

**Unit Two: The Spirit of the Individual**

<b>Writing Skill</b>	<b>Selection</b>	<b>Reading/ Literary Study</b>	<b>Inquiry/ Research</b>	<b>Viewing/ Representing/ Production</b>	<b>Listening/ Speaking/ Evaluating</b>	<b>Resources</b>
	<b>Transcendentalism</b>					
<p><u>Journal Writing</u> : Do "Connect to Your Life": <i>LoL</i> p. 363 <b>TEKS</b> 4A <u>Reflection</u>: Write a personal essay based on an aphorism. <i>LoL</i> p. 368 <b>TEKS</b> 1B 2A-E 3A-D <u>Comparison</u>: Using textual evidence, do a comparison of ideas in "Memoirs" and "Self-Reliance" in Venn diagram form. <i>LoL</i> p. 366 <i>WC</i> 226-230 <b>TEKS</b> 4A B D</p>	<p><b>Essay</b>: Read at least one of the following three Transcendentalist selections: "Self Reliance," <i>LoL</i> p. 363 <b>TEKS</b> 8A C D</p>	<p><b>Summary</b>: Read and summarize each paragraph in "Self Reliance" <b>TEKS</b> 7A D F</p>	<p><b>Research</b>: Research a historical figure mentioned in the final paragraph of "Self Reliance": <i>LoL</i> p. 368 <b>TEKS</b> 4C 13B D E</p>	<p><b>Representing</b>: Illustrate one of Emerson's aphorisms <b>TEKS</b> 21D <b>Interpretation</b>: Discuss what elements (light, color, line, contrast, style, etc.) contribute to the creation of the mood in <i>Kindred Spirits</i>. <i>LoL</i> p. 365 <b>TEKS</b> 15F 19A</p>	<p><b>Speaking</b>: Share three facts about researched historical figure with the class <b>TEKS</b> 15A-C</p>	<p>Unit Three Resource Book, pp. 11-15 InterActive Reader p. 66</p>

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<p>Journal Writing: Do "Connect to Your Life," <i>LoL</i> 369 "Think Critically" <i>LoL</i> p. 367 <b>TEKS</b> 4A 9B <u>Reflective Essay</u>: Write an essay about an approach to life, a philosophy, a belief... <i>WC</i> pp. 52-62 <b>TEKS</b> 1C 2A-E 3A-D</p>	<p><b>Essay</b>: "Civil Disobedience," <i>LoL</i> p. 369 <b>TEKS</b> 8A C D 11E</p>	<p><u>Figurative Language</u>: Read "Civil Disobedience"--note and explain paradoxes. <b>TEKS</b> 11F</p>	<p><u>Research</u>: Research events in which civil disobedience has been employed. <i>LoL</i> p. 379 <b>TEKS</b> 4C 13B D E</p>	<p><u>Representing</u>: Do #3, "Activities and Explorations" <i>LoL</i> p. 379 <b>TEKS</b> 4D F 7F G 21C D</p>	<p><u>Speaking</u>: Share research with the class in an informal presentation/ group discussion about present-day causes Thoreau might support. <i>LoL</i> p. 379 <b>TEKS</b> 5A-C <u>Group Discussion</u>: Do #1, "Activities and Explorations" <i>LoL</i> p. 379 <b>TEKS</b> 4D 15C</p>	<p>Unit Three Resource Book pp. 16-20 InterActive Reader p. 76</p>

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<p><u>Description/ Reflection:</u> Observe nature and write a short descriptive/reflective nature essay using Thoreau's stylistic approach. <i>LoL</i> p. 393 <i>WC</i> pp. 68-70, 124-136, 364 <b>TEKS</b> 12A 1B-C 2A-E 3A-D 5A B</p> <p><u>Journal Writing:</u> Do "Connect to Your Life," <i>LoL</i> p. 381 <b>TEKS</b> 4A 9B</p> <p><u>Persuasion:</u> Do #1, "Writing Options: <i>LoL</i> p. 393 <i>WC</i> p. 376</p>	<p><b>Essay:</b> excerpt from <i>Walden</i> <i>LoL</i> p. 381 <b>TEKS</b> 6A 8A C D 9A B</p>	<p><u>Style Analysis:</u> Explain in a reader's log Thoreau's use of paradoxes, allusions, and metaphors and similes; summarize aphorisms. <b>TEKS</b> 11A F 12A 16D</p> <p><u>Literary Analysis:</u> Do "Active Reading Questions", <i>LoL</i> pp. 381-391 <b>TEKS</b> 10B 11A F 12A C 16D 18A</p> <p><u>Vocabulary:</u> Do "Vocabulary in Action: <i>LoL</i> p. 393 <b>TEKS</b> 6B</p>		<p><u>Representing:</u> Develop a photo essay. <i>LoL</i> p. 393 <b>TEKS</b> 21D</p>	<p>Read <i>Walden</i> aloud, discussing stylistic elements and persuasive devices. <b>TEKS 14A ,C; 16A,D</b></p>	<p>Unit Three Resource Book pp. 21-25</p>
<p>TAKS Writing Practice</p>						<p>Practice Triplet #1, attached</p>

