions). Students will compose a group poster reporting their findings on the demonstration. Students will use appropriate citation (APA).	
25 min.	The teacher will ask students to stop work and continue sitting with their group. The teacher will ask each group to come forward and present their poster according to instruction sheet and essential questions, thoroughly covering material and citing sources. The teacher will ask students for a personal response to what they learned.	The students will sit quietly in groups. Students will listen courteously to other groups. Students will present posters to class, thoroughly answering essential questions and citing sources. Students will respond to class or teacher questions to clarify meaning or details. Students will give an informal, personal response to their research.	

Wednesday

Daily Lesson Information

Lesson title	Poetry of the (Unwillingly) Oppressed
Lesson Purpose/Rationale	Students have just finished group research projects on protest demonstrations. Students are familiar with civil disobedience and should now learn about other forms of protest. Protest literature is a powerful weapon against social injustice, and students should familiarize themselves with different mediums and authors. Texts so far in this unit have focused on the prejudice and injustice aimed at African Americans. However, hopefully at least one group will choose to research the protest demonstrations at Standing Rock Reservation. Students should know that judgment occurs within and amongst all ethnicities. I have chosen for students to analyze two poems—one by an African American author and one by a Native American. Students should be able to make connections between literature and current events.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will read each poem displayed on the board. After, students will individually complete the TP-CASST chart for the poem, analyzing the title, paraphrasing, finding connotation, determining attitude, identifying shifts, analyzing the title after content, and defining theme. Then the teacher will fill out a TP-CASST according to class discussion on the poem and activity. Students may make further notes on their worksheet to form a more complete analysis of the poem.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	TP-CASST poetry analysis. (2011). Retrieved from http://www.readwritethink.org/files/resources/30738_analysis.pdf <ul style="list-style-type: none"> I used the TP-CASST worksheet as a guide for students' annotations. I designated which poems to use and allowed time for group discussion. <p>Louis, Adrian C. "Among the Dog Eaters." <i>Among the Dog Eaters</i>, West End Press, 1992, pp. 18-20.</p> <p>Hughes, Langston. "I, Too." <i>The Collected Poems of Langston Hughes</i>, 1994.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have completed research projects and presentations. Students will have basic knowledge of Standing Rock Reservation protest demonstrations.
How will you address students who do not	If students do not connect "Among the Dog Eaters" to current events, I will verbally review the events of the protests and

have this prior knowledge?	response. Students who have not completed their project may ask their group members to review events.
Materials for instruction (include rationale for why the materials are appropriate)	“Among the Dog Eaters” (Stanzas 3-7 only) “I, Too” Pen/Pencil TP-CASST worksheet Prizes (Candy)
Accommodations and modifications	Students who prefer not to speak in discussion may hand in a one-page summary of their own analysis. Follow all IEPs.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect author’s stylistic and organizational choices in grade-level literary and informational genres.	Students will analyze each poem within the context of recent protest research projects. Students will remember review of historical events and representation of those events in previous texts.	TP-CASST worksheet Pen/Pencil “I, Too” “Among the Dog Eaters”	TP-CASST worksheet will be collected for informal assessment.
10.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.	Students will recognize relationships between words and multiple meanings of words through analysis. Students will complete TP-CASST worksheet.	TP-CASST worksheet Pen/Pencil “I, Too” “Among the Dog Eaters”	TP-CASST worksheet will be collected for informal assessment.
10.1.R.3 Students will	Students will participate in discussion of poems. Students	Completed TP-CASST worksheet	TP-CASST worksheet will

engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	will collaborate to fill out a class copy of the TP-CASST worksheet. Students will refer to other texts and current events during analysis.	Annotated Poems Pen/Pencil	be collected for informal assessment. Visual assessment of discussion participation.
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What connections can we make between these poems and current events? What is the tone of each poem? Are these poems effective as protest literature?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
20 min.	The teacher will display each text on the document camera. The teacher will pass out TP-CASST worksheets and review each section of the worksheet. Explanations are provided on worksheets. The teacher will instruct students to fill out the chart as completely	The students will analyze title, paraphrase, be able to provide connotations, determine attitude, identify shifts, analyze title after reading, and define major themes. The students will fill in the chart on TP-CASST worksheet. Students will make further notes on text if necessary.	

	and in depth as possible, referring to the text if necessary.		
2 min.	The teacher will ask students to rearrange desks into circle. The teacher will instruct students to leave all belongings except worksheet and text outside circle.	The students will move desks, placing belongings outside the circle. Students will leave worksheets and text on their desks, ready for discussion. Students will also take out notes/annotations to prepare for literature circle.	
25 min.	The teacher will display blank TP-CASST worksheet on the document camera. The teacher will ask students to provide their answers/opinions for each section of the chart. Teacher will instruct students to use proper discussion rules/courtesy when engaging with peers. The teacher will ask prompting questions to encourage discussion. The teacher will fill out the worksheet to reflect the class' analysis.	Students will consult their own TP-CASST charts and share answers on a volunteer basis. Students will engage in discussion with peers to provide a complete analysis of each section of the poem. Students will provide thorough group discussion of each section and together decide on a class analysis of the poem to be written down.	
5 min.	The teacher will instruct students to return their desks to previous placement and gather belongings. Teacher will ask students to pass up TP-CASST worksheets for ticket out/attendance. Teacher will provide	The students will return desks and gather belongings. Students will pass up worksheets as ticket out. Students will stay seated during distribution of prizes. Students will keep annotations for later activities/to refer for poetry analysis practice.	

	necessary prizes to students who volunteered analysis. Teacher will instruct students to retain annotations and text.		
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Thursday

Daily Lesson Information

Lesson title	Intro to <i>Mockingbird</i>
Lesson Purpose/Rationale	Students have finished several smaller texts and are now about to begin the main text, Harper Lee's <i>To Kill a Mockingbird</i> . Students may not be familiar with the novel and its historical context. This lesson informs students of historical context, including racial segregation and violence against non-white peoples. Students will also learn about the economic situation of the 1930s and will later be able to reflect on how financial difficulties affected the actions of characters in the novel.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will warm up by correcting funny mistakes in grammar displayed in the <i>Mashable</i> article referenced above. Students will then learn about the historical context surrounding <i>To Kill a Mockingbird</i> through the PowerPoint presentations cited above. Teacher will ask how this knowledge affects their expectations for the novel. Students will listen to a recording of FDR's inaugural address of 1933 and follow along on a printed version if necessary. Students will discuss historical context and predictions for the novel in a whole class setting.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Dutch_Atlantic_13 (2013). <i>Franklin D. Roosevelt inaugural address – 1933</i> . Retrieved from https://www.youtube.com/watch?v=7nSgMWW-808 Erickson, C. "16 unfortunate Misuses of punctuation." <i>Mashable</i> . Retrieved from http://mashable.com/2012/09/24/misuses-punctuation/#ZHk.n.t35kqK ESM School District. <i>Historical Background for To Kill a Mockingbird</i> . [PowerPoint slides]. Retrieved from www.esmschools.org/webpages/lmcdougal/files/tkmb%20powerpoint.ppt Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc. Peters, G., & T, J. (2017). "Franklin D. Roosevelt: Inaugural address." <i>The American Presidency Project</i> . Retrieved

	November 12, 2016, from http://www.presidency.ucsb.edu/ws/?pid=14473
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students will know how to write in complete sentences.
How will you address students who do not have this prior knowledge?	Students will discuss grammar activity with peers, allowing them to correct each other's mistakes and learn in an interpersonal setting.
Materials for instruction (include rationale for why the materials are appropriate)	Access to internet Projector/Document Camera Pen/Pencil FDR Handouts Final Project Instructions and Rubric
Accommodations and modifications	Follow all IEPs. Students who ask may have a printed copy of FDR's inaugural address from web address above.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.W.1 Students will write using correct mechanics.	Students will correct the grammar mistakes from the <i>Mashable</i> article above on a piece of paper. Students will discuss what was wrong with each piece of writing.	Pen/Pencil Paper FDR Handout	Visual assessment of participation. Students will keep grammar corrections for review.
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect author's stylistic and organizational choices in grade-level	Students will review and analyze historical context for <i>Mockingbird</i> . Students will use ppt. listed above to orient themselves in the setting of the novel. Students will use the presentation to inform themselves of prejudice and unjust laws during time period.	Pen/Pencil Paper FDR Handout	Visual assessment of participation. Students will keep grammar corrections for review.

literary and informational genres.			
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will retain sequence of historical events and use their knowledge of events to analyze the setting of the novel and how it affects the characters.	Pen/Pencil Paper FDR Handout	Visual assessment of participation. Students will keep grammar corrections for review.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What historical events are happening during the 1930s? How do you think these events will affect the characters? What do you think the main conflict of the novel will be? What should we look for in Harper Lee's novel? What connections can we make to the modern world? In what ways was this novel groundbreaking?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
7 min.	The teacher will display the web article provided above on the projector. The teacher will instruct students to correct the grammatical mistakes in all images in the article on a sheet of notebook paper. The teacher will review each image and call on students to provide their answer. The teacher will explain why each image is	The students will read the incorrect sentences provided in the article. Students will recognize comma errors and misspellings. Students will correct the mistakes on their own piece of paper. Students will provide their answers when called on. Students will correct answers if they do not have the right	

	incorrect.	answer.	
5 min.	The teacher will pass out Final Project Instructions and Rubric (Appendix A) sheet to each student. Teacher will briefly review the instructions aloud. Teacher will answer any questions about instructions. Teacher will ask students to highlight or circle the due date.	The students will listen closely to instructions, following along on their own copy. Students will ask questions about project if they have any. Students will highlight or circle due date.	
15 min.	Teacher will ask students to put away Final Project Instructions. Teacher will pull up Mockingbird historical context ppt. listed above (go to web address) on the projector. Teacher will read ppt. to students. Teacher will ask students about their knowledge of the time period before this presentation.	Students will put away instructions. Students will follow along with ppt. on projector. Students will ask questions to clarify. Students will review their knowledge of time period before and after presentation.	
18 min.	Teacher will hand out copies of FDR's inaugural address to students. Teacher will use web address listed above to pull up recording of FDR's inaugural address. Teacher will instruct students to take notes of quotes they wish to remember. Teacher will ensure that each student is listening to speech.	Students will listen respectfully to recording of FDR's inaugural address and follow along on handout. Students will use notebook paper to take notes if necessary.	
10 min.	Teacher will use day's essential questions to review FDR's speech and ask students to make predictions about the novel. Teacher will	Students will answer day's essential questions based on handouts and their notes. Students will make personal	

	remind students to keep project instruction in a safe place. Teacher will ask students to gather belongings.	predictions about the novel based on what they know. Students will store project instructions in a safe place. Students will gather belongings.	
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Friday

