



**Literacy Design  
Collaborative**

# Examining "Coming of Age" Aspects through Bildungsroman Literature

★ TASK ★ LADDER

by Jamie Lee

We just finished reading *To Kill a Mockingbird* by Harper Lee. One of the main concepts we discussed was how Lee's work serves as Bildungsroman, or "coming of age" literature, that focuses on the moral, intellectual, spiritual, or emotional growth of a character. This module sets the stage for students to consider what they have learned about these concepts, and then demonstrate that they can identify and explain Bildungsroman traits in other literature, including "The Flowers" by Alice Walker and excerpts from *Songs of Innocence and Experience* by William Blake. It also requires students to be able to cite the sources of the evidence they cull and expand upon in their analysis.

GRADES

**9 - 10**

DISCIPLINE

 **ELA**

COURSE

 **English**

PACING

 **N/A**

## *Section 1: What Task?*

### ***Teaching Task***

#### ***Task Template IE4 - Informational or Explanatory***

How does Bildungsroman literature portray the notion of "coming of age"? After reading *To Kill a Mockingbird* by Harper Lee, "The Flowers" by Alice Walker, and 2 poems you select from *Songs of Innocence and Experience* by William Blake, write an essay in which you analyze the concept of Bildungsroman character development from the writers' perspectives, providing examples to clarify your analysis of each text. Support your discussion with evidence from the text/s. What conclusions regarding the writers' choices of Bildungsroman development can you draw about each work of literature? Include multiple examples from the texts in your response. Connect excerpts from poems and the novel in your response. Include references to indicate the source of each example you include.

### ***Standards***

***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***

### RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.

### W.9-10.2

Focus

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### RL.9-10.9

Focus

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

## ***Texts***

 To Kill a Mockingbird by Harper Lee

Lee, Harper. To Kill a Mockingbird. New York: HarperCollins, 1995. Print.

 "The Flowers" by Alice Walker

 "Songs of Innocence and Experience" by William Blake

**Student Work Rubric - Informational or Explanatory Task - Grades 9-12**

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Controlling Idea</b>	Presents a general or unclear controlling idea.	Presents a <b>clear</b> controlling idea <b>that addresses the prompt</b> , with an <b>uneven focus</b> .	Presents <b>and maintains a clear, specific</b> controlling idea that addresses <b>all aspects</b> of the prompt and <b>takes into account the complexity of the topic</b> .	Presents and maintains a <b>precise, substantive</b> controlling idea that addresses all aspects of the prompt, <b>takes into account the complexity of the topic</b> and, where appropriate, <b>acknowledges gaps in evidence or information</b> .
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources. Sources are used without citation.	Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the controlling idea</b> . <b>Inconsistently</b> cites sources.	Includes details, examples, and/or quotations from sources that <b>support the controlling and supporting ideas</b> . <b>Consistently</b> cites sources <b>with minor formatting errors</b> .	Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>fully support</b> the controlling and supporting ideas. Consistently cites sources <b>using appropriate format</b> .
<b>Development / Explanation of Sources</b>	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material <b>to support the controlling idea</b> , with <b>some incomplete reasoning or explanations</b> .	<b>Accurately</b> explains ideas and source material and <b>how they support</b> the controlling idea.	<b>Thoroughly</b> and accurately explains ideas and source material <b>to support and develop</b> the controlling idea.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	<b>Groups ideas and uses transitions</b> to develop the controlling idea, with <b>some lapses in coherence or organization</b> .	<b>Groups and sequences</b> ideas to <b>develop a cohesive explanation</b> . Uses transitions to <b>clarify the relationships among complex ideas, concepts, and information</b> .	Groups and sequences ideas <b>in a logical progression in which ideas build to create a unified whole</b> . Uses <b>varied</b> transitions to clarify the <b>precise</b> relationships among complex ideas, concepts, and information.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions <b>sometimes interfere</b> with the clarity of the writing. Uses language and tone that are <b>sometimes inappropriate</b> for the audience and purpose.	<b>Consistently applies</b> standard English conventions; <b>minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing. Uses language and tone <b>appropriate to the audience and purpose</b> .	Consistently applies standard English conventions, <b>with few errors</b> . Demonstrates <b>varied syntax and precise word choice</b> . <b>Consistently</b> uses language and tone appropriate to the audience and purpose.
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

