

To Kill a Mockingbird

Content Area: **English Language Arts**
Course(s): **Language Arts Literacy I CP, Language Arts Literacy I**
Time Period: **1 marking period**
Length: **8-9 Weeks**
Status: **Published**

Unit Overview

Read and analyze *To Kill a Mockingbird*. 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

- 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

Understandings

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

Students will keep considering...

- What role does each character play in the novel?
- What are the effects of racism and intolerance in society?
- How is the importance of tolerance conveyed throughout the novel?

- How are the themes relevant to today's society?

Application of Knowledge and Skill

Students will know...

Students will know...

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

Students will be skilled at...

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 novel
- Analyzing character development
- Recognizing examples of social injustice

Academic Vocabulary

The Great Depression, Jim Crow Laws, Scottsboro Trials, Civil Rights, entailment, lawyer, prosecutor, jury, judge, trial, conviction, malevolent phantom

Learning Goal

Students will understand the impact of social injustice and racism on society and be able to cite textual

evidence of what the text says explicitly as well as and be able to support inferences drawn from the text.

Objective 1--(Level 1+2)

SWBAT:

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

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)

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.

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.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Objective 3--(Level 2)

SWBAT:

Define unknown vocabulary words that apply to text (especially courtroom jargon starting at chapter 16)

LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional,

absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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--(Level 2+3)

SWBAT:

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

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.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.

Objective 5

Students will be able to analyze how the disabilities of Tom Robinson and Boo Radley lead them to be prejudged by the citizens of Maycomb.

Learning Goal 2

Students will be able to write grade appropriate informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately though effective selection, organization, and analysis of content.

Objective 6 -- (Level 2)

SWBAT:

Read and comprehend various articles relating to topics presented in the novel.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Objective 7--(Level 3)

SWBAT:

Construct a variety of writing pieces in response to text.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.

Summative Assessment

- Reading comprehension quizzes
- End of novel test
- Project
- Essay
- Journal entries/free writes

21st Century Life and Careers

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.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Formative Assessment and Performance Opportunities

- Class discussion
- Comprehension questions
- Journal entries/free writes
- Reading quizzes
- Teacher observation
- Vocabulary quizzes

Accommodations/Modifications

- Jigsaw informational articles about the 1930's
- Break reading and presented material into digestible bites
- Extended time per 504 and IEP accommodations
- Final Assessment opportunities (see below)
- provide audiobook for reread/support
- Reword and clarify when necessary
- study guides for chapters/sections
- Use of graphic organizers
- Use the screenplay version for CPB

Interdisciplinary Connections

- Civil Rights Movement
- Courtroom Procedures
- FRD's Inaugural Address
- Jim Crow Laws
- Lynchings in America
- Racial Injustices
- The Great Depression
- The Scottsboro Boys Trials

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.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.

Unit Resources

- History on Jim Crow laws
- To Kill a Mockingbird movie