Daily Lesson Information

Lesson title	<i>Mockingbird</i> Reading Day 1
Lesson Purpose/Rationale	Students will have a brief introduction to the novel. Since this text is the first full length novel students will read in this unit, I want to give them a day to read in class. Reading in class allows students to accustom themselves to the novel’s style and language in a space where a teacher can help them through unfamiliar terms or events. It is likely that some students will not read on their own due to inadequate reading time at home, difficulty reading, or simple refusal to complete the assignment. This reading day allows students to read ahead in the novel. Students who struggle with reading are placed in an environment where assistance is readily available, and all students can practice their reading fluency and skills in a quiet, relaxed classroom with minimum distractions.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will use this reading day to begin reading the first set of chapters from Harper Lee’s novel, or—when readings are completed—work on unfinished or late assignments. Students may find a comfortable place in the classroom to read individually. Struggling readers will be placed near the teacher or a peer who has completed the reading and may ask for assistance. The teacher may call up students to remind them of missing work or discuss progress.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc. CrashCourse. (2014). <i>Race, class, and gender in to kill a Mockingbird: Crash course literature 211</i> . Retrieved from https://www.youtube.com/watch?v=mDS32LEe1Ss

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will be able to read text, decode meaning, and make inferences.
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How will you address students who do not have this prior knowledge?	Students who struggle with basic reading skills will be able to ask the teacher for assistance. The teacher will request an aide for ELL and ESL students.
Materials for instruction (include rationale for why the materials are appropriate)	<i>To Kill a Mockingbird</i> Grade Book Any ungraded assignments Make-up work
Accommodations and modifications	Students with visual impairments may listen to the audiobook version of the novel. Follow all IEPs.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.W.1 Students will write using correct mechanics.	Students will take notes during the video, marking any themes or motifs they should look for. Students can compose further reading questions to enhance their reading.	<i>To Kill a Mockingbird</i> Pencil/Pen Paper	Teacher will visually assess participation.
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect author's stylistic and organizational choices in grade-level literary and informational genres.	Students will read silently, evaluating the author's purpose through language. Students will consider setting and time period and the author's personal experiences.	<i>To Kill a Mockingbird</i> Pencil/Pen Paper	Teacher may scan room for struggling readers. Students who ask many questions may need help reading or comprehending meaning.
10.4.R.3 Students will use context clues to	Students will use known words and context clues to determine meaning in unfamiliar words and phrases.	<i>To Kill a Mockingbird</i> Pencil/Pen Paper	Teacher may scan room for struggling readers.

determine or clarify the meaning of words or distinguish among multiple-meaning words.	Students will infer meaning and may ask for assistance from teacher or classmates who have finished the assignment.		Students who ask many questions may need help reading or comprehending meaning.
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Guidance for notes (video): What should you look for in the first set of chapters?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will display the guiding question on the board. The teacher will instruct students to take notes if necessary. The teacher will play the video, maintaining quiet.	The students will watch quietly, taking notes about what they should look for in their reading.	This guiding question prompts students to pay attention to the video and orients them within the reading.
45 min.	The teacher will instruct students to take out their books and find a comfortable reading place. Teacher will tell students to read or listen quietly. Teacher will inform students who are finished with current	Students will retrieve books/audiobooks. Students will quietly find a place to read. Students will resume reading until they have completed this week's assignment. Students will raise hands for questions. Students who have missing work may be called up to discuss plan for turning in	

	reading to work silently on unfinished work or future projects. Teacher will occasionally scan room for struggling readers. Teacher will offer assistance to students who raise their hands.	assignments. Students who are finished with current reading may read ahead or quietly work on other assignments.	
5 min.	Teacher will instruct students to return to seats and gather belongings. Teacher will ask students to bring two original discussion questions to class on Monday (not yes or no).	Students will return to seats and gather belongings.	

Week 3

Monday

Daily Lesson Information

Lesson title	<i>To Kill a Mockingbird</i> —Seminar 1
Lesson Purpose/Rationale	Holding a semi-formal, student-led discussion helps students practice forming complex questions and arguments quickly. Students exhibit interpersonal skills and demonstrate their personal knowledge of the film and previous readings. Additional discussion of the text helps students retain information and start developing connections to similar works.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will lead a class discussion of major themes, motifs, and symbols in Chapters 1-8 of Harper Lee's <i>To Kill a Mockingbird</i> . Students will pose previously written discussion questions and analyze the novel through the lens of historical background and previous readings.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc. (2016). Socratic seminars. <i>ReadWriteThink</i> . Retrieved from http://www.readwritethink.org/professional-

	<p>development/strategy-guides/socratic-seminars-30600.html</p> <p>I adapted the Socratic Seminar activity to facilitate discussion of Harper Lee's <i>To Kill a Mockingbird</i>.</p>
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students will be familiar with events, themes, and symbols from previous readings. Students will have read the first 8 chapters of Lee's novel and made notations of major events, themes, symbols, and motifs.
How will you address students who do not have this prior knowledge?	Students may revisit the Civil Rights presentation. Students who have not had the opportunity to read for legitimate reasons may make up participation points by turning in a one-page discussion of the reading at a later date.
Materials for instruction (include rationale for why the materials are appropriate)	<i>To Kill a Mockingbird</i> Notebook Paper Pencil/Pen Highlighter (optional)
Accommodations and modifications	Students who struggle to articulate opinions aloud may hand in a short paragraph on their analysis of the movie.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will listen attentively to other classmates' opinions and offer additional thoughts or counterpoints of their own. Students will observe common courtesy and will not interrupt each other.	Notes from previous classes, Discussion questions printed on notecards, Pen/Pencil Additional Notecards	Students will receive participation points for in class discussion. Discussion questions and quality of argument will count toward informal assessment.
10.1.R.3 Students will engage in	Students will participate in a whole class discussion of the film. Students will offer	Notes from previous classes, Discussion questions	Students will receive participation

collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	discussion points and refer to textual evidence to support their claims. Students will respond to classmates' thoughts with their own ideas and/or rebuttal.	printed on notecards, Pen/Pencil Additional Notecards	points for in class discussion. Discussion questions and quality of argument will count toward informal assessment.
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>I will start the seminar initially with one or more of these questions. Students will then engage with each other in discussion about the novel and film.</p> <p>How does Scout's perspective shape the novel? Discuss one or more of the secondary characters. How do they contribute to setting? What/Who is Boo Radley?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will instruct students to take out their notes and discussion questions and place backpacks in one corner of the room.	The students will gather materials and move their desks into a circle for discussion.	
5 min.	The teacher will begin the discussion by asking leading questions detailed above.	Students will answer question based on their own knowledge of the film. Students may ask questions to clarify points in the film.	Additional questions are contingent on student participation in the discussion. The teacher should be a

			facilitator, not a leader.
40 min.	The teacher will observe from just outside the circle, making note of how many times each student speaks, etc.	The students will lead the discussion by asking their own discussion questions and answering others'. Students will express opinions on the movie and compare setting, time period, and characters with the previously read novel.	
5 min.	The teacher will collect discussion questions as ticket out. Teacher will collect vocab words and definitions.	Students will hand in discussion questions and return desks to their original placement. Students will gather personal possessions in preparation for next class.	

Tuesday

Daily Lesson Information

Lesson title	<i>Casting Mockingbird</i>
Lesson Purpose/Rationale	Students have just finished the first eight chapters of the novel and are still orienting themselves within the time period and setting. Although students have discussed in Socratic Seminar, students should provide a more in depth analysis through individual timed writing. Students learn to use correct mechanics and express thoughts through written language. Casting their own movie version of the novel allows students to better know the characters. In justifying their casting choices, students will learn to cite physical features and characteristics that determine personality. Students will learn to make references to text and provide a quality argument. This activity is fun and will relax students after the more formal timed writing.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will participate in an individual timed writing. Students will have 15 minutes to address the prompt thoroughly. Students will write using correct mechanics. Students will then be divided into groups and will use their knowledge of the main characters to cast a pretend movie of the novel. Students will work collaboratively in groups to choose their cast, cut the cast

	member's picture from a magazine, and paste the pictures of entire cast on a blank paper. Students will then write a justification of their casting choices, citing text if necessary.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	This casting activity was presented by Dr. Shelbie Witte at Oklahoma State University. I have adapted the activity to fit the time constraints, apply to Harper Lee's <i>To Kill a Mockingbird</i> , and allow students to present their casting choices.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have read the first eight chapters of the novel. Students will have basic knowledge of character traits.
How will you address students who do not have this prior knowledge?	Students will be grouped with three classmates. Students who have not finished reading may discuss with peers who are finished.
Materials for instruction (include rationale for why the materials are appropriate)	Magazines Glue Paper Pen/Pencil To Kill a Mockingbird
Accommodations and modifications	Students with physical disabilities that are not able to cut and paste may still participate in discussions and justifications.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings,	Students will work collaboratively in groups to create a visually pleasing poster of their casting choices and justification of those choices. Students will present projects to class, competently reporting information and personal response.	Paper Pen/Pencil/Marker Magazines Glue Scissors	Posters will be collected for formal assessment and as ticket out. Informal Assessment of presentation and participation.

reasoning, and evidence for diverse audiences.			
10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Students will work in diverse groups with students they don't necessarily always work with. Students will discuss casting choices and work collaboratively toward providing justifications.	Paper Pen/Pencil/Marker Magazines Glue Scissors	Posters will be collected for formal assessment and as ticket out. Informal Assessment of presentation and participation.
10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Students will complete and individual timed writing, addressing the day's essential questions. The response will be written using complete sentences and correct mechanics. Students will provide personal narrative and significant details.	Pen/Pencil Paper	Timed Writings will be collected for writing grade.

