

SpringBoard ELA-Grade 9 Overview: This document outlines and identifies GVC activities that require the use of media for units 3 through 5.

Unit 3: *To Kill A Mockingbird*, directed by Robert Mulligan, 1962. (DVD)

Unit 3: (Context) Novels are a product and reflection of the life and times of their of their authors, even though they often present experiences that transcend those defining influences. In this unit, students engage in a study of a literary work of exceptional craft and thought, Harper Lee’s classic novel, *To Kill a Mockingbird*. They read informational texts, conduct research, and communicate information in a presentation to their peers in order to understand and communicate how a novel’s social, cultural, historical, and geographical context enhances the experience of the text. Students write an essay drawing evidence from the text to support literary analysis. Thematically, the study of the novel engages students in an examination of the diverse meanings of coming of age.

EA 1 and 2 (Historical Investigation & Presentation/Writing a Literary Analysis Essay) Skills and Knowledge: Incorporate visual displays and multimedia to enhance ideas and engage audience/ display an in-depth understanding of the cinematic techniques used and how they create specific effects.

Activity	Page #	GVC	Optional
3.4	199	<p>“The Rise and Fall of Jim Crow” http://www.pbs.org/wnet/jimcrow Students conduct research by exploring the above website and gathering information for a presentation on the rise and fall of Jim Crow laws.</p>	
3.4 cont.	201		<p><i>To Kill a Mockingbird’s</i> publication http://www.history.com/topics/black-history/civil-rights-movement Adapt: If students need additional practice with the skills taught in this activity, have them apply the skills to a different website related to the context of <i>To Kill a Mockingbird’s</i> publication, such as the one referenced above.</p>
3.5	202		<p>Bob Dylan’s “Blowin’ in the Wind” Bob Dylan-Blowing in the Wind (with lyrics and scenic views) (2 mins, 40 sec) https://www.youtube.com/watch?v=315Ubn3VFvI Sam Cooke’s “A Change is Gonna Come” Sam Cook-A change is gonna come (Official Lyric video) (3 mins, 10 sec) https://www.youtube.com/watch?v=wEBlaMOmKV4</p>

3.5 cont.	203		<p><i>Close Reading of Letter from Birmingham Jail</i></p> <p>In preparation for sharing the text with the class, preview the sites below. Both sites, Vimeo or YouTube, have video tutorials on reading King’s seminal letter.</p> <p>https://www.youtube.com/watch?v=AmzM0ipJxmo (8 mins, 9 sec)</p> <p>https://www.youtube.com/watch?v=QRggbeNmMUQ (5 mins, 26 sec)</p> <p>https://vimeo.com/27056255 (15 mins, 31 sec)</p>
3.7	211		<p>Websites like www.bibme.org and www.citationmachine.net will generate citations in any standard style such as APA or MLA. If students use such tools, it’s important that they double check the automatically generated citation for accuracy, and input page numbers, if required. Although these tools are a great way to generate a list of Works Cited, students still need to handwrite bibliographic information on their notecards.</p>
3.7	213		<p>List of suggested websites with reliable information about the Civil Rights Movement:</p> <p>www.history.com (search Civil Rights Movement)</p> <p>www.cnn.com (search MLK)</p> <p>www.infoplease.com (search Civil Rights Timeline)</p> <p>www.britannica.com (search American Civil Rights Movement)</p> <p>www.nps.gov (search Civil Rights)</p> <p>www.pbs.org (search American Experience, Eyes on the Prize)</p>
3.8	216	<p>Photo Essay: <i>Time</i> magazine’s website. <i>From Emmet Till to Barack Obama</i> http://content.time.com/time/photogallery/0,29307,1866753,00.html</p> <p>Audio Slideshow: “70 Years of Civil Rights Images” AND PBS http://www.pbs.org/black-culture/explore/civil-rights-movement-photography/</p> <p>Video: www.History.com AND video and civil rights</p>	<p>Examples relating to the context for <i>To Kill a Mockingbird</i> can be found by searching “1930’s Depression Era Southern U.S.” or “Civil Rights Movement” along with the presentation type (Prezi, PowerPoint, PhotoEssay, YouTube, Vimeo, etc.)</p>

