

Name: Patricia St.Hilaire
Grade: Seventh and eighth grade combination
Content area: English/Language Arts
Type of class: Heterogeneous/mixed abilities

I have chosen to tier my lessons on a teaching unit about the novel, using the book, The Bronze Bow, by Elizabeth George Speare. The setting for this novel is in Jerusalem after the Roman occupancy, during the Jewish captivity. Daniel's parents have died; his father was condemned to death by the Romans and his mother died of grief. His one sister has gone insane, and is being cared for by Daniel's grandmother. Daniel blames the Romans for all of his problems, and joins a band of outlaws to seek vengeance against the Romans. He meets Joel and Malthace, who also want to free their land from the Romans, even though their parents are wealthy because of their support of Rome. The novel explores the themes of love versus hate as Daniel realizes through much conflict that vengeance has no power over the love of others. It also deals with some other issues that middle school students face, such as peer pressure, friendship, and family relationships.

I would like to use my lessons by having all students work through the questions sequentially, so that I can be assured that they know the concepts. I think that the idea of having students work through colored task cards would complement my classroom environment, as I usually teach a whole group lesson on the novel and then have the students work on independent reading, literature circles, journaling, or guided reading groups.

I already use flexible grouping in my classroom along with whole group instruction and then the small groups based on ability/aptitude, using the mini-lesson approach. Task cards could be added as another component of this program. The cards would be done in class during the language arts periods. I think that it would be necessary to keep a checklist of the cards that each student does so that I can be assured that actual learning is taking place and that no student is slipping through the cracks. I would like to develop a rubric using Bloom's taxonomy as one way to evaluate my students' responses to my tiered questions and lessons. The students, themselves, could also help in the evaluation process by keeping weekly self-evaluation records of what they have accomplished in their language arts classes. These examples of evaluations would be parts of a bigger picture, with other pieces considered, too. The Totally 10 system explained in Heacox's book also is another alternative system that I would like to use for project work. Because our school works closely with parents, I would also want to keep them informed of student activities through formal and informal meetings and newsletters.

I look forward to adding the tiered lessons to my classroom as I think that they will help me to better meet the needs of my students. I also am excited about sharing what I have learned with my staff at our first workshop this fall. In the past, some of the staff have approached me with their frustrations of not knowing how to reach a student in their classrooms. I think that the tools that I have learned from this course will not only help me but the rest of my staff as we work together to differentiate learning at our school.

Name: Patricia St. Hilaire

Grade: 7th and 8th grade combination

Discipline: English Language Arts

Content/Themes: Teaching the novel, using The Bronze Bow, by Elizabeth George Speare

Critical Content

1. Influences of social and cultural context on the novel
 - a. Five classes of occupation
 - b. Political and military rule
 - c. Daily life of Romans and Jews
2. Influences of characterization on the novel
 - a. Protagonist
 - b. Antagonist
 - c. "Rounded" characters
 - d. "Flat" characters
3. Influences of literary devices on the novel
 - a. Symbolism
 - b. Foreshadowing
 - c. Prediction
 - d. Point of View
4. Influences of plot on the novel
 - a. Setting
 - b. Conflict
 - c. Climax
 - d. Resolution
5. Influences of universal themes on the novel
 - a. Conflict – love versus hate
 - b. Power – freedom versus slavery
6. Independent study

Maine Learning Results: A#4, A #5,
A#7, B#4, B#6, B#13

Themes and Generalizations

Theme: Conflict

Generalization: Conflict consists of opposing forces.

Generalization: Conflict may be unavoidable.

Generalization: Conflict may have positive or negative outcomes.

Generalization: Conflict may allow for change.

Generalization: Conflict has consequences.

Theme: Power

Generalization: Power can be good or bad.

Generalization: Power may change over time.

Generalization: Power may cause conflict.

Generalization: Power may involve struggle.

Generalization: Power may lead to dominance.

Essential Questions

1. How are the motives of the novel's characters similar to or different from the students' experiences? (LR B # 4)
2. What are some of the devices an author uses to involve readers? (LR A #4, B#6)
3. What are the elements of the novel that affect the plot? (LR A # 7)
4. How is the novel affected by its social and cultural context? (LR A # 5)
5. What are some of the universal themes in the novel and how do they relate to other key events in history and the present? (LR B #13)

Essential Unit Questions

1. How does Daniel's vengeance towards others affect his life and would you do anything different in this situation? (EQ 1)
2. How is foreshadowing used in this novel? (EQ 2)
3. What is the setting of this novel? (EQ 3)
4. How do Daniel and Joel view Roman rule and what affect does this have on their actions? (EQ 4)
5. How is the theme of love versus hate shown in this novel? (EQ 5)

