

Mark Curcio
GILT 509
1 December 2010

Derry Area High School, Advanced English 10: The Humanities Project

I. Introduction

- a. There are almost half a million words in our English Language - the largest language on earth, incidentally - but a third of all our writing is made up of only twenty-two words.
- b. The average reader spends about 1/6th of the time they spend reading actually rereading words.
- c. Out-of-school reading habits of students has shown that even 15 minutes a day of independent reading can expose students to more than a million words of text in a year.
- d. An average person hears, reads, or says 10,000 words per day ...but only remembers 250

II. Project

- a. Through the use of Twitter, journal/blog entries, Derry Area curriculum, and possibly wiki, we will observe and reflect on the importance of the English subject and language in our daily lives.

The Ultimate Goal: At the end of this year, be able to answer the simple question of “What is English?”

III. Reading List

- a. To Kill a Mockingbird by Harper Lee
- b. The Pigman by Paul Zindel
- c. Julius Caesar by William Shakespeare
- d. The Alchemist by Paulo Coelho
- e. Selected Short Stories and Poetry from Elements of Literature: Fourth Course

IV. The Reading Background

- a. PSSA Test Results

In 2008, the 8th graders, who would now be in my 10th grade class, scored a 77% proficiency in reading and writing, respectively. In 2009, the PA state average was 55%. As for the reading background of my students based on student work thus far, I could say with evidence that my advanced students are way above 77% when it comes to critical literacy and reading for understanding. All 10th graders are scheduled to take Benchmark tests early in November.

b. In Class Reading (Pre-Novel)

All incoming 10th grade advanced students were required to complete a summer reading assignment. Even though it was a requirement for the first time ever in the district's English department, the students responded quite well. All students received an A in their summer reading in-class activity, and the majority of them expressed a certain interest in the novels that were assigned.

As for this year, the only critical literacy that has been assigned thus far this year is a 10 point quiz on Ray Bradbury's "The Pedestrian." Both of my advanced classes scored an average 8 out of 10.

c. Benchmark Results

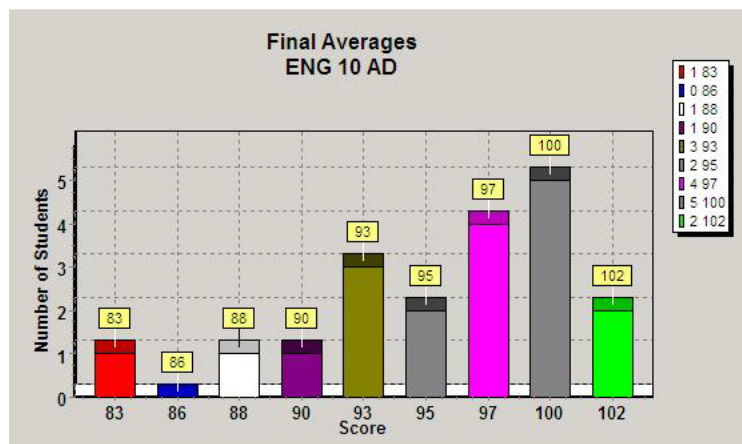
Out of 33 Advanced English 10 students, five scored Advanced (16%), 22 scored Proficient (69%), two scored basic, and only one scored below basic. These statistics were well received; however, because my students are in an advanced class, the district was aiming for them to mostly score "advanced," and not proficient. I think a lot of different factors other than knowledge and academics led to this result, but at the end of the day, it's the numbers that matter. These results have not correlated with the performance shown in my two classes thus far.

V. Lesson Plan Ideas/Assessment Models

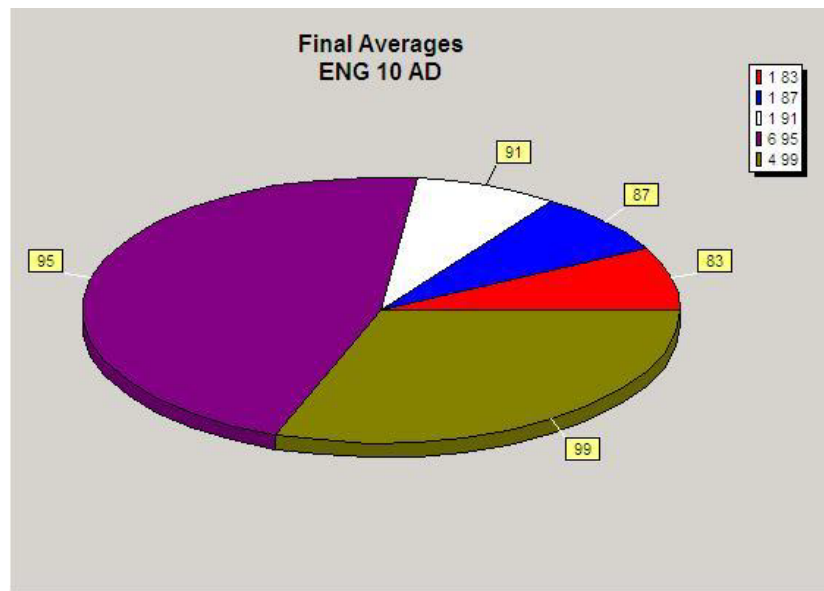
a. Lessons/Assignments thus far

- i. [Lesson Plans](#)
- ii. Rubrics
 1. [Journal Rubric](#)
 2. [Media Connection Presentation Rubric](#)
- iii. Twitter
 1. [@MrCurcio](#)

