

EXTENDED PLOT STRUCTURE

EXPOSITION

What important events occurred BEFORE the story began?
 Maycomb is suffering through the Great Depression; Scout (narrator) lives there with her brother, Jem, and dad, Atticus; her dad is a prominent lawyer in town.
 Who is the narrator of the story and what is the Point of View (POV)?
 Scout is the narrator and uses the first person POV to tell the story.

CHARACTER	DESCRIPTION OF CHARACTER
Protagonist name: Scout AKA Louise Finch	intelligent, believes in goodness of people, but that is tested throughout the story
Antagonist name: Ewell	town drunk; member of Maycomb's poorest family; wrongly accuses Tom Robinson of raping his daughter; male-filled
Supporting Characters: Finch	→ Father, lawyer in Maycomb
	→ reclusive, neighbor of Finches fills imaginations of Jem and Scout
	→ Brother, companion, protector

Sketch the setting of the story below using specific details from the text.



Describe the setting using the lines below.
 Maycomb, Alabama around



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EXTENDED PLOT STRUCTURE EXPOSITION

EXTENDED PLOT STRUCTURE RISING ACTION

EXTENDED PLOT STRUCTURE CLIMAX

EXTENDED PLOT STRUCTURE FALLING ACTION

EXTENDED PLOT STRUCTURE RESOLUTION

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EXTENDED PLOT STRUCTURE FALLING ACTION

EXTENDED PLOT STRUCTURE RESOLUTION

Teaching Literature In Middle And High School Grades

**James McKeen Cattell, Raymond
Walters**



Teaching Literature In Middle And High School Grades:

Less is More Kimberly Campbell, 2007 *Less Is More* is full of powerful ideas for teaching with short provocative text This book broadens and extends our available teaching tools and materials and can help engage all students It is a valuable resource for language arts teachers Cris Tovani Language arts teachers want all of their students to love literature and embrace the novels they assign The classroom reality is that many students are not ready or motivated to immerse themselves in an entire novel In order to reach and engage all students teachers need to look beyond novels alone and embrace a richer variety of literature In *Less Is More* Kimberly Hill Campbell draws on research as well as her own classroom experiences to show how short texts engage a wide range of middle and high school students She shares her discovery of the power of short texts to support her students skills as readers writers and students of literature Kimberly shows how short texts can be integrated into the curriculum without sacrificing required novels Chapters examine different genres of short text such as short stories essays memoir and graphic novels Each chapter provides reading writing and response strategies as well as a broad selection of short text resources that have proven effective with a wide range of students

Teaching Literature in the Middle Grades Barbara N. Kupetz, Joy F. Moss, 2000 This book is an excellent tool for teachers who want to start readers workshops novel units or thematic studies in Middle or High School literature classes There are ideas for writing book discussions journals whole class units literature circles and much more This text refers to the Paperback edition *Materials and Methods in the Middle Grades* Joseph Lindsey Henderson, 1928

Opportunities and Challenges in Teacher Recruitment and Retention Carol R. Rinke, Lynnette Mawhinney, 2019-05-01 *Opportunities and Challenges in Teacher Recruitment and Retention* serves as a comprehensive resource for understanding teachers careers across the professional lifespan Grounded in the notion that teachers voices are essential for understanding teachers lives this edited volume contains chapters that privilege the voices of teachers above all Book sections look closely at the particular issues that arise when recruiting an effective committed and diverse workforce as well as the challenges that arise once teachers are immersed in the classroom setting Promising directions are also included for particularly high need areas such as early childhood teachers Black male teachers STEM teachers and urban teachers The book concludes with a call for self care in teachers lives Chapter contributions come from a variety of contexts across the United States and around the world However regardless of context or methodology these chapters point to the importance of valuing and respecting teachers lives and work Moreover they demonstrate that teacher recruitment and retention is a complex and multifaceted issue that cannot be addressed through simplistic policy changes Rather attending to and appreciating the web of influences on teachers lives and careers is the only way to support their work and the impact they have on our next generation of students

Annual Calendar Queen's University (Kingston, Ont.). Faculty of Education, 1917 *Bulletin*, 1905 New York State Education Department Bulletin, 1905 Teaching Women's History Through Literature Kay A. Chick, 2008

Resources in Education ,2001-10 *Reading for Realization of Varied Experience for the Primary and Intermediate Grades and the Junior and Senior High School* Sterling Andrus Leonard,1922 The United States Catalog Mary Burnham,Carol Hurd,1928 Reader's Guide to Periodical Literature Supplement ,1922 **Bulletin** University of California (System). University Extension,1923 **Books of 1912-** ,1922 **Books of 1921-1925** Chicago Public Library,1927 *Teaching Literature to Adolescents* Richard Beach,Deborah Appleman,Susan Hynds,Jeffrey Wilhelm,2013-08-21 This text for pre service and in service English education courses presents current methods of teaching literature to middle and high school students The methods are based on social constructivist socio cultural theories of literacy learning and incorporate research on literary response conducted by the authors Teaching Literature to Adolescents a totally new text that draws on ideas from the best selling textbook Teaching Literature in the Secondary School by Beach and Marshall reflects and builds on recent key developments in theory and practice in the field including the importance of providing students with a range of critical lenses for analyzing texts and interrogating the beliefs attitudes and ideological perspectives encountered in literature organization of the literature curriculum around topics themes or issues infusion of multicultural literature and emphasis on how writers portray race class and gender differences use of drama as a tool for enhancing understanding of texts employment of a range of different ways to write about literature integration of critical analysis of film and media texts with the study of literature blending of quality young adult literature into the curriculum and attention to students who have difficulty succeeding in literature classes due to reading difficulties disparities between school and home cultures attitudes toward school English or lack of engagement with assigned texts or response activities The interactive Web site contains recommended readings resources and activities links to Web sites and PowerPoint presentations and opportunities for readers to contribute teaching units to the Web site databases Instructors and students in middle and high school English methods courses will appreciate the clear engaging useful integration of theory methods and pedagogical features offered in this text **A.L.A. Catalog, 1926** Isabella Mitchell Cooper,Marion Horton,1926
Catalogue and Circular of Information Central Michigan University,1923 Research in Education ,1973 *Wisconsin Reading Circles* ,1928

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