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Timed Write: Scout explores the wonder, nostalgia, and mischief she remembers from her childhood, especially summers, in rural Alabama. Does her youth prevent her from seeing the whole picture? What do we see that she does not understand? What comparisons can you make between Scout's story and your own experiences as a child? Reflect on one summer during your lifetime, giving a thorough summary of significant events and people.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
3 min.	The teacher will ask students to take out pen/pencil and piece of notebook paper, putting away all other belongings. The teacher will display the writing topic on the board, instructing students to write their response in paragraphs and use complete sentences.	The students will take out writing utensil and paper. Students will put other belongings under desk. Students will read writing prompt and listen to instructions.	
10 min.	The teacher will observe students, making sure each student is participating. The teacher may answer questions about formatting and clarify writing prompt. The teacher will maintain quiet in the classroom. The teacher will ask students who finish early to reread their draft.	Students will write, thoroughly addressing the prompt. Students will reflect on the significance of Scout's childhood and summer. Students will reflect on a significant summer in their lifetime and what made that summer important to them personally. Students will describe setting, people, and events.	
30 min.	The teacher will instruct students to hand in timed writing to be graded. Teacher will instruct students to count off into groups of four. Teacher	Students will pass up timed writings. Students will count off into groups of four. Students will listen respectfully to	

	will instruct one student from each group to retrieve magazines, scissors, glue, and paper. Teacher will instruct students to cast a movie version of the novel. Teacher will instruct students to cast 6 main characters (determined by each group) and provide a written justification for each choice.	instructions and move quickly and quietly to sit with groups. One student from each group will retrieve materials. Students will work collaboratively in groups to choose cast, cut out pictures, glue pictures, and write justification for each choice.	
12 min.	Teacher will ask students to stop work and listen respectfully. Teacher will instruct each group to present their cast and justifications, citing the text if necessary. Teacher will ask students to turn in cast and justifications. The teacher will hand out vocab words sheet. Teacher will ask students to study vocab for Wednesday.	Students will listen courteously to each presentation. Students will present their cast and justifications as a group. Students will answer questions to clarify choices if necessary.	

Wednesday

Daily Lesson Information

Lesson title	Vocab Trash-ketball
Lesson Purpose/Rationale	Because Harper Lee's novel was written in 1960, the diction is sometimes outdated or unfamiliar to students. This lesson requires students to identify unfamiliar vocabulary and define two words independently. Students each contribute to the list of words and each student is provided with a worksheet to study. This lesson quizzes students on vocabulary and allows them to work interactively with each other. Students are encouraged to work together, make connections to text, and move around the classroom. Students participate in a fun, memorable activity, which activates knowledge and recall.
Lesson description	Earlier in the week, each student will have identified two words

(include concepts and skills and where this lesson fits within the curriculum)	in their reading they were unfamiliar with, defined those two words, and brought the definitions to be put onto a study list by the teacher. Students will briefly study their definition worksheets. Students will be divided into two groups by teacher according to ability (teacher may also decide to simply divide room in half). Students will be called on individually to spell and define a word from the list. If the student answers both correctly, the student may “shoot” the ball (made from paper and tape) from the scoring line (tape on the floor) into the basket (trash basket) for two points. A correct spelling or definition and a made basket equals one point. If the student does not know either, the other team has a chance to steal. The teacher will keep score. Students will use this activity to study vocabulary. Students may not use their vocab sheet during game, but they may use their copy of the book if they wish. Winning team will receive bonus points on a timed writing or other quiz grade.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Original Lesson Plan

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to study unfamiliar words list.
How will you address students who do not have this prior knowledge?	Students will be given 5 minutes to review at the beginning of class.
Materials for instruction (include rationale for why the materials are appropriate)	Trash Basket Tape Ball (made in advance) Vocab List (Not included in this plan. List and definitions will be created based on student contributions, and cannot be made until students have read the first part of the novel) Scoring System (whiteboard)
Accommodations and modifications	Students who are physically unable or unwilling to shoot the ball may pass their shot to a classmate. Students who are not able to vocalize their answers may write them down and pass their answer to the teacher.

Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will treat others respectfully during game. Students will not talk over one another. Students will encourage teammates.	Trash Basket Tape Ball (made in advance) Vocab List Scoring System (whiteboard)	Visual informal assessment of participation. Bonus points administered to lowest quiz grade.
10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Students will learn to identify unfamiliar words. Students will define and study vocabulary words. Students will spell and define words from memory.	Trash Basket Tape Ball (made in advance) Vocab List Scoring System (whiteboard)	Visual informal assessment of participation. Bonus points administered to lowest quiz grade.
10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Students may use novel to find words if possible and identify definition according to context clues.	Trash Basket Tape Ball (made in advance) Vocab List Scoring System (whiteboard)	Visual informal assessment of participation. Bonus points administered to lowest quiz grade.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to	Learn to identify and define unfamiliar, out of date, and academic language.
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engage the students?	
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
5 min.	The teacher will instruct students to take out vocab lists and review before activity. The teacher will maintain quiet.	Students will take out vocab lists and review for activity. Students who did not bring list may use their book.	
5 min.	The teacher will ask students to put away study sheet, explain the rules of the game (detailed above), and determine groups. The teacher will answer any questions. The teacher will ask students to part desks down the middle, making room for student to stand and shoot the ball. The teacher will place the scoring line to allow for a challenging shot.	Students will put away vocab lists and listen attentively to rules. Students will ask questions to clarify. Students will move into groups and arrange desks to leave room for scoring line and shooter.	
40 min.	The teacher will move down each row, asking students to define and spell words. The teacher will evaluate answers, pass ball, and administer points to each team accordingly. In the case of a tie, teacher will administer bonus points to whole class.	Students will spell and define vocab words according to memory or using novel to find words if necessary. Students will encourage teammates. Students will be respectful of others.	
5 min.	The teacher will mark down which students are to receive bonus points. The teacher will apply bonus points to lowest	Students will gather belongings and return desks to original placement.	

	quiz grade. The teacher will ask students to gather belongings and return desks to original placement.		
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Thursday

Daily Lesson Information

Lesson title	<i>Mockingbird</i> Reading Day
Lesson Purpose/Rationale	Students will have read and discussed the first eight chapters of the novel. However, it is likely that some students will not have read and contributed due to absence, inadequate reading time at home, difficulty reading, or simple refusal to complete the assignment. This reading day allows students to catch up on reading or read ahead in the novel if they have finished. Students who struggle with reading are placed in an environment where assistance is readily available, and all students can practice their reading fluency and skills in a quiet, relaxed classroom with minimum distractions.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will use this reading day to complete previous readings, read ahead, or—when readings are completed—work on unfinished or late assignments. Students may find a comfortable place in the classroom to read individually. Struggling readers will be placed near the teacher or a peer who has completed the reading and may ask for assistance. The teacher may call up students to remind them of missing work or discuss progress.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will be able to read text, decode meaning, and make inferences.
How will you address students who do not have this prior knowledge?	Students who struggle with basic reading skills will be able to ask the teacher for assistance. The teacher will request an aide for ELL and ESL students.
Materials for instruction (include rationale for why the materials are)	To Kill a Mockingbird Grade Book Any ungraded assignments Make-up work

appropriate)	
Accommodations and modifications	Students with visual impairments may listen to the audiobook version of the novel. Follow all IEPs.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.W.1 Students will write using correct mechanics.	Students will answer the journal prompt using complete sentences and proper punctuation/grammar.	<i>To Kill a Mockingbird</i> Pencil/Pen Journal	Teacher will use the prompt as ticket out and may reassess student abilities or future lesson plans.
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Students will express their feelings respectfully through answering the prompt/survey. Students may use persuasive argument to establish changes they think should be made to reading time/curriculum.	<i>To Kill a Mockingbird</i> Pencil/Pen Journal	Teacher will use the prompt as ticket out and may reassess student abilities or future lesson plans.
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect author’s stylistic and organizational choices in grade-level literary and informational genres.	Students will read silently, evaluating the author’s purpose through language. Students will consider setting and time period and the author’s personal experiences.	<i>To Kill a Mockingbird</i> Pencil/Pen Journal	Teacher may scan room for struggling readers. Students who ask many questions may need help reading or comprehending meaning.