3.11	226	<p style="text-align: center;"><i>To Kill a Mockingbird</i> (DVD) Scene 1, (0-0:02:57)</p> <p>You may want to show the clip twice. On the first viewing, direct students to note their general observations. For the second viewing, have them take notes in the graphic organizer on page 226. Within a group of 3, students view the clip for a specific element-lighting, sound, and images-and take notes on the graphic organizer. After viewing, allow students to share their observations and answer the collaborative discussion questions in groups, then with the class.</p>	
3.15	242	<p style="text-align: center;"><i>To Kill a Mockingbird</i> (DVD) Scene 15, (0:41:08-0:44:18)</p> <p>After students have discussed their annotations and textual evidence for each literary element, show the film clip of this scene. Have each student responsible for a particular element and make notes in the graphic organizer comparing the film’s portrayal of the same element.</p>	
3.18 Cont.	253	<p style="text-align: center;"><i>To Kill a Mockingbird</i> (DVD) Reviewing Film Techniques Film version of text passage Scene 21, 01:01:58-01:07:10</p> <p>Students conduct small-group discussions about the passage’s transformation to film. Each group writes an interpretive statement describing how a cinematic technique contributes to theme.</p>	
3.19 Cont.	260	<p style="text-align: center;"><i>To Kill a Mockingbird</i> (DVD) Show the class Scene 28 Scene 28, (1:31:39-1:38:57)</p> <p>Students fill out the graphic organizer on page 260. As students watch the film version of the courtroom scene, they fill out the graphic organizer with specific details from the scene.</p>	

Unit 4: (Context) Poetry most poignantly conveys the power of language—the power of words, phrases, structure, and images to convey emotion and ideas. In this unit, students study classic and contemporary poetry that offers diverse perspectives on the coming-of-age theme. By reading strategically, writing creative and explanatory responses, collaborating in diverse groups, and performing oral interpretation, students deepen their understanding of the function and effect of poetic techniques in writing. Students learn to appreciate language as a matter of craft by researching a poet, emulating style, and developing a signature style in their own poetry. By studying language intensely and writing in their unique voices, students will contribute to the literary community.

EA 1 and 2 (Creating a Poetry Anthology/Analyzing and Presenting a Poet) Skills and Knowledge: Present poems exhibiting clear, consistent tone and appropriate form. Demonstrate insightful analysis of a poet’s work using specific textual examples and insightful commentary.

4.10 Cont.	324	<p align="center">Graphic Template “Unpacking”</p> <p>Using the template for “Unpacking” on page 324, students listen to audio and printed lyrics of “Smells Like Teen Spirit” by Nirvana and by Tori Amos.</p> <p>“Smells Like Teen Spirit” Nirvana <i>Nevermind</i>: https://www.youtube.com/watch?v=TgD_IRnPX60 (5 mins, 1 sec)</p> <p>Tori Amos <i>Crucify</i>: https://www.youtube.com/watch?v=pfJNgSWsZr4 (3 mins, 36 sec)</p> <p align="center">Click on “Show More” to view lyrics</p>	
4.11	325	<p align="center">Copy of Executive Order 9066 www.archives.gov</p> <p>Students identify and interpret key ideas and tone in a poem. Students write a paragraph analyzing how imagery and diction create tone. Activate prior knowledge by asking students to consider what they know about the internment of Japanese American citizens required by Executive Order 9066.</p>	
4.14 Cont.	342		<p align="center">“In Cold Storm Light”</p> <p>http://www.arizona-leisure.com/gfx/gallery/koopson/gc-winter/Bright%20Angel%20Trail%20Winter.jpg http://www.airpano.com/files/Bryce-Canyon-Utah/image7.jpg http://www.arizona-leisure.com/gfx/gallery/koopson/sedona-winter/MysticWinter(279).jpg</p> <p>Present visual images of a canyon in winter from different perspectives and in different lights. Students grapple with questions during a TP-CASTT analysis. Ambiguity of meaning is expected.</p>

Unit 5: (Context) It is fitting that students end the year with one of the most widely read coming-of-age texts, Shakespeare’s *Romeo and Juliet*. Opportunities to hear and speak Shakespeare’s language, view filmed interpretations, and collaboratively interpret scenes of Shakespeare and his play will enable students to gain a deeper understanding of and appreciation for Shakespeare’s work. Analyzing the text to prepare for performing a scene will enhance students’ ability to read a challenging text. They will also read related informational texts, research diverse viewpoints about the play, and write an argument for or against the tragedy’s merit as relevant, timeless drama worthy of study.

