

# Curriculum: The Lesson Plan

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## Instructional Activity

Objective:

Instructional Content:

TEKS Connections:

Instructional Material (*including technology*):

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Instructional Delivery (*including embedding technology*):

Evaluation:

## Character Web Creations

**OBJECTIVE:** The students will identify important characters in the book and examine their distinctive traits.

**INSTRUCTIONAL CONTENT:** Character development

**TEKS CONNECTIONS:**

Language Arts 6, 7, 8: 6.6, 7.6, 8.6

English I-III: 6

English. IV: 7

**INSTRUCTIONAL MATERIAL:**

- TKAM text
- Markers/paper
- Journals (one for each student)
- PowerPoint
- Computer and printer
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**DELIVERY OF INSTRUCTION:**

1. Explain to the students that they will work in small groups to identify important characters in the novel and create a character web on one of the main characters. The web will focus on the character's traits and the connection to the novel's themes, including money and power and their influence on human relations.
2. Model how to create a character web by describing the traits and thematic relationships for one character (see the sample Character Web for Mayella Ewell).
3. Initiate a class discussion once students understand how to create character webs.
  - Who were the most important characters in this book? (list on the chalkboard)
  - What were their relationships with one another? (discuss)
  - How did money and power influence these relationships? (discuss)
4. Demonstrate how a character web can be created with shapes and connectors using PowerPoint.
5. Have students move into small groups. Assign one main character to each small group (you may have to assign the same character to several groups.) Students should create a character web using PowerPoint and find quotations or specific scenes that support their webs.
6. Have members of each small group share their web with the whole class.

**EVALUATION:**

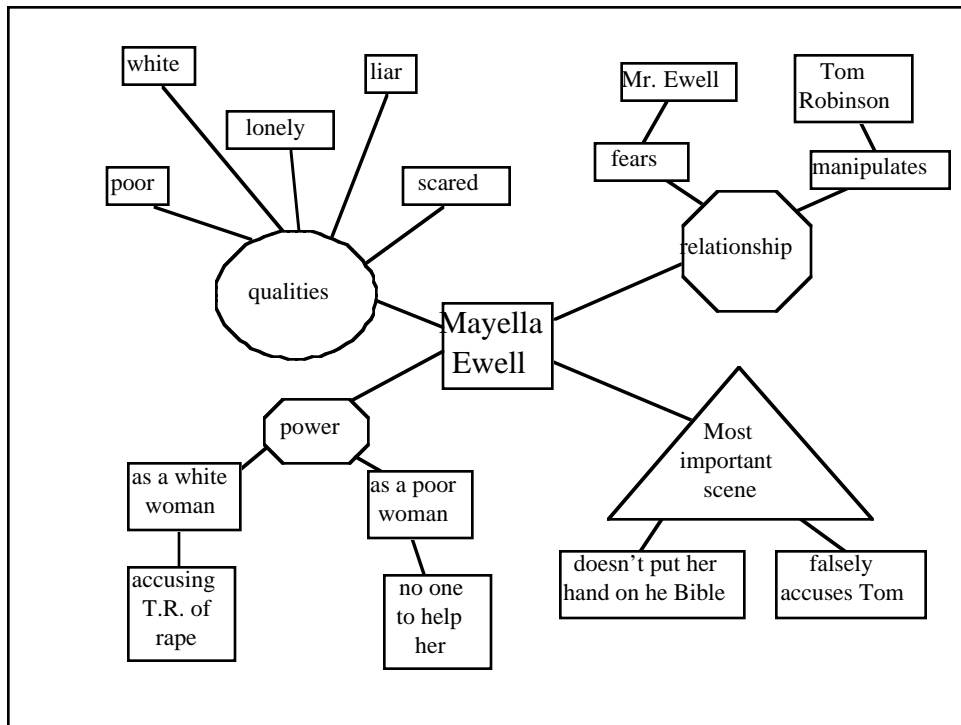
Have the students work individually to make entries in their journals following the activity. Provide them with the following instructions:

1. Identify at least four important characters in the story.
2. Identify the characters' relationships with one another.

3. Note the influence of money and power on the characters' relationships.
4. Enclose a copy of your group's web in each student's journal. Check the journal to ensure that the entered information is complete and accurate.