- a. Note: All students who are following me are blocked due to privacy settings.
 - b. Students are required to post 5 tweets per week about anything English (connections, grammar, allegories, etc.)
- iv. Media Connection Presentations
 1. Every Wednesday, students will give 15 minute presentations comparing something that they have observed or tweeted to what we're talking about in class at that point in time.
 2. Each presentation must include some sort of prop (music, YouTube, poster, etc.), Power Point Presentation, and be prepared to answer 2-3 questions from myself or fellow students.
 3. [Student Examples](#)
 - v. Tone/Mood
 1. [Vignette #1: The American Poet](#)
 - vi. Setting/Plot
 1. [Neighborhood Map](#)
 - vii. Symbolism
 1. [Symbolism in Film & Literature](#)
 2. [Symbolism/House Taken Over Test](#)
 - viii. [To Kill a Mockingbird](#)
 1. [Family Consciousness](#)
 2. [To Kill a Mockingbird Unit Plan](#)
- b. Upcoming Lessons/Assignments
 - i. [DAHS Curriculum Map: Advanced English 10, 2010-2011](#)
- VI. Weebly Student Blogs
- a. Links to all student blogs are located at:
 - i. <http://mrcurcio.weebly.com/the-humanities-project.html>
- VII. Student Grades: 1st Nine Weeks, 2010
- a. Period 2



b. Period 8

**VIII. Teacher Journal Reflections****10/11/2010**

It has been two weeks since I first assigned students to Twitter and so far, I am impressed with the quality of tweets that have been entered already. A lot of the students like the fact that words that we learn in class are being used on a daily basis by classmates in daily conversation and/or on Twitter.

[CWatt2AE10](#) I think its really cool how I hear the vocabulary words we learned in class all over the place. My friends have even started using them.

[tymains8ae10](#) It's amazing how vocabulary words in English increases one's vocabulary, they're bound to do something other than give tension for tests.

[tmalis8ae10](#) I said tribalism at lunch today. Oh, yeah now i feel cool for using one of our words of the day. Cool mom cool.

[RRyan2AE10](#) @mrcurcio I just listened to the podcast. It was pretty awesome and something I have never had a teacher use. Two thumbs up.

[KateyW2AE10](#) Today in chorus we were talking about english class, we talked about all of the cool ideas Mr.Curcio has! TheCookieMonstr

[jjsagan8AE10](#) I heard some guy talking about twitter today. I was thinking "yeah I tweet."

10/30/2010 My first ever report cards will be given out in a few days, and in my advanced English 10 classes, no one has any issues or grades worth documenting. Every student has an A, and I think the number one that stands out is how much each student believes he/she is learning. This means a lot to me because being a first year teacher, I care a lot about how the students feel about my teachings, lesson plans, and projects.

Since it was report card time for them, I asked students to give progress reports on me through their tweets. Here are some the responses I received:

[SierraBush8ae10](#) I like how your class is different than other english classes i've had, but we think too much in your class. i guess thats a good thing.

[JBoggio2AE10](#) My feelings are to great to describe in words on your teachings

[KatCurtin2AE10](#) @MrCurcio I really like your class. I've learned a lot so far. I like how we're using twitter and blogs. It's something new and fun.

10/31/2010 The last assignment of the nine weeks was a paper on symbolism in which I asked my students to take any movie or book, take three objects that are important to the plot of the text, and talk about what they symbolize. After grading all 33 original student papers, I was blown away by the QUALITY of the work turned in.

[CPhillippi2AE10](#) I've never noticed how much symbolism is used in everyday life until we talked about it in class.

11/5/2010 The students are really starting to eat up the idea of tweeting, and the tweets are really becoming more and more fascinating week in and week out. Although the majority of the tweets are about grammar mistakes in which they find, some tweets are quite academic and sophisticated.

[AGray8AE10](#) Is it a fiasco if "Crayola" is spelled wrong on a crayon box? It happened to me!

[rmlavelle8ae10](#) It's wierd how sometimes you can read a misspelled word and not even know it's misspelled, especially if just a couple letters are wrong.

11/19/2010 The Curcio Show: Episode 1

Today, I introduced a new activity to all of my classes called, "The Curcio Show." On the show, I recap the week that was focusing on key vocabulary, characters, plot lines, themes, and questions by allowing the students to answer various questions proposed by myself as the host. The show was widely accepted, and students complimented me on the idea as soon as the period concluded.

The "skit" of the show however was one entitled, "What if"? in which I asked, "What if Scout Finch sang the song, "Like a G6"? I then found the instrumental of the song and rapped a parody focusing on the repetition of "like Scout Finch" instead of "like a G6." The students loved it.

[BLiberoni2AE10](#) Rachel will not stop singing like a Scout Finch! (: Bree

[MScifo2AE10](#) O my god i herd like a g6 on the radio and i started singen like a scout finch like a like a scout finch

[RHenderson2AE10](#) I've had Like Scout Finch stuck in my head since class Friday!

[sepeterson2ae10](#) I can't hear the song like a g6 without thinking like scout finch, like a like a scout finch.

