



# Gold Seal Lesson

<b>Author(s):</b> <i>Elizabeth Pierce</i>			<b>Lesson Title:</b> <i>To Kill A Mockingbird-The Court Artist</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i> <b>X</b>	<b>A</b>	<b>B</b> <b>X</b>	<b>C</b>	<b>D</b>

### Instructional Focus:

<b>Reading</b> Students read a variety of grade level materials, applying strategies appropriate to various situations
<b>Writing</b> Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level
<b>Listening</b> Students listen for a variety of purposes appropriate to the grade level
<b>Speaking</b> Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level

### Performance Task

<p>The student researches the role of the courtroom artist. After discussing this career option with the school guidance counselor, the student will then interview the art teacher about this profession and what art tools this professional might use to do his/her job efficiently. The student will write on the computer a summary about how this profession has evolved over time. The student will also include in this written piece an analysis of legalities concerning the use of a courtroom artist as opposed to other forms of media during a trial. The student will then draw three sketches of the trial scene in <i>To Kill A Mockingbird</i> based on the written description Harper Lee, the author, provides.</p>
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### ICLE Essential Skills

Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. ela3
Identify, collect and/or select pertinent information while reading. ela5
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. ela12
Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. ela27
Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. ela30
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. ela51
Understand and use graphics such as graphs, charts, visual aids, white space, bold print, headers and other graphics to enhance meaning. ela56
Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. ela69
Understand ways an author uses language and text characteristics to aid comprehension. ela80

## Scoring Guide:

**4 Points** = The student interviewed the guidance counselor and the art teacher and synthesized this information in writing to understand the courtroom artist as a career option. He/she summarized the courtroom artist's profession as it has evolved over time. The student analyzed the legal concerns of using a courtroom artist as opposed to using other forms of media in the courtroom. As he/she writes on the subject, he/she makes necessary revisions to produce a quality product. The student demonstrates an understanding of the media and its relationship to the courtroom. The student demonstrates an understanding of the courtroom scenes in the Tom Robinson trial in *To Kill A Mockingbird* and sketched, to the best of his/her ability, three drawings that accurately illustrate the written description provided by Harper Lee. The sketches are neat in appearance.

**3 Points** = The student interviewed the guidance counselor and the art teacher and used this information to write about the courtroom artist. The student wrote about the legal concerns of using a courtroom artist. As she/he writes on the subject, he/she makes some revisions to his/her writing. The student analyzed the legal concerns of using a courtroom artist as opposed to using other forms of media in the courtroom. The student demonstrates an understanding of the courtroom artist and his/her relationship to the courtroom. The student demonstrates an understanding of the courtroom scenes in the Tom Robinson trial in *To Kill A Mockingbird* and sketched, to the best of his/her ability, less than three drawings that somewhat illustrate the written description provided by Harper Lee. The sketches are somewhat neat in appearance.

**2 Points** = The student interviewed the guidance counselor or the art teacher and had difficulty in developing a concept of the courtroom artist and this profession. He/she has inaccurately summarized the courtroom artist and his/her profession. The student does not understand that there are legal issues associated with using courtroom artists or any other media in the courtroom. He/she has not made revisions to written product. The student demonstrates a limited understanding of the media and its relationship to the courtroom. The student demonstrates a limited understanding of the courtroom scenes in the Tom Robinson trial in *To Kill A Mockingbird* and sketched, to the best of his/her ability, no more than one drawing that accurately illustrate the written description provided by Harper Lee. The sketch is somewhat neat in appearance.

**1 Point** = The student needs an explanation of the assignment. The student needs to be introduced to the guidance counselor and/or the art teacher. His/her conversation is not productive and he/she develops no understanding of the courtroom artist, the profession, or the media's role in the courtroom. The final written product is very poorly written and does not meet the standard conventions of English. No sketches were produced or sketches were produced that were inaccurate to the text of *To Kill A Mockingbird*. There is little evidence of effort on the task.

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b> Comprehension Research	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> Careers Composition Critique Technology Integration Word Processing	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Discussion Illustration Interviewing Listening Technology Integration Visuals	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b> American Literature Fiction Non-Fiction Point of View Setting Voice	<b>Calculus</b>	<b>Physics</b>
<b>Other</b> Art History Art Supplies Law and the Media	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	