*(These lesson plans were modified from plans created by Patricia Conroy, 9th grade English Language Arts teacher, Bowie High School, Austin, TX and were a part of the Integrated Curriculum Project collaborative grant between Vanderbilt University and The University of Texas - Austin, US Department of Education, Office of Special Programs grant #14845/H327A990027.)*

*(Adapted from UTCRLA, 2002)*



PowerPoint rendition of Character Web Creations for

## TEKS Guidelines: Reading Comprehension

4.10A, 5.10A, 6.10A, 7.10A, and 8.10A state, “The student is expected to use his/her own knowledge and experience to comprehend.”

4.10B, 5.10B, 6.10B, 7.10B, and 8.10B state, “The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.”

4.10C, 5.10C, 6.10C, 7.10C, and 8.10C state, “The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions.”

4.10D, 5.10D, 6.10D, 7.10D, and 8.10D state, “The student is expected to describe mental images that text descriptions evoke.”

4.10E, 5.10E, 6.10E, 7.10E, and 8.10E state, “The student is expected to use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information.”

4.10F, 5.10F, 6.10F, 7.10F, and 8.10F state, “The student is expected to determine a text’s main (or major) ideas and how those ideas are supported with details.”

4.10G states, “The student is expected to paraphrase and summarize text to recall, inform, and organize ideas.”

5.10G, 6.10G, 7.10G, and 8.10G state, “The student is expected to paraphrase and summarize text to recall, inform, or organize ideas.”

4.10H, 5.10H, 6.10H, 7.10H, and 8.10H state, “The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience.”

4.10I, 5.10I, 6.10I, 7.10I, and 8.10I state, “The student is expected to find similarities and differences across texts such as in treatment, scope, or organization.”

4.10J, 5.10J, 6.10J, 7.10J, and 8.10J state, “The student is expected to distinguish fact and opinion in various texts.”

4.10K, 5.10K, 6.10K, 7.10K, and 8.10K state, “The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.”

4.10L, 5.10L, 6.10L, 7.10L, and 8.10L state, “The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer.”

6.10M, 7.10M, and 8.10M state, “The student is expected to use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record.”

English Language Arts and Reading, Reading (Elective Credit) 4A states, “The student is expected to draw upon background knowledge to comprehend.”

English Language Arts and Reading, Reading (Elective Credit) 4B states, “The student is expected to establish and adjust both immediate and long-term purposes for reading such as to find out, understand, interpret, enjoy, and solve problems.”

English Language Arts and Reading, Reading (Elective Credit) 4C states, “The student is expected to monitor his/her own reading strategies and make adjustments when understanding breaks down such as by rereading, using resources, and questioning.”

English Language Arts and Reading, Reading (Elective Credit) 4D states, “The student is expected to produce summaries of texts that include main ideas and supporting details.”

English Language Arts and Reading, Reading (Elective Credit) 4E states, “The student is expected to draw inferences such as conclusions or generalizations from text and support them with text evidence.”

English Language Arts and Reading, Reading (Elective Credit) 4F states, “The student is expected to identify structures of text organization such as chronological, cause-effect, and deductive.”

English I 7A and II 7A state, “The student is expected to establish a purpose for reading such as to discover, interpret, and enjoy.”

English III 7A and IV 8A state, “The student is expected to establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems.”

English I 7B, III 7B, and IV 8B state, “The student is expected to draw upon his/her own background to provide connection to texts.”

English II 7B states, “The student is expected to draw upon his/her own background to provide connection with texts.”

English I 7C states, “The student is expected to monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.”

English II 7C, and III 7C state, “The student is expected to monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning.”

English IV 8C states, “The student is expected to monitor his/her own reading strategies and modify when necessary.”

English I 7D, II 7D, III 7D, and IV 8D state, “The student is expected to construct images such as graphic organizers based on text descriptions and text structures.”

English I 7E states, “The student is expected to analyze text structures such as compare and contrast, cause and effect, and chronological ordering.”

