English 9: To Kill a Mockingbird

Unit Plan

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Saginaw Valley State University

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Student Teaching Unit Plan: Table of Contents

Overview 3

Rationale and Planning 4

 Why is this unit important? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4

 How is this unit connected to students' lives? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5

 How does this unit develop global citizenship? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_6

 How is this unit Multi-Disciplinary? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_7

 Multi-Disciplinary Graphic Organizer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_9

 Do the goals and objectives encompass big ideas and essential learnings? \_\_\_\_\_\_\_\_\_\_ 10

Evaluation/Assessment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_10

Instructional Strategies Plan 13

Introductory Activity 16

Daily Lesson Plans 18

 Lesson One \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 18

 Lesson Two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10

 Lesson Three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 25

 Lesson Four \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 28

 Lesson Five \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 30

 Lesson Six \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 32

 Lesson Seven \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 38

 Lesson Eight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 40

Accommodation Plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 60

Culminating Activity and Appendix \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 61

 For my final semester of student teaching, I have been teaching a unit on *To Kill a Mockingbird* by Harper Lee. The main goal of this unit is to get students to understand the important ideas and themes present in the novel. These themes include the idea of good vs. evil, growing up, racism, empathy, courage, and the mockingbird. Students will understand the importance of these themes and how they are connected to the world today. In addition to understanding themes from the novel, students will also learn vocabulary from the novel. This vocabulary will be learned through bell work and will be followed up later to enhance students’ learning through worksheets and a review game. Students will read the novel in class and as homework, but they may not understand all that they have read because of the structure of *To Kill a Mockingbird*. Therefore, another goal of this unit is for students to understand the plot as well as the theme. Students should also be able to identify key quotes from the novel and recognize which characters said them. The final goal for this unit is for students to be able to take the ideas presented to them in the novel and connect them to the real world.

**Why is this unit important?**

This unit has an emphasis on literature and vocabulary. These are both important topics in the Common Core State Standards. Other important components included in this unit pertain to speaking & listening and writing. These are also important ELA standards in the Common Core.

**Relevant Common Core State Standards**

**Literature**

[CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/)
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/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; provide an objective summary of the text.

**Writing**

[CCSS.ELA-Literacy.W.9-10.2.b](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/)
Use technology, including the Internet, to produce, publish, 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.

[CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/)
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Speaking & Listening**

[CCSS.ELA-Literacy.SL.9-10.1.c](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-Literacy.SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2/)
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Vocabulary**

[CCSS.ELA-Literacy.L.9-10.6](http://www.corestandards.org/ELA-Literacy/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.

**How is this unit connected to students’ lives and their developmental level?**

 One of the major ideas from *To Kill a Mockingbird* is the idea of growing up. At the beginning of the novel, Jem and Scout are young, innocent children who live in their own reality and are unaware of the world around them. However, as the novel progresses, both Jem and Scout grow up and learn more about the world. Just like Jem and Scout, the ninth grade students reading the novel are growing up. They have recently entered high school and are becoming more aware of the world around them. The students will want to read the novel because they are able to connect to the characters and relate to the growing pains that Jem and Scout are going through. In addition to character connections, students will want to read *To Kill a Mockingbird* because it deals with the ideas of racism and equality. The majority of students in class come from an ethnic minority, so they will be passionate about the topics of racism and equality. This will cause them to be more involved with the novel and the topics discussed in class.

 This unit is important for their developmental level because it teaches students about morals and the importance of making the right decision. As was stated earlier, the students are in ninth grade and are just starting to make decisions for themselves. It is important for them to understand that they need to make good decisions according to what they know is right and wrong. In *To Kill a Mockingbird*, Atticus spends a great deal of time talking about developing empathy for others and choosing to do the right thing. Students need to hear this message and begin making decisions to do the right thing in order to improve their development as a student and as a citizen.

**How does this unit help students develop global citizenship?**

 This unit helps students develop global citizenship through their research project near the end of the unit. Students will be required to research topics related to the themes of *To Kill a Mockingbird*. These themes will expose them to different aspects of the world and make them more aware of global citizenship. The research will include learning about different cultures and time periods and what important works or ideas came out of them. The research will also lead students to learn about how the topics of race and racism have been treated in history. This will help them become global citizens because they will learn about how different cultures have been affected by racism and what the results of this treatment were so that they do not make the mistakes of the past.

**How is this unit multi-disciplinary?**

Although this unit is for an English class, students will be involved in learning several other disciplines while completing this unit. Please see the following page for the topic web on how the disciplines are related.