[SWambold2AE10](#) In the car toda i was singing like a g6 and i accidentally said like scout finch. everyone in the car started laughing

[MSchmucker8AE10](#) 'Like a G6' just came on the radio and i started singing the Scout Finch version. I'm ashamed of myself.

[MSchmucker8AE10](#) Hahaha i've surcome to Mr. Curcio's antics.

[CPhillippi2AE10](#) Everytime i hear like a G6 i think of class.

[Drackle2AE10](#) I finally heard like a g6 in the car and I told my mum about like a scout finch lololol

[lkoula8ae10](#) I was listening to my iPod in the car and i started singing 'Like A Scout Finch'. My whole family started laughing at me.

11/25/2010 To Kill a Mockingbird is off and running, and I have decided to give 5 point daily reading quizzes to make sure students are reading the required homework assignments. If not, the points will add up and hurt them. As of right now, we are currently approaching the end of Part One, and students seem to at least “like” or “tolerate” the novel.

[kshamerski8ae10](#) does anyone know what chapters we're supposed to read by tuesday?

[NAnderson2AE10](#) My family was talking about racism yesterday. Reminded me of the book

[MDecario2AE10](#) i'm really curious to keep reading on into our book. Boo radley's story has me very interested.

LOOKING AHEAD: Advanced English 10 Curriculum Map 2010-2011

JANUARY	FEBRUARY	MARCH	APRIL	MAY/JUNE
<p>Non-Fiction</p> <p><i>Excellence Expedition Unit</i></p> <p>“Into Thin Air” (504)</p> <p>“And of Clay We are Created” (532)</p> <p>“High Tide in Tucson”</p> <p>Persuasion in Advertisements</p> <p>Benchmark Testing</p>	<p>Independent Novel geared towards the Humanities Project</p> <p>Independent Learning & Research: Connecting independent novel to world around you</p>	<p>Mission: Shakespeare</p> <p><u>Julius Caesar</u></p> <p>“Seven Ages of Man” (968)</p> <p>Monologues</p> <p>Sonnets</p> <p>Informative Research Paper: Why does Poetry matter?</p>	<p>National Poetry Month</p> <p>Poetry Vocabulary</p> <p><u>Selected Poems:</u></p> <p>“Ode to My Socks”</p> <p>“Obedience...”</p> <p>“I am Offering this Poem to You”</p> <p>“The Moon Was but a Chin of Gold”</p> <p>“Since Feeling is First”</p> <p>“Miss Rosie”</p> <p>“Ex-Basketball Player”</p> <p>“We Real Cool”</p> <p>Benchmark Testing</p>	<p><u>The Alchemist</u></p> <p>www.persianlite.org/kitab/PauloCoelho-TheAlchemist.pdf</p> <p>Finding your own Personal Legend</p> <p>The Humanities Project Synthesis Paper: What is English?</p>
<p>Vocabulary</p> <p>Persuasive Writing</p> <p>Non-Fiction</p>	<p>Vocabulary</p>	<p>Vocabulary</p> <p>Shakespeare</p>	<p>Vocabulary</p> <p>Reading, Writing, Understanding, & Analyzing Poetry</p>	<p>Vocabulary</p> <p>Reflection</p>
<p>Journal Writing</p>	<p>Independent Novel/Humanities Project Connection</p>	<p>Journal Writing</p> <p>Informative Paper</p> <p>Monologue</p> <p>Performances</p>	<p>Persuasive Paper Writing</p>	<p>“Personal Legend”</p> <p>Journal Writing</p> <p>Synthesis Paper</p>

Advanced English 10: “The Power of Words” Vignette

DUE: Monday, September 27th 2010

Vignette (n.) – a brief literary description

Poetry is one of those mediums that can, if written effectively, change people’s lives, especially during times of loss, turmoil, or disaster. On September 11th, 2001, the World Trade Center was attacked by terrorists killing thousands of innocent Americans in New York City. Because of this deadly moment etched in time, hundreds of New York and American poets emerged from the dust and wrote poetry to help the resolve and ease the pain of the United States. Arguably the most common form of poetry currently is free verse, which begs the question: why aren’t other styles of poetry still popular?

You are a poet. A disaster occurs, and it affects the nation. You are approached to write a poem for the president to read on television to help recover the spirits of the nation, but you’re not sure in which style to write it. The choices are: free verse, avant-garde, haiku, or sonnet.

After deciding and indicating in which style you will write your poem, answer the following questions in lieu towards writing an original poem that will be etched in the annals of American history.

Remember: this poem will be remembered forever; don’t choose free verse or haiku just because they were the easiest... challenge yourself as a writer.

1. A newspaper reporter/blogger approaches you and asks for a background piece on the style that you chose. He is looking for material that can be used for a **one-page** article. **(30 points)**
 - a. What is the summarized history of your poetic style so that the public can get an idea of what to expect and/or look forward towards?
 - b. What was the disaster and how did it affect you? Why did YOU want to write this poem?
 - c. Search the databases... you need some inspiration. Choose a famous poem/poet of your style and explain how/why it inspires your writing process.
 - d. Who is the poet/ What is the poem?
 - e. If poem, when was it written? What was it written for? What was its inspiration compared to yours?
 - f. What is the key quote or line that inspires you the most... will you include it, paraphrase it, or touch on it in your poem?
2. Write the **original** poem in your respective style using all of your style’s rules, rhyme schemes (if applicable), and structure. **(20 points)**

Total: 50 points

Symbolism in Film & Literature

Introduction: Films and literature have the power to move us through the use of theme/plot development, key quotes, imagery, and/or performances. But what sometimes gets forgotten in the present, only to be remembered while reflecting in the future, is the lasting impression of symbolism. Some examples include: the ruby slippers in The Wizard of Oz, the light sabers in Star Wars, the fangs of Dracula, and the list goes on and on.

