

## UNIT OF STUDY

<b>Title:</b> <u>To Kill A Mockingbird</u> (Pre-AP in Bold)		<b>Subject/Course:</b> English	<b>Length:</b> 4 weeks
<b>Topic:</b> History and Elements of Fiction		<b>Grade:</b> 9	<b>Designer:</b> Ellen Hope
<b>UNIT GOALS AND EXPECTATIONS</b>			
<p><b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>-TKAM is a racially charged novel that teaches students lessons on justice, equality, morality, and compassion.</li> <li>-The South was once very racist while being hypocritical in models of behavior and beliefs.</li> <li>-Reading about different backgrounds allows students to learn.</li> <li>-Understanding literary terminology enhances the students' ability read, write, and speak in various settings.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p>How has racism affected culture today?          What is innocence?          Why do we read novels?          Why do we analyze novels?          How does the understanding of the elements of literature affect the reader?</p>		
<p><b>STUDENT LEARNING EXPECTATIONS:</b></p> <p><b>Ongoing SLEs +</b></p> <p>OV.3.9.3 Identify and evaluate a media source for bias and point of view</p> <p>W.5.9.7 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• articulate the significant ideas of literary works</li> <li>• support important ideas with evidence from text</li> <li>• recognize conflicts (character dilemmas) as revealed by characters motivations and behaviors</li> </ul> <p>R.9.9.1 Determine the author's purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin</p> <p>R.9.9.2 Identify specific ways an author accomplished purpose, including organization, narrative, and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences</p> <p>R.9.9.4 Identify how works of a given period reflect author's background, historical events, and cultural influences</p>	<p>R.10.9.17 Read a variety of literary and content prose, including selections from American, British, and/or world literature</p> <p>R.10.9.18 Recognize the influence of historical context on the form, style, and point of view of a written work</p> <p>R.10.9.20 Identify and define literary terms</p> <p>R.10.9.21 Explain the relationship between the author's style and literary effect</p> <p>R.10.9.22 Identify literary elements such as setting, plot, theme, characterization, and narration in a work</p> <p>IR.12.9.2 Establish a focus for research, and design a research plan to answer a specific question</p> <p>IR.12.9.8 Define plagiarism and cite quoted sources to avoid plagiarism</p> <p>IR.12.9.12 Create research products such as:</p> <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Reports</li> <li>• Essays</li> </ul> <p>that structure ideas in a sustained and logical fashion</p>		
<p><b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b></p> <p>Define and Identify: plot, flashback, foreshadow, setting, character, point of view, allusion, imagery, symbol, style, theme, racism</p> <p>Understand and identify types of characters</p> <p>Define and identify racism and discrimination in TKAM</p>	<p><b>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</b></p> <p>Compare/Contrast (write) racism today vs. 1930's</p> <p>Analyze characterization</p> <p>Illustrate how literary elements such as plot, setting, character, theme, etc. are shown in writing</p> <p>Debate the role of racism and discrimination in society</p> <p>Analyze and discuss point of view and how it adds to the author's purpose.</p>		
<b>UNIT ASSESSMENTS</b>			
<b>(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</b>			
<p>TKAM Test (AP questioning stems used)</p> <p>Compare/contrast essay (use of Venn Diagram and essay Graphic Organizers—modeled in class by teachers)</p> <p><b>Examination and relation (essay) of "Mockingbird" examples in society today</b></p>			
<p><b>Traditional Assessments:</b></p> <p>Reading comprehension quizzes</p> <p>Elements of Literature quizzes</p>	<p><b>Other Evidence of Learning:</b></p> <p>TKAM Literary Portfolio</p> <p>Double-entry journaling for discussion</p>		

Diction quiz	Exit Slips
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
<ul style="list-style-type: none"> <li>• Students will use an anticipation guide to assess and discuss attitudes prior to reading.</li> <li>• -----<b>Discrimination test and discussion</b></li> <li>• Students will read about the Scottsboro trials and discuss the implications and complications as related to TKAM</li> <li>• Students will read TKAM in class and at home</li> <li>• Interrupted discussion to monitor thinking</li> <li>• KWL of Civil Rights Chronology</li> <li>• Summarize a specific chapter and analyze how Point of View changes</li> <li>• -----rewrite from different characters persona; discuss how purpose and idea change</li> <li>• Discussion lead questions (posted on the board each day to activate thinking)</li> <li>• Think/Pair/Share of Symbols in TKAM</li> <li>• -----<b>Find examples of “mockingbirds” in society</b></li> <li>• Using knowledge of imagery, students will draw a scene from TKAM</li> <li>• <b>Continued focus on style and diction of writing</b></li> <li>• -----<b>reading in Chapter 10, analyze diction with chart and discuss tone</b></li> <li>• -----<b>diction chart</b></li> <li>• -----<b>word wall to increase diction (words to be used for quiz)</b></li> <li>• Examine character descriptions for evidence of foreshadowing</li> <li>• Preparation of Literary Portfolio</li> <li>• -----choosing relevant information to compile</li> <li>• -----teacher will model plagiarism and how not to do it</li> <li>• Students will be continually using Cornell Notes with teacher modeling throughout to aid in comprehension, recollection, and understanding</li> <li>• Teacher will model (with the aid of the class) description of characters so they are able to correctly do so in the TKAM Portfolio</li> <li>• Interview the author by writing fundamental questions regarding TKAM that only she could answer</li> <li>• -----<b>research background of Harper Lee (if available) and connections to literary society (Truman Capote) and Pulitzer Prize award</b></li> </ul>	<p>Elements of the Novel: A Study Guide to <u><a href="#">To Kill A Mockingbird</a></u></p> <p><u><a href="#">To Kill A Mockingbird</a></u> Novel Guide</p> <p>Webenglishteacher.com/lee</p> <p><u><a href="http://clem.msced.edu/~pekarekr/greatbks/gtkmunit1.html">http://clem.msced.edu/~pekarekr/greatbks/gtkmunit1.html</a></u></p> <p><u><a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a></u></p> <p>ReadWriteThink.org</p> <p>To Kill A Mockingbird</p> <p>Computer Lab</p> <p>Various Media</p>
Career Connections	
Teacher, author, historian, novelist, researcher	