 Since this unit is created for an English class, the disciplines of English are the focus. While studying this unit, students will be completing work in reading, writing, speaking, and listening. Reading is a key discipline for this unit since students will be expected to read the book *To Kill a Mockingbird* in and out of class. In addition to this, all of the lessons and learning activities are based on the assumption that students have read the book and understood what they read. This unit will also have students involved in writing. Students will be expected to complete worksheets with short answer questions as homework that shows if they understand the reading. Students will also be completing a creative writing project to show their comprehension of the story. This will also give them a chance to express their personal opinions about the story through a creative method. Students will also be completing a large amount of reading and writing for their research project. This project will also introduce two new disciplines to the unit: speaking and listening. Students will be expected to present the information from their research project to the class while their classmates listen and take notes. This gets students to practice speaking and listening while having them actively engaged in learning.

 To improve students’ learning and give them a well-rounded education, this unit also incorporates disciplines from outside of English. While reading *To Kill a Mockingbird*, students will be exposed to a large amount of information about History. Students will learn about the time period that the novel was written in and the time period that it is set in. This will help students develop a deeper understanding of the novel and the issues that take place in it. Students will also be involved in learning about Criminal Justice to help prepare them for reading the trial of Tom Robinson in *To Kill a Mockingbird*. Additionally, students will be involved in the discipline of Art. Students will be expected to show their creativity in their research projects. They will be expected to present a PowerPoint that is both informational and pleasing to the eye. Students will also be involved in the Film and Literature discipline as they study the book and compare it to the movie. Finally, this unit also involves the discipline of Psychology. Students will be expected to analyze characters in the novel and try to get into their heads so that they can understand the decisions that the characters make.

**Do the goals and objectives encompass big ideas and essential learnings?**

 The goals and objectives of this unit do encompass big ideas and essential learnings. As shown on pages 4-6, the objectives in this lesson plan are designed to meet Common Core standards. In addition to meeting these standards, the objective of this unit is to encourage deeper thinking. Students will need to know more than just basic plot in later grade levels, so the objectives are to get students to think critically. The activities, assignments, and projects are designed to get students to show that deeper thinking and make connections between the novel and the real world. This unit is also designed to help students connect the information that they learn with other classes that they are taking in order to expand their thinking and connect what they know to a bigger picture.

**How will you assess the effectiveness of your unit?**

The effectiveness of this unit will be evaluated through homework assignments, in-class activities, reading quizzes, a research project, and an end of unit test.

**Is the evaluation based on objectives as stated in the overview?**

 The goals in the overview stated that students should be able to read *To Kill a Mockingbird*, understand the novel, use vocabulary words from the book, and identify important ideas and quotes from the novel. The in-class assignments and reading quizzes show whether students have read the book and if they understood what they read. They also show if students understand the main ideas of the book. The test has a vocabulary section to see if students have learned the vocabulary. The test also contains a quote identification section for students to identify which character spoke an important quote. The research project allows students to show if they have understood the themes from the book and made connections between them and the real world.

**Does the unit reflect a wide variety of assessment tools?**

 The unit does include a wide variety of assessment tools. Students are assessed on formal assessments such as reading quizzes, a final test, and a research project. They are also assessed on informal assessments such as in-class activities, daily warm-ups, in-class discussion, and participation in group activities and class activities.

**How will you utilize pre and post data to inform your instruction?**

 At the start of the unit, the teacher will give out a pre-test to students. Students will try to complete the test to the best of their ability. The teacher will use this information to determine what the students already know about *To Kill a Mockingbird* and what they still need to learn. Some students may already know a bit about the book while other may never have heard of it. At the end of the unit, the teacher will give the test again. The students should be able to answer all of the questions on the test now. The teacher will use this information to measure the improvement in student knowledge about *To Kill a Mockingbird*.

**How will you use pre and post test assessment data to document student achievement?**

 The teacher will use the pre and post test assessment data to document student growth. The teacher will compare the students’ pre and post test scores and determine by what percent the students improved. The teacher will also determine the number of students that have achieved at least 90% proficiency. By the end of the unit, 80% of the students should achieve at least 80% proficiency.

**Options for Special Needs Learners**

 Students with special needs will be given accommodations based on their specific needs. For example, students may be given additional time to complete their quizzes/tests if they are unable to do so in a normal class period. Another accommodation that may be given is to have a teacher write out their essay portion while students who have difficulty with writing complete it orally. Finally students that have difficulty reading or seeing small text may be given an accommodated quiz/test with larger text and/or other accommodations based on each students’ specific needs.