Assignment: **Choose any novel or movie and write a 3-page paper about three symbols that are important to the plot and/or lasting impression of the text chosen.**

Questions to answer **may** include:

- Why is the symbol important to the movie/novel as a whole?
- Why is the symbol important to the character(s)?
- What happens to the symbol at the end of the movie/novel?
- Who is the owner of the symbol, and how did he/she get it?

Every movie/novel may only be used once, so be sure to choose as soon as possible and let me know.

Paper Requirements:

- Typed in double-spaced, 12-point, Times New Roman font
- Be sure to cite the movie or book in MLA style. This is the only documentation you need to make unless you use other sources online or in books for symbol explanations, critic opinions, or IMDB.com for movie reviews, just to name a few.
- Pictures may be included as separate pieces of paper. They can not be embedded in the text.

Rubric:

Content	30 points
Grammar	10 points
<u>Paper Requirements</u>	<u>10 points</u>
Total:	50 points

*** This will be a strictly out-of-class assignment. One option is that you can schedule a Writing Center appointment after school with me at your convenience. Please take advantage of this for the betterment of your paper. ***

Name _____ Period _____

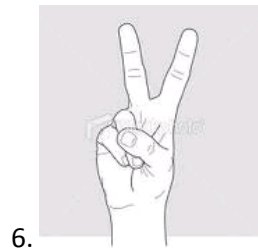
Score _____ / 25

Symbolism Test

Color Symbolism: Match the meaning with the correct color. (1 point each)

- | | |
|---|-----------|
| ___ 1. Grabs attention, power, love, danger | A. Purple |
| ___ 2. Eco-friendly | B. Red |
| ___ 3. Royalty | C. White |
| ___ 4. Dark, sophisticated, death | D. Green |
| ___ 5. Purity | E. Black |

Image Symbolism: In the spaces provided, write ONE of the possible meanings for each symbol. (1 point each)



_____ (Dig deep for this one)

PSSA Symbolism Question

Read the passage. Then answer the question that follows. (5 points)

Jack and Janet were driving across the desert when their car broke down. Lacking a cell phone and with no way to repair their vehicle, they decided to head out on foot. As they walked, they noticed some vultures circling overhead. "Let's keep moving," Jack said, discouraging Janet from looking skyward.

They eventually came upon a small gas station, where they met a mechanic who was able to drive them back to their automobile and fix it for them. As he turned the key and the engine roared to life, he said, "Those vultures won't be feeding on you folks tonight."

11. In this story, the vultures represent

- A. mealtime.
- B. war.
- C. lost love.
- D. death.

Hint: Vultures prey on creatures that are near death. When vultures circle overhead they believe that their prey will soon be too weak to fight them off.

Symbolism in “House Taken Over”

“Take Over” this test by completing TWO (2) of the following completion questions. (5 points each; 10 points total)

Throughout the story, Julio Cortazar mentions Irene’s knitting. In 2-3 sentences, what is the symbolism behind Irene’s constant knitting?

On page 316, Julio Cortazar talks about all the doors that close off various rooms. In 1-2 sentences, what is the symbolism behind the doors?

The house itself is a symbol. In 2-3 sentences, what is the symbolism behind the house? *Things to keep in mind: What was actually “taken over” in the story, and are the brother and sister really in danger?*

In 1-2 sentences, what is significant about the items the brother and sister leave behind?

Neighborhood Map



- **From memory, draw a map of your community.**
Include street names, landmarks, parks, stores, etc.
- **By looking at your map, look for possible stories to talk about based on areas on the map. Number the areas.**
- **Give a one sentence summary about the numbers on the back**
- **Pair up with another student in the class.**
Allow your partner to pick which story sounds the most interesting.
- **Whichever one he/she picks, write the short story about the event that happened from your past at that chosen number.**
Be as detailed as possible to enhance the plot and setting by using metaphors and similes.
- **Label the (1) Basic Situation, (2) Conflict, (3) Complications, (4) Climax, and (5) Resolution IN the written story**

Rubric:

Neighborhood Map	10 points
- Color for extra credit	
Written Story (<u>at least one page</u>)	20 points
<u>5 Labeled Parts of the Plot Diagram</u>	10 points
Total	40 points

