## UNIT OF STUDY

**Title:** To Kill A Mockingbird  
**Subject/Course:** English  
**Grade:** 9  
**Length:** 4 weeks

### IMPORTANT CONCEPTS/UNDERSTANDINGS:
- TKAM is a racially charged novel that teaches students lessons on justice, equality, morality, and compassion.
- The South was once very racist while being hypocritical in models of behavior and beliefs.
- Reading about different backgrounds allows students to learn.
- Understanding literary terminology enhances the students’ ability to read, write, and speak in various settings.

### ESSENTIAL QUESTIONS:
- 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?

### STUDENT LEARNING EXPECTATIONS:

**Ongoing SLEs +**

- **OV.3.9.3** Identify and evaluate a media source for bias and point of view
- **W.5.9.7** Write responses to literature that:
  - articulate the significant ideas of literary works
  - support important ideas with evidence from text
  - recognize conflicts (character dilemmas) as revealed by characters motivations and behaviors
- **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
- **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
- **R.9.9.4** Identify how works of a given period reflect author’s background, historical events, and cultural influences

### SPECIFIC DECLARATIVE KNOWLEDGE – What I know

- Define and Identify: plot, flashback, foreshadow, setting, character, point of view, allusion, imagery, symbol, style, theme, racism
- Understand and identify types of characters
- Define and identify racism and discrimination in TKAM

### SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do

- Compare/Contrast (write) racism today vs. 1930’s
- Analyze characterization
- Illustrate how literary elements such as plot, setting, character, theme, etc. are shown in writing
- Debate the role of racism and discrimination in society
- Analyze and discuss point of view and how it adds to the author’s purpose.

### UNIT ASSESSMENTS

(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

- **TKAM Test**  
  (AP questioning stems used)
- **Compare/contrast essay** (use of Venn Diagram and essay Graphic Organizers—modeled in class by teachers)
- **Examination and relation (essay) of “Mockingbird” examples in society today**

### Traditional Assessments:

- Reading comprehension quizzes
- Elements of Literature quizzes

### Other Evidence of Learning:

- TKAM Literary Portfolio
- Double-entry journaling for discussion
## ACTIVITIES AND LEARNING EXPERIENCES

- Students will use an anticipation guide to assess and discuss attitudes prior to reading.
- **Discrimination test and discussion**
- Students will read about the Scottsboro trials and discuss the implications and complications as related to TKAM.
- Students will read TKAM in class and at home.
- Interrupted discussion to monitor thinking.
- KWL of Civil Rights Chronology.
- Summarize a specific chapter and analyze how Point of View changes.
- **rewrite from different characters persona; discuss how purpose and idea change**
- Discussion lead questions (posted on the board each day to activate thinking)
- Think/Pair/Share of Symbols in TKAM.
- **Find examples of “mockingbirds” in society**
- Using knowledge of imagery, students will draw a scene from TKAM.
- **Continued focus on style and diction of writing**
- **reading in Chapter 10, analyze diction with chart and discuss tone**
- **diction chart**
- **word wall to increase diction (words to be used for quiz)**
- Examine character descriptions for evidence of foreshadowing.
- Preparation of Literary Portfolio.
- **choosing relevant information to compile**
- **teacher will model plagiarism and how not to do it**
- Students will be continually using Cornell Notes with teacher modeling throughout to aid in comprehension, recollection, and understanding.
- Teacher will model (with the aid of the class) description of characters so they are able to correctly do so in the TKAM Portfolio.
- Interview the author by writing fundamental questions regarding TKAM that only she could answer.
- **research background of Harper Lee (if available) and connections to literary society (Truman Capote) and Pulitzer Prize award**

## Career Connections

Teacher, author, historian, novelist, researcher

## Resources

- Elements of the Novel: A Study Guide to *To Kill A Mockingbird*
- *To Kill A Mockingbird* Novel Guide
- Webenglishteacher.com/lee
- http://clem.mscd.edu/~pekarekr/greatbks/gtkmunit1.html
- https://implicit.harvard.edu/implicit/
- ReadWriteThink.org
- To Kill A Mockingbird
- Computer Lab
- Various Media