English II 7E states, “The student is expected to analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding.”

English III 7E and IV 8E state, “The student is expected to analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding.”

English I 7F states, “The student is expected to identify main ideas and their supporting details.”

English I 7G states, “The student is expected to summarize texts.”

English II 7F and III 7F state, “The student is expected to produce summaries of texts by identifying main ideas and their supporting details.”

English IV 8F states, “The student is expected to produce summaries of texts by identifying main idea and supporting detail.”

English I 7H states, “The student is expected to draw inferences such as conclusions, generalizations, and predictions and support them from text.”

English II 7G, and III 7G state, “The student is expected to draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.”

English IV 8G states, “The student is expected to draw inferences and support them with textual evidence and experience.”

English I 7I and II 7H state, “The student is expected to use study strategies such as skimming and scanning, note-taking, outlining, and using study guide questions to better understand texts.”

English III 7H, and IV 8H state, “The student is expected to use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.”

English I 7J, II 7I, III 7I, and IV 8I state, “The student is expected to read silently with comprehension for a sustained period of time.”

Reading I, II, III 5A states, “The student is expected to monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning.”

Reading I, II, III 5B states, “The student is expected to use previous experience to comprehend.”

Reading I, II, III 5C states, “The student is expected to determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems.”

Reading I, II, III 5D states, “The student is expected to find similarities and differences across texts such as explanations, points of view, or themes.”

Reading I, II, III 5E states, “The student is expected to construct images based on text description.”

Reading I, II, III 5F states, “The student is expected to organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming.”

Reading I, II, III 5G states, “The student is expected to summarize texts by identifying main ideas and relevant details.”

Reading I, II, III 5H states, “The student is expected to make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience.”

Reading I, II, III 5I states, “The student is expected to analyze and use text structures such as compare/contrast, cause/effect, and chronological order.”

Reading I, II, III 5J states, “The student is expected to use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions.”

*(UTCRLA, 2002)*

## TEKS Guidelines: Vocabulary

4.9A, 5.9A, 6.9A, 7.9A, and 8.9A state, “The student is expected to develop vocabulary by listening to sections read aloud (4-8).”

4.9B, 5.9B, 6.9B, 7.9B, and 8.9B state, “The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5), and analogies (6-8).”

4.9C, 5.9C, 6.9C, 7.9C, and 8.9C state, “The student is expected to use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).”

4.9D, 5.9D, 6.9D, 7.9D, and 8.9D state, “The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, *un-* (4-8).”

4.9E, 5.9E, 6.9E, and 8.9E state, “The student is expected to study word meanings systematically such as across curricular content areas and through current events (4-8).”

6.9F, 7.9F, and 8.9F state, “The student is expected to distinguish denotative and connotative meanings (6-8).”

6.9G, 7.9G, and 8.9G state, “The student is expected to use word origins as an aid to understanding historical influences on English word meanings (6-8).”

English Language Arts and Reading, Reading (Elective Credit) 1B states, “The student is expected to use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.”

English Language Arts and Reading, Reading (Elective Credit) 2A states, “The student is expected to expand vocabulary by reading, listening, and conversing.”

English Language Arts and Reading, Reading (Elective Credit) 2B states, “The student is expected to determine word meanings by using context.”

English Language Arts and Reading, Reading (Elective Credit) 2C states, “The student is expected to derive word meanings by applying knowledge of the meaning of prefixes, suffixes, and bases.”

English Language Arts and Reading, Reading (Elective Credit) 2D states, “The student is expected to use reference aids such as glossary, dictionary, and available technology to investigate word origins, meanings, and usage.”

English I, II, III, and IV 6A states, “The student is expected to expand vocabulary through wide reading, listening, and discussing.”

English I, II, III, and IV 6B states, “The student is expected to rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.”

English I, II, III, and IV 6C states, “The student is expected to apply meanings of prefixes, roots, and suffixes in order to comprehend.”

English I, II, III, and IV 6E states, “The student is expected to use reference material such as glossary, dictionary, and available technology to determine precise words meanings and usage.”