<p>10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>Students will use known words and context clues to determine meaning in unfamiliar words and phrases. Students will infer meaning and may ask for assistance from teacher or classmates who have finished the assignment.</p>	<p><i>To Kill a Mockingbird</i> Pencil/Pen Journal</p>	<p>Teacher may scan room for struggling readers. Students who ask many questions may need help reading or comprehending meaning.</p>
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Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Journal Prompt (to be passed up for teacher review): Did you have adequate time to complete the previous reading? If not, please explain. Do you prefer to read inside or outside of class?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will display the journal prompt/survey on the board. The teacher will instruct students to write in complete sentences. The teacher will inform students that this survey will be collected for review and reassessment of future assignments.	The students will answer the prompt using complete sentences. Students will recall personal experience and be honest about their own time management.	This journal prompt allows both teacher and students to self-assess. Students may rethink time management skills. Teacher may need to alter future lessons.
45 min.	The teacher will instruct students to take out their books and find a	Students will retrieve books/audiobooks. Students will quietly find a place to read. Students will resume	

	comfortable reading place. Teacher will tell students to read or listen quietly. Teacher will inform students who are finished with current reading to work silently on unfinished work or future projects. Teacher will occasionally scan room for struggling readers. Teacher will offer assistance to students who raise their hands.	reading until they have completed this week's assignment. Students will raise hands for questions. Students who have missing work may be called up to discuss plan for turning in assignments. Students who are finished with current reading may read ahead or quietly work on other assignments.	
5 min.	Teacher will instruct students to return to seats, pass up their journals, and gather belongings. Teacher will read today's journal entry as ticket out.	Students will return to seats, pass up journals, and gather belongings. Students are aware that teacher will read this week's journal entry.	

Friday

Daily Lesson Information

Lesson title	<i>To Kill a Mockingbird</i> —Seminar 2
Lesson Purpose/Rationale	Holding a semi-formal, student-led discussion helps students practice forming complex questions and arguments quickly. Students exhibit interpersonal skills and demonstrate their personal knowledge of the film and previous readings. Additional discussion of the text helps students retain information and start developing connections to similar works.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will lead a class discussion of major themes, motifs, and symbols in Chapters 9-15 of Harper Lee's <i>To Kill a Mockingbird</i> . Students will pose previously written discussion questions and analyze the novel through the lens of historical background and previous readings.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia,

and how I modified it	<p>Pennsylvania: Harper & Row Publishers, Inc. (2016). Socratic seminars. <i>ReadWriteThink</i>. Retrieved from http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html</p> <p>I adapted the Socratic Seminar activity to facilitate discussion of Harper Lee's <i>To Kill a Mockingbird</i>.</p>
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students will be familiar with events, themes, and symbols from previous readings. Students will have read through Chapter 15 Lee's novel and made notations of major events, themes, symbols, and motifs.
How will you address students who do not have this prior knowledge?	Students may revisit the Civil Rights presentation. Students who have not had the opportunity to read for legitimate reasons may make up participation points by turning in a one-page discussion of the reading at a later date.
Materials for instruction (include rationale for why the materials are appropriate)	<i>To Kill a Mockingbird</i> Notebook Paper Pencil/Pen Highlighter (optional)
Accommodations and modifications	Students who struggle to articulate opinions aloud may hand in a short paragraph on their analysis of the movie.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will listen attentively to other classmates' opinions and offer additional thoughts or counterpoints of their own. Students will observe common courtesy and will not interrupt each other.	Notes from previous classes, Discussion questions printed on notecards, Pen/Pencil Additional Notecards	Students will receive participation points for in class discussion. Discussion questions and quality of argument will count toward informal assessment.

<p>10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>Students will participate in a whole class discussion of the film. Students will offer discussion points and refer to textual evidence to support their claims. Students will respond to classmates' thoughts with their own ideas and/or rebuttal.</p>	<p>Notes from previous classes, Discussion questions printed on notecards, Pen/Pencil Additional Notecards</p>	<p>Students will receive participation points for in class discussion. Discussion questions and quality of argument will count toward informal assessment.</p>
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Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>I will start the seminar initially with one or more of these questions. Students will then engage with each other in discussion about the novel and film.</p> <p>What is Aunt Alexandra angry about? Why? (Reference time period, social rules, details, etc.) What role does eavesdropping/overhearing play in the novel? Why does the author include Mrs. Dubose's story? How does she affect the primary characters? How are we starting to see judgment in the story? From whose perspective?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will instruct students to take out their notes and discussion questions and place backpacks in one corner of the room.	The students will gather materials and move their desks into a circle for discussion.	
5 min.	The teacher will begin	Students will answer	Additional

	the discussion by asking leading questions detailed above.	question based on their own knowledge of the film. Students may ask questions to clarify points in the film.	questions are contingent on student participation in the discussion. The teacher should be a facilitator, not a leader.
40 min.	The teacher will observe from just outside the circle, making note of how many times each student speaks, etc.	The students will lead the discussion by asking their own discussion questions and answering others'. Students will express opinions on the movie and compare setting, time period, and characters with the previously read novel.	
5 min.	The teacher will collect discussion questions as ticket out.	Students will hand in discussion questions and return desks to their original placement. Students will gather personal possessions in preparation for next class.	

Week 4

Monday

Daily Lesson Information

Lesson title	<i>To Kill a Mockingbird</i> —Seminar 3
Lesson Purpose/Rationale	Holding a semi-formal, student-led discussion helps students practice forming complex questions and arguments quickly. Students exhibit interpersonal skills and demonstrate their personal knowledge of the film and previous readings. Additional discussion of the text helps students retain information and start developing connections to similar works.
Lesson description (include concepts and skills and where this	Students will lead a class discussion of major themes, motifs, and symbols in Chapters 16-23 of Harper Lee's <i>To Kill a Mockingbird</i> . Students will pose previously written discussion

lesson fits within the curriculum)	questions and analyze the novel through the lens of historical background and previous readings.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc. (2016). Socratic seminars. <i>ReadWriteThink</i> . Retrieved from http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html I adapted the Socratic Seminar activity to facilitate discussion of Harper Lee's <i>To Kill a Mockingbird</i> .

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will be familiar with events, themes, and symbols from previous readings. Students will have read through Chapter 23 Lee's novel and made notations of major events, themes, symbols, and motifs.
How will you address students who do not have this prior knowledge?	Students may revisit the Civil Rights presentation. Students who have not had the opportunity to read for legitimate reasons may make up participation points by turning in a one-page discussion of the reading at a later date.
Materials for instruction (include rationale for why the materials are appropriate)	<i>To Kill a Mockingbird</i> Notebook Paper Pencil/Pen Highlighter (optional)
Accommodations and modifications	Students who struggle to articulate opinions aloud may hand in a short paragraph on their analysis of the movie.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion	Students will listen attentively to other classmates' opinions and offer additional thoughts or counterpoints of their own. Students will observe common courtesy and will not interrupt each other.	Notes from previous classes, Discussion questions printed on notecards, Pen/Pencil Additional Notecards	Students will receive participation points for in class discussion. Discussion

rules with control of verbal and nonverbal cues.			questions and quality of argument will count toward informal assessment.
10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in a whole class discussion of the film. Students will offer discussion points and refer to textual evidence to support their claims. Students will respond to classmates' thoughts with their own ideas and/or rebuttal.	Notes from previous classes, Discussion questions printed on notecards, Pen/Pencil Additional Notecards	Students will receive participation points for in class discussion. Discussion questions and quality of argument will count toward informal assessment.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>I will start the seminar initially with one or more of these questions. Students will then engage with each other in discussion about the novel and film.</p> <p>How would the novel be different if Atticus' demeanor was more volatile?</p> <p>How does a child's perspective affect our view of the trial?</p> <p>Why does Dill cry?</p> <p>If Tom Robinson's trial had taken place in a court today, would he be pronounced innocent or guilty? Explain your reasoning.</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will instruct students to take out their	The students will gather materials and	

	notes and discussion questions and place backpacks in one corner of the room.	move their desks into a circle for discussion.	
5 min.	The teacher will begin the discussion by asking leading questions detailed above.	Students will answer question based on their own knowledge of the film. Students may ask questions to clarify points in the film.	Additional questions are contingent on student participation in the discussion. The teacher should be a facilitator, not a leader.
40 min.	The teacher will observe from just outside the circle, making note of how many times each student speaks, etc.	The students will lead the discussion by asking their own discussion questions and answering others'. Students will express opinions on the movie and compare setting, time period, and characters with the previously read novel.	
5 min.	The teacher will collect discussion questions as ticket out.	Students will hand in discussion questions and return desks to their original placement. Students will gather personal possessions in preparation for next class.	

Tuesday

Daily Lesson Plan Information

Lesson title	Boo Productions
Lesson Purpose/Rationale	Boo Radley is mysterious, creepy, benevolent, malicious, mistreated, and half fictional in the minds of the children he watches over. While students usually have a firm grasp of other characters, Boo Radley's lack of physical presence in the story often leads to confusion about his role. This activity asks students to make predictions and inferences about Boo's character and analyze the way he is judged by his neighbors.

	Students will also work collaboratively in groups to write and perform a script that deviates creatively and believably from the text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will work collaboratively in groups of four or five to write a “Day in the Life” script based on what they know about Boo Radley. Students will make predictions and inferences about his character. Students will then assign roles, memorize the script, and perform their skit in front of the class. Students should be able to answer questions about why they wrote their scene and what led them to interpret the characters in the way they portrayed them.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have finished the first 23 chapters of the novel.
How will you address students who do not have this prior knowledge?	Students will work collaboratively in groups, so students who have not read may discuss events with their classmates and use their novel to reference textual evidence.
Materials for instruction (include rationale for why the materials are appropriate)	Pen/Pencil Paper Instruction Sheet (Appendix C)
Accommodations and modifications	Students whose physical disability prevents them from acting may still discuss Boo’s character. They may also set the scene for the skit by introducing setting, etc.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.W.2 Students will work effectively and	Students will work together and be respectful of all contributions. Students will write and perform “A Day in	Pen/Pencil Paper Copy of Novel	Students will be assessed informally based on

respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	the Life of Boo Radley” skit together.		participation.
10.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	Students will perform their script in front of the class. Each group member must participate. Students will be able to explain how their skit is connected to textual evidence.	Pen/Pencil Paper Copy of Novel	Students will be assessed informally based on participation.
10.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.	Students will make multiple drafts if necessary. Students will brainstorm ideas and revise their script according to the contribution of all group members.	Pen/Pencil Paper Copy of Novel	Students will be assessed informally based on participation.
10.5.W.1 Students will write using correct mechanics.	Students will write using complete sentences and with knowledge of proper dialogue formatting.	Pen/Pencil Paper Copy of Novel	Students will be assessed informally based on participation.

