Literary Reading – Symbolism/ Coming of Age
High School, 9th Grade
Spring 2013

Project READI Curriculum Module
Technical Report #3

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& Project READI Literature Team

With acknowledgement to members of the Project READI Literature Team: Carol D. Lee, Susan R. Goldman, Sarah Levine, MariAnne George, Rick Coppola, Jessica Chambers and Angela Fortune.

Please send us comments, questions, etc.: info.projectreadi@gmail.com

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Project READI operated as a multi-institution collaboration among the Learning Sciences Research Institute, University of Illinois at Chicago; Northern Illinois University; Northwestern University; WestEd’s Strategic Literacy Initiative; and Inquirium, LLC. Project READI developed and researched interventions in collaboration with classroom teachers that were designed to improve reading comprehension through argumentation from multiple sources in literature, history, and the sciences appropriate for adolescent learners. Curriculum materials such as those in this module were developed based on enacted instruction and are intended as case examples of the READI approach to deep and meaningful disciplinary literacy and learning.

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Objective of Module: Relationship of symbolism to theme in literary texts*

**Literal Understanding**
- Gateways for relevant background knowledge
- Close reading and annotating
- Plot and setting support sheets
- Character map

**Symbolism**
- CDS
  - How do you know it is a symbol?
  - How do you know what the symbol means?
- Interpreting symbolism support sheet
- Rules of Notice (Mr. BICEPS)

**Thematic Inferences**
- Gateway for building criteria for coming of age theme
- CDS
  - How do you know the larger meaning of the text?
- Close reading questions

**Argument**
- Gateway for understanding argument structure (claims, evidence warrants)
- Sentence stems
- Templates
- Academic language examples

*This is the overarching module objective. All designed modules are guided by the six interrelated learning objective below.

**Literature Learning Objectives**

1. Engage in close reading of literary texts to construct interpretations
2. Synthesize within and across literary texts to construct generalizations about theme, characterization, structure, and language
3. Construct claim-evidence relations based on evidence from texts, reader’s experiences, other texts, and literary constructs
4. Establish criteria for judging interpretations of theme
Cultural Data Sets
Connotations PPT and Flag symbol worksheet to introduce strategies for interpreting symbolism
Lyrics to "Titanium" to make process of interpreting symbolism in context explicit
• How do you know something is a symbol? Using rules of notice and criteria for a symbol
• Writing template to write argument paragraph

Gateway Activity
Coming of age scenarios to develop list of criteria for theme
• Generated criteria for argument of judgment through small group and whole class discussion
• Wrote basic argument of judgment using a template

Literary Texts: "Linoleum Roses" and "The Rose That Grew From Concrete"
Main texts to practice literal understanding, symbolic interpretation, thematic inferences, and building arguments
• Identified and interpreted symbols in short texts
• Compared and contrasted use of symbols in two literary texts

Anchor Text: To Kill a Mockingbird, novel
Main text to practice literal understanding, symbolic interpretation, thematic inferences, and building arguments
• Annotated and answered close reading questions
• Wrote synthesis with newspaper article from Scotsboro trial
• Constructed argument essay around a symbol in the novel or around the theme of coming of age in the novel
I. Text Selection
Based on the school’s demographic, text selection emphasizes issues related to coming of age. These literary texts focus on a set of experiences that students may be able to connect to their own life experiences.

*Text sequence*
The sequence of texts begins from a younger coming of age perspective (closer to the age of the student population) and with experiences that may be more closely related to students’ experiences. The last text reflect an older coming of age perspective and cultural norms that may not be related to student experiences.
Song lyrics “Titanium”, Sia Furler, 2011
Vignette “Linoleum Roses” from *The House on Mango Street* –Sandra Cisneros, 1984
Poem “The Rose the Grew From Concrete”—Tupac Shakur, 1999
Novel *To Kill a Mockingbird*—Harper Lee, 1960

II. Lessons

**GUIDING QUESTIONS FOR MODULE**

**THEMATICAL QUESTIONS:**
- What experiences do you need to come of age?
- When you grow up, what parts of yourself do you have to leave behind?
- Have you “come of age”?
- How do authors’ view the worlds of immaturity and maturity? How do their views challenge yours?
- What role does family play in coming of age?
- How is coming of age impacted by racism and poverty? What are authors’ worldviews about that? How do they align with yours?

**QUESTIONS ABOUT RHETORICAL TOOLS IN LITERATURE:**
• What is a symbol, and what’s not? How do you know?
• What does symbolism do?
• How do you construct symbolic value?
• How does language work to create effects on a reader?
• How do authors use symbolism to represent childhood, maturity, and the act of “coming of age”?

QUESTIONS ABOUT STRUCTURAL GENERALIZATION:
• How does the author use language to convey what you think the symbol communicates?
  o Thick description, understatement, exaggeration, parallelism, contrasts
• How the author organizes details to convey what you think the symbol communicates?
  o Repetition, contrasting details, parallel details
DAY 1 -7 Introduction to Symbolism

Overview
• Introducing strategies for interpreting symbolic meanings through Cultural data sets.

Objectives
• Students will activate prior knowledge of strategies around detection and interpretation of symbolism using cultural data sets

Assessment
• Discuss role of symbolism in our everyday lives—in the classroom, what we wear, etc.
• Students’ list about strategies that help indicate something is symbolic
• Introduce academic language and templates

Guiding Questions
• What are symbols and how do they work?
• What helped you identify something as symbolic?
• Does the object/event/idea seem positive or negative or both? Why?” Move students toward qualities and characteristics of object.
• On what basis do you reject a literal interpretation?