English I 6D states, “The student is expected to research word origins, as an aid to understand meanings, derivations, and spellings as well as influences on the English language.”

English I 6F states, “The student is expected to identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.”

English II, III, and IV 6D states, “The student is expected to research word origins, including Anglo-Saxon, Latin, and Greek words.”

English II, III, and IV 6F states, “The student is expected to discriminate between connotative and denotative meanings and interpret the connotative power of words.”

English II, III, and IV 6G states, “The student is expected to read and understand analogies.”

Reading I, II, III 4A states, “The student is expected to expand vocabulary by reading, listening, and conversing.”

Reading I, II, III 4B states, “The student is expected to determine word meanings by using context.”

Reading I, II, III 4C states, “The student is expected to use prefixes, roots, suffixes, word origins, and spelling to understand meanings.”

Reading I, II, III 4D states, “The student is expected to employ reference aids such as glossary, dictionary, and available technology to determine meanings.”

## **TEKS Guidelines: Viewing and Representing Grades 6-8**

(6.22, 7.22, 8.22) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.

The student is expected to:

- (A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8)
- (B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and
- (C) use media to compare ideas and points of view (4-8).

(6.23, 7.23, 8.23) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.

The student is expected to:

- (A) interpret and evaluate the various ways visual images such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);
- (B) compare and contrast print, visual, and electronic media such as film with written story (4-8);
- (C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8); and
- (D) evaluate how different media forms influence and inform (6-8).

(6.24, 7.24, 8.24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.

The student is expected to:

- (A) select, organize, or produce visuals to complement and extend meanings (4-8);
- (B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and
- (C) assess how language, medium, and presentation contribute to the message (6-8).

## **TEKS Guidelines: Viewing and Representing (cont.)**

### **English I-IV**

(19) Viewing/representing/interpretation. The student understands visual representations.

The student is expected to:

- (A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;
- (B) analyze relationships, ideas, and cultures as represented in various media; and
- (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.

The student is expected to:

- (A) investigate the source of a media presentation or production such as who made it and why it was made;
- (B) deconstruct media to get the main idea of the message's content;
- (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;
- (D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;
- (E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and
- (F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others.

The student is expected to:

- (A) examine the effect of media on constructing his/her own perception of reality;
- (B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;
- (C) use a range of techniques to plan and create a media text and reflect critically on the work produced;
- (D) create media products to include a billboard, cereal box, short editorial, and a three-minute documentary or print as to engage specific audiences; and
- (E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

*(UTCRLA, 2003)*

## Important TAKS Dates for Texas: Middle and High School

| Dates                        | TAKS Testing   |
|------------------------------|--|
| Testing Window: Jan 20-Feb 3 | TAKS Field Tests:<br>Grade 7 Writing<br>Grade 9 Reading<br>Grade 10 English Language Arts<br>Grade 11 English Language Arts    |
| Feb 24 (Tues)                | February TAKS Tests:<br>Grade 7 Writing<br>Grade 9 Reading<br>Grade 10 English Language Arts<br>Grade 11 English Language Arts |
| Testing Window: Mar 15-26    | Spanish Field Tests: Selected grades and subjects  |
| Apr 27 (Tues)                | Grades 3-8 Mathematics<br>Grade 10 Social Studies<br>Grade 11 Mathematics  |
| Apr 28 (Wed)                 | Grade 4-8 Reading<br>Grade 10 Mathematics<br>Grade 11 Science<br>Grade 3 Reading (retest)                                      |
| Apr 29 (Thurs)               | Grade 8 Social Studies<br>Grade 9 Mathematics<br>Grade 10 Science<br>Grade 11 Social Studies                                   |
| Jul 6 (Tues)                 | English Language Arts (retest)   |
| Jul 7 (Wed)                  | Mathematics (retest)   |
| Jul 8 (Thurs)                | Social Studies (retest)  |
| Jul 9 (Fri)                  | Science (retest)   |

Source: [http://www.mansfieldisd.org/schools/state\\_student\\_assessment\\_calendar.htm](http://www.mansfieldisd.org/schools/state_student_assessment_calendar.htm)