DUE MONDAY, OCTOBER 11TH

Advanced English 10 Journal Rubric

	10	5	0
Content ____	Answers prompts without going off into opposite directions; every entry stays on topic	Answers prompts but veers off into different directions; some entries struggle to stay on topic	Every entry does not answer the prompt given or has nothing to do with prompt given;
Grammar ____	Hardly any grammar problems, and the prompts flow nicely sentence to sentence, entry to entry	Includes a few grammar mistakes that hinder the flow of the essay	I have to stop every other sentence to make a change or correct grammar on most entries
Completion ____	Turned in on time and is complete with all entries at least one page each	Turned in on time but some entries are not a whole page	Late
Total ____ / 30			
	5	3	0
Essay Entry			
Content ____	Answers prompt without going off into opposite directions; stays on topic with 2-3 great examples and/or reasonings	Answers prompt but veers off into different directions; struggles to stay on topic with only 1-2 examples and/or reasonings	Does not answer the prompt given or has nothing to do with prompt given; includes no examples and/or reasonings
Structure ____	Perfect essay structure with an opening paragraph, 2-3 descriptive paragraphs, and an ending paragraph; 3-5 sentence paragraphs	Essay structure lacks 2 of the following: an opening paragraph, 2-3 descriptive paragraphs, or an ending paragraph; 2-3 sentence paragraphs	No real essay structure; entire essay is one whole "paragraph"
Grammar ____	Hardly any grammar problems, and the essay flows nicely sentence to sentence	Includes a few grammar mistakes that hinder the flow of the essay	I have to stop every other sentence to make a change or correct grammar
Completion ____	One whole page	Not a whole page	Less than half a page
Total ____ / 20			
Journal Grade ____ / 50			

Advanced English 10

Media Connection Presentation

Name:

Date:

Period:

What you learned in class _____ / 10

Media Connection _____ / 10

Prop (Video, Music, Poster, etc.) _____ / 10

What you learned from Connection _____ / 10

Presentation _____ / 10

Q & A _____ / 10

Total _____ / 60

Mr. Curcio
 Derry Area High School
 Advanced English 10
 Dates: 9/6 – 9/10

PA Standards Used:

- 1.1.11. Learning to Read Independently
 - H. Demonstrate fluency and comprehension in reading.
- 1.4.11. Types of Writing
 - B. Write complex informational pieces (analyses, reflections, connections)
- 1.3.11. Reading, Analyzing and Interpreting Literature
 - A. Read and understand works of literature
 - B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
- 1.5.11. Quality of Writing
 - A. Write with a sharp, distinct focus
 - B. Write using well-developed content appropriate for the topic.
 - G. Present and/or defend written work for publication when appropriate.
- 1.6.11. Speaking and Listening
 - A. Listen to others.
 - B. Listen to selections of literature.
 - D. Contribute to discussions
 - E. Participate in small and large group discussions and presentations.
 - F. Use media for learning purposes.

Advanced English 10

Monday	Tuesday	Wednesday	Thursday	Friday
NO SCHOOL	Tune Tuesday WOD: P for Participation 1 Tune Tuesday 2 Introduce Humanities Project (language, literature, law, history, philosophy, arts, technology, linguistics, social sciences) 3 Assign four groups: Language Arts, History/Law, Philosophy, Social Sciences) 4 Assign Twitter names – Explain use of Twitter	Journal: What are some of your pre-thoughts about “The Project?” WOD: E for Explore Humanities Project 1 Media Connection Wednesday Example 2 Prepare “example” presentation for students to model Assignment: Instruct students to choose 3-5 quotes from novel(s) read this summer, type them up, and have them cut out for Friday	Journal: Imagine if we could transport ourselves anywhere in the world with the blink of the eye or the twitch of our nose. What are some of the benefits, problems, or lifestyle changes that would arise? WOD: C for Creativity Bio Poem	Journal: How is mood affected by weather? WOD: “Pop” Quiz #1 T for Think Theme Chart Journals DUE

Mr. Curcio
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 Advanced English 10
 Dates: 9/6 – 9/10

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Advanced English 10

Monday	Tuesday	Wednesday	Thursday	Friday
Journal: Everyone knows where they were and what they were doing on 9/11/01 when the planes hit the WTC. Tell your story. (10 min)	Tune Tuesday	Journal: (10 min)	Journal: (10 min)	Journal: (10 min)
WOD: <u>102 Minutes (525)</u>	WOD:	WOD:	WOD:	WOD:
<i>Bio Poem DUE</i>		<u>Media Presentations</u> Two students will present 15-min presentations connecting something we're doing in class to something that they already know	<u>The Storyteller</u>	"Pop Quiz" <u>The Storyteller</u>
<u>Assign:</u> The Power of Words Vignette (9.27)		<u>Materials:</u> None	<u>Materials:</u> Textbooks	<u>Materials:</u> Textbooks Pop Quiz Questions
<u>Materials:</u> Textbooks Assignment Sheets	<u>Materials:</u> iPod Speakers			

Mr. Curcio
 Derry Area High School
 Dates: 9/20 – 9/24

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Advanced English 10

Monday	Tuesday	Wednesday	Thursday	Friday
Laptops Research or Start typing Vignettes WOD: <u>Materials:</u> Laptop Cart	Tune Tuesday WOD: <u>Materials:</u>	10 minutes to work on Vignettes HW: Bring in Vignette Drafts tomorrow/Friday WOD: <u>Media Presentations</u> Two students will present 15-min presentations connecting something we're doing in class to something that they already know <u>Materials:</u>	"Pop Quiz" How to Workshop WOD: <u>Materials:</u> How to workshop Powerpoint	Vignette Workshop WOD: <u>Materials:</u>

