

Honors To Kill a Mockingbird

Content Area: **English Language Arts**
Course(s): **Language Arts Literacy I Honors**
Time Period: **October**
Length: **6-8 weeks**
Status: **Published**

Unit Overview

Note: Students will independently read one chapter per night at home. Class time will be used to review and discuss historical background of the time period, character development, plot events, assessments, etc.

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 inequality
- Understand the effects of injustice on society
- Explain how Jem and Scout go through the stages of the initiation into adulthood archetype
- Explain how the author uses characteristics of the Southern Gothic subgenre to develop characters and themes and to advance the plot
- Explain how the author uses characteristics of the bildungsroman genre to develop the main character
- Identify and explain the use of foreshadowing

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
- The author's purpose in using the bildungsroman genre
- The author's purpose in using elements of the Southern Gothic subgenre
- The stages of the initiation into adulthood archetype
- How the real events of the time period influenced the author to develop the plot of the novel
- The significance of the title of the novel

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?
- What is a hero?
- What does it mean to grow up?

Application of Knowledge and Skill

Students will know...

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- 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
- The elements of a bildungsroman
- The elements of the Southern Gothic subgenre
- The stages of the initiation into adulthood archetype
- The details of the Scottsboro Boys trials
- Evidence presented during the Tom Robinson trial

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
- Identifying elements of a bildungsroman
- Identifying elements of Southern Gothic
- Identifying and explaining a character's growth

Academic Vocabulary

- * The Great Depression
- * Jim Crow Laws
- * Scottsboro Trials
- * Civil Rights
- * Entailment
- * Lawyer
- * Prosecutor
- * Jury
- * Judge
- * Trial
- * Conviction
- * Malevolent phantom
- * Acquittal
- * Bildungsroman
- * Southern Gothic
- * Initiation into Adulthood Archetype
- * Separation
- * Initiation
- * Reintegration
- * Cross Examination

* Solicitor

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.

Target 1--(Level 1+2)

Students will be able to learn the historical background of the novel including Jim Crow laws, Scottsboro boys trial, and background of the 1930s. Students will connect historical background to events in the novel before, during, and after reading.

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.
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).

Target 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 roles 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.

Target 3--(Level 2)

SWBAT:

Define unknown vocabulary words that apply to the text.

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.
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).

Target 4--(Level 2+3)

SWBAT:

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

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.
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.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.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.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.

Learning Goal 2

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

Target 5--(Level 3)

SWBAT:

Construct a variety of writing pieces in response to the text; write responses to each chapter including life lessons, text to text, text to self, and text to world connections.

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.
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.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.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.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.

Summative Assessment

- *To Kill a Mockingbird* Unit Test
- Produce a project from a variety of choices
- Hero/Life Lessons Essay

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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

Formative Assessment and Performance Opportunities

- * Reading Check Quizzes
- * Text-Text, Text- Self, Text-World/Life Lessons Notes
- * Teacher Observation
- * Class Discussions

Accommodations/Modifications

- Audiobook as needed
- Collaborative learning opportunities
- Extra time per 504 and IEP
- Frequent comprehension checks
- Graphic organizers
- Jigsaw of 1930's informational articles
- Redirect on task as necessary
- Reword and clarify as needed

- Viewing and discussion of the film version

Interdisciplinary Connections

- Discuss courtroom procedures and terms
- Read and discuss article about lynchings in America
- Read and discuss article about racial injustices
- Read and discuss current events related to the novel
- Read and discuss FDR's Inaugural Address
- Read and discuss Jim Crow Laws
- View and discuss documentary about the Scottsboro Boys Trials

Unit Resources

- * Copies of *To Kill a Mockingbird*

- * *To Kill a Mockingbird* Digital Book Talk
- * *To Kill a Mockingbird* Prereading Activities Sheet
- * First Day of School Opinionnaire
- * 1930's Jigsaw with articles
- * Notes for *To Kill a Mockingbird*
- * *The Trials of the Scottsboro Boys* dvd
- * Tom Robinson vs Scottsboro Boys Venn Diagram
- * Tom Robinson Trial Evidence Sheet
- * *To Kill a Mockingbird* dvd
- * Also see resources listed under *To Kill a Mockingbird* unit