

Anchor Texts: Harper Lee, <i>To Kill a Mockingbird</i>	ELA Grade: 8 Module 2 - Working With Evidence: Taking a Stand Duration: 8 weeks	Unit 3 Focus: Performance Task Duration – 1 week or 5 lessons Essential Question(s): • How does taking a stand in small ways show integrity? • Is it worth taking a stand for one’s self? For others?
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Lesson	Standard/Long Term Target	I can statement	Ongoing Assessment	Anchor Charts & Protocols
1 Mid-Unit 3 Assessment: Readers Theater Scene Selection Justification and Peer Critique	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) • I can use evidence from informational texts to support analysis, reflection and research. (W.8.9a) • I can create poetry, stories, and other literary forms. (W.8.11b) 	<ul style="list-style-type: none"> • I can explain why I chose my scene from <i>To Kill a Mockingbird</i>. • I can explain how my script develops the main idea of the key quote. • I can use the rubric to provide feedback to my peers. 	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification 	<ul style="list-style-type: none"> • Key Quotes anchor charts (from Unit 2, Lesson 8) • Readers Theater Criteria anchor chart (from Unit 2, Lesson 14)
2 Our Group Readers Theater: Managing the Sequence of Events in Our Script	<ul style="list-style-type: none"> • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) 	<ul style="list-style-type: none"> • I can add transitional words and phrases to connect scenes in a script. 	<ul style="list-style-type: none"> • Readers Theater script, draft with revisions and transitions 	

<p>3 Readers Theater: Writing a Conclusion</p>	<ul style="list-style-type: none"> • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) 	<ul style="list-style-type: none"> • I can work with my group to write a conclusion to our script that summarizes the key events and draws the audience attention back to the key quote. 	<ul style="list-style-type: none"> • Readers Theater script revisions • Conclusion for group script • Performance practice feedback • Venn Diagram: Similarities and Differences between the Readers Theater Script and To Kill a Mockingbird 	<ul style="list-style-type: none"> • Readers Theater Criteria anchor chart (from Unit 2, Lesson 14)
<p>4 End of Unit 3 Assessment: Readers Theater Commentary</p>	<ul style="list-style-type: none"> • I can determine a theme or the central ideas of literary text. (RL.8.2) • I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) • I can objectively summarize literary text. (RL.8.2) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences 	<ul style="list-style-type: none"> • I can explain how our script is a response to To Kill a Mockingbird. • I can explain how our script connects to the novel and how it diverges from it and why. • I can use a rubric to provide kind, specific, and helpful feedback to my peers. 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Readers Theater Commentary 	<ul style="list-style-type: none"> • Key Quotes anchor charts (from Unit 2, Lesson 8) • Readers Theater Criteria anchor chart (from Unit 2, Lesson 14)

	<p>from the original. (W.8.11)</p> <ul style="list-style-type: none"> • I can create poetry, stories, and other literary forms. (W.8.11b) 			
<p>5 Performance Task: Readers Theater Performance</p>	<ul style="list-style-type: none"> • I can determine a theme or the central ideas of literary text. (RL.8.2) • I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) • I can objectively summarize literary text. (RL.8.2) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) • I can create poetry, stories, and other literary forms. (W.8.11b) 	<ul style="list-style-type: none"> • I can speak clearly and with expression for a performance. • I can perform my Readers Theater script for an audience. • I can ask questions that ask the audience to connect all of the individual scripts to understand the whole thing. • I can respond 	<ul style="list-style-type: none"> • Group Narrative Script • Readers Theater performance • Self-assessment 	<ul style="list-style-type: none"> • Fishbowl protocol

Academic and Reading Vocabulary:

Readers Theater, transitional, diverge, response, diverges; commentary, peer critique

Central Texts:

1. Harper Lee, *To Kill a Mockingbird* (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2.
2. Shirley Chisholm, "Equal Rights for Women," speech made on May 21, 1969.
3. Sojourner Truth, "Ain't I a Woman?" speech made in May 1851.
4. Lyndon Johnson, "The Great Society," speech made on May 22, 1964.
5. *To Kill a Mockingbird*, film directed by Robert Mulligan (and starring Gregory Peck), 1962.
6. Robert Hayden, "Those Winter Sundays," 1966.
7. Countee Cullen, "Incident," 1925.
8. Ella Wheeler Wilcox, "Solitude," 1883.