Mr. Curcio
 Derry Area High School
 Dates: 9/27 – 10/1

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Advanced English 10

Monday	Tuesday	Wednesday	Thursday	Friday
Journal:	Tune Tuesday		Journal:	Journal:
WOD:	WOD:	RELEASE DAY	WOD:	WOD:
Read Vignette Poems to Class and give brief summary about essay	<u>Media Presentations</u> Two students will present 15-min presentations connecting something we're doing in class to something that they already know	Practice Benchmark #1 Hand out Practice Benchmark packets with answer keys Collect answer keys and place in Period basket	Mind Maps Narrator, Voice, Plot, & Setting Students will learn how to construct Mind Maps as an effective note taking tool.	<u>The Pedestrian</u> By Ray Bradbury Create Mind Maps focusing on Narrator, Voice, Plot, & Setting
Students will present their vignette projects which they produced to the class.		REUSE PACKETS for each period	Students will understand the importance of narrator, voice, plot, & setting in stories.	Students will creatively construct Mind Maps while reading & listening to a story emphasizing on plot, setting, narrator, and voice.
Vignettes Due				
<u>Materials:</u> Vignettes	<u>Materials:</u> Projector Screen Laptop	<u>Materials:</u> Packets Answer Keys	<u>Materials:</u> Mind Map Sheet	<u>Materials:</u> Textbooks Paper

Family Consciousness

Introduction: In Chapter 13 of To Kill a Mockingbird, “family consciousness” and ancestry are highlighted as key themes in the novel. With Thanksgiving and especially the holiday season right around the corner, family becomes a main priority over other things or people in our lives. However, we often forget those ancestors who have paved the way our families currently function today. A biography paper examines the life and contributions of a significant person.

Assignment: **Write a two page biography paper on someone in your family who you have never met before. This could be a straight biography or an interesting story. For example, interview your family members or look up old pictures/videos about a grandfather you have never met before but wish you had.**

Possible Questions to Ask:

- How was [family member] like me?
- If I were to ask someone about [family member], what would they say?
- Do you know of any good stories involving [family member]?
- Did [family member] and mom/dad get along? Why or why not?

Paper Requirements:

- Typed in double-spaced, 12-point, Times New Roman font using MLA style format
- Cite interviews using the correct MLA style format
 - o Example: Smith, John. Personal Interview. 17 April 2006.

Rubric:

- Paper will be graded using the PSSA Rubric with each section worth 10 points (Focus, Content, Organization, Style, Conventions).
- Paper Requirements will also be graded out of 10 points.

Total: 60 Points

*** This will be a strictly out-of-class assignment. One option is that you can schedule a Writing Center appointment after school with me at your convenience. Please take advantage of this for the betterment of your paper. ***

DUE DATE: MONDAY, DECEMBER 6TH

Introduction

Lee began *To Kill a Mockingbird* in the mid-1950s, after moving to New York to become a writer. She completed the novel in 1957 and published it, with revisions, in 1960, just before the peak of the American civil rights movement.

To Kill a Mockingbird: Chapter 2 (15-22)

September 1933

- http://www.flickr.com/photos/vieilles_annonces/5021195255/
- AE10: Dead Fires poem
 - o Respond to poem by Friday

Miss Caroline Fisher – The New Teacher

- What were your views of me when you first walked in?
- **E10 Essay of the Week: Do you think the American education system is effective? Why/not? Cite specific events from your life that have shaped your opinion**

Teaching how to read and understand...

- When did you first learn to read?
- What the first book you have ever read by yourself?

Walter Cunningham – Poor boy

Teacher hitting student with ruler

To Kill a Mockingbird: Chapter 3 (22-32)

Tiny bug “cootie” crawls out of Burris Ewell’s hair

“You never really understand a person until you . . . climb into his skin and walk around in it.”

Scout questions whether school is for her... Atticus explains the school law, but he will read to her on the side for extra education

PA Attendance Code: <http://www.pacode.com/secure/data/022/chapter11/chap11toc.html>

To Kill a Mockingbird: Chapter 4 (32-41)

Oak Tree Knot-hole includes:

- Two pieces of chewing gum
- Indian-head pennies



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Summer 1934

- John Dillinger ruled the summer... \$25,000 reward for him dead or alive and he gets mortally wounded by FBI agents in July 1934

“Boo Radley” Game

- Dill, Scout and Jem would act out the stories they heard about Boo Radley.

To Kill a Mockingbird: Chapters 5-6 (41-57)

Jem and Dill become closer

“Boo Radley” rumors

Dill’s Last Day – Creep on Boo

Neighborhood Gossip

Jem loses pants on fence after hearing shot gun

Miss Maudie → Role Model for Scout... important?

“Boo was a nice boy who suffered at the hands of a tyrannically religious family. He is one of many victims populating a book whose title, *To Kill a Mockingbird*, suggests the destruction of an innocent being. In fact, as a sweet, young child apparently driven mad by an overbearing father obsessed with sin and retribution, Boo epitomizes the loss of innocence that the book, as a whole, dramatizes.”

To Kill a Mockingbird: Chapter 7 (57-63)

Fall 1934

Knothole item #3 – a ball of gray twine

Knothole item #4 – carved soap models

- Carve soap models?
- http://www.ehow.com/how_5222556_carve-soap-child.html

Knothole item #5 – a spelling bee medal

- Spelling Bee with vocabulary up to this point

Knothole item #6 – an old pocket watch

Knothole item #7 – filled with cement by Mr. Radley

To Kill a Mockingbird: Chapter 8 (63-74)

A REAL winter finally hits Malcomb, AL

Miss Maudie's house catches fire

Boo puts blanket over Scout ... she almost throws up

Book contains many gothic elements from the legends and secrets surrounding Boo Radley to Dill's imaginative stories and the children's superstitions.

- Gothic literature –genre that combines horror and romance.

Theme of the Novel: In a world in which innocence is threatened by injustice, cruelty, prejudice, and hatred, goodness can prevail in the form of sympathy, understanding, and common sense, as evidenced by how the townspeople's affectionate willingness to help one another enables them to overcome the intrusion of these Gothic elements into their simple small-town lives.

To Kill a Mockingbird: Chapter 9 (74-89)

Scout nearly starts a fight with classmate over “nigger” comment

Atticus is asked to defend Tom Robinson, black man accused of raping a white woman

Christmas 1934



- “Allegory of an American Christmas” (1934)
- Allegory - a [figurative mode](#) of representation conveying meaning other than the literal.

“Scout overhears Atticus telling Jack that Tom Robinson is innocent but doomed, since it’s inconceivable that an all-white jury would ever acquit him.”

Hatred against blacks and Racism

Jackie Robinson – first black baseball player to play baseball, 1934

To Kill a Mockingbird: Chapter 10 (89-99)

Quote Discussion: “Mockingbirds don’t do one thing but make music for us to enjoy . . . but sing their hearts out for us. That’s why it’s a sin to kill a mockingbird.”

“One-Shot Finch”

- One shot from a “considerable distance”
 - o Make it = 1 C-Bill
 - o Miss it = nothing

Atticus’s masculine act and bravery symbolizes his value and trust in the town. His acts speak volumes to Scout... no longer the “old nerd.”

Father Discussion: Fathers seem indestructible to son and daughter, once they become weak... it’s awkward and hard to bare.

To Kill a Mockingbird: Chapter 11 (99-112)

Jem destroys Mrs. Dubose's camellia bushes over racist comment aimed towards Atticus



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- The colors of the flowers vary from white (purity) through pink colors to red
- Tea is made from their leaves
- State Flower of Alabama

Mrs. Dubose is actually a very good lady, but she is racist. Jem is not mature enough to see through this, so automatically labels her as a bad person.

Fire = Turning point in Scout's life from childhood games to adulthood seriousness
No more games... Tom Robinson's trial/ realization of racism pushes Scout into maturity.

PART TWO

To Kill a Mockingbird: Chapter 12 (115-126)

Dill sends letter that he will not be coming to Malcomb in the summer... Scout upset

Calpurnia takes kids to a "colored church"

After the service, Scout learns that Tom Robinson has been accused by Bob Ewell and cannot understand why anyone would believe the Ewells' word.

To Kill a Mockingbird: Chapter 13 (127-134)

The importance of ancestry/ "family consciousness"

- Proud to be a [student's last name]

Themes: Understanding and Sympathy

Calpurnia = Bridge between the two worlds

To Kill a Mockingbird: Chapter 14 (135-144)

Child's innocence: What is Rape?

Whisper Gossips and their effect on someone's social life

To Kill a Mockingbird: Chapter 15 (144-155)

Tom Robinson moved to Maycomb jail... lynching threat rises
Atticus sits in front of the jail, four cars come and ask him to move.
Child's innocence again comes into play... "tell Walter I said, 'hey'"

Jem's refusal to "go home" symbolizes his maturity from childhood to adulthood.. no more "fun and games," but lynching and threat towards Atticus is a "serious, adult manner."

"a gang of wild animals can be stopped, simply because they're still human."

To Kill a Mockingbird: Chapters 16-17 (155-178)

Trial Begins.

How a Courtroom/Trial is structured → <http://www.law.wisc.edu/evidence/ch01.html>

Bob Ewell – Lazy, arrogant, and disrespected... Irony = someone so low can have a huge impact on the innocence of a man. Shows the POWER of racism, and how innocence can be destroyed by evil.

To Kill a Mockingbird: Chapter 18 (178-189)

Mayella's testimony... what do you think?

To Kill a Mockingbird: Chapter 19 (190-199)

One witness: Tom Robinson

- His story is the true version of events: because of both Tom's obviously truthful nature and Atticus's brilliant and morally scathing questioning of the Ewells, the story leaves no room for doubt.

Link Deas, Tom's white employer, stands up and declares that in eight years of work, he has never had any trouble from Tom. Judge Taylor furiously expels Deas from the courtroom for interrupting.
The IMPACT of bias

Only reason Tom is not believed... is because he is BLACK.

To Kill a Mockingbird: Chapters 20-22 (199-217)

Tom Robinson... Guilty.

Length of time for verdict symbolizes progress against racism

Atticus RESPECTED by black community... considered a win?

Atticus understands that people are capable of great goodness and great evil, which proves the key to his own admirable moral strength.

In a way, Jem, like Tom Robinson, is a mockingbird. While the Ewells and the forces of hatred and prejudice do not take his life, they do strip him of his childhood and youthful idealism.

Are you a mockingbird?