**What assessment tools required higher level thinking?**

 Several assessment tools required higher level thinking from the students. First, the in-class and homework assignments have a mix of plot questions and higher level thinking questions. These questions ask students to analyze the text and draw conclusions based on evidence from the text. Another assessment tool that determines higher level thinking is the research assignment. In the research assignment, students will have to evaluate websites and other sources to determine if they are credible sources of information. After evaluating the source, students will have to evaluate what information they want to include in their presentation. Finally, students will have to make connections between the novel and the research that they have found.

**Does the unit reflect a wide variety of instructional strategies?**

 This unit includes a large number of different instructional strategies. First, students are expected to complete warm ups at the beginning of class every day. These warm up vary from questions about the book to free writing, and also include vocabulary work. Next, students were expected to complete a variety of work in class. Some classes have students working together to complete a class activity, such as the trial organizer used during Tom Robinson’s trial. Other in-class assignments include writing a RAFT and answering guided reading questions. There are also times when the class focuses on reading together and discussing questions about the book. These discussions include both whole class discussions and Think-Pair-Share discussions.

**How did you include best practices in each lesson?**

 This unit involves many best practice strategies that encourage students to stay involved and motivated in class. The first best practice that it uses is involvement. Students are involved in the class in a number of ways. They participate in in-class activities and classroom discussions. They are also involved through their research presentations. Their research presentations allow them to teach their classmates about the topics that they chose. This brings another best practice into this unit: choice. Students get to choose the topic that they are to research. This gives students the opportunity to research a topic that they find interesting and that will get them more involved. Finally, this unit relates the novel to real-life situations. Students will learn what it is like to be in a courtroom by watching a courtroom show. Students will also relate the fictional trial of Tom Robinson to the real-life trials of the Scottsboro Boys.

**Does the unit address varied learning styles?**

 This unit addresses several different learning styles. First, this unit addresses visual learners through information put on the board. The daily agenda is placed on the board for students to see. While going over reading questions or in-class activities, I put the worksheets up on the board using a document camera. Visual learners also benefitted from watching the movie in class. This allowed them to connect faces to characters from the book.

 This unit also appeals to audio learners. There is a section of the book where students will listen to the novel in class. This will benefit students who learn better when listening to text instead of just reading it. Audio learners will also benefit from oral instructions that are given in class. As the teacher, I will read instructions to students in class and give verbal clarifications to students who need the instructions rephrased. Audio learners will also have a chance to listen to their classmates as they give presentations in class.

 Verbal learners will also benefit from this unit. During the daily warm up, students have the opportunity to share their work with the class. This will appeal to students who learn by discussing their ideas. Verbal learners also have multiple opportunities to discuss their ideas or voice questions during class discussions and group work activities. Finally, this unit benefits verbal learners because they have the chance to present their research project to the class through an oral presentation. Verbal learners will benefit the most from this because they get to talk to their classmates about a topic that they have researched.

**What instruction strategies encourage critical thinking?**

 An instruction strategy that encourages critical thinking in this unit is the research project. In order work on their research project, students must use the analysis stage of Bloom’s Taxonomy. Students analyze information to determine whether it should be used in their presentation. The research project also has students using the synthesis stage of Bloom’s Taxonomy to create their presentation PowerPoint. They must compile information and choose how they plan to integrate it with their topic and the novel in order to complete their presentation.

**How will you introduce the unit and create interest?**

 This unit will be introduced by asking students what they know about the courtroom and law practices. Some students may already be familiar with how a courtroom operates, but others may be unfamiliar with how a courtroom even looks. To introduce the idea of court and help students understand Tom Robinson’s trial later, the class will watch an episode of The People’s Court. The episode will involve a strange case that gets students involved in courtroom proceedings while simultaneously giving students the knowledge of how the courtroom is set up and how it operates.

**Does the activity let students in on the goals and objectives for their learning during the unit?**

 The activity does let students know the goals of the unit. Two of the goals of the unit are for the students to learn vocabulary and general knowledge about research. Vocabulary was a part of this introductory activity, because students learned important court room vocabulary such as defendant, prosecutor, verdict, and plaintiff. This is essential vocabulary for students to understand the Scottsboro Boys case. This is one of the research projects that will be presented to the students. Understanding this information will help students understand the requirements of the research project.

**How will you make connections to prior learning?**

 I will make connections to prior learnings by connecting what the student have already learned about Tom Robinson and Atticus. It will also draw on students’ prior knowledge of any experiences they have had with a courtroom. For students who do not have prior knowledge about this topic, the introductory activity will give them knowledge of a courtroom to prepare them for an analysis of the courtroom case in *To Kill a Mockingbird*.