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	<b>Nineteenth Century Literature</b>					
<p><u>Poetry</u>: Write a free-verse poem using cataloguing, repetition, and parallelism about America, your school, your neighborhood, etc. <i>LoL</i> p. 394 <b>TEKS 1A B 3A D 11D</b></p> <p><u>Journal Writing</u>: Do "Connect to Your Life," <i>LoL</i> p. 396 <b>TEKS 4A 9B</b></p> <p><u>Using adjectives and adjective phrases</u>: <i>LoL</i>, pl 445 <b>TEKS 3C</b></p>	<p><b>Poetry</b>: One or more of the following: "I Hear America Singing," "I Sit and Look Out," "Song of Myself," <i>LoL</i> pp. 394-405 <b>TEKS 8A C 9B</b></p>	<p><b>Poetic Devices</b>: Note Whitman's use of cataloguing, repetition, and parallelism <b>TEKS 11D E 12A</b></p> <p><u>Literary Period</u>: Review characteristics of Romanticism; citing lines as evidence, point out Romantic qualities in poem(s) <i>LoL</i> p. 404, #4 <b>TEKS 8CD 9A</b></p> <p><u>Vocabulary: Roots</u>: <i>LoL</i>, p. 444 <b>TEKS 6C</b></p>		<p><b>Representing</b>: Illustrate one of Whitman's poems <b>TEKS 21D</b></p> <p><u>Viewing</u>: <i>Cube City Dwellers (LoL</i> p. 398): describe, analyze (elements), associate (with something in your life), compare, apply (tell theme) and evaluate the painting. <b>TEKS 19A</b></p>	<p><b>Speaking</b>: Read poems aloud, taking parts. <b>TEKS 18C</b></p>	<p>Unit Three Resource Book pp. 25-31 (Includes activities for all poems in Unit Three) InterActive Reader p. 96</p>

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	<p><b>Poetry:</b> "Ode to Walt Whitman" <i>LoL</i> p. 406 <b>TEKS</b> 8A C 9B</p>	<p><u>Poetic Devices:</u> Note Neruda's use of imagery, style, allusions, and theme. <b>TEKS</b> 10B 11D F</p>			<p><u>Class Discussion:</u> Compare Neruda's use of imagery, style and theme to Whitman's <b>TEKS</b> 11A 15F</p>	

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<p>Creating Figures of Speech: Do "Cooperative Learning Activity" <i>LoL</i> p. 760</p> <p><b>TEKS</b> 1A 15F</p> <p><u>Poetry</u>: Write a short poem that expresses personal views of nature, success, loss, pain, death or hope. <i>LoL</i> p. 762</p> <p><b>TEKS</b> 1A <u>Using noun clauses</u>: <i>LoL</i>, p. 909 <b>TEKS</b> 3C</p>	<p><b>Poetry</b>: One or more of the following: "This is my letter to the World" "'Hope' is a thing with feathers" "Success is counted sweetest" "Much madness is divinest sense" "My life closed twice before its close" "After great pain, a formal feeling comes" "I heard a Fly buzz" "Because I could not stop for Death" <i>LoL</i> pp. 746-759</p> <p><b>TEKS</b> 8A C 9B</p>	<p><u>Figurative Language</u>: Read the poems three times: for impression, meaning, and style. <i>LoL</i> p. 750</p> <p><u>Poetry Interp.</u>: Do selected questions from "Thinking Through the Literature" <i>LoL</i> pp. 751-760</p> <p>Cube one of the poems: describe, analyze, associate (with something in your life), compare (with another piece of literature), apply, and evaluate.</p> <p><u>Style Analysis</u>: Do 1. and 2., "Applications" <i>LoL</i> p. 761</p> <p><b>TEKS</b> 7AC 8A C 11A D F</p>	<p>Research Dickinson's life. <b>TEKS</b> 13B-E</p>	<p><u>Representing</u>: Illustrate one of Dickinson's poems. <b>TEKS</b> 21D Make a group poster about a Dickinson poem--meaning and stylistic elements--and Dickinson's life. <b>TEKS</b> 10A 20B</p>	<p><u>Class Discussion</u>: Read poems aloud and discuss meaning and stylistic aspects such as rhythm, imagery, capitalization and punctuation, and figurative language. <b>TEKS</b> 7A C 8A C 11A D F 15A F</p> <p><u>Oral Interpretation</u>: Do a poetry slam using Dickinson's poems. <i>LoL</i> p. 762</p> <p><b>TEKS</b> 18A-C</p>	<p>Unit Five Resource Book pp. 4-5 InterActive Reader p. 210</p>