EA 1 and 2 (Presenting a Dramatic Interpretation/Writing a Synthesis Argument) Skills and Knowledge: Represent a clear and consistent interpretation and clearly communicate intended effect. Synthesize evidence from a variety of sources to strongly support a claim.

5.2	353		Audio recording of the <i>As You Like It</i> monologue on SpringBoard Digital
5.3	358		To see an example of the living tableau performed Search YouTube <i>Neo Grant Video-Romeo & Juliet 2010-The EmilyAnn Theatre Summer Shakespeare Program</i> (4 minutes, 50 sec) https://www.youtube.com/watch?v=0QroyE8ascI
5.6 cont.	366	Two film versions of <i>Romeo and Juliet</i> (Baz Luhrmann, 1996) (Franco Zeffirelli, 1968) Zeffirelli: (Scenes 5-6) 22:49-38:47 Luhrmann: (Scenes 8-12) 25:30-33:12 Students compare and contrast two interpretations of a scene. They visualize a stage performance of a text and make a plan for blocking a scene. Students complete the graphic organizer on page 366, as you show at least two versions of the Capulet party scene in which Romeo and Juliet first meet.	Robbins: 38:00-43:15 Kemp-Welch: 30:28-41:00
5.8	374	Two film versions of <i>Romeo and Juliet</i> (Baz Luhrmann, 1996) (Franco Zeffirelli, 1968) Zeffirelli: (Scene 7) 40:18-51:39 Luhrmann: (Scene 14) 35:38-45:05 Students set designs, blocking, and other theatrical elements to compare and contrast two interpretations of a scene. Students evaluate the effectiveness of a director’s choices.	Film version of <i>West Side Story</i> Robbins: 55:50-1:02:55 Kemp-Welch: 44:29-56:34
5.10 cont.	387	One film version of <i>Romeo and Juliet</i> As students view a film version of the fatal brawl, have them take notes in the graphic organizer on page 387. Below are suggested film versions: Zeffirelli: 1:12:08-1:27:00 Luhrmann: 58:30-1:10:06	Kemp-Welch: 1:18:34-1:33:40

5.14 cont.	399	<p align="center">One film version of <i>Romeo and Juliet</i></p> <p align="center">Students work individually to complete the final two columns of the graphic organizer on the previous page, as you show at least one version of the death scene.</p> <p align="center">Zeffirelli: (Scene 16) 2:00:53-2:12:36 Luhmann: 1:41:55-1:51:22</p>	Kemp-Welch: 2:43:32-3:04:55
5.16 cont.	410	<p align="center">Shakespeare in the Modern Age</p> <p>Students select an online text or video that discusses Shakespeare’s relevance to today’s teenagers. A list of possible sources is provided below.</p> <p>PSA: “Why Shakespeare?” produced by the NEA, available on YouTube https://www.youtube.com/watch?v=Rt9n_uxWaBg</p> <p>Speech: Hip-Hop & Shakespeare: Akala at Tedx Aldeburgh, available online at tedtalks.ted.com https://www.youtube.com/watch?v=DSbtkLA3GrY</p> <p>Blog Post: “Should Shakespeare be compulsory in schools?” by Andrew Cowle, available at bloggingshakespeare.com http://bloggingshakespeare.com/should-shakespeare-be-compulsory-in-schools</p> <p>Blog Post: “How Spielberg and Shakespeare Found Their Groove” by Todd Klick, available at huffingtonpost.com http://www.huffingtonpost.com/todd-klick/shakespeare-rhythm_b_1359389.html</p> <p>Blog Post: “Why Study Shakespeare?” by Ross Farrelly, available at rossfarrelly.blogspot.com http://rossfarrelly.blogspot.com/2003/08/why-study-shakespeare.html</p>	