	Basic Level One	Intermediate Level two	Advanced Level three
Learning Objective: Social and Cultural Context – Daily Life	In their study of the novel’s social and cultural context, students will recall from their reading descriptions of Daniel’s Jewish home and Joel’s Roman home and construct a diorama of one of them.	In their study of the novel’s social and cultural context, students will illustrate, with a poster or diagram, the differences between Daniel’s Jewish home and Joel’s Roman home.	In their study of the novel’s social and cultural context, students will design a mural and chart the differences between Daniel’s Jewish home, Joel’s Roman home, and Rosh’s cave, in order to show that in a society, power may lead to dominance, especially in material things.
Learning Objective: Characterization - Protagonist	In their study of the term “protagonist”, students will describe in a cartoon a conflict that Daniel is involved with.	In their study of the term “protagonist”, students will analyze three conflicts that Daniel faces and then chart them according to whether the conflict is with nature, another person, or Daniel, himself.	In their study of the term “protagonist” students will develop a t-chart to analyze the conflicts that Daniel faces in order to determine that conflict consists of opposing forces.
Learning Objective: Characterization – “Rounded” character	In their study of Daniel’s character, students will summarize to a partner the one affect of the vengeance Daniel shows towards others and if they would do anything differently in his situation.	In their study of Daniel’s character, with a partner, students will analyze the reasons for Daniel’s feelings of vengeance. They will write a brief critique of his actions and compare their own feelings about his situations.	In their study of Daniel’s character, with partners, students will create a problem solution graphic organizer in order to show that conflict has positive or negative outcomes, when Daniel deals with his need for revenge.
Learning Objective: Literary devices - Symbolism	In their study of symbolism, students will define what the word “symbolism” means and explain in their journals what the bronze bow symbolizes.	In their study of symbolism, students will deduce why the author chose the title <u>The Bronze Bow</u> for the book. They will write an essay on the symbolism of the bronze bow.	In their study of symbolism, students will develop an alternative symbol for the title of the novel, in order to emphasize that power may involve struggle, a re-occurring theme in the book.
Learning Objective: Literary devices – Foreshadowing	In their study of the novel’s plot, students will find an example of foreshadowing and write about it in their journals.	In their study of the novel’s plot, students will use at least two examples of foreshadowing from the book and journal what they will think will happen next.	In their study of the novel’s plot, students will assess at least two examples of foreshadowing in order to prove that conflict may be unavoidable. From this analysis, they will develop their own example of this type of foreshadowing from their independent reading.

	Basic Level One	Intermediate Level two	Advanced Level three
Learning Objective: Literary device – Prediction	In their study of the literary device “prediction”, students will work with a partner and fill in the two missing concepts on their forecasting chart to show how they predict one of the issues in the novel will be solved.	In their study of the literary device “prediction”, students will work in groups to determine the issues and then predict how they will be resolved, showing this on their problem/solution graphic organizer.	In their study of the literary device “prediction”, students will predict by writing both ideal and potential solutions to the issues raised in the novel in order to show that conflict may have a positive or negative outcome.
Learning Objective: Literary device – Point of view	In their study of point of view, students will identify from what point of view <u>The Bronze Bow</u> is written and then be able to recite a rap or song in that point of view.	In their study of point of view, students will compare and contrast first and third person point of view and construct an example of each in a rap, song, or advertisement.	In their study of point of view, students will transform a chapter from the third person point of view of <u>The Bronze Bow</u> to Daniel’s point of view in order to verify through his first person conversation that he believes that conflict may be unavoidable.
Learning Objective: Plot - Climax	In their study of the climax of the story’s plot, students will fill in and then illustrate the missing events on the timeline that leads up to the climax of the novel.	In their study of the climax of the story’s plot, students will construct and illustrate a timeline of Daniel’s life that shows the events that lead up to the climax of the novel.	In their study of the climax of the story’s plot, students will formulate a flowchart of the events leading to the climax, in order for them to determine that the conflicts in Daniel’s life have consequences.
Learning Objective: Universal theme- Conflict/ Love versus hate	In their study of conflict and universal themes, students will find and draw an instance from the novel that shows love and another one that shows hate.	In their study of conflict and universal themes, students will construct a skit from instances in the novel that show love versus hate, present it to the class, and compare it to this theme from <u>The Bronze Bow</u> .	In their study of conflict and the universal themes of love versus hate, students will design a web in order to illustrate that conflict consists of opposing forces. The web will include events from the novel, events from world history, and events of present day.
Learning Objective: Universal theme- Power/ Freedom versus slavery	In their study of the universal theme of power, as shown in freedom versus slavery, students will list at least five word phrases from the novel that describe how Daniel feels about being a Roman captive.	In their study of the universal theme of power, as shown in freedom versus slavery, students will compare and contrast Daniel’s view of captivity and Roman rule to Joel’s view of Roman rule, using a Venn diagram.	In their study of the universal theme of power, as shown in freedom versus slavery, students will formulate and conduct a debate in order to determine that power may be good or bad, with sides representing those in captivity and those who have their freedom.