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Grammar/Usage: Do "Sentence Crafting" <i>LoL</i> pp. 4-5 <b>TEKS</b> 3B	<b>Short Story:</b> "Gary Keillor," <i>LoL</i> p. 425 <b>TEKS</b> 8A 9A	<u>Literary Concepts:</u> Do questions from "Think Critically" and "Literary Analysis," <i>LoL</i> p. 434 <b>TEKS</b> 10B 11C F 12 A 18A		<u>Representing:</u> Do "Drawn-Out Story" <i>LoL</i> p. 435 <b>TEKS</b> 21B-D <u>Viewing:</u> Do "Art Connection," <i>LoL</i> p. 435 <b>TEKS</b> 19A		Unit Three Resource Book pp. 32-36
<u>Journal Writing:</u> Do "Connect to Your Life" <i>LoL</i> p. 562 <b>TEKS</b> 4A 9B <u>Narrative Writing:</u> Write a biographical sketch or narrative about a friend or family member. <i>WC</i> pp. 178-185, 368 <b>TEKS</b> 1A-C 2A-E 3A-D 4C 5A B	<b>Slave Narrative:</b> excerpt from The Narrative of the Life of Frederick Douglas <i>LoL</i> p. 562 <b>TEKS</b> 7A 8A C D	<u>Stylistic Analysis</u> Keep a style log, noting three interesting uses of the following: word choice, sentence length, tone, figurative language, and dialogue <b>TEKS</b> 6F 8A-C 10B 11D F 4D 7D	<u>Research:</u> Research slave laws using electronic sources <i>LoL</i> p. 572 <b>TEKS</b> 13 B	<u>Representing:</u> Do a class "Slave Laws Poster" <i>LoL</i> p. 572 <b>TEKS</b> 21C	<u>Speaking:</u> Do "Cooperative Learning Activity" <i>LoL</i> p. 571 <b>TEKS</b> 15A B C F	Unit Four Resource Book pp. 4-8

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Journal Writing: Do "Connect to Your Life" <i>LoL</i> p. 580 <b>TEKS 4A 9B</b>	<b>Short Story:</b> "An Occurrence at Owl Creek Bridge" <i>LoL</i> p. 580 <b>TEKS 7A 8A C</b>	Literary Analysis: Respond to "Active Reading" <i>LoL</i> pp. 581-589 <b>TEKS 7D E-I 9B 11A-F 12A</b>	Research various aspects of the Civil War. <b>TEKS 13A-E</b>		Share research with the class. <b>TEKS 15A, B</b>	Unit Four Resource Book pp. 11-15
Journal Writing: Do "Connect to Your Life" <i>LoL</i> p. 593 <b>TEKS 4A 9B</b> Letter Writing: Do #1, "Writing Options" <i>LoL</i> p. 603 <b>TEKS 1A 8G</b> Creating compound sentences: <i>LoL</i> , p. 631 <b>TEKS 3C</b>	<b>Short Story:</b> "A Mystery of Heroism" <i>LoL</i> p. 593 <b>TEKS 8A C</b> <u>Vocabulary:</u> <u>Comprehending words with multiple meanings.</u> <i>LoL</i> , p. 630 <b>TEKS 6BE</b>	<u>Detail:</u> Record Crane's use of details to reveal setting, characters, and events <i>LoL</i> p. 593 <u>Literary Response:</u> Choose several questions and answer, using textual evidence <i>LoL</i> p. 692 <b>TEKS 10 B 11A-E</b>		Visually represent the setting of the story, relying on Crane's use of detail. <b>TEKS 21C</b>	<u>Speaking/Listening:</u> Do "Literary Analysis: Cooperative Learning Activity" <i>LoL</i> p. 602 <b>TEKS 10B 15 C E F 17 A-D</b>	Unit Four Resource Book pp. 16-20
	<b>Speech:</b> "The Gettysburg Address" <i>LoL</i> p. 606 <b>TEKS 7A B 8D</b>	<u>Literary Analysis:</u> Do "Cooperative Learning Activity" <i>LoL</i> p. 607 <b>TEKS 12A</b>	Research to discover various facts about Abraham Lincoln. <b>TEKS 13A-E</b>		Share Lincoln facts. <b>TEKS 15AB</b>	Unit Four Resource Book pp. 21-25
Grammar/Usage: <i>LoL</i> pp. 629 - 631 <b>TEKS 3A 5A</b>	<b>Poetry:</b> "Frederick Douglas" <i>LoL</i> 615 <b>TEKS 6F 8D</b>	<u>Vocabulary:</u> Do "Comprehending Words" <i>LoL</i> p. 630 <b>TEKS 6B E</b>		<u>Representing:</u> Abstractly draw some aspect of the poem <b>TEKS 7F 21D</b>		
TAKS Writing Practice						Practice Triplet #2, attached.

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	<b>Author Study: Mark Twain</b>					
<p><u>News Writing:</u> Write a newspaper article about the hypnotizing of Mark Twain from <i>The Autobiography of Mark Twain</i> LoL p. 668 <b>TEKS</b> 1B C 2A-E 3A-D</p> <p><u>Journal Writing:</u> Do "Connect to Your Life" LoL p. 658 <b>TEKS</b> 4A 9B <u>Literary</u></p> <p><u>Analysis:</u> Write a literary analysis essay based on one of Twain's works: LoL pp. 624-628 WC pp. 186-189 Use proper MLA format. <b>TEKS</b> 1A-C 2A-E 3A-E 7F G 10B</p>	<p><b>Author Study:</b> Choose at least one of the following Twain selections. Autobiography: excerpt from <i>The Autobiography of Mark Twain</i> LoL p. 659 <b>TEKS</b> 8A C</p>	<p><u>Irony:</u> Read Twain's autobiography, noting instances of situational irony. LoL p. 659 <b>TEKS</b> 11A F 16 D</p> <p><u>Predicting:</u> Keep a reader's notebook that makes predictions and provides textual clues to support them. LoL p. 658 <b>TEKS</b> 7G 8A C 10B 11C</p>			<p><u>Class Discussion:</u> Conduct a class discussion using questions from "Thinking Through the Literature" LoL p. 667 <b>TEKS</b> 7G 9B 10A B 11A-F 14A E 15C F</p> <p><u>Storytelling:</u> Prepare a script for and tell a story to the class. Follow with peer evaluation; LoL pp. 722-726 <b>TEKS</b> 15A C D 17E 18A B C</p>	<p>Unit Four Resource Book pp. 55-59</p>

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<p>Journal Writing: Do "Connect to Your Life" <i>LoL</i> p. 669 <b>TEKS</b> 4A 9B <u>Revision:</u> "Assessment Practice" <i>LoL</i> p. 727 <b>TEKS</b> 2C <u>Grammar/Usage:</u> Do "Sentence Crafting" <i>LoL</i> p. 729 <b>TEKS</b> 3A <u>Description:</u> Write a memoir using vivid description <b>TEKS</b> 1B C 2A-E 3A-D 5A B</p>	<p><b>Memoir:</b> excerpt from <i>Life on the Mississippi</i> <i>LoL</i> p. 670 <b>TEKS</b> 8A C D</p>	<p><u>Using Graphic Organizers/ Literary Analysis:</u> Keep a reader's notebook noting imagery, details, and comparisons used by Twain. <i>LoL</i> p. 669 <b>TEKS</b> 7D 1B F <u>Interpreting Texts:</u> Do "Think Critically" questions, using textual evidence to support answers. <i>LoL</i> p. 676 <b>TEKS</b> 7E G H 11A <u>Understanding Analogies:</u> Do "Literary Analysis: Paired Activity" <i>LoL</i> p. 676 <b>TEKS</b> 6G 10B 11D 14A 15F</p>	<p><u>Inquiry:</u> Research some aspect of the Mississippi today. <i>LoL</i> p. 677 <b>TEKS</b> 13A B D E</p>	<p><u>Representing:</u> Illustrate one of Twain's descriptions. <b>TEKS</b> 11B 21D <u>Viewing/ Evaluating:</u> Do a comparison between the written excerpt and a videotaped excerpt of <i>Life on the Mississippi</i>, noting especially the similarities and differences in the interactions between Twain and Mrs. Bixby. <b>TEKS</b> 20D F <u>Representing:</u> Do a poster that presents three or more of Twain's epigrams. <i>LoL</i> p. 678 <b>TEKS</b> 21 C</p>	<p><u>Speaking:</u> Share the researched aspect of the Mississippi today with the class. <b>TEKS</b> 15A B D</p>	<p>Unit Four Resource Book pp. 60-63 InterActive Reader p. 187</p>