This module will require you to apply information learned in our "To Kill a Mockingbird" unit to determine the development of characters in Bildungsroman literature. You should draw on what you have learned and apply the reading and writing skills you have learned throughout this school year. In particular, you should focus on citing evidence from each work of literature and expanding your analysis.

## ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**POST-READING > ENHANCING COMPREHENSION:** Ability to identify the central point and main supporting elements of a text.

### ***Transition to Writing***

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**PLANNING > PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea and consolidate information relevant to task.

**DEVELOPMENT > BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.



**REVISION, EDITING, AND COMPLETION > EDITING:** Ability to proofread and format a piece to make it more effective.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
10 mins	<b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>SHORT RESPONSE/FREE WRITE</b> In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue.	No Scoring	<ul style="list-style-type: none"> <li>Link this task to earlier class content.</li> <li>Discuss student responses.</li> </ul>
20 mins	<b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>BULLETS &amp; NUMBERS</b> Collaborate with your elbow partner to identify the important features of an excellent completed essay. Then, make a numbered list of the steps you will take, in order, to complete the essay.	No Scoring	<ul style="list-style-type: none"> <li>Pair students to share and improve their individual lists.</li> <li>Identify or invite students to identify key features of what an excellent essay will include.</li> <li>Identify or invite students to share the steps they feel will facilitate completion of an excellent essay.</li> <li>Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.</li> <li>Clarify timetable and support plans for the task.</li> </ul>
<b>Reading Process</b>				
1 hr	<b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.	<b>POEM NOTES</b> For this task, you will read 3 poems. The first is "The Flowers" by Alice Walker. You are welcome to use our Active Reading symbols and discuss your reading of "The Flowers" with your table partner before moving on if you need extra feedback.  Then, select 2 poems from Blake's Songs of Innocence and Experience that you feel represent the spirit of Bildungsroman literature.  From each poem, make a list of the elements that look most important for answering the prompt. Record locations of each example you choose to cite (poem titles and line numbers from each poem).	<ul style="list-style-type: none"> <li>Identifies relevant elements.</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).</li> </ul>	<ul style="list-style-type: none"> <li>Teach a sample format for note taking.</li> <li>Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).</li> </ul>

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<p>Standards:</p> <p><b>RI.9-10.10</b> : By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.</p> <p><b>RI.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>				
<p>Additional Attachments:</p> <p> <b>Poem_Notes_MiniTask.docx</b></p>				
30 mins	<p><b>POST-READING &gt; ENHANCING COMPREHENSION:</b></p> <p>Ability to identify the central point and main supporting elements of a text.</p>	<p><b>SHORT REFLECTIVE ENTRY FOR EACH TEXT</b></p> <p>Look at your notes from each of the 3 poems.</p> <p>What is each author trying to accomplish in respect to Bildungsroman literature? How do these parts of the text show you that?</p>	<ul style="list-style-type: none"><li>Answers questions with credible response.</li></ul>	<ul style="list-style-type: none"><li>Invite students to brainstorm ways to figure out any author’s intent.</li><li>Invite students to share and discuss their answers for each text.</li><li>After the discussion, allow them to add to their entries.</li></ul>
<p>Standards:</p> <p><b>RI.9-10.5</b> : Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>				
<p>Additional Attachments:</p> <p> <b>Poem_Notes_MiniTask.docx</b></p>				
<b>Transition to Writing</b>				
15 mins	<p><b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS:</b></p> <p>Ability to begin linking reading results to writing task.</p>	<p><b>REFLECTION ON NOVEL AND POEMS</b></p> <p>Compare your graphic organizer and notes about Bildungsroman traits and character development of Scout and Jem in <i>To Kill a Mockingbird</i> with the notes you recently took from each of the 3 poems.</p> <p>How do these 4 works of literature treat Bildungsroman traits similarly? How do their approaches differ?</p> <p>List several bullet points of similarities and several of differences on today's exit ticket and turn it in before you leave class.</p>	<p><i>Work Meets Expectations If:</i></p> <ul style="list-style-type: none"><li>Lists reasonable bullet points for similarities</li><li>Lists reasonable bullet points for differences</li></ul>	<ul style="list-style-type: none"><li>Guide students to reflect on and synthesize their notes.</li><li>Help students to understand this is a pre-write to organize their ideas for their essays.</li><li>Review students' exit tickets to ensure each are ready to begin their essays. Revise instruction for individual students, a small group, or the whole class as needed.</li></ul>