To Kill a Mockingbird: Chapter 23 (217-227)

Jem and Atticus discuss the justice of executing men for rape. The subject then turns to jury trials and to how all twelve men could have convicted Tom. Atticus tells Jem that in an Alabama court of law, a white man's word always beats a black man's, and that they were lucky to have the jury out so long.

"Ranking of crimes" Discussion

- Rank based on type of person
 - o Murderer
 - o Drug Dealer
 - o Rape
 - o Serial Killer
 - o Thief
 - o Adultery
 - o Assassin
 - o War Crime
 - o Prostitution

To Kill a Mockingbird: Chapter 24 (227-237)

Missionary Circle = church women's group

Tom Robinson tries to escape and is shot 17 times

- Importance of number 17?

To Kill a Mockingbird: Chapters 25-26 (238-247)

Mr. Underwood writes a long editorial condemning Tom's death as the murder of an innocent man. The only other significant reaction comes when Bob Ewell is overheard saying that Tom's death makes "one down and about two more to go."

Student assignment: Write an editorial about Tom's death

Jem becomes sensitive to the vulnerability of those who are oppressed.

September 1935

- Nazi Germany accepts the swastika as their new national flag
- http://thelibrary.springfield.missouri.org/lochist/frisco/magazines/fem_1935_09/fem_1935_09_01.pdf

The kids still want to see Boo Radley

Hypocrisy = Miss Gates talks about equality whenever she said after the trial, "it was about time someone taught the blacks a lesson."

To Kill a Mockingbird: Chapter 27 (247-254)

The after effects of the trial

- the injustice of the trial has changed Jem irrevocably
- They have a play to try and cover up the damage caused by those who act without conscience.

School holds a play called an "agricultural pageant" in which every child portrays a food: Scout wears a wire mesh shaped to look like ham.

Activity Idea: Hold a classroom play in which every student plays a food... kinda like Veggie Tales

To Kill a Mockingbird: Chapters 28-29 (254-270)

After Jem is found unconscious, Heck Tate appears and tells Atticus that Bob Ewell is lying under a tree, dead, with a knife stuck under his ribs.

BOO RADLEY SAVES THE DAY!

Did Boo stab Ewell?

Who killed Ewell?

Tom Robinson died for no reason, he says, and now the man responsible is dead: "Let the dead bury the dead."

Student Trial: Take a character and defend him/her on what happened to Ewell.

To Kill a Mockingbird: Chapters 30-31 (271-281)

“Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough.”

“When they finally saw him, why he hadn’t done any of those things . . . Atticus, he was real nice. . . .”

“Most people are, Scout, when you finally see them.”

Despite Scout’s obvious maturation in Chapter 31, the novel closes with her falling asleep as Atticus reads to her... she’s still only 8 years old.

The Ending: a powerful feeling of cautious optimism—an acknowledgment that the existence of evil is balanced by faith in the essential goodness of humankind.

Assignment: What happens when Scout grows up?

Spark Notes Recommended Essay Topics:


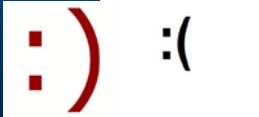
1. Analyze the childhood world of Jem, Scout, and Dill and their relationship with Boo Radley in Part One.
2. How do Jem and Scout change during the course of the novel? How do they remain the same?
3. What is Atticus’s relationship to the rest of Maycomb? What is his role in the community?
4. Discuss the role of family in *To Kill a Mockingbird*, paying close attention to Aunt Alexandra.
5. Examine Miss Maudie’s relationship to the Finches and to the rest of Maycomb.
6. Discuss the author’s descriptions of Maycomb. What is the town’s role in the novel?
7. Analyze the author’s treatment of Boo Radley. What is his role in the novel?

Characterization

Character—(1) moral makeup of a person
—(2) a person in a book, movie, or play

Characteristic—a trait, an attribute

Characterization—to describe, to indicate details of someone or something

“Sims in the Media”

- Created by Will Wright, Sims is recognized as being the most popular PC game of all time.
- Reportedly, well over 16 million copies of the game have been sold worldwide after recorded in 2006.
- Winner of the “Game of the Year” award in the year 2000.
- Renowned for the ability of the player to choose their character, as well as the characteristics of that character.

“What I learned...”

—Programmers of Simulation Games concentrate heavily on real life human characteristics to develop parts of the games.




Media Connection Project Mind Mapping *the Notebook*

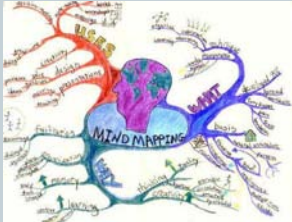
“IF YOU’RE A BIRD, I’M
A BIRD.”

“I WANT ALL OF YOU,
FOREVER, YOU AND ME,
EVERYDAY.”

Connection from class

- Mind Mapping
- A highly effective note taking technique
- Main things in a map
 1. Make it simple
 2. Color
 3. Branch out from the main topic
 4. Understandable to outsiders

Media



[Street Scene](#)
[Canoe Scene](#)

What We Learned

- In the movie, Allie Hamilton attended Sarah Lawrence College in New York.
- In the 1940’s, 750,000 women were enrolled in college.
- Ernest Hemmingway was one of the more popular writers in the 1930s and 1940s
 - Nicholas Sparks, the author of *the Notebook*, enjoys his work including *A Farewell to Arms*