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<p>Journal Writing: Do "Connect to Your Life" <u>LoL</u> p. 679 <b>TEKS</b> 4A <u>Using adjective and adverb clauses</u> <u>LoL</u> p. 729 <b>TEKS</b> 3C</p>	<p><b>Short Story:</b> "The Notorious Jumping Frog of Calaveras County" <u>LoL</u> p. 680 <b>TEKS</b> 8A C 9A</p>	<p>Dialect: Read "Jumping Frog," noting Twain's use of dialect in a reader's journal that interprets the passages. <u>LoL</u> p. 679 <b>TEKS</b> 6B 7D 10B 11F <u>Interpreting Texts:</u> Do "Think Critically" questions using ample textual evidence to support answers. <u>LoL</u> p. 685 <b>TEKS</b> 7G 10B <u>Using Textual Evidence:</u> Do "Critics Corner," using examples from the story as evidence. <u>LoL</u> p. 685 <b>TEKS</b> 10B 12A</p>		<p>Draw a scene from the story. <b>TEKS</b> 7D</p>	<p><u>Class Discussion:</u> Discuss Twain's use of similes, metaphors, irony, and idioms. <b>TEKS</b> 6B 11D F 14A 15A F</p>	<p>Unit Four Resource Book pp. 64-68</p>

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<p>Persuasion: Write a persuasive letter defending the teaching of <i>Huck Finn</i> in spite of controversial/questionable aspects. WC pp. 270-292, 298-308  <b>TEKS</b> 1A-C 2A-E 3A-D 17A C E            Evaluation: Write a film critique and compare to existing reviews. <b>TEKS</b> 1A-C 2A-E 3A-C 10C 16B 20BD            Journal Writing: "Become" a character from Huck and keep a journal reflecting on your experiences as the novel progresses. <b>TEKS</b> 1A B 4A B 7G</p>	<p><b>Novel:</b> <i>The Adventures of Huckleberry Finn</i>, by Mark Twain  <b>TEKS</b> 8A C D 9A</p>	<p><u>Literary Analysis/Reading Comprehension:</u>            Answer study questions addressing content and style: plot, themes, conflict, allusions, setting, language, character, dialect, humor, etc. Use textual evidence to support answers. <b>TEKS</b> 7B E F G H 8D 9B 10B 11A-D F            "Jigsaw" the novel, reading through Chapter Sixteen as a class and then assigning groups to present the episodes from remaining chapters in live presentations or videos. <b>TEKS</b> 7F 11C 15A D 17D E F 18A 21B C</p>		<p>Setting: Create a map of Huck and Jim's journey. <b>TEKS</b> 7D 11B 21B  <u>Representing:</u> Do a class mural depicting the symbolic meaning of the river versus the shore in Twain's work. <b>TEKS</b> 11B 21B  <u>Video Analysis/Evaluation:</u> Do a film study of a video version of Huck Finn. <b>TEKS</b> 20D</p>	<p><u>Speaking/Reading Comprehension/Literary Analysis:</u>            Conduct a class discussion about Huck's character and "conscience", Jim's character, Twain's satire, Huck's character vs. Tom's, pivotal episodes, stylistic issues, etc.            As a class, "try" Twain to determine his guilt or innocence on the issue of promoting racism in the novel. Student roles: defendant, judge, court clerk, defense team, prosecution team, witnesses. <b>TEKS</b> 10B 11A-C E 14A-D 15A-F 17A-F</p>	

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<p><u>Creative Writing:</u> With a partner, write a ballad presenting the legend of Cortez or a hero of your choice. <b>TEKS</b> 1A B 2A-E 3A-D 4B E 14A 15C F</p> <p><u>Journal Writing:</u> Do #4, "Think Critically" <i>LoL</i> p. 718 <b>TEKS</b> 4A 7G 11E</p>	<p><b>Legend:</b> "The Legend of Gregorio Cortez" <i>LoL</i> p. 71 <b>TEKS</b> 8A-C 9A</p>	<p><u>Recognize forms:</u> legend, ballad <b>TEKS</b> 11F</p>	<p><u>Research:</u> Choose a hero and research with a partner. <b>TEKS</b> 13B D E 15C</p>	<p><u>Representing:</u> Make a poster representing vital information about the researched hero. <b>TEKS</b> 21B D</p>	<p><u>Presentation:</u> Present the partner hero poster to the class. <b>TEKS</b> 15D 17D-F</p>	<p>Unit Four Resource Book pp. 74-78</p>