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<b>Writing Process</b>				
30 mins	<b>PLANNING &gt; PLANNING THE WRITING</b> : Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	<b>OUTLINE/ORGANIZER</b> Consider my feedback to your exit tickets.  Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> <li>Creates an outline or organizer.</li> <li>Supports controlling idea.</li> <li>Uses evidence from texts read earlier.</li> </ul>	<ul style="list-style-type: none"> <li>Provide and teach one or more examples of outlines or organizers.</li> <li>Invite students to generate questions in pairs about how the format works, and then take and answer questions.</li> </ul>
10 mins	<b>DEVELOPMENT &gt; INTRODUCTORY PARAGRAPH</b> : Ability to establish a controlling idea and consolidate information relevant to task.	<b>OPENING PARAGRAPH</b> Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.	<ul style="list-style-type: none"> <li>Writes a concise summary statement or draft opening.</li> <li>Provides direct answer to main prompt requirements.</li> <li>Establishes a controlling idea.</li> <li>Identifies key points that support development of the controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>Offer several examples of opening paragraphs.</li> <li>Ask class to discuss what makes them strong or weak.</li> <li>Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).</li> </ul>
Standards:				
<b>W.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>W.9-10.2</b> : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
50 mins	<b>DEVELOPMENT &gt; BODY PARAGRAPHS</b> : Ability to construct an initial draft with an emerging line of thought and structure.	<b>INITIAL DRAFT</b> Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	<ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to re-read prompt partway through writing, to check that they are on track.</li> </ul>
Standards:				
<b>W.9-10.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>W.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and				

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	audience. <b>W.9-10.2</b> : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
50 mins	<b>REVISION, EDITING, AND COMPLETION &gt; REVISION</b> : Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<b>MULTIPLE DRAFTS</b> Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Improves earlier edition.</li> </ul>	<ul style="list-style-type: none"> <li>Model useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>Using a writer's workshop format, assign students to provide each other with feedback on those issues.</li> </ul>
	Standards:  <b>W.9-10.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
30 mins	<b>REVISION, EDITING, AND COMPLETION &gt; EDITING</b> : Ability to proofread and format a piece to make it more effective.	<b>CORRECT DRAFT</b> Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> <li>Provides draft free from distracting surface errors.</li> <li>Uses format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Briefly review selected skills that many students need to improve.</li> <li>Review the list of proofreading marks.</li> <li>Ask students to proofread their own papers first using one color of pen.</li> <li>Assign students to proofread each other's texts a second time using a different color pen.</li> <li>Students should return the essays to their original owners and review all proofreading marks.</li> <li>Allow time to clarify any proofreading concerns or questions.</li> </ul>
50 mins	<b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT</b> : Ability to submit final piece that meets expectations.	<b>FINAL PIECE</b> Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> <li>Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>	None
	Standards:  <b>W.9-10.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>W.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>W.9-10.2</b> : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			

## Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided