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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  |  |  |  | 8—3Complete rough copy of paragraph and peer evaluateChromebooksHand out booksAssign Chapter 1 |
| 11—4 | 12—1**Poetry Paragraph Due** TKAMB Setting Research BlitzLit circle set upDataprojectorChapter 1 exemplar | 13-2 | 14—3Read—in classSection 1: Chapter 2-end of Chapter 7 | 15—4 |
| 18--1Read—in classSection 1: Chapter 2-end of Chapter 7 | 19—2 | 20—3Lit Circle Discussion Day 1Section 1: Chapter 2-end of Chapter 7 | 21—4—Mark Entry Deadline#3 | 22PA Day |
| 25--1Read—in classSection 2: Chapter 8-end of Chapter 15 | 26—2 | 27—3Read—in classSection 2: Chapter 8-end of Chapter 15 | 28—4 | 29—1Lit Circle Discussion Day 2Section 2: Chapter 8-end of Chapter 15Assign News article outline(send outline home) |
| 2--2 | 3—3Midway News Article—in classChromebooks  | 4—4 | 5—1**Article Due**Read—in classSection 3: Chapter 16-end of Chapter 23 | 6—2 |
| 9—3Read—in classSection 3: Chapter 16-end of Chapter 23 | 10—4 | 11—1Lit Circle Day Discussion Day 3Section 3: Chapter 16-end of Chapter 23 | 12-2 | 13—3Read—in classChapter 24 to the end  |
| 16--4 | 17—1Lit circle Day Discussion Day 4Chapter 24 to the end | 18—2 | 19—3**Test**—start outlineChromebooks | 20—4 |
| 23Victoria Day | 24—1Writing--Chromeboooks  | 25—2 | 26—3Writing--Chromeboooks | 27—4 |
| 30--1**Essay Due**Research--Chromebooks | 31—2 | 1—3Research--Chromebooks | 2—4 Spring Assembly | 3—1—altered timetableBarnyard BashResearch--Chromebooks |
| June 6--2 | 7—3**Present** | 8—4 | 9—1**Present** | 10—2—Farewell Assembly |
| 13--3Film Version of Novel  | 14—1/2 | 15Exams | 16Exams | 17Exams |

**Why Literature Circles?**

* More brains work better than one
* Text is more easily understood when it is discussed and different perspectives shared
* W-O has chosen **collaboration** as one of its school success plan targets.  Students work together on literature circles

**Why *To Kill A Mockingbird*?**

* “an oldie but a goodie”
* Still relevant when viewed through a human rights lens

**4 Tasks**

1. **Discussion Leader and Plot Summarizer**
* You need to summarize what happens in each chapter in 5 sentences per chapter.
* You need to develop a list of questions that you will lead your group through during your meeting day.
* You need 3 “Direct from the Text” questions,  3 “Read Between the Lines” questions for each chapter in your section.  Additionally, you need and 5 “Open Ended Discussion” Questions drawn from the assigned reading.
1. **Setting  Specialist** (time, place, era) including vocabulary
* Provide that draws your group’s attention to important information about the setting.  Aim for 10 examples spread out over the assigned reading.  Don’t forget page references.  You also need to look for any challenging or unusual vocabulary words that might be difficult to understand.   In particular, keep an eye out for ones that are specific to  southern Alabama in the 1930’s (and that we don’t use in the same way or at all anymore).
1. **Character Analyst**
* You are in charge of keeping track of who the characters are, what they do, and any developing personality traits that they may have.  Provide specific quotations with page references.
1. **Global Connector**
* Your job is a bit separate from the book.  Your job is to not only read the assigned pages, but to personally research a human rights issue that is of interest to you.  It cannot be the same one that another group member did.  The knowledge will be used both by you and by your other group members later on in the unit.  Produce a one page point form (every line) report to share.  The best ones will contain visuals and links to further information.

**While Reading:**

Read for the purpose of your assigned task.  You are responsible for creating and bringing notes to your discussion day in your shared Google folder.  You can expect to read and work outside of class time.

**During Discussion Days:**

Your materials must be READY IN YOUR SHARED GOOGLE FOLDER (or bring to class) at the beginning of each Discussion Day.  You are not to work on creating them during your discussion time.  If you consistently let your group down, you may be removed from the group and put on independent study.  If you would prefer to work completely independently from the get-go, please see me about it BEFORE we start.  You will be expected to complete a self-evaluation sheet and peer evaluation sheet after each discussion day.