Texts/Materials
• Powerpoint on Connotations
• Flag symbol detail support worksheet
• Song lyrics
• MR. BICEPS
• Language for Analyzing Author’s Technique
• Symbol Activity for getting at Lang-worksheet
**WHAT WE DESIGNED**

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<thead>
<tr>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>RATIONALE</th>
<th>INTENDED OUTCOMES</th>
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<tr>
<td>Connect strategies Ss use in real life to strategies used in texts</td>
<td>Awareness of unit</td>
<td>Intended to activate prior knowledge and provide a launching point for exploration of interpreting symbols.</td>
<td>Students will see that one foci of the unit getting at the broader messages of texts and how symbols can help us to determine those messages.</td>
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<td>Today we are starting a unit on symbolism and coming of age. We interpret symbols all the time. Can anyone give me an example of a symbol in our every day life? If Ss are unsure, cultural symbols like wedding bands can be provided.</td>
<td>Ss share examples of every day symbols.</td>
<td>This is intended to have students connect everyday images/ texts to how they are intended to make one feel or think about.</td>
<td>Students will see the messages of texts in their everyday world.</td>
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<td>We are going to begin thinking about how we interpret symbols in texts. T: goes over the Power point, explaining the power of words and images and due to their connotations. T: passes out Flag Symbol worksheet and has Ss look at the images and decide whether positive or negative and why before starting discussion.</td>
<td>Ss look over the worksheet silently. Then they discuss as a whole class.</td>
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<td>We’re going to be talking about different experiences of coming of age and determining what in texts may be symbolic for the next few weeks. We are going to be looking at how authors create images that may require more than a literal interpretation. We’re going to be figuring out how authors let us know that’s the case, and how reading these kinds of texts can add to our understanding of human nature (or if they can at all).</td>
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<td>T: passes out Language for Analyzing Ss: construct their</td>
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<td>Author’s Technique</td>
<td>Handout and after discussion of associations and connotations with each image, has students in groups focus on #3 in handout, where students use some of the language in the handout to discuss the effects of the image.</td>
<td>T passes out song lyrics to “Titanium.” What I want you to do is read the lyrics silently. Once you are done, get into groups of 3 and follow the directions in the handout “Symbol Activity for getting at lang”—fill out one per group and discuss.</td>
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<td><strong>TLD</strong></td>
<td>Here Ss should be able to explain how this song is not literally about titanium. On what basis do they reject a literal interpretation? They should also begin to discuss strategies that help to determine when something is symbolic.</td>
<td>This helps Ss to think about the structure of texts and how they convey meaning.</td>
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<td><strong>TLD – 1.</strong> How did you figure out the symbols? In discussing the activity, the emphasis is on how students take into consideration what they know about relationships and about titanium (prior knowledge) to know what the song is about. The emphasis is also on the hints to symbols. Repeated words, titles, exaggeration, parallelism, contrasts, and affect, positive or negative, good or bad, etc.</td>
<td>Ss talk through their support handouts. Emphasis in on the template at the end of the worksheet, emphasizing how one way to support our claims is through how language is used.</td>
<td>This will serve mainly as an introduction to argumentation. With this example, it is reasonable to expect students to tease out</td>
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<td><strong>Structuring argument about symbolism using the song lyrics: How would you explain to someone who didn’t understand that titanium is a symbol?</strong></td>
<td><strong>TLD – students participate in identifying parts of argument</strong></td>
<td><strong>Students are introduced to the structure and parts of an argument, with writing that</strong></td>
<td><strong>Students will practice focusing on language of text as evidence for symbolism</strong></td>
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<td>(this is more practice beyond the template in the support handout)</td>
<td>the claim (titanium is a symbol) and that all the statements they made about how they know it’s not a literal interpretation can serve as evidence. They should also remember that the third important part of an argument is the reasoning.</td>
<td>reflects the aforementioned. This activity will also assist students in developing warrants.</td>
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DAY 8 – 10 Introduction to Coming of Age Criteria

Overview
• Using short scenarios to detect criteria for coming of age in texts
• Using short scenarios for making an argument of judgment about the most important aspects that determine someone has come of age

Objectives
• Adding to list of criteria for coming of age in texts
• Practice in detecting criteria in texts
• Writing basic argument of judgment

Assessment
• Thematic statements
• Thesis and one body paragraph of argument based on criteria

Guiding Questions
• What experiences do you need to come of age?
• What role does family play in coming of age?
• Which are the most important aspects that show someone has come of age?

Texts/Materials
• Coming of age scenarios
• Public list of criteria for coming of age
• Thesis template guides
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<td><strong>Teacher Activities</strong></td>
<td><strong>Student Activities</strong></td>
<td><strong>Students will learn to make criteria for judgments explicit</strong></td>
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<td>Introduction to arguments of judgment through scenario activities as a tool that will engage students in learning defining strategies. Students decide the extent to which the behavior of the characters conforms to the requisite conditions of “coming of age.” T will introduce the activity by stating that students will be examining several situations in which they must determine whether someone has come of age or not. Here is it made explicit that in argument of judgment, we must determine criteria (how we measure or the rules we use) to make judgments. Continue with argument of judgment through scenarios. The handout includes four scenarios. First scenario is read aloud and TLD: Does this show coming of age or not? How do you know? What is our beginning list of criteria for coming of age?</td>
<td>Maybe students in pairs come up with ways they determine what makes a good scary movie or maybe a good teacher? Discussion of criteria and quick write up (argument) of claim that Ms. X is a good teacher. Students discuss and read first scenario as whole class then in groups of three they read the next three, deciding whether the actions of the characters show a coming of age and why or why not. Ss add to their list by providing criteria for coming of age. Students make judgments about people’s actions. This gateway activity should reveal the normative thought processes of evaluating scenarios.</td>
<td>Students make judgments based on criteria all the time Students will make explicit the criteria they pick out when judging actions and. Students should come away with the feeling that this process is something that occurs daily in their lives.</td>
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Whole class discussion of answers to the questions and criteria for judging coming of age. Here the discussion focuses on using all of the information from the scenario and on using strong warrants convincing others of our claim.

Students share answers to the questions and the criteria used for determining a coming of age
Add to public list of criteria

Students are able to see the criteria and determine whether an action must meet all criteria if deemed as a coming of age

Students will be able to start noticing that there are criteria we can use in texts when judging characters and situations.

Instruct students to write out a thesis and one body paragraph of argument on their chosen scenario and their list of criteria. Their aim is to choose a scenario that they believe has the strongest criteria for coming of age.
Discuss basic writing format: first paragraph usually does what? Body paragraphs do what? (provide handout on thematic statements)

Students write an argument based on one scenario
Individual writing, using their criteria.

The use of thematic statements is also practice in thinking more globally about author’s generalizations.

T instructs students on how to peer review. They must first focus on the overall essay and whether or not it communicated a unified message about the action being courageous.
The peer review focuses on the communication of meaning throughout the essay, rather than on grammar and form.

Students peer review each other’s work

Students practice sharing and improving their work with their peers

Student practice focusing on communication of meaning
DAY 11-14: “Linoleum Roses” & “The Rose That Grew From Concrete”

Overview
● The lesson will focus on practice of the strategies used to determine coming of age and symbolism
● This lesson will focus on argument writing and synthesis

Objectives
• Students will practice close reading skills
• Students will practice strategies for identifying symbols
• Students will practice constructing arguments about literature

Assessment
• Text annotations
• Partner and Whole Group Discussions
• Graphic Organizer
• Argument Writing

Guiding Questions
• What strategies do you use for identifying and interpreting symbols?
• On what basis do you determine that an object, event, image, etc. stands for more than the literal?
• How can we use our coming of age criteria to evaluate a literary text?

Text/Materials
• “Linoleum Roses”
• Graphic Organizer
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<td><strong>Teacher Activities</strong></td>
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<td>Instruct students that we will be reading and analyzing the second literary text, a vignette by Cisneros, of the unit and will be using the same strategies we have been working on to understand the story and determine symbols and coming of age criteria.</td>
<td>Awareness of purpose</td>
<td>Students will be aware of purpose for learning/engaging in work</td>
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<td>Instruct students to read “Linoleum Roses” silently. Ss then reread the poem and annotate text, focusing on aspects of the character: challenges and conflicts, what motivates the character, unusual things you notice about the character.</td>
<td>Ss work individually making sense of the text and narrator</td>
<td>Practice in annotating short texts</td>
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<td>Pair/Share: Instruct students to pair with a partner and discuss the text annotations. Share out discussions with whole group.</td>
<td>Ss work with a partner and the share with the class</td>
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<td><strong>TLD:</strong> Now we’ll focus on possible symbols. What strategies did you use in identifying these symbols? How do we know the narrator isn’t just talking about flowers? Do these symbols seem to be positive or negative? How do these symbols help us to think about the character and her larger world?</td>
<td>Ss will identify possible symbols in whole class discussion. Ss will analyze what these symbols tell us about the character and her world.</td>
<td>Ss will continue to think about symbols and interpreting these symbols using reasoning and rules of notice</td>
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<td>Provide template that provides space for claim, evidence, and reasoning This graphic organizer will require students to determine whether a character has come of age or not, citing specific evidence and reasoning for</td>
<td>Ss: Determine whether or not character has come of age, providing claims, evidence, and warrants.</td>
<td>Ss will identify claim, evidence, and reasoning and evaluate each before beginning to compose a short essay</td>
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<td>Students will continue to use criteria for coming of age to judge a literary text</td>
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<td>TLD: Has this character come of age? What coming of age criteria did you use to determine your response? What evidence from the text helped you to think about the character’s coming of age?</td>
<td>Ss practice defending interpretation of story, citing evidence and warrants</td>
<td>Ss will continue to think about coming of age criteria</td>
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<td>Instruct students to write introduction paragraph and one body paragraph using graphic organizer.</td>
<td>Ss will practice writing arguments of judgment based on “Linoleum Flowers”</td>
<td>Students will continue to practice writing arguments of judgment</td>
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<td>Monday, 4/15</td>
<td>Tuesday, 4/16</td>
<td>Wednesday, 4/17</td>
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| - Ch. 13 Annotate Text and discuss importance of Chap | 1) T will summarize Ch. 14  
2) S will have 10 min to popcorn read Ch. 15 (p.193-207) – 3 will read each section  
-p.193-195  
-p.195-197  
-p.197-200  
-p.200-203  
-p.204-207  
3) S will discuss summary of what happened  
4) Plot & Setting Flowchart  
- Scene where Atticus is sitting in front of jail where Tom Robinson is being held is Important Event #4  
- What are 3 other important events that have happened in the chapters leading up to this?  
- What makes something important? Has tension been introduced or any | 1) Discuss Plot & Setting Flowchart – as a class, students will volunteer “important events” that should be included in the big class flowchart.  
2) Introduce Trial Assignment by chapter:  
**Ch. 16 (p.208-221):** The trial begins the following day and people from all over the county flood Maycomb. Jem and Scout sneak into courtroom and watches trial with Reverend Sykes up to the balcony (where the African-Americans are segregated).  
**Ch. 17 (p.222-229):** Heck Tate’s testimony  
**Ch. 17 (p.229-238):** Bob Ewell’s testimony  
**Ch. 18 (p.239-253):** – Mayella Ewell’s testimony  
**Ch. 19 (p.254-266):** – Tom Robinson’s testimony.  
3) While reading their assigned chapters in their groups, S will complete the following questions for their specific testimony:  
1. What key information does each witness give during questioning?  
2. How does each witness behave on the stand?  
3. What is the general impression that the witness makes? | - No school – Report Card Pickup | - Students will work together in groups to put their character’s testimony information on a large piece of paper to present to the class.  
- On Monday, 4/22, groups will perform each character’s testimony (staying true to the characters as much as they can)  
- Consider how your character would feel as he/she looked around the courtroom. Who would he/she make eye contact with? What would his/her mannerisms be? |
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<th>Tuesday, 4/23</th>
<th>Wednesday, 4/24</th>
<th>Thursday, 4/25</th>
<th>Friday, 4/26</th>
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<tr>
<td>1) Trial presentations: Students will present their character’s testimony information on large chart paper. - Groups will perform each character’s testimony (staying true to the characters as much as they can) - Each student will complete Trial Witness Organizer while other groups are presenting their character’s testimony</td>
<td>No school – Juniors take ACT</td>
<td>Wednesday, 4/24 - No school – Juniors take ACT</td>
<td>1) S will discuss Ch. 20 <strong>Atticus’ final remarks:</strong> - He makes a personal appeal to the jury to spare the life of Tom Robinson. - The prosecution has provided no medical evidence and both Ewell testimonies are questionable.- The physical evidence supports that Bob Ewell beat Mayella, not Tom Robinson. - He speculates that Mayella was lonely and depressed and welcomed the visits by Tom. She then concealed her shame by accusing Tom of rape rather than admit the truth. - Atticus pleads for Tom’s life.</td>
<td>1) Read Ch. 22: Analyze the deeper meaning of Miss Maudie’s conversation with Jem. - Quote: “I waited and waited to see you all come down the sidewalk, and as I waited I thought, Atticus Finch won’t win, he can’t win, but he’s the only man in these parts who can keep a jury out so long in a case like that. And I thought to myself, well, we’re making a step- it’s just a baby-step, but it’s a step’” (Lee 219). - <strong>What is she saying?</strong> - <strong>What are the larger implications of what she is saying in this quote?</strong> - <strong>How does it connect to a central theme in the novel?</strong></td>
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<td>2) S will read Scottsboro article and respond to questions that get at synthesis of theme and human nature. - S will answer and</td>
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<td>HW: Read Ch. 23 for</td>
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<td>think through the questions individually before sharing in pairs and then as a class.</td>
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<td>HW: Read Ch. 20 (Atticus’ closing remarks for Thursday, 4/25)</td>
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<td>Writing: What was your emotional reaction to the verdict of the Tom Robinson trial? Describe how you felt when you read the verdict of the trial. Is it what you expected? Why or why not?</td>
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<td>Monday, 4/29</td>
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<td><strong>Focus Activity:</strong> What does it mean to “put yourself in another person’s shoes”? What personal qualities are necessary to be able to see things as someone else does?</td>
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<td><strong>Discussion:</strong> Sharing in groups – Discuss different situations in which you learned something by putting yourself in another person’s shows. What made it possible to adopt a different perspective? What was difficult about the experience?</td>
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<td><strong>Part III Active Reading:</strong> While students read Ch. 22-31, they will think about the effect of the trial’s outcome on different characters. They will complete chart to identify effect on each character.</td>
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<td>Monday, 4/29</td>
<td>Tuesday, 4/30</td>
<td>Wednesday, 5/1</td>
<td>Thursday, 5/2</td>
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<td>1) Discuss Ch. 23 events</td>
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<td>2) Class discussion: Do you think rape should be a capital offense punishable by death? Why or why not? - Justify your position with a strong explanation. Please be respectful of opinions that are different from your own.</td>
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<td>3) Do you agree with Aunt Alexandra’s statement that “When a man says he’s gonna get you, looks like he means it”?</td>
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<td><strong>Class Discussion:</strong> How does Scout’s reaction to the trial differ from Jem’s? Atticus?</td>
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<td><strong>Tuesday, 4/30</strong></td>
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<td>Ch. 24</td>
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<td>- Mockingbird Discussion: How does Tom Robinson’s death make him a metaphorical mockingbird? What was shocking about his death?</td>
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<td><strong>Wednesday, 5/1</strong></td>
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<td>Ch. 25</td>
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<td>What do you think is the purpose of pages 322-323? Why would the author include information about Maycomb’s interest in Tom’s death and Mr. Underwood’s editorial? [This attempts to get at structural and author generalizations]</td>
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<td><strong>Thursday, 5/2</strong></td>
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<td>Ch. 26</td>
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<td>- Focus: Why do you think the kids begin talking about Boo Radley again after such a long time? - Why hasn’t he been the object of the kids fascinations for several chapters? What has changed? Why are the kids fixated on him again?</td>
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<td><strong>Friday, 5/3</strong></td>
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<td>Ch. 27</td>
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<td>- Focus: How does Link Deas demonstrate courage in this chapter? What kind of courage does he display? What adversity does he face?</td>
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<td><strong>Writing prompt:</strong> The last sentence of chapter 27 says, “Thus began our longest journey together.” What does Scout mean by this? Support your idea with text from the novel.</td>
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<tr>
<td>Whole class discussion: What do you think “the longest journey is?” Are Scout and Jem innocent anymore? How could this even mark the end of their childhood? Read the first two paragraphs of the book, to help you make your case.</td>
<td></td>
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</tr>
<tr>
<td>The sequence of events</td>
<td></td>
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</tr>
</tbody>
</table>
Discuss the idea that Scout and Atticus are aligned in belief that people are good.

Think about and respond to the following:
- Do you think Mr. Ewell will take revenge on Atticus in an attempt to get back at him?
- Why is Mr. Ewell so angry even though he won the court case and Tom Robinson was found guilty?

<table>
<thead>
<tr>
<th>Monday, 5/6</th>
<th>Tuesday, 5/7</th>
<th>Wednesday, 5/8</th>
<th>Thursday, 5/9</th>
<th>Friday, 5/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 28</td>
<td>Ch. 29</td>
<td><strong>Who is the Mockingbird? Activity</strong></td>
<td>In-class final essay: Choose one from the following:</td>
<td>In-class final essay continued:</td>
</tr>
<tr>
<td>- Focus: Harper Lee uses sensory details to bring the attack on Scout and Jem to life.</td>
<td>- Focus: Does it surprise you that Bob Ewell attacked Jem and Scout, intent on killing them? Why or why not?</td>
<td>Each group analyzes a character in terms of the mockingbird metaphor and they write a quick argument. “Remember it’s a sin to kill a mockingbird.” That was the only time I ever heard Atticus say it was a sin to do something, and I asked Miss Maudie about it. “Your father’s right,” she said.</td>
<td>What does Boo Radley symbolize in the story? What evidence from the story and what you know</td>
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</tbody>
</table>
cumbersome costume, yet the scene is full of rich description. In one paragraph, identify the sensory details used by Lee and how they enhanced your reading of the scene and understanding of the events taking place. In a second paragraph describe what you think took place based on the sensory details provided.

| Atticus? What does this reveal about his character? | “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.” |
| Ch. 30 - Focus: What really happened that night? | about the 1930s support your claim? (AUTHOR’S GENERALIZATION) |
| Description: Atticus and Heck Tate have a tense conversation on the porch about how Mr. Ewell died. What does Atticus say he thinks happened? What does Heck Tate insist happened? What does Heck Tate actually believe happened? Why wouldn’t Heck Tate want Maycomb to know the truth? 1) Finish reading Ch. 31- |
| **Students can choose to work with one of any number of characters including Tom, Boo, Scout, Jem, or Dill.** | Coming of age is a theme in which “the protagonist is initiated into adulthood through knowledge, experience, or both, often by a process of disillusionment. Understanding comes after the dropping of preconceptions, a destruction of a false sense of security, or in some way the loss of innocence.” How is “TKaM” a coming of age story? (STRUCTURAL GENERALIZATION) |
| PPT: | |
Slide 1

Words have power
(only because we give them power)

C U K F

Blurg

Slide 2

Words have connotations
Tara Leigh Patrick → Carmen Electra
Words have connotations
Carlos Irwin Estevez → Charlie Sheen

Words have connotations
Eric Bishop → Jamie Foxx

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How the experts talk about language

• The word connotes ________.
• The word suggests ________.
• The word creates a sense of ________.
• The image of ________ creates a mood of ________.
• The word conveys the idea of ________.

How is language used to talk about YOU?

Which words suggest similar worldviews? (Try positive vs. negative)
• “Teaching to the test”
• “Accountability”
• “Standards”
• “Seat work”
• “Drilling”
• “Fostering the whole child”
• “Factory education”
Slide 7

How the experts talk about language

- The word connotes __________.
- The word suggests __________.
- The word creates a sense of __________.
- The image of _____ creates a mood of _____.
- The word conveys the idea of __________.

Slide 8

WE use symbols to reveal our character and worldviews

___________________________________

___________________________________

___________________________________

___________________________________
Slide 9

Authors use symbols to reveal character and worldviews

POSITIVE / NEGATIVE / WHY

“Adidas”

“The apple is a reference to the Eden story of Adam and Eve, where the snake creates knowledge and temptation. We also wanted to create a pun suggesting accessibility to that knowledge through technology.”

Slide 10

Who decides what a worldview is? Or what symbols mean?

“Who decides what a worldview is? Or what symbols mean?”

___________________________________

___________________________________

___________________________________

___________________________________

___________________________________

___________________________________

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___________________________________

___________________________________
How to write about worldview (theme)

**POSITIVE**
This text celebrates a world in which _______.
The author praises those who _______.
This author creates sympathy for those who _______.