Today’s Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan	What do we know about Boo Radley? Do we actually know anything about his character? What do Scout and the other children make up? How does the town judge Boo? What can we infer about
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and/or unit? What anticipatory set are you presenting to engage the students?	his character?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will display instructions on the board. The teacher will read the instructions, answering questions if necessary. The teacher will allow students to group themselves into groups of four or five.	The students will read along during the instructions. Students will ask questions to clarify. Students will group themselves in groups of four or five.	If student-chosen groups are disruptive or not productive enough, teacher may need to determine which students work together.
20 min.	The teacher will roam the room, ensuring that all students are participating in writing of the script. The teacher may ask prompting questions to make sure students are making connections to text. The teacher will allow an appropriate volume for discussion.	Students will work collaboratively in groups to write and revise a script according to the instruction sheet (Appendix C). Students will write using correct mechanics, with knowledge of dialogue formatting. Students will assign parts and practice skit. Students may ask teacher clarifying questions. Students will refer to textual evidence to support the content of their skit.	
25 min.	Teacher will ask students to stop work. Teacher will ask for volunteers to perform first.	Students will perform their skit according to instructions (each student should have a part). Students will pay	

	Teacher will maintain quiet during performances. Teacher will ask students about skit's connection to text.	attention during each group's performance. Students will be able to connect the events of their skit to textual evidence.	
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Wednesday

Daily Lesson Plan Information

Lesson title	Mapping Maycomb
Lesson Purpose/Rationale	Students have analyzed and discussed characters and events of importance. It is important for students to orient themselves within the setting and place of the novel. Scout's neighborhood and the people within it are of vital importance to her story. Students should be able to map places of significance within the novel and identify why they are important to the story. Visual learners will benefit from this activity because they will be able to refer to the map while reading the remainder of the novel. Students will also practice citing quotes from the novel.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will turn in their project proposals. Students will use their own materials or the paper and colored pencils provided to make a map of at least ten places in Scout's hometown, Maycomb. Students will use textual evidence to support the location of each significant place. Students will write supporting quotes and page numbers on the back of their map. Students will reflect on the significance of each place to Scout and to the town of Maycomb. Students may discuss quietly if they cannot find ten places on their own, but maps should be an individual project. Students will be able to work on this activity individually while I meet with students to discuss their project proposals one-on-one.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students should have finished the first 23 chapters of Harper Lee's novel.
How will you address	Students who have not finished the reading may use their copy of

students who do not have this prior knowledge?	the book to find quotes about their significant places. Students may discuss with peer if necessary.
Materials for instruction (include rationale for why the materials are appropriate)	Colored Pencils Copy Paper <i>To Kill a Mockingbird</i>
Accommodations and modifications	Students with learning disabilities may read with a partner to find supporting quotes. Students with a physical disability may partner with another student to create their map.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will create a map of Maycomb, adhering to instructions provided in Appendix B. Students will exert effort and time, creating visually appealing projects.	Pen/Pencil Colored pencils Paper Copy of novel	Maps will be collected as an informal assessment and ticket out.
10.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., <i>MLA</i> ,	Students will use their text to find supporting quotes for the places they include in their map. Students will use quotation marks and cite page numbers.	Pen/Pencil Colored pencils Paper Copy of novel	Maps will be collected as an informal assessment and ticket out.

<i>APA, etc.</i>) and avoiding plagiarism.			
10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will discuss quietly with their neighbors if they cannot think of at least 10 significant places. Students may use the novel to find places and quotations.	Pen/Pencil Colored pencils Paper Copy of novel	Maps will be collected as an informal assessment and ticket out.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How is Scout's story affected by setting and place?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will instruct students to pass up project proposals. The teacher will display instruction sheet (Appendix B) on document camera. The teacher will	The students will pass up project proposal. Students will read instructions and follow along with teacher. Students will listen respectfully.	

	review instructions. The teacher will ask students to work quietly.		
45 min.	Teacher will instruct students to work individually, discussing additional places to include if necessary. Teacher will read proposals and call each student up individually to review proposal and make necessary changes.	Students will work individually, creating map according to instruction sheet. Students will discuss additional places to include with peers if necessary. Students will individually discuss project proposals with teacher and make necessary changes.	
5 min.	Teacher will ask students to stop working. Teacher will instruct students who have not finished to find time out of class to come in and complete work. Teacher will ask students to pass up maps. Teacher will tell students to gather belongings and put away materials.	Students will stop work and put away materials. Students who haven't finished will confirm time to complete work with teacher. Students will pass in maps. Students will gather belongings.	

Thursday

Daily Lesson Information

Lesson title	<i>Mockingbird</i> Reading Day
Lesson Purpose/Rationale	Students will have read and discussed the first eight chapters of the novel. However, it is likely that some students will not have read and contributed due to absence, inadequate reading time at home, difficulty reading, or simple refusal to complete the assignment. This reading day allows students to catch up on reading or read ahead in the novel if they have finished. Students

	who struggle with reading are placed in an environment where assistance is readily available, and all students can practice their reading fluency and skills in a quiet, relaxed classroom with minimum distractions.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will use this reading day to complete previous readings, read ahead, or—when readings are completed—work on unfinished or late assignments. Students may find a comfortable place in the classroom to read individually. Struggling readers will be placed near the teacher or a peer who has completed the reading and may ask for assistance. The teacher may call up students to remind them of missing work or discuss progress. The teacher will call students up one by one to review individual project proposals and any changes that should be made.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will be able to read text, decode meaning, and make inferences.
How will you address students who do not have this prior knowledge?	Students who struggle with basic reading skills will be able to ask the teacher for assistance. The teacher will request an aide for ELL and ESL students.
Materials for instruction (include rationale for why the materials are appropriate)	<i>To Kill a Mockingbird</i> Grade Book Any ungraded assignments Make-up work Project Proposals
Accommodations and modifications	Students with visual impairments may listen to the audiobook version of the novel. Follow all IEPs.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.W.1 Students will write using	Students will answer the journal prompt using complete sentences and proper	<i>To Kill a Mockingbird</i> Pencil/Pen	Teacher will use the prompt as ticket out

correct mechanics.	punctuation/grammar.	Journal	and may reassess student abilities or future lesson plans.
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Students will express their feelings respectfully through answering the prompt/survey. Students may use persuasive argument to establish changes they think should be made to reading time/curriculum.	<i>To Kill a Mockingbird</i> Pencil/Pen Journal	Teacher will use the prompt as ticket out and may reassess student abilities or future lesson plans.
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect author's stylistic and organizational choices in grade-level literary and informational genres.	Students will read silently, evaluating the author's purpose through language. Students will consider setting and time period and the author's personal experiences.	<i>To Kill a Mockingbird</i> Pencil/Pen Journal	Teacher may scan room for struggling readers. Students who ask many questions may need help reading or comprehending meaning.
10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Students will use known words and context clues to determine meaning in unfamiliar words and phrases. Students will infer meaning and may ask for assistance from teacher or classmates who have finished the assignment.	<i>To Kill a Mockingbird</i> Pencil/Pen Journal	Teacher may scan room for struggling readers. Students who ask many questions may need help reading or comprehending meaning.

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Journal Prompt (to be passed up for teacher review): Write down one of your previous annotations in your journal. What did you note? What connections did you make? Why did that section of the text stick out to you?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	<p>The teacher will display the journal prompt/survey on the board. The teacher will instruct students to write in complete sentences. The teacher will inform students that this survey will be collected for review and reassessment of future assignments.</p>	<p>The students will answer the prompt using complete sentences. Students will recall personal experience and be honest about their own time management.</p>	<p>This journal prompt allows both teacher and students to self-assess.</p>
45 min.	<p>The teacher will instruct students to take out their books and find a comfortable reading place. Teacher will tell students to read or listen quietly. Teacher will inform students who are finished with current reading to work silently on unfinished work or future projects. Teacher will call students up to briefly review any changes</p>	<p>Students will retrieve books/audiobooks. Students will quietly find a place to read. Students will resume reading until they have completed this week's assignment. Students will raise hands for questions. Students who have missing work may be called up to discuss plan for turning in assignments. Students who are finished with current reading may read ahead or quietly work on other assignments. Students will discuss changes to final project proposals.</p>	

	that should be made to final project proposals. Teacher will occasionally scan room for struggling readers. Teacher will offer assistance to students who raise their hands.		
5 min.	Teacher will instruct students to return to seats, pass up their journals, and gather belongings. Teacher will read today's journal entry as ticket out.	Students will return to seats, pass up journals, and gather belongings. Students are aware that teacher will read this week's journal entry.	

