**Subject area/course**: English/Language Arts

**Grade level/band**: 9th

**Task source**: New Hampshire Task Bank; Authors: Kathleen Burnell, Julia Ryan

**Tableau**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will analyze multiple pivotal scenes across the novel, film, and play *To Kill a Mockingbird* in order to gain a deeper understanding of character motivations, traits, symbols, and plot devices. Students will form groups and complete a planning activity. Students complete tableaux performance assessment.

*Note:* This is an on-demand assessment, which is meant to be completed once students have read and analyzed To Kill a Mockingbird – i.e. at the end of a unit or a longer lesson on this topic. See below for more detail.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

**CCSS.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.

**CCSS.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/9-10/) for specific expectations.)

**CCSS.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

1. **Critical Abilities**

*Analysis of Information* - Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

*Communication in Many Forms* – Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

*Interpersonal Communication & Collaboration* - Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Other standards**

*New Hampshire Competencies:*

Reading Literature: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

Speaking: Students will demonstrate the ability to speak purposefully and effectively - strategically making decisions about content, language use, and discourse style.

1. **Time/schedule requirements:**

This task will take approximately 1 class period to complete.

1. **Materials/resources:**
* Novel, movie, and play versions of *To Kill a Mockingbird*
* Tableau Sketch Planning Guide (attached to student document)
1. **Prior knowledge:**

Students should have knowledge of:

* Reading comprehension strategies
* Symbolism
* Character traits
* Plot elements
* Oral communication skills
* Collaboration and time management skills
1. **Connection to curriculum:**

This performance task is intended to be the culminating assessment of a unit on *To Kill a Mockingbird*.

1. **Teacher instructions:**

These are suggested instructions for a unit culminating in the Tableau performance task.

* Read *To Kill a Mockingbird* (2 weeks)
* Screened *Ghosts of Mississippi* (2hrs)
* Attended *To Kill a Mockingbird* Play/ Text in Context Post Show Workshop (2 hrs)
* Read nonfiction articles, books, and primary sources related to the civil rights movement (2 1hr classes)
* Socratic seminar (2 30min sessions)
* Screened *To Kill a Mockingbird* Film/ Students complete theme, symbolism, character charts (2.5 hrs)
* Close reading of pivotal scenes (2hrs)
* Tableau Performance Assessment (1hr)
1. **Student support:**

Possible accommodations include:

* Increased time
* Graphic organizers
* Exemplars
* Multimodal instructional techniques
* Small group or one-on-one support
1. **Extensions or variations:**

Not provided.

1. **Scoring:**

Student work can be scored using the Tableau Performance Task Rubric.