**NEGATIVE**
This text condemns a world in which _______.
The author blames those who _______.
This author refuses to create sympathy for those who would _______.

Authors use symbols to reveal character and worldview

- The fairy godmother tapped her golden wand, and on Cinderella’s feet appeared two slippers made of the finest glass. Her tiny feet sparkled as she turned them this way and that. “Now you will dance with a Prince,” said the fairy godmother.
- At the end of the evening, when the clock struck 12, Cinderella ran so fast that she lost her glass slipper on the stairs of the palace. The prince picked it up.
- The prince fit the glass slipper to Cinderella’s foot. It fit perfectly. “You are my bride,” he said.
Authors use symbols to reveal character and worldview

• The fairy godmother tapped her golden wand, and on Cinderella's feet appeared two slippers made of the finest glass. Her tiny feet sparkled as she turned them this way and that. "Now you will dance with a Prince," said the fairy godmother.

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• ...The prince fit the glass slipper to Cinderella's foot. It fit perfectly. "You are my bride," he said.

How are we supposed to know what's symbolic?

"Girl On Fire"
This girl is on fire...
This girl is on fire...
This girl is on fire...
This girl is on fire...
This girl is on fire...
Looks like a girl, but she's a flame
Her heart, she takes your core
Bustiers, she takes the other way
You can't forget her, you never forget her name
Remember the hottest girls say
YOU CAN USE \textit{positive} \uparrow \textit{negative} \downarrow \textit{why} TO SEE HOW SYMBOLS CREATE BIG IDEAS
got democracy?
1. Is the overall effect positive? negative? Both? Why?

2. Does the flag seem positive? negative? Both? Why?

3. Now try writing your same ideas in college-level form. “Plug in” what you wrote above as we code-switch to professional language:

   The symbolic use of the flag creates a sense of ____

   The symbolic use of the flag creates a sense of ____
**COMMON AUTHOR’S TECHNIQUES:**

**MR. BICEPS**

| M | OTIF (anything that’s repeated: a repetition of image, words, object) |
| R | UPTURE (something that stands out, something unusual or contrasting) |
| B | BEGINNING (Titles, first words, first lines, opening scenes) |
| I | MAGERY (language that allows you to see, hear, taste, touch, smell) |
| C | CHARACTERIZATION (characters portrayed sympathetically or not) |
| E | ENDING (endings, last words, last lines) |
| P | POINT OF VIEW (who is telling the story? Young? Old? Reliable?) |
| S | SYMBOL (an object or image that represents an idea) |

**TOPIC SENTENCES with TECHNIQUE and EFFECT**

- The **motif** of ____________ emphasizes the idea that ________________.

- When we see ____________, it doesn’t seem to fit with the rest of the text. This **rupture** leads the audience to think about the idea of _________________.

- The **beginning** of ________ sets the stage for the _________________.

- The **imagery** of ______________ enhances the sense of _________________.
The author characterizes __________ as [identify the kind of person he is or what he does, concretely]. This choice helps the audience to feel sympathy/ lack of sympathy for those who ____________________________________________________________________________.

Almost more than any other element, the ending of this text leads the audience to understand that ____________________________________________________________________________.

The point of view (a.k.a voice) here is essential to creating a sense of __________.

___________ acts as a symbol for __________________ and helps to reveal ____________________________________________________________________________.

"Titanium"
By David Guetta

You shout it out,
But I can't hear a word you say
I'm talking loud not saying much
I'm criticized but all your bullets ricochet
You shoot me down, but I get up

[Chorus:]
I'm bulletproof, nothing to lose
Fire away, fire away
Ricochet, you take your aim
Fire away, fire away
You shoot me down but I won't fall
I am titanium
You shoot me down but I won't fall
I am titanium

Cut me down
But it's you who'll have further to fall
Ghost town and haunted love
Raise your voice, sticks and stones may break my bones
I'm talking loud not saying much

[Chorus:]
I'm bulletproof, nothing to lose
Fire away, fire away
Ricochet, you take your aim
Fire away, fire away
You shoot me down but I won't fall
I am titanium
You shoot me down but I won't fall
I am titanium
I am titanium
I am titanium
I am titanium

Stone-hard, machine gun
Fired at the ones who run
Stone-hard as bulletproof glass

[Chorus:]
You shoot me down but I won't fall
I am titanium
You shoot me down but I won't fall
I am titanium
You shoot me down but I won't fall
I am titanium
You shoot me down but I won't fall
I am titanium
I am titanium
I am titanium

Group members: ____________________________________________
What is the song about?

Read the first stanza. Are bullets being fired? Yes ____ No ____
How do you know? Focus on the first stanza and explain how you make sense of it.

What symbols are used that help you know what the song is about?

How did you know these were symbols (how did you know they have more than a literal meaning)?

If symbols tell us something about the main characters in stories, which symbols tell us something about the person singing? Are they telling us something positive or negative or both about the person? Positive ____ Negative ____ Both ____
Why? Explain
If multiple symbols, are they about one idea or different concepts or notions?

One idea ________     Multiple notions ________

What idea or multiple notions do these symbols represent?

Using the information above and the MR. BICEPS handout, make an argument about a symbol, providing evidence and reasoning.