Friday

Daily Lesson Information

Lesson title	<i>To Kill a Mockingbird</i> —Seminar 4
Lesson Purpose/Rationale	Holding a semi-formal, student-led discussion helps students practice forming complex questions and arguments quickly. Students exhibit interpersonal skills and demonstrate their personal knowledge of the film and previous readings. Additional discussion of the text helps students retain information and start developing connections to similar works.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will lead a class discussion of major themes, motifs, and symbols in Chapters 24-31 of Harper Lee's <i>To Kill a Mockingbird</i> . Students will pose previously written discussion questions and analyze the novel through the lens of historical background and previous readings.
Lesson length	55 minutes
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc. (2016). Socratic seminars. <i>ReadWriteThink</i> . Retrieved from http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html I adapted the Socratic Seminar activity to facilitate discussion of Harper Lee's <i>To Kill a Mockingbird</i> .

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will be familiar with events, themes, and symbols from previous readings. Students will have completed Lee's novel and made notations of major events, themes, symbols, and motifs.
How will you address students who do not have this prior knowledge?	Students may revisit the Civil Rights presentation. Students who have not had the opportunity to read for legitimate reasons may make up participation points by turning in a one-page discussion of the reading at a later date.
Materials for instruction (include rationale for why the materials are appropriate)	<i>To Kill a Mockingbird</i> Notebook Paper Pencil/Pen Highlighter (optional)
Accommodations and modifications	Students who struggle to articulate opinions aloud may hand in a short paragraph on their analysis of the movie.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will listen attentively to other classmates' opinions and offer additional thoughts or counterpoints of their own. Students will observe common courtesy and will not interrupt each other.	Notes from previous classes, Discussion questions printed on notecards, Pen/Pencil Additional Notecards	Students will receive participation points for in class discussion. Discussion questions and quality of argument will count toward informal assessment.
10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts,	Students will participate in a whole class discussion of the film. Students will offer discussion points and refer to textual evidence to support their claims. Students will respond to classmates' thoughts with their own ideas and/or rebuttal.	Notes from previous classes, Discussion questions printed on notecards, Pen/Pencil Additional Notecards	Students will receive participation points for in class discussion. Discussion questions and quality of

expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.			argument will count toward informal assessment.
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>I will start the seminar initially with one or more of these questions. Students will then engage with each other in discussion about the novel and film.</p> <p>Did you like the novel? Did it interest you? Why or why not? Do the children become disillusioned with their home after the events of the trial? What connections can be made between the novel and current events?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
5 min.	The teacher will instruct students to take out their notes and discussion questions and place backpacks in one corner of the room.	The students will gather materials and move their desks into a circle for discussion.	
5 min.	The teacher will begin the discussion by asking leading questions detailed above.	Students will answer question based on their own knowledge of the film. Students may ask questions to clarify points in the film.	Additional questions are contingent on student participation in the discussion. The teacher should be a facilitator, not a leader.
40 min.	The teacher will observe from just outside the	The students will lead the discussion by	

	circle, making note of how many times each student speaks, etc.	asking their own discussion questions and answering others'. Students will express opinions on the movie and compare setting, time period, and characters with the previously read novel.	
5 min.	The teacher will collect discussion questions as ticket out.	Students will hand in discussion questions and return desks to their original placement. Students will gather personal possessions in preparation for next class.	

Week 5

Monday

Daily Lesson Information

Lesson title	Graffiti Write— <i>All American Boys</i> and <i>To Kill a Mockingbird</i>
Lesson Purpose/Rationale	This lesson allows students to express their opinions semi-privately. With controversial and current topics like the Black Lives Matter movement and racially-charged historical events depicted in Lee's novel, differing and strong attitudes are sure to arise. Students should feel comfortable expressing thoughts about the novel without feeling attacked by opposing opinions. The Graffiti Write is extremely relevant to the novel (#Rashadisabsentagaintoday) and current events. Writing out ideas on paper gives students a chance to explore themes of both novels, express their own ideas, and interact with others without conflict.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The teacher will compose several discussion questions pertaining to the novels. Students will divide into small groups and answer discussion questions individually by writing their responses on a sheet of butcher paper or "wall." In excess time, students may then respond to another classmate's answer with "I agree because..." or "I disagree because..." statements.
Lesson length	55 minutes
Grade level and	10 th grade

course	
Source of lesson plan and how I modified it	<p>Adapted from lesson plan taught by Elizabeth Scott at Edmond North High School. The length of the activity will be adjusted to allow for text-to-text connections between two novels.</p> <p><i>References to the All American Boys' hashtag and graffiti will be added to introduce the lesson and discussion questions will apply to All American Boys and To Kill a Mockingbird.</i></p> <p>Lee, Harper. (1960). <i>To kill a mockingbird</i>. Philadelphia, Pennsylvania: Harper & Row Publishers, Inc.</p> <p>Kiely, Brendan & Reynolds, Jason. (2015). <i>All American Boys</i>. New York, New York: Simon & Schuster Children's Publishing Division.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have read and annotated Reynolds' and Kiely's <i>All American Boys</i> and Harper Lee's <i>To Kill a Mockingbird</i> .
How will you address students who do not have this prior knowledge?	Students who have not completed the reading may choose one scene from each novel to read and write their response to. Students may complete the Graffiti Write assignment the following day for partial credit.
Materials for instruction (include rationale for why the materials are appropriate)	<p>Large sheets of white butcher paper</p> <p>Various colored markers (enough for 25 students)</p> <p>Discussion questions printed on colored paper</p> <p>Copy of <i>All-American Boys</i></p> <p>Copy of <i>To Kill a Mockingbird</i></p>
Accommodations and modifications	Students with vision impairments may listen to the audiobook version of the novel, provided by the teacher. Students will work in groups and read the discussion questions aloud together. Follow all IEPs.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.W.2 Students will work effectively and respectfully within diverse groups, show	Students will respond quietly to the discussion question. Students may discuss respectfully within groups. Students may reply to peer's post with respectful response or rebuttal.	Markers Butcher Paper <i>All American Boys</i> <i>To Kill a Mockingbird</i>	Informal assessment will be fulfilled by each student's participation.

<p>willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p>			<p>Students must respond thoughtfully to the main question and one other student's answer.</p>
<p>10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p>	<p>Students will compare stylistic choices between the two texts. Students will analyze how point-of-view affects each work. Students will consider authors, time period, and other factors when constructing their answers.</p>	<p>Markers Butcher Paper <i>All American Boys</i> <i>To Kill a Mockingbird</i></p>	<p>Informal assessment will be fulfilled by each student's participation. Students must respond thoughtfully to the main question and one other student's answer.</p>
<p>10.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to</p>	<p>Students will think critically about the novels and provide brief evidence (page numbers or quotes) within their response. Students will compare/contrast themes and symbols between texts. Students will be able to reference evidence. Students will think in depth about characters and events. Students may use the novel to search for</p>	<p>Markers Butcher Paper <i>All American Boys</i> <i>To Kill a Mockingbird</i></p>	<p>Informal assessment will be fulfilled by each student's participation. Students must respond thoughtfully to the main</p>

support their inferences.	evidence.		question and one other student's answer.
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Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>Students will reflect on <i>All American Boys</i>' use of hash tags and graffiti and determine whether these mediums are an effective form of protest.</p> <p>Discussion Questions (to be written on butcher paper):</p> <ul style="list-style-type: none"> • How does the use of multiple points of view affect the work? How does one point of view change the work? • How is Rashad judged? Who judges him and why? (Not just Paul). Can we compare this to the way Tom Robinson is judged? • Are Rashad's and Scout's feelings toward their fathers by age or other factors? Why do they see their fathers the way they do? Do they judge them? • Do the settings/places of the texts differ greatly from one another? How do they distinguish each text/affect the characters' experiences • Talk about the community surrounding the main characters in each novel. How do they differ? Do their differences occur solely because of time period? Do they support and/or judge the main character?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will give instruction for the Graffiti Write. Students must answer one discussion question in complete, grammatically correct sentences. Markers and butcher paper will be provided.	The students will count off to form groups of four. Students will join their group and gather around the sheet of paper labeled with their group number. One student from each group will retrieve enough markers for all group members.	

25 min.	The teacher will walk around the class, observing each group's reading and response process. The teacher will ensure that students are answering the questions without profanity or inappropriate language. The teacher may ask questions to prompt discussion in groups. The teacher keep time so that students have an equal amount of time to respond to other students' answers.	Students will individually answer the discussion question on their group's paper. Extra time may be used to embellish their text, add relevant drawings, etc. Students may create their own hashtags. When students are finished, they may read each other's answers or discuss within their group.	
25 min.	The teacher will announce that students may now respond to a neighbor's answer. The teacher will clarify that students may rotate or find a partner to switch within groups. The teacher will instruct students to write their answers silently and again cite evidence. The teacher will again walk through groups to ensure that students are on task and discussing relevant material. The teacher will call when half the response time has lapsed. The teacher will instruct students to wrap up their answers then	The students will read their partner's response carefully and consider how they feel about it. The students will then write a thoughtful, evidence-based reply starting with "I agree/disagree because..." or something similar. The students will cite a page number or quote with their response. When response time is over, students will discuss their opinions/answers with their groups or partners. Students will maintain proper discussion courtesy and rules.	

	discuss their conclusions with their partner/group.		
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Tuesday

