

# POR To Kill a Mockingbird

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy I**  
Time Period: **1 marking period**  
Length: **10-12 weeks**  
Status: **Published**

## Unit Overview

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Read and analyze *To Kill a Mockingbird*. Identify historical background of text including the Scotsboro Trials, 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
- The definitions to unknown vocabulary words as they are used in context.
- The major themes of the novel
- The impact of social injustice and racism

## Essential Questions

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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**

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### **Students will know...**

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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...**

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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 novel
- Analyzing character development
- Recognizing examples of social injustice

### **Academic Vocabulary**

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The Great Depression, Jim Crow Laws, Scottsboro Trials, Civil Rights, entailment, lawyer,

## **Learning Goal**

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Students will understand the impact of historical events involving social injustice and racism on society.

### **Objective 1--(Level 1+2)**

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SWBAT:

List facts about Harper Lee's life, the Scotsboro Trials, the Great Depression, and Jim Crow laws by completing background notes activities and Power Point notes.

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|--------------|--|
| 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.   |

## **Learning Goal 2**

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Students will identify and analyze literary elements in context.

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

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SWBAT:

Identify and describe the setting and major characters and their role in the novel by reading, discussing, and answering comprehension questions.

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

### **Objective 3--(Level 2+3)**

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SWBAT:

Identify literary elements in text and discuss and draw conclusions about plot development of novel by reading, discussing, and answering comprehension questions.

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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.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.  |

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| 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.   |

### **Learning Goal 3**

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Students will determine the define unknown vocabulary words that apply to text.

### **Objective 4--(Level 2)**

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SWBAT:

Determine the definitions for unknown vocabulary words and usage by completing practice activities.

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| 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. |

## Learning Goal 4

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

## Objective 5--(Level 3)

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SWBAT:

Construct a variety of writing pieces in response to text.

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| 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   |

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| LA.L.9-10.2.A | audience.   |
| LA.L.9-10.2.B | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| LA.L.9-10.2.C | Use a colon to introduce a list or quotation.   |
|               | Spell correctly.  |

## Summative Assessment

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

## 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. |

## Formative Assessment and Performance Opportunities

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

## Accommodations/Modifications

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- pre-teach vocabulary
- provide resources for enrichment
- review comprehension
- show movie version for visual learners
- supply alternate titles with related content
- supply alternative resources for reference
- use of audio book

## **Interdisciplinary Connections**

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

## **Unit Resources**

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- Great Depression Background INfo
- Harper Lee Biography
- History of ScotsboroTrials
- History on Jim Crow laws
- To Kill a Mockingbird movie