In the “Titanium” song lyrics, ______________________ acts as a symbol for __________________________________________________________. This symbol helps reveal __________________________________________________________. One way we can tell that this is symbolic is through [use MR. BICEPS]____________________________

__________.
COMING OF AGE

1. Right around the time she turns fourteen, Hillary begins to see her neighbor, who is also fourteen, not just as someone to chase in the streets and make fun of, but someone that she thinks is cute. One day, they are both sitting on her front stoop, watching the cars pass by. Without even really knowing what she is doing, she leans over and kisses him.

Has Hillary “come of age”?

Why or why not?

Define coming of age based on your explanation above. “Coming of age means...
2. A boy that Stephanie knows from class says hi to Stephanie as she is heading to class. The bell rings, and the boy tells Stephanie that she is pretty. A teacher passes by, saying, “Get to class.” Without really noticing the teacher, the boy grabs Stephanie’s breast. Stephanie says, “Stop it!” and slaps his hand away, but the boy grabs at Stephanie again. “Come on,” he says. The teacher sees this and angrily calls out to the boy, “Hey – she said ‘stop it.’ Turn around and give me your I.D.” The boy takes off up the stairs. The teacher turns to Stephanie, who is beginning to cry. “Tell me his name and I will find him,” the teacher says. Stephanie demurs, saying that “He does that to all the girls” and “He can’t help himself.” She refuses to give his name to the teacher.

Has Stephanie “come of age”?

Why or why not?

Define coming of age based on your explanation above. “Coming of age means...”
tells him to be a man and do something about it. He goes so far as to give his son a combination lock, telling him that the next time someone throws a penny at him, Martin should hit that kid in the head. Then his father tells him he doesn’t want to hear from him until he’s stepped up and been a man. The freshman follows his father’s advice and is suspended.

Has Martin “come of age”?  
Why or why not?

Define coming of age based on your explanation above. “Coming of age means…  

Lee has lived with his grandmother since he was seven and his mother was unable to care for him. Although his mother lives in a neighboring state, she has never come to visit Lee. Every year at New Year’s and on his birthday, his mother calls Lee, and every year she tells Lee that she plans to come to visit in the next month or two. Every year, Lee believes his mother. On his sixteenth birthday, Lee gets his regular call from his mother, who again tells him that she will be coming to visit soon. Lee starts shaking his head as his mother talks, and then begins to scream at her on the phone, yelling and crying, telling his mother he doesn’t believe her anymore, and that he hates her. Lee throws the phone across the room and breaks it. He never speaks to his mother again.

Has Lee “come of age”?  
Why or why not?
Define coming of age based on your explanation above. “Coming of age means…

ARGUING ABOUT A STRONGER CRITERIA FOR COMING OF AGE:

Although I agree that [identify criteria] __________________________ indicates a coming of age, I still insist that [identify criteria] __________________________ is a better indicator of having come of age. For example, in the scenario about [name of character] __________________________, we see that she/he shows a coming of age by

______________________________________________________________

______________________________________________________________. In another scenario about [name of character] __________________________, we also see a coming of age through

____________________________________________________________

____________________________________________________________

However, [name of character] __________________________’s decision shows more maturity because

____________________________________________________________
Generally speaking, anyone who _______________________________ can be considered as having come of age because _______________________________

Using Symbolism to Synthesize “Linoleum Roses” and “The Rose that Grew from Concrete”

Please answer all questions in complete sentences, using correct subject-verb agreement.

Identify the symbols in “Linoleum Roses.”

What might these symbols tell us about Sally?

What might these symbols tell us about Sally’s world?
What larger message about the nature of human beings might this symbol be pointing toward?

Use the expert language to help you write about the theme of the text.

Read and annotate the following text by Tupac Shakur. You should use MR BICEPS to begin to identify the symbols.

“The Rose that Grew From Concrete”

Did you hear about the rose that grew from a crack in the concrete? Proving nature’s law is wrong it learned to walk with out having feet. Funny it seems, but by keeping its dreams, it learned to breathe fresh air. Long live the rose that grew from concrete when no one else ever cared.

Identify and explain one of the symbols in “The Rose that Grew from Concrete” using MR BICEPS.
What might this symbol tell us about the narrator?

What might these symbols tell us about the narrator’s world?

What larger message about the nature of human beings might this symbol be pointing toward?

Use the expert language to help you write about the theme of the text.

Does the rose act similarly in “Linoleum Roses” and “The Rose that Grew from Concrete”? Introduce a claim and evidence from each text to explain your answer. Your answer should be at least one full paragraph.

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Use the expert language to help you write about the theme of the text.

Does the rose act similarly in “Linoleum Roses” and “The Rose that Grew from Concrete”? Introduce a claim and evidence from each text to explain your answer. Your answer should be at least one full paragraph.
ACCOUNTABLE TALK ®

Accountable Talk is…
a system of phrases that encourage us to be accountable to the conversation, our peers, and the text.

Examples of How to Use Accountable Talk…

❖ I agree with _______________________ because…
❖ I’d like to piggyback on what _______________________ said…
❖ I disagree because…
❖ I also noticed that…
❖ Help me understand…
❖ Say more about what you mean by…
❖ Can you show me where that is in the text?
❖ Why do you think that…?
❖ Can anyone add to that idea?
I think the author meant…

In line/page _____, the author/text states _________________________.
Based on that, I think…
How do you know that…?
I wonder…
Can we bring it back to the text?

Accountable Talk ® is a registered trademark of the University of Pittsburgh.

<table>
<thead>
<tr>
<th>'AM Tom Robinson Trial Assignment</th>
<th>TKAM Tom Robinson Trial Assignment</th>
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<tbody>
<tr>
<td><strong>Directions:</strong></td>
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</tr>
<tr>
<td>Read the testimony of the character assigned to you during the Tom Robinson Trial.</td>
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</tr>
<tr>
<td>Ch. 17 (p.222-229) Heck Tate’s testimony</td>
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<tr>
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</tr>
<tr>
<td>Ch. 19 (p.254-266) Tom Robinson’s testimony</td>
<td>Ch. 19 (p.254-266) Tom Robinson’s testimony</td>
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</tbody>
</table>
While reading your assigned chapters, complete the following questions for their specific testimony:

1. What key information does each witness give during questioning?
2. How does each witness behave on the stand?
3. What is the general impression that the witness makes?
Each group will need to perform the testimony (staying true to the characters as much as they can)

**AM Tom Robinson Trial Assignment**

**Directions:**
Read the testimony of the character assigned to you during the Tom Robinson Trial.

**Ch. 17** (p.222-229) Heck Tate’s testimony
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<thead>
<tr>
<th>WITNESS</th>
<th>What key information does each witness give during questioning? *Make sure to include page numbers from the book!</th>
<th>How does each witness behave on the stand? What is the general impression that the witness makes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Heck Tate</td>
<td></td>
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<tr>
<td>Bob Ewell</td>
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<tr>
<td>Mayella Ewell</td>
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<td></td>
<td>4 - OUTSTANDING</td>
<td>3 – MEETS STANDARDS</td>
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<tr>
<td>------------------------</td>
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<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Character Analysis</strong></td>
<td>Character’s testimony presentation is accurate and supported with strong examples and pertinent details.</td>
<td>Character’s testimony presentation is accurate and supported with appropriate examples.</td>
</tr>
<tr>
<td></td>
<td>Group performance of character’s testimony stayed true to how the character was presented in novel.</td>
<td>Group performance of character’s testimony stayed mostly true to how the character was presented in novel.</td>
</tr>
<tr>
<td><strong>Coverage of the Topic on the Poster</strong></td>
<td>Details on the poster capture the important information about the characters from the novel and increase the audience’s understanding.</td>
<td>Details on the poster include important information but the audience may need more information to understand fully.</td>
</tr>
<tr>
<td><strong>Group Cooperation</strong></td>
<td>Group works together to share speaking time and information equally. Transitions from one speaker to the next are</td>
<td>Time allotted to each member is somewhat uneven. Transitions are present.</td>
</tr>
<tr>
<td><strong>Delivery and Presentation</strong></td>
<td>smooth and well prepared.</td>
<td>Speaker makes frequent eye contact with the audience. Volume and pace reflect intensity of main points. Movement and gestures add emphasis to main points.</td>
</tr>
</tbody>
</table>
Death Penalty Properly Demanded In
Fiendish Crime of Nine Burly Negroes

The Daily Times commends the citizenship of Madison and Jackson counties for its coolheadedness in the trying moments surrounding the apprehension and preparation for speedy trial of the nine negro brutes who are alleged to have attacked two white girls on a Southern freight train at or near Scottsboro late Wednesday. An even dozen of these hellish criminals are said to have been on that train, three escaped, according to reports, but be that as it may. Meeting out of swift legal justice is the thing. The crime is described as the most atrocious ever recorded in this part of the country, a wholesale debauching of society and so horrible in its details that all of the facts can never be printed. The courts of Jackson county have acted wisely and promptly in promise of immediate grand jury investigation and trials. On conviction of the nine brutes who have been protected by law since their apprehension, this newspaper joins with the public and the duly constituted authorities in seeing that the law is carried out to the letter. That will prove wholesome for society as a whole. Our community and that of Jackson county suffered an outrage that should never have occurred. There's no complete remedy for the harm that has been done but to the credit of the citizens as a whole, they have sustained respect for law and order by not contributing further to its undoing. Cooperation with the officers of the law, including the good work of the State Militia and the officers at the scene of the trouble, good citizenship materially aided in conserving a situation from having become disastrous. This was a heinous and unspeakable crime, unthinkable in its deplorable conduct and savor of the jungle, the way back dark ages of meanest African corruption. The white man will not stand for such acts and because of this a sober mind and court are being allowed to take the place of incendiary and inflammatory maneuvers. Society is better for it. Our sympathy, too, runs for the two white girls who suffered the terrible attack and may God in His infinite mercy help all of us to forgive and forget.
Synthesis using TKaM and the newspaper article

Below are synthesis questions that get two of the objectives of the module.

Objectives:
- **Constructing oral and written arguments**
  - Author’s generalization

Author generalizations need to be taught since they are closely connected to the theme, tying symbols to the larger message(s) of texts, and the type of arguments we are after. Examples of questions that get at author generalizations and synthesis include:
- How does the Scout feel about African Americans? How does the reporter feel about African Americans? How do you know?
- Who is more trustworthy in their telling of events, the reporter or Scout? Why do you think so?
- Is Scout or the reporter more hopeful or hopeless about the world? How do you know?
- Does the reporter see the world in the same way Scout does? How are their views different or similar? How do you know?
  What does this tell us about the way human beings are?