**Daily Lesson Plan 1**

**Subject:** 9th Grade English

**Other Subject Areas Included:** Reading Literature, Speaking and Listening, History

**Objectives:** The students will learn about the Scottsboro Trials and their relationship to *To Kill a Mockingbird*.

 -[CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/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

**Materials:** *To Kill a Mockingbird*, warm up sheet, Scottsboro ppt, Scottsboro video, People’s Court video

**Vocabulary:** defendant, plaintiff, prosecution, verdict

**Procedures:**

 Introduction – Written on the board is the agenda for the day. The teacher will go over the agenda for the day and state any announcements. After this, the teacher will put the warm up question on the board. The warm up question is “What do you know about trials or court? Are you familiar with the court system through TV or movies? If you are not familiar with court, what would you like to learn about it? Answer in complete sentences.” After students have had time to answer, the teacher will go over the warm up and have students share their answers

**Direct Teaching:**

The teacher will begin by reminding students where they left off in chapter 16 and that they will begin reading the trial of Tom Robinson in the next chapter. The teacher will begin talking about the Scottsboro case and how it relates to the novel. The teacher will show students a video from YouTube on the Scottsboro case that gives the history of the case.

**Guided Practice:**

 After watching the video, the teacher will present a PowerPoint on the Scottsboro trials to the class. The teacher will show pictures from the 1930’s and talk about how the incident affected modern laws. The teacher will also make some more connections between the book and the trials. Finally, in order to help students understand some of the vocabulary and how a case is presented in court, the teacher will transition the class to watching a video from the People’s Court.

**Closure:**

 The teacher will end the class by reminding them again of the extra credit opportunities that have been passed out and the work that they need to turn in.

**Reflection:**

This lesson went pretty well. Many of the students showed interest in the Scottsboro trials. They seemed motivated by the injustice that occurred to the men and wanted to know more about what happened to them. Students were very involved in the discussion that followed the power points. Students also seemed to enjoy watching the People’s Court in class. The episode was on a strange topic which grabbed their attention. Next time, I would suggest showing an episode of Judge Mathis since students would be more likely to show interest in a judge who is of the same race as them. It makes the information that they learn more credible. However, the episode served its purpose which was to get students to learn more about courtroom practices and language.

**Daily Lesson Plan 2**

**Subject:** 9th Grade English

**Other Subject Areas Included:** Reading Literature, Speaking and Listening, Criminal Justice, Psychology

**Objectives:** The students will read chapters 17-19 of *To Kill a Mockingbird* with a CD. While students are reading, they will complete a graphic organizer to understand the trial.

 -[CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

 -[CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/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; provide an objective summary of the text.

 -[CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/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

 -[CCSS.ELA-Literacy.L.9-10.6](http://www.corestandards.org/ELA-Literacy/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.

**Materials:** *To Kill a Mockingbird*, “Trial Organizer” worksheet

**Vocabulary:** stifle, antagonize, mollified, devoid, expunge

**Procedures:**

 Introduction – Written on the board is the agenda for the day. The teacher will go over the agenda for the day and state any announcements. For their warm ups, the teacher will have students write down the vocabulary words and their definitions. After students have finished writing down the term, the teacher will go over each of the words and their definitions and give examples of how to use them.

**Direct Teaching:**

The teacher will begin by asking students if they have ever seen a law show on TV, such as Law and Order. The teacher will say that during the reading today, they will be reading about a trial and that they will examine the trial in a similar fashion to the TV show. They will examine what each witness says and determine what evidence they bring to court. The teacher will pass out the Trial Organizer worksheet. The teacher will explain that during the reading, the class will pause the reading and examine each character’s testimony as they are asked questions. The students will write down the testimony in the quote column of their organizer. In the column next to it, the students will write what evidence it shows and how it affects the case.

**Guided Practice:**

 The teacher will play the CD for students to listen to. During the reading, the teacher will pause the CD and ask students questions to check for understanding. The teacher will also pause at key testimony that is important for the students’ organizers. The teacher and students will discuss why the quote is important and how it effects the trial. The teacher will give students time to fill out their organizers before continuing with the reading.

**Closure:**

 The teacher will ask students to bring their trial organizers to the next class so that they can use it for another learning exercise.

**Reflection:**

This lesson went forward without any problems. Students seemed to get into the trial and breaking down the evidence bit by bit. However, it took four days to teach instead of the three that I had planned. Students seemed to get tired of doing the same work for four days, so I would find a way to change it up. Maybe try making the classroom into a courtroom