

School District:
Troy High School,
Troy, MI. 15 miles north of Detroit.
Affluent, suburban.
Six classes, 55 minutes each,
two semesters, five days a week.

Grade: 9th Grade
Book: *To Kill A Mockingbird*

Assessment: Mock Trial (selecting jury, create jury ballots, write script of trial scene); alter trial to a modern crime that isn't as easy to win or lose. Actors (Judge, witnesses, defendant, prosecution attorney jury-class).

Overview:

We are basing this unit off the commonly studied historical fiction text *To Kill A Mockingbird* by Harper Lee followed by a culminating activity (mock trial) and formal assessment (argumentative paper). Students will be coming into the ninth grade with some researching and argument background, so this unit is to cement the delivery and persuasion skills into their repertoire. The first week is an introductory period with a mix of small research projects, group work, and note-taking to emphasize students' abilities to synthesize information. The following weeks two and three consist of reading, vocabulary building, discussion, and grammar exercises to expose students to one story of life in the south and add to their understanding using a piece of fictional text instead of non-fiction research.

The fourth week is a mock trial of the Emmitt Till case. This will be used in conjunction with the text to provide two backgrounds and multiple viewpoints on the justice system and the influence of the community in which trials take place. A guest judge or

lawyer will explain the roles and process of a trial to expose students to ideas central to making a judicious, unbiased decision based on evidence presented. Students will choose roles and will be expected to “get into character” to solidify their perspective of the case to help with their final, formative assessment. The mock trial will be carried out fully save the final verdict. With this background students will hone decision-making skills in order to support their own argumentative paper on the verdict of the Emmitt Till case. The paper will involve a full and detailed written presentation of each individual’s perspective from the trial. Further, students will then be challenged to take *all* the evidence presented in the trial (not necessarily the historical and factual evidence of the case) and make a decision of the verdict --- after the collection of the papers, the class will be presented their verdict. By the end of the unit students should have exposure to all of the following Michigan Merit Curriculum standards: 1.1-1.4, 2.1,2.3,3.1-3.4.

Week 1:

Day 1:

- Intro to the 1930’s – Student reading activity:
 - o Hand out pieces of paper with numbers on them and a small paragraph. Each student has a part of a larger article summarizing the situation of the United States during the 1930’s. Have Students read their cards in sequence.

(Suggested resource: www.pbs.org under History.

You will find a series of webinars and also supplemental videos)

- Ask questions to clarify.
- Tell students about their first project: Research and Group Work
- Assign Groups (5 students/group)
- Explain Assignment

[Teacher makes groups of students using his/her own judgment. Combine students that work well together and have different learning and thinking styles so they have a diverse group. Each person is assigned one of the following professions:]

Groups	Biographer – Research about the life of Harper Lee, the author of <i>To Kill a Mockingbird</i>	USA History Expert – Study the United States between 1920-1940. Are there any wars? Who was president? Where did people work?	Southern History Expert – Study the southern part of the United States. What was life like between 1920-1940? How did people live? What did people do?	Media Expert – Explore popular media from the 1930's. Find a short story, a song, poem, poster, commercial, or piece of art that represents life back then.	Lawyer – Research politics during the 1930's. Focus on a series called the <i>Jim Crow</i> laws.
1					
2					
3					
4					
5					

What's your job?

Biographer

Research Harper Lee's life.

- Who was she? Where was she born? Where did she go to school? What did she study in college?
- Who were her influences?
- What was her job?
- What did she write?
- Where is she now?

USA History Expert

Study the United States between 1920-1940.

- Are there any wars?
- Who was president?
- Where did people work?
- Pick two not-so-current events to share with your classmates. These should be newspaper articles about any subject you want, but they have to be written between 1920-1940.

Southern History Expert

Study the southern part of the United States.

- What was life like between 1920-1940?
- How did people live?
- What did people do?
- Pick two not-so-current events to share with your classmates. These should be newspaper articles about any subject you want, but they have to be written between 1920-1940.

Media Expert

Explore popular media from the 1930's.

- Find a short story, song, poem, poster, commercial, or

piece of art that represents life back then.

- Present it to your classmates and use it to help you describe the media culture or what was popular back then.

Lawyer

Research politics during the 1930's.

- Focus on a series called the *Jim Crow* laws.
- What were the laws?
- Why were they made?
- Who made the law?

Day 2:

Research in library

Day 3

Jigsaw

- Students get into specific expert groups i.e. all Biographers together.
- Experts get 4 minutes to show and tell their findings, take notes on others' findings and make connections.
- After 20 minutes, students get into original mixed groups. Share. Fill out findings on note sheet.
- Students have at least two interesting points or questions in their notes about each subject.

Notes

Harper Lee	
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USA History	
Southern History	
Media	
Politics & Laws	

Day 4 – Review of Findings:

- Teacher writes down what students say, making a visual (powerpoint, poster, ...)
- Pass out To Kill A Mockingbird
- Watch movie clip or supplemental clip on Civil Rights, Slavery, or Politics.

Day 5 - Read Ch 1

- Hand out Bookmarks
- Explain that student will write at least 3 tough words on their Bookmark to turn in every Wednesday for points. When they turn in one Bookmark, they will receive another.
- Hand out Reading Companions (homemade books in which the students summarize the chapters, create a new title, write down a quote they think is important, and have the option to illustrate)
- Read Aloud to students in class.
- Model: picking out tough Vocabulary words (writing on Bookmark), thinking through the text, note-taking, ...
- Two options: Finish class with silent reading or let students read out loud.
- Assign Ch 2- Ch 5 for the weekend. Don't forget to fill out your Reading Companion!

Week 2: Read

Day 1

- Remind about Bookmarks for vocabulary words.
- Reader's Theater 1
 - Students will stay in their original groups. Students will be assigned specific passages from the book to act out within their groups. If the passage does not have enough roles, the group can then break down into a smaller group. The student s will have 15 minutes to practice their passages and then they will act

their passages out for the class to see.

- HW: Read chapters 6 & 7. Fill out reading companion

Chapter _____

Title _____

Chapter _____

Title _____

Day 2

- Turn in bookmarks
- Finish up any of the passages from the readers theater the day before.
- Learn vocabulary words. Go over them aloud in class, in order to help students understand the words and be able to ask questions.
- Character posted activity. Students will be given a large poster board sticky note. Each group of 2 students will be assigned one character. They will put these characters around the room. Students will write the character's name on the top and have 30-45 seconds to write what they know about this character, including specific details, physical characteristics, and specific experiences. The students will rotate until they get back to their character. Then we will talk about the details that have be written for each character.
- HW: Read chapters 8 & 9 Complete Reader's companion for these chapters

Day 3

- Go over vocabulary.
- Play vocab board game. This is when I will pass out individual dry erase boards/ Ipads. Students will be in groups for some of the words and be by themselves for other words. The

words will be written on a board somewhere in the room. The students will be given candy for being the first to have the correct answer on the board and hold it up first. We will do this for half of the class period.

- Journal activity: Question will be on the board. "Imagine you are Boo Radley at the end of Chapter 8. In his voice, write a diary entry of what is happening from Boo's point of view. Include mention of specific encounters between you (Boo) and the children. You will need to draw inferences about Boo's diction...keeping in mind the background information we have on him.
- HW: Read chapters 10 & 11. Complete Reading companion

Day 4 -Discuss what themes are presented throughout the book: Courage, integrity, prejudice, Justice, Empathy, Gender roles. On this day we will only be covering Courage, empathy, and Gender roles. We will start off with the definitions of each and explain examples of how the students have experienced these themes.

Courage: Explain a time when you have shown courage, or seen someone display characteristics of courage. Students will Share these experiences in their group and each group will pick one to share with the class.

Empathy: I will explain to the students what empathy is and make sure to differentiate the words sympathy and empathy

Day 5 - Vocab (I have, who has)

-Hw Read 2 chapters per day over the weekend (be up to chapter 21)

Focus: Literary Themes, Grammar

-Quiz: Vocabulary words and questions from reading

Week 3: Read, Intro to Trial

Day 1 - (Students will have read up to chapter 21) - Create a character wall of major adult characters that do NOT support or 'fit' into major Maycomb society (focus on Mr. Raymond, Boo Radly, Atticus Fitch,)

As a class, the students will consider the concept of an outlier in society and use previous chapters to create a list of character traits (focusing on chapters that were read for HW) the students will then split up into groups of four and assign these traits to the four major characters on the character wall, each group will also be assigned blank note cards and they will have to come up with their own traits or evaluations of the characters. When you go over the cards (word placements) as a class make sure to focus on words that are in contention, to ask the kids to support their choices with quotes from the book and explain the group discussion.

Spend some class time discussing with students their reactions to the injustice of the verdict and the foreshadowing of Bob Ewell- push at these as they will help the students later when writing their POV papers during the court case and help with literary terms and understanding.

HW/Classroom activity:

Create Discussion director Questions for themes: Integrity, Prejudice, Justice. Cover these themes in class, definitions, students conceptions and perceptions of each term. What do students think these terms mean? How have they seen them represented in their lives? What is the dictionary definition/usage of the term? How does it apply to the story so far?

Then split class into three large groups, assign three 'Discussion Directors' these students will be leading the classroom

discussion on tuesday (using the questions that their group created while reading). Remind students to read the chapters while keeping the theme in mind and to come up with two to three questions each!

Day 2 - Turn in bookmarks (example bookmark below)

Novel Bookmark

Name: _____

Word: _____ Pg # _____

Deff: _____

Word: _____ Pg # _____

Deff: _____

Word: _____ Pg # _____

Deff: _____

Word: _____ Pg # _____

Deff: _____

Word: _____ Pg # _____

Deff: _____

Word: _____ Pg # _____

Deff: _____

Word: _____ Pg # _____

Deff: _____

Word: _____ Pg # _____

Deff: _____

(have read up to chapter 24)

Have Scaffolded discussion (since the students are in 9th grade be prepared to help them out/encourage more than you would a 12th grade class)

Students will get together with groups and hand in their discussion questions to their 'Discussion Director' (remind students to put their names on their three questions so that you can check them off later) the groups will discuss the questions for 20 minutes (give or take- until they sound done)

Once the small groups have finished talking the students will move back to their seats and the directors will ask some of the groups questions to the class. Since the class has already talked about these questions in smaller groups they are prepared with answers and are able to have a discussion without the teacher leading them. (this takes a couple tries)

Important to remind students (either with a worksheet or with posters)

GROUP DISCUSSION GUIDELINES

- Be attentive and civil
- Gain the floor politely
- Pose appropriate questions (GO OVER WHAT THIS MEANS)
- Tolerate lack of consensus

HOW TO BE A GOOD TEAM MEMBER...

- Fulfill roles and responsibilities
- Pose relevant questions
- Acknowledge and build on ideas on of others
- Offer dissent courteously (GO OVER WHAT THIS MEANS TO YOU- examples)

HOW TO GET THE MOST OUT OF LISTENING...

- Monitor message for clarity and understanding
- Ask relevant questions
- Provide verbal and nonverbal feedback
- Notice cues such as change of pace and emphasis that indicate a new point is about to be made
- Take notes to organize essential information (GO OVER WHAT YOU EXPECT)

WHAT TO DO IN DISCUSSIONS....

- Pose questions
- Listen to others
- Contribute ideas
- Reflect on and revise initial responses

Read with any leftover time (Teacher will hand back bookmarks if they had time to mark down words during discussion if not tomorrow)

Day 3 - Review Vocabulary words

The day will start off with a vocabulary lecture based off of the bookmarks, pulling from all of the bookmarks the teacher will pick the most common words among students to have been written down and go over the definitions- hitting on: what the students think the word means, how this word can be represented in their lives, how it can be represented in the book and a dictionary/usage understanding of the term.

EX:

Term- Assuaged

Student's understanding- (this would just be question and answer) "To be relieved"

Student's lives- (again this would be the answer to a question)

Book- "When it healed, and Jem's fears of never being able to play football were assuaged, he..." pg 1

Dictionary- To sooth, calm or mollify (to lessen)

Usage- Verb (used with an object)

And so you go on with every term, making sure the students make both a personal connection and a literary connection to the definition so it will be easier for them to recall.

For review that day: Ball activity- Have a ball or an object that the students know means you have the power to talk. And have the students, stand-up and throw the ball to each other. When you catch the ball it means you have to make one sentence out of a vocab word that the class just learned - you are allowed to repeat words but not sentences!! And if you drop the ball on purpose or try to dodge your turn then you have to make two sentences or a sentence with two vocab words in it!!)

Tell kids to study these words because they will be having an group speaking quiz and you don't want to let your classmates down

Give them time to read in class:

(by this day they should have read up to chapter 28- for HW)

Day 4 - (have read up to chapter 31-end of book) Reader's theater

In class have students (that volunteer) read the last chapter in front of the class like a play. Since the end of the book is very eventful students should get into it and really act out some of

these scenes. Only let students volunteer if they are really going to ACT IT OUT!!!

For the second half of class we would be doing Tableaux of the entire book just as a review for the students, and to get them moving and loosened up for the readers theatre in next week.

Tableaux

1. Tom Boy, Scout, lives with her brother, Jem, and their widowed father, Atticus, in the sleepy Alabama town of Maycomb. Maycomb is suffering through the Great Depression, but Atticus is a prominent lawyer and the family is well off.
2. One summer, Jem and Scout befriend a boy named Dill, who has come to live in their neighborhood for the summer, and the trio acts out stories together.
3. Scout goes to school for the first time that fall and detests her teacher Atticus puts a stop to her antics, urging the children to try to see life from another person's perspective before making judgments.
4. On Dill's last night in Maycomb for the summer, the three sneak onto the Radley property, where Nathan Radley shoots at them. Jem loses his pants in the ensuing escape.
5. Because of Atticus's decision to defend a black man named Tom Robinson, Jem and Scout are subjected to abuse from other children
6. As punishment for destroying all of Mrs. Dubose flowers, Jem is forced to read her as she overcomes her morphine addiction
7. Atticus provides clear evidence that the accusers, Mayella Ewell and her father, Bob, are lying
8. Yet, despite the significant evidence pointing to Tom's innocence, the all-white jury convicts him.
9. The innocent Tom later tries to escape from prison and is shot to death.
10. Bob Ewell attacks Jem and Scout as they walk home from a Halloween party. Boo Radley intervenes, however, saving the children and stabbing Ewell fatally during the struggle

11. The sheriff, in order to protect Boo, insists that Ewell tripped over a tree root and fell on his own knife
12. Later, Scout feels as though she can finally imagine what life is like for Boo.

Day 5 - Vocab Review (I have, who has)

Create an assessment review called “I have, who has” where each student has a sentence that defines one of their vocabulary words and another sentence that defines another vocabulary word. The students must be able to name what their vocabulary word is and then the next student has to understand that they are being called on.

EX: I have a word that lessens the impact of an object. (students says the word- Assuage) Who has a concept of moral rightness.

After the review (do this twice, switch the sheets of paper so that students really learn the words and you end with a smooth run through) students will take a quiz on the vocabulary

Vocabulary Quiz

- 1.
- 2.
- 3.
- 4.
- 5.

Allow the students to come up with 5 sentences that use the vocabulary correctly, any words from the vocabulary list, you can provide a word bank on the whiteboard for struggling students (you did just review all the vocabulary however so it will be at the front of their minds)

Week 4: Trial (Informal)

Case: Emmitt Till

Day 1: Guest Lecture: Introduce a professional judge or lawyer to give insight as to how trials run, explain the roles of the various people in a courtroom etc. This will be supplemented with a healthy Q&A session and choosing the different roles of the case. Pass out handout that goes over the expected procedure of the mock trial as articulated here:

<http://civicallyspeaking.org/mock3.pdf> (long, involved explanation of the process with worksheets to help participants organize and structuralize their performances) OR

<http://www.hawaiiifriends.org/mtproced.html> (Short, sweet and to the point)

Day 2: Go through case details as outlined here:

<http://thechicagoproject.com/v2/till/mocktrial.html> and prepare for trial by interviewing, considering evidence, etc.

Day 3: Work with groups jury, prosecution, defense to prepare arguments, counter arguments, (jury members will consider and deliberate the facts of the case)

Day 4: Practice interviews for first 30 minutes and begin the live Mock Trial procedure; students should wear court-appropriate clothing, present arguments, examine and cross-examine witnesses until the end of class, the trial will resume Friday

Day 5: The trial will conclude with no verdict presented; this will segue into a debriefing of the mock trial and the presentation of Unit Assessment papers.

Week 5: Paper (Formal Assessment)

Day 1

- Start by asking students to re-cap the events of the trial. Make sure the students stick to facts and stay away from opinion. Once the majority of the events of the trial have been

covered, the students are introduced to their final assessment.

- While many students will know how to write an argumentative paper based on their time in middle school, it is still important to go over an outline that students will be able to jump off of if they choose to. The first thing to do is to ask students what they think an argumentative paper should include (evidence, introduction, conclusion, etc.)

- The outline will start with the introduction. Emphasize to your students that this introduction should provide context to the paper they are going to write. This is NOT a place where evidence is supposed to be put. At the end of their introduction, they should provide a thesis. After this, roughly three points need to be made (sometimes three paragraphs) in order to articulate why their thesis is supportable. After this, they need to provide at least a paragraph trying to defend against an opposing viewpoint in order to show they have examined all aspects of the case. Finally, a conclusion must end the piece.

- Because Thesis statements are some of the most difficult pieces of writing for students to develop, the remainder of the class will be spent workshopping them. First, the teacher should show both examples and non-examples of thesis statements.

For example a thesis statement is, "Vegetarianism is the best lifestyle choice because of animal rights, health benefits, as well as environmental protection." While "Burgers are my favorite food because they taste good." is not. Students should take away the idea that Thesis statements need to be strong as well as debateable.

Day 2

- The day starts with a mini lesson from the teacher on quotes and how to cite what people say in a paper. ex) When the witness stated, " _____," He really meant.....

- After the mini lesson, students will meet in their groups according to how they participated in the trial (jury members, defense witness, prosecution, etc). They they will discuss the different things that they noticed from the trial from their viewpoint.

- Jigsaw: A member from each group will group up with members from the other groups in order to deliver the information that they had collaborated on in their first grouping. This meeting is not meant to be a debate, instead it is only meant to deliver the information to assist them on writing the counter argument within their individual papers. This needs to be made explicit to students, so they don't just argue with each other.

Day 3

- Start with a mini lesson on pre-writing activities such as mind maps. This is an important skill because they will eventually need to be able to write essays in under an hour for standardized tests. They should also be reminded of the outline format the class discussed on Day 1 of Week 5.
- Drafting during class on IPads or laptops. The majority of the class will be spent writing their paper. They will be told that the next day will be spent peer editing. If they don't have a sufficient amount of their paper written by the next day, their grade will suffer because their peer editing grade will factor into their grade for the paper.

Day 4

- Students will once again meet in their groups according to the trial. There they will sit in a circle and edit each other's paper using this worksheet:

Name Comments	Comments	Comments	

Day 5

- Final Due. Teacher collects the papers at the beginning of the class
- The jury group presents their findings to the rest of the class. The verdict is based on who made the better argument, not their own personal bias.
- Once the verdict is read aloud, students will write in their journals about their feelings on how the unit went. What went well? What was difficult? What else do you still want to know about argument?
- Class discussion on the journal topic
- Journal writing about their thoughts on the novel
- class discussion of the novel in its entirety (Book Talk)

-Assignment-

Students will argue the point of view of their chosen role of the trial of Emmitt Till. Every student must produce their own individual paper while working closely with members of their group i.e. jury members, defense witness etc.

Paper Includes:

Thesis or Statement of Purpose

Support from Evidence

Address the other side of argument “counter argument”

Format: MLA (name, date, class in the top left corner) At least three pages, double-spaced in order to show explication of evidence.

Write to a formal audience, using 3rd-person point-of-view and standard english.

Part of Paper	4	3	2	1
Argument - Claim	Thesis states your argument and invites inquiry.	Thesis states your argument and somewhat invites inquiry.	Thesis is not included or needs to be revised because it does	No Thesis, does not allow for an argument.

<p>- Support</p>	<p>Support is relevant to argument</p> <p>Evidence is taken from credible sources and not just opinion.</p> <p>Author addresses counter argument.</p>	<p>Support is mostly relevant to argument</p> <p>Evidence is taken from somewhat credible sources, but borders on opinion.</p> <p>Author briefly addresses counter argument</p>	<p>not present the argument.</p> <p>Support is not relevant to argument</p> <p>Evidence is taken from few sources, opinion is used/not supported</p> <p>There is no counter argument</p>	<p>There is no support</p> <p>Author gives opinion and does not address counter argument.</p>
<p>Perspective</p> <p>- Voice</p> <p>- Audience</p>	<p>Author effectively addresses a formal audience by using appropriate language, 3rd person point-of-view and support.</p> <p>There is a distinct position in the paper, but not an opinion.</p>	<p>Author addresses a formal audience by using somewhat appropriate language, 3rd person point-of-view.</p> <p>Needs to include more support.</p> <p>Author's position towards topic is somewhat clear, but borders on opinion.</p>	<p>Author does not address a formal audience.</p> <p>Needs development with language, point-of-view is inconsistent or informal.</p> <p>Needs to include more support.</p> <p>Author writes using opinion and does not support argument.</p>	<p>Author does not address a consistent audience.</p> <p>Needs development with language, point-of-view is inconsistent or informal.</p> <p>Total lack of support, no evidence.</p> <p>Author uses opinion as basis of argument.</p>
<p>Organization</p> <p>- Introduction</p> <p>- Thesis</p>	<p>Introduction provides detailed background information, defines topic and includes thesis.</p> <p>Thesis states your argument</p>	<p>Introduction somewhat provides context/background Needs development of definition and thesis.</p> <p>Thesis states your argument and</p>	<p>Introduction lacks context/background. Argument is presented abruptly.</p> <p>Thesis is not included or needs to be revised because it does not present the argument.</p>	<p>Introduction has no context/background. Does not communicate your argument.</p> <p>No Thesis, does not allow for an argument.</p>

<p>- Topic Sentences</p> <p>- Conclusion</p>	<p>and invites inquiry.</p> <p>Thoughtful topic sentences guide the reader.</p> <p>Conclusion restates thesis and summarizes evidence. Uses creative diction leaving the reader with a clear idea of what you want.</p>	<p>somewhat invites inquiry.</p> <p>Topic sentences somewhat guide the reader.</p> <p>Conclusion restates thesis and summarizes evidence but lacks creativity in diction. (i.e. restated word-for-word)</p>	<p>Lack of topic sentences to guide reader. (Paragraphs do not "flow"/connect)</p> <p>Conclusion does not restate argument. Conclusion does not match thesis from introduction.</p>	<p>No use of topic sentences to guide reader</p> <p>Conclusion leaves the reader confused.</p>
<p>Mechanics</p> <p>- Grammar</p> <p>- MLA Format</p>	<p>Transitions that guide the reader through argument. Standard, formal English. Correct punctuation and capitalization.</p> <p>Name, Date, Class in the upper left-hand corner</p> <p>Pages are numbered</p>	<p>Uses transitions and standard English, with few grammatical errors.</p> <p>Correct punctuation and capitalization.</p> <p>Name, Date, Class in the upper left-hand corner</p> <p>Pages are numbered</p>	<p>Transitions are repetitive or non-existent. Does not use standard, formal English.</p> <p>Punctuation and capitalization errors</p> <p>Name, Date, Class not included.</p> <p>Pages are not numbered</p>	<p>Grammar greatly affects understanding of argument.</p> <p>Many punctuation and capitalization errors.</p> <p>Name, Date, Class not included</p> <p>Pages are not numbered.</p>
<p>Peer Review</p>	<p>Thoughtful response to Peers paper. At least 2 revisions</p>	<p>Complete response to Peers paper. Less than 2 revisions</p>	<p>Incomplete response. No revisions</p>	<p>Nothing written in response.</p>
<p>Length</p>	<p>Paper is at least 3 pages long and includes all</p>	<p>Paper is 3 pages long and includes necessary</p>	<p>Paper is less than 3 pages, needs more information to</p>	<p>Paper is not 3 pages long and lacks important</p>

	information relevant	information	contribute to the argument.	information.
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Accommodations

[Students with learning disabilities and/or English Language Learners]:

Bookmarks (give definitions and page numbers)

Trial both LD and ELL can have role in trial, with specific reading part (maintain attention). If they are not comfortable they can be part of the jury.

Final Assessment -give paper outline to fill out during trial, *partner ELL with native speaker* for paper and trial to focus on editing (native speaker can have paper revised by teacher and ELL together).

Connect with ESL teacher to work on paper with student.

Worksheets - Reading Guide (homemade books with their own summaries and titles to each chapter); Readers Theater (small skits performed in class to get students accustomed to being in front of each other); Jury Note Sheet (Erika) Bookmarks (students write words they don't understand, define and turn in the next day as a check; teacher hands back at the end of class for students to hand in again; 5 word and definition requirement)