

# Screenplay: To Kill a Mockingbird

Content Area: **English Language Arts**  
Course(s): **English Literacy 1**  
Time Period: **4 weeks**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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Read and analyze *To Kill a Mockingbird* Screenplay. Identify historical background of text including Jim Crow Laws and the Great Depression. Explore themes including gender roles, childhood vs. adulthood, society vs. an individual, injustice, and racism

## Transfer

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- Understand the racial and economic context of TKAM and be able to relate to other texts
- Identify examples of racism and social inequity
- Understand the effects of injustice on society

## Meaning

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## Understandings

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*Students will understand ...*

- The struggles of the characters as they grow and attempt to understand the complexity of the controversial issues in the world around them.
- The author's purpose of making people aware of social injustice

## Essential Questions

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Students will keep considering...

- What role does each character play in the screenplay?
- What are the effects of racism and intolerance in society?
- How is the importance of tolerance conveyed throughout the screenplay?
- How are the themes relevant to today's society?

## **Students will know**

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Students will know...

- Historical context of play - WWII, Great Depression, Jim Crow Laws
- Plot details
- Character development: Jem & Scout
- Themes - racism, injustice, childhood v. adulthood, gender roles, tolerance/intolerance

## **Application of Skills and Knowledge**

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Students will be skilled at...

- Reading with fluency and ability to cite evidence to demonstrate comprehension
- Identifying and examining literary elements
- Reflecting on themes and establishing personal connections to screenplay
- Analyzing character development
- Recognizing examples of social injustice

## **Academic Vocabulary**

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The Great Depression, Jim Crow Laws, Civil Rights, entailment, lawyer, prosecutor, jury, judge, trial, conviction, screenplay, stage directions

## **Objective 1 (Levels 1 & 2)**

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SWBAT:

List facts about Harper Lee's life and relate to text and discuss historical context of novel to relate to novel.

LA.RL.9-10.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

LA.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

## **Objective 2 (Level 2)**

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SWBAT:

Identify setting and describe major characters (Scout, Jem, Atticus, Calpurnia, Dill, Miss Maudie, Tom Robinson, Bob Ewell, Mayella Ewell, Walter Cunningham) and their role in the novel

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| LA.RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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## **Objective 3 (Level 2)**

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SWBAT:

Define unknown vocabulary words that apply to text (especially courtroom jargon)

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| LA.L.9-10.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.   |
| LA.L.9-10.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| LA.L.9-10.6   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## **Objective 4 (Levels 2 & 3)**

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SWBAT

Identify literary elements in text and discuss and draw conclusions about plot development of novel

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| LA.RL.9-10.3   | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| LA.RI.9-10.2   | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.   |
| LA.RI.9-10.5   | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).                         |
| LA.SL.9-10.1.D | Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.         |

## **Learning Goal 2**

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SWBAT Identify literary elements in text and discuss and draw conclusions about plot development of novel

## **Objective 5 (Level 3)**

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SWBAT create a variety of writing responses in response to text.

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| LA.RL.9-10.2   | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. |
| LA.RL.9-10.5   | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).    |
| LA.RI.9-10.3   | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                  |
| LA.W.9-10.2    | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                   |
| LA.SL.9-10.1.D | Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.   |

## **Formative Assessment and Performance Opportunities**

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- Class Discussions
- Comprehension Questions
- During Reading Prediction Activities
- Journal Entries
- Vocabulary Activities

## **Summative Assessment**

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- Analytical Character Essay
- Reading Comprehension Quizzes
- Unit Test

## **Accommodations/Modifications**

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- Break reading and presented material into digestible bites
- Extended time per 504 and IEP accommodations
- Jigsaw informational articles about the 1930's
- Listen to audiobook

- Provide study guides to help students prepare for assessments
- Redirect students on task
- Reword and clarify when necessary
- Use of graphic organizers
- Watch film version

## Interdisciplinary Connections

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- Research and discuss Civil Rights Movement
- Research and discuss courtroom procedures
- Research and discuss FDR's inaugural address
- Research and discuss Jim Crow Laws
- Research and discuss lynchings in America
- Research and discuss racial injustices
- Research and discuss the Great Depression
- Research and discuss the Scottsboro Boys Trials

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| SOC.6.1.12       | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.6.1.12.B.9.a | Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.   |
| SOC.6.1.12.D.9.b | Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.  |
| SOC.6.1.12.CS6   | The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.   |
| SOC.6.1.12.CS9   | The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.   |
| SOC.6.1.12.CS10  | The Great Depression and World War II: New Deal: Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.  |
| SOC.6.3.12       | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.   |
| SOC.6.3.12.CS3   | Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.  |
| SOC.6.3.12.CS4   | Critically analyze information, make ethical judgments, and responsibly address controversial issues.   |
| SOC.6.3.12.CS5   | Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.  |

## 21st Century Life and Careers

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee.           |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason.                  |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |

## Unit Resources

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- Copies of screenplay
- Copy of film