Daily Lesson Information

Lesson title	Project Work Day 1
Lesson Purpose/Rationale	Students have now completed <i>To Kill a Mockingbird</i> and other accompanying texts. Students have collaboratively facilitated discussion, formed connections between texts, analyzed texts in writing, and completed group research projects. Students will now complete individual creative projects. This project allows students to think critically about themes, characters, and events across multiple texts. Students are able to express themselves creatively in a safe, respectful environment. This project provides a memorable experience in which students will establish their personal experience through the unit.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will compose a creative project that encompasses their personal understanding and analysis of the characters, themes, events, etc. in the novel and one other text. Students will complete projects according to the instructions and rubric found in the Appendices. Students will present these projects to the class and explain their thought process during construction in a written component to be handed in with the creative component.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have completed <i>To Kill a Mockingbird</i> and others texts in the unit. Students have turned in a project proposal and reviewed proposal with teacher.
How will you address students who do not have this prior knowledge?	Students may bring texts to class to review what content to include in their project. Students who have not submitted a proposal may turn one in for reduced credit.
Materials for instruction (include rationale for why the	<i>To Kill a Mockingbird</i> <i>The Help</i> Copies of supplemental texts

materials are appropriate)	Markers Scissors
Accommodations and modifications	Students who are physically unable to construct their project (for example, shadow box) may dictate to the teacher or a partner how to build project. ELL students may ask teacher for assistance using quotations.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will complete creative projects showcasing their analysis and understanding of the novel and one other text. Projects may take many different forms (see Final Project Instructions).	<i>To Kill a Mockingbird</i> Unit Texts Other materials depend on individual projects. Students will bring necessary materials from home or complete project using generalized materials available in classroom.	Visual assessment of project progress.
10.6.W.4 Students will synthesize and present information in a report.	Students will determine what information they want to include in their short presentation.	<i>To Kill a Mockingbird</i> Unit Texts Other materials depend on individual projects. Students will bring necessary materials from home or complete project using generalized materials available in classroom.	Visual assessment of project progress.
10.6.W.3 Students will integrate into their own	Students will use quotes and textual evidence to support their understanding of characters, themes, and/or events. Students	<i>To Kill a Mockingbird</i> Unit Texts	Visual assessment of project progress.

<p>writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., <i>MLA</i>, <i>APA</i>, etc.) and avoiding plagiarism.</p>	<p>will cite texts in the written component of their project, using APA formatting.</p>	<p>Other materials depend on individual projects. Students will bring necessary materials from home or complete project using generalized materials available in classroom.</p>	
<p>10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.</p>	<p>Students will write a 2-page written component explaining the meaning of their project and its connection to the texts. Students will write in APA formatting, using complete sentences.</p>	<p><i>To Kill a Mockingbird</i> Unit Texts</p> <p>Other materials depend on individual projects. Students will bring necessary materials from home or complete project using generalized materials available in classroom.</p>	<p>Visual assessment of project progress.</p>
<p>10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	<p>Students will recall a logical sequence of events within the main text and another text of their choice. Students will be able to analyze major themes and similarities across texts and express their understanding through creative and written means.</p>	<p><i>To Kill a Mockingbird</i> Unit Texts</p> <p>Other materials depend on individual projects. Students will bring necessary materials from home or complete project using generalized materials available in classroom.</p>	<p>Visual assessment of project progress.</p>

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s)</p>	<p>See Final Project Instructions.</p>
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<p>this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	<p>The teacher will ask students to gather materials needed to complete their project. Teacher will ask students to rearrange desks if necessary. Teacher will instruct students to ask for clarification of instructions. Teacher will see to needs of any students physically unable to construct project.</p>	<p>Students will retrieve materials and projects. Students will move desks to allow room for projects. Students will ask for help if necessary.</p>	
45 min.	<p>Teacher will roam the room, observing progress of projects. Teacher may remind students of requirements according to instruction sheet. Teacher may need to help with APA formatting.</p>	<p>Students will continue constructing their creative projects according to Final Project Instructions and Rubric. Students will use APA style to cite relevant quotes and textual evidence. Students will work individually.</p>	
5 min.	<p>Teacher will instruct students to put away materials and return desks. Teacher will allow students to store their projects in the classroom if finished. Teacher will</p>	<p>Students will put away materials and store projects in classroom if finished. Students who are not finished will complete the project at home. Students will finish written</p>	

	remind students of the written component and presentations starting tomorrow.	component at home if necessary.	
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Wednesday

Daily Lesson Information

Lesson title	Project Work Day 2
Lesson Purpose/Rationale	Students have now completed <i>To Kill a Mockingbird</i> and other accompanying texts. Students have collaboratively facilitated discussion, formed connections between texts, analyzed texts in writing, and completed group research projects. Students will now complete individual creative projects. This project allows students to think critically about themes, characters, and events across multiple texts. Students are able to express themselves creatively in a safe, respectful environment. This project provides a memorable experience in which students will establish their personal experience through the unit.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will compose a creative project that encompasses their personal understanding and analysis of the characters, themes, events, etc. in the novel and one other text. Students will complete projects according to the instructions and rubric found in the Appendices. Students will present these projects to the class and explain their thought process during construction in a written component to be handed in with the creative component.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have completed <i>To Kill a Mockingbird</i> and others texts in the unit. Students have turned in a project proposal and reviewed proposal with teacher.
How will you address students who do not have this prior knowledge?	Students may bring texts to class to review what content to include in their project. Students who have not submitted a proposal may turn one in for reduced credit.
Materials for instruction (include rationale for why the materials are)	<i>To Kill a Mockingbird</i> <i>The Help</i> Copies of supplemental texts Markers

appropriate)	Scissors
Accommodations and modifications	Students who are physically unable to construct their project (for example, shadow box) may dictate to the teacher or a partner how to build project. ELL students may ask teacher for assistance using quotations.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will complete creative projects showcasing their analysis and understanding of the novel and one other text. Projects may take many different forms (see Final Project Instructions).	<i>To Kill a Mockingbird</i> Unit Texts Other materials depend on individual projects. Students will bring necessary materials from home or complete project using generalized materials available in classroom.	Visual assessment of project progress.
10.6.W.4 Students will synthesize and present information in a report.	Students will determine what information they want to include in their short presentation.	<i>To Kill a Mockingbird</i> Unit Texts Other materials depend on individual projects. Students will bring necessary materials from home or complete project using generalized materials available in classroom.	Visual assessment of project progress.
10.6.W.3 Students will integrate into their own writing quotes,	Students will use quotes and textual evidence to support their understanding of characters, themes, and/or events. Students will cite texts in the written	<i>To Kill a Mockingbird</i> Unit Texts Other materials	Visual assessment of project progress.

paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.	component of their project, using APA formatting.	depend on individual projects. Students will bring necessary materials from home or complete project using generalized materials available in classroom.	
10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Students will write a 2-page written component explaining the meaning of their project and its connection to the texts. Students will write in APA formatting, using complete sentences.	<i>To Kill a Mockingbird</i> Unit Texts Other materials depend on individual projects. Students will bring necessary materials from home or complete project using generalized materials available in classroom.	Visual assessment of project progress.
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will recall a logical sequence of events within the main text and another text of their choice. Students will be able to analyze major themes and similarities across texts and express their understanding through creative and written means.	<i>To Kill a Mockingbird</i> Unit Texts Other materials depend on individual projects. Students will bring necessary materials from home or complete project using generalized materials available in classroom.	Visual assessment of project progress.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan	See Final Project Instructions.
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and/or unit? What anticipatory set are you presenting to engage the students?	
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will ask students to gather materials needed to complete their project. Teacher will ask students to rearrange desks if necessary. Teacher will instruct students to ask for clarification of instructions. Teacher will see to needs of any students physically unable to construct project.	Students will retrieve materials and projects. Students will move desks to allow room for projects. Students will ask for help if necessary.	
45 min.	Teacher will roam the room, observing progress of projects. Teacher may remind students of requirements according to instruction sheet. Teacher may need to help with APA formatting.	Students will continue constructing their creative projects according to Final Project Instructions and Rubric. Students will use APA style to cite relevant quotes and textual evidence. Students will work individually.	
5 min.	Teacher will instruct students to put away materials and return desks. Teacher will allow students to store their projects in the classroom if finished. Teacher will remind students of the	Students will put away materials and store projects in classroom if finished. Students who are not finished will complete the project at home. Students will finish written component at home if	

	written component and presentations starting tomorrow.	necessary.	
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Thursday

Daily Lesson Information

Lesson title	Presentation Day 1
Lesson Purpose/Rationale	This lesson gives students a chance to demonstrate their knowledge and personal takeaway from the unit. The project provides options for multiple learning styles and mediums. Students can express themselves creatively through the final project while also showing the teacher the depth of their thought, analysis, and learning. Students may also consider new ideas and connections while their classmates present. Presentations provide a similar atmosphere to seminars, but multi-media presentations include creative components, more individualized work, and introduce technology and related skills to the classroom. The teacher may then assess the unit and determine if any changes should be made based on student progress.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will present their projects to the class. Each presentation will last a minimum of 3 minutes. Students will outline major themes they perceived in the novel and focused on in their project. Students will give a brief description of project and an explanation of why they chose their medium and subject matter. Students will state what they have learned through their experience.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have read Harper Lee's <i>To Kill a Mockingbird</i> and completed the assignment as outlined by the Project Proposal Instructions passed out earlier in the semester.
How will you address students who do not have this prior knowledge?	Students who have not completed their projects may present at a later day for a reduced grade
Materials for instruction (include	Grade book Pen/Pencil

rationale for why the materials are appropriate)	Notebook Paper Project Rubric
Accommodations and modifications	Accommodations are adhered to in the form of each student's presentation. Suggestions for different mediums are provided. Follow all IEPs.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<p>10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • character development • theme • conflict (<i>i.e., internal and external</i>) • archetypes 	Students will use their project to display their own personal analysis of the text and major themes, motifs, and symbols.	Student presentation	Presentations will be collected at the end of the class period in which they are presented. Presentation will be graded based on rubric and will count as a test grade. The teacher will assess student progress.
<p>10.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	Students will include at least one work other than the main text in their projects. Students will examine similar themes and compare/contrast with main text.	Student presentation	Presentations will be collected at the end of the class period in which they are presented. Presentation will be graded based on rubric and will count as a test grade. The teacher will assess student progress.

