

Judge Dee at Work by Robert Van Gulik

Time: Four weeks

Desired Results

Established Goals/Targets: Good mysteries provide insight and context into the culture and time that they were written and appeal to the reader on an emotional level by revealing significant insights about the way people lived and will live. A good mystery writer is aware of the various aspects of the time and period in which the story takes place, and if they are sophisticated about the historical view, they will integrate this in the story. Students will determine the characteristics of a good detective story.

Standards/Benchmarks:

Reading

Acquisition of Vocabulary:

- A. Use context clues and text structures to determine the meaning of new vocabulary
- B. Examine the relationships of analogical statement to infer work meanings.
- C. Recognize the importance and function of figurative language.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- A. Apply reading comprehension strategies to understand grade-appropriate text.
- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).
- C. Use appropriate self-monitoring strategies for comprehension.

Reading Applications: Literary Text

- A. Analyze interactions between characters in literary text and how the interactions affect the plot.
- B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.
- C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.
- D. Identify similar recurring themes across different works.
- E. Analyze the use of a genre to express a theme or topic.
- F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.
- G. Explain techniques used by authors to develop style.

Writing

Writing Process:

- A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs,

passages or ideas.

D. Edit to improve sentence fluency, grammar and usage.

E. Apply tools to judge the quality of writing.

F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Writing Conventions:

A. Use correct spelling conventions.

B. Use correct punctuation and capitalization.

C. Demonstrate understanding of the grammatical conventions of the English language.

Research:

B. Evaluate the usefulness and credibility of data and sources.

E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.

Listening/Speech

Communication: Oral and Visual

G. Give presentations using a variety of delivery methods, visual displays and technology.

Essential Questions:

How does culture affect an author's perspective when writing a story?

What are the characteristics of a good detective mystery?

Do we learn about the world from fiction/mysteries?

Does reading a variety of different genre make for better writing? Explain.

Assessment Evidence

Vocabulary

Study Guide Questions

Quizzes

Classroom discussion of Essential Questions

Graphic Organizers

Research

Mock Trial, Interview and/or Press Conference Questions

Performance Assessment: Mock Trial, Interview and/or Press Conference (After reading the detective stories, students will put on a mock trial using the characters from one of the stories and the crime scenarios.

Learning Plan

Learning Activities:

Day One (Pre-reading)

Working in small groups students will answer the following questions on a large sheet of chart paper to share and discuss with the class.

Discussion Questions:

What do you think a mystery should be?

When you think about mysteries, what comes to mind?

What is your favorite mystery book, movie, or TV program?

What do you find suspenseful?

How did the author make you curious?

What do you think makes a good mystery?

Pass out Vocabulary List and Study Guide Question

Day Two (Pre-reading)

Students will use context clues to figure out the meaning of selected words on the vocabulary handout. Then students will check the meaning using a dictionary or the computer.

Students will begin reading assignment one “Five Auspicious Clouds”.

During reading students will use graphic organizers to help comprehension.

Students will use a graphic organizer to keep track of the details in this mystery.

(See website below for organizer)

http://www.readwritethink.org/files/resources/lesson_images/lesson865/organizer.pdf

After reading Mock Trial, Interview and/or Press Conference

Materials:

Judge Dee at Work by Robert Van Gulik

Computers with internet connection

Vocabulary/study guide/graphic organizers

Rubric