<p>10.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p>	<p>Students will give a short (3-5 min.) presentation of their project, explaining their reasoning and providing citations. Students will speak clearly and address any questions at the end of their allotted time.</p>	<p>Student presentation</p>	<p>Presentations will be collected at the end of the class period in which they are presented. Presentation will be graded based on rubric and will count as a test grade. The teacher will assess student progress.</p>
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Today’s Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Journal Prompt: What is the most memorable reading/experience/lesson you take away from this unit? Are there any changes you would make?</p>
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Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will display the journal prompt on the board and instruct students to answer informally.	The students will answer the prompt in their journal, using complete sentences, bullet points, an idea web, list, or other form of writing. The prompt must express their personal takeaway from the unit.	
50 min.	The teacher will take out rubric for grading presentations. The teacher will take	The students will give a short (3-5 min.) presentation over their project. The student will	

	notes during each presentation, scoring each student's presentation based on the grading rubric and effort.	<p>speak clearly, addressing the entire class. The student will explain their personal analysis of the texts they chose, as well as any themes, motifs, or symbols that they detected in multiple texts. The student will explain why they chose their medium and any other artistic differences they included.</p>	
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Friday

Daily Lesson Information

Lesson title	Presentation Day 2
Lesson Purpose/Rationale	This lesson gives students a chance to demonstrate their knowledge and personal takeaway from the unit. The project provides options for multiple learning styles and mediums. Students can express themselves creatively through the final project while also showing the teacher the depth of their thought, analysis, and learning. Students may also consider new ideas and connections while their classmates present. Presentations provide a similar atmosphere to seminars, but multi-media presentations include creative components, more individualized work, and introduce technology and related skills to the classroom. The teacher may then assess the unit and determine if any changes should be made based on student progress.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will present their projects to the class. Each presentation will last a minimum of 3 minutes. Students will outline major themes they perceived in the novel and focused on in their project. Students will give a brief description of project and an explanation of why they chose their medium and subject matter. Students will state what they have learned through their experience.
Lesson length	55 min.
Grade level and course	10 th grade, English II
Source of lesson plan and how I modified it	Lee, Harper. (1960). <i>To kill a mockingbird</i> . Philadelphia, Pennsylvania: Harper & Row Publishers, Inc.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have read Harper Lee's <i>To Kill a Mockingbird</i> and completed the assignment as outlined by the Project Proposal Instructions passed out earlier in the semester.
How will you address students who do not have this prior knowledge?	Students who have not completed their projects may present at a later day for a reduced grade
Materials for instruction (include rationale for why the materials are appropriate)	Grade book Pen/Pencil Notebook Paper Project Rubric
Accommodations and modifications	Accommodations are adhered to in the form of each student's presentation. Suggestions for different mediums are provided. Follow all IEPs.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<p>10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • character development • theme • conflict (<i>i.e., internal and external</i>) • archetypes 	Students will use their project to display their own personal analysis of the text and major themes, motifs, and symbols.	Student presentation	Presentations will be collected at the end of the class period in which they are presented. Presentation will be graded based on rubric and will count as a test grade. The teacher will assess student progress.
<p>10.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis</i>) between and across multiple texts and provide textual</p>	Students will include at least one work other than the main text in their projects. Students will examine similar themes and compare/contrast with main text.	Student presentation	Presentations will be collected at the end of the class period in which they are presented. Presentation

evidence to support their inferences.			will be graded based on rubric and will count as a test grade. The teacher will assess student progress.
10.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	Students will give a short (3-5 min.) presentation of their project, explaining their reasoning and providing citations. Students will speak clearly and address any questions at the end of their allotted time.	Student presentation	Presentations will be collected at the end of the class period in which they are presented. Presentation will be graded based on rubric and will count as a test grade. The teacher will assess student progress.

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal Prompt: Are there any changes you would make to this project? Did you feel it helped you better understand the text(s)?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 min.	The teacher will display the journal prompt on the board and instruct students to answer informally.	The students will answer the prompt in their journal, using complete sentences, bullet points, an idea web, list, or other form of writing. The	

		prompt must express their personal takeaway from the unit.	
50 min.	The teacher will take out rubric for grading presentations. The teacher will take notes during each presentation, scoring each student's presentation based on the grading rubric and effort. The teacher will ask clarifying questions at the end of presentation if necessary.	The students will give a short (3-5 min.) presentation over their project. The student will speak clearly, addressing the entire class. The student will explain their personal analysis of the texts they chose, as well as any themes, motifs, or symbols that they detected in multiple texts. The student will explain why they chose their medium and any other artistic differences they included. The student will answer questions to clarify project meaning if necessary.	

Appendix A

Final Project Instructions and Rubric

For this unit, you will be required to complete a creative final project detailing your understanding of major themes, motifs, characters, events, and symbols used in the novel and one other work we have analyzed. Use this project to reflect on your personal experience with the text and explore your creative strengths.

Successful projects should:

- Include a one-page proposal detailing what the project will consist of (form) and a tentative summary of themes, characters, and/or events incorporated.
- Be neat and visually interesting.
- Show evidence of planning and genuine effort.
- Include a written component (2 page minimum, double-spaced, APA formatting and citation) explaining the project's relation to the text and your thought process in making it.
- Clearly embody your understanding of themes, characters, and/or events across at least two texts through written and visual means.
- Include only original work. No plagiarism!

Projects may take the form of:

- Shadow box
- Scrapbook
- Board Game
- Performance Art (Costumed Role-play, Rap, Song, etc.)
- Other

Remember, these are just suggestions. You are welcome to pitch an original idea to me in your proposal! I will review and revise proposals

with you individually in class. You will have two days to work on these projects in class during the week they are due, but successful projects will not start during those two days.

Final Project Rubric

	5	3	1	Points Earned
Proposal	Shows thoughtful effort in planning resulting in a highly focused and organized product with clear connection to the novel	Shows some effort in planning resulting in a somewhat focused and organized product with unclear connection to the novel	Shows no effort in planning resulting in an unfocused and unorganized product with no clear connection to the novel.	_____/50 points
Connections	Clearly demonstrates connections to the themes, characters, and/or events in the novel and one other text	Vaguely demonstrates connections to the themes, characters, and/or events in the novel and one other text	Does not demonstrate connections to the themes, characters, and/or events in the novel and one other text	_____/50 points
Creative Component	Exhibits thoughtful design and careful attention to detail and form	Exhibits some attention to design, detail, and form	Exhibits little to no attention to design, detail, and form	_____/50 points
Written Component	Provides answers to any ambiguous decisions made in the project and offers a clear explanation for the overall project	Provides some answers to any ambiguous decisions made in the project and offers a vague explanation for the overall project	Does not provide answers to any ambiguous decisions made in the project and offers no explanation for the project	_____/50 points

Appendix B

Mapping Maycomb

The collective adventures of Scout, Jem, and Dill occur mostly within their small neighborhood. Today, you will create a map of Maycomb, using your text to determine where each place of significance lies. There are many places to choose from, but try to pick places with specific importance to the children or places that are described clearly in the text.

Your map should:

- Include at least 10 places.
- Be neat and visually interesting (use colored pencils).
- Be backed up by textual evidence. Please write supporting quotes and a page number for each on the back of your map. If you can't find a quote that determines geographical place, at least include a quote mentioning the place.

Appendix C

Boo Productions

In groups of four or five, you will write a short skit detailing a day in the life of Boo Radley. Use your text to find details about Boo.

What facts do we know about Boo? What do the children think of Boo? How does the town view him? What do you think he is actually like?

Within your group, assign characters and practice your lines. You will perform your skit for the class. I will grade your performance based on participation, so make sure everyone has a part, even if it's just setting the scene or reading stage directions. Don't be afraid to make predictions and embellish creatively on what little we know about Boo!

Make sure you are able to point to textual evidence if I ask you about the events of your script. Be able to tell me why.

Appendix D

TP-CASTT Poetry Analysis

TITLE: Consider the title and make a prediction about what the poem is about.

PARAPHRASE: Translate the poem line by line into your own words on a literal level. Look for complete thoughts (sentences may be inverted) and look up unfamiliar words.

CONNOTATION: Examine the poem for meaning beyond the literal. Look for figurative language, imagery, and sound elements.

ATTITUDE/TONE: Notice the speaker's tone and attitude. Humor? Sarcasm? Awe?

SHIFTS: Note any shifts or changes in speaker or attitude. Look for key words, time change, and punctuation.

TITLE: Examine the title again, this time on an interpretive level.

THEME: Briefly state in your own words what the poem is about (subject), then what the poet is saying about the subject (theme).

Appendix E

Discussion Rubric

	4	3	2	1
Follows Along	Student is on the correct page and is actively reading along (eyes move along the lines) or finger is following words being read aloud by others.	Student is on the correct page and usually appears to be actively reading, but looks at the reader or the pictures occasionally. Can find place easily when called upon to read.	Student is on the correct page and seems to read along occasionally. May have a little trouble finding place when called upon to read.	Student is on the wrong page OR is clearly reading ahead or behind the person who is reading aloud.
Participates Willingly	Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Student volunteers once or twice and willingly tries to all questions s/he is asked.	Student does not volunteer answers, but willing tries to answer questions s/he is asked.	Student does not willingly participate.
Respects Others	Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.	Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.	Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.	Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.
Thinks about Characters	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation without being asked.	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation when asked.	Student describes how a character might have felt at some point in the story, but does NOT provide good support for the interpretation, even when asked.	Student cannot describe how a character might have felt at a certain point in the story.

Student Name	Comments			Questions
	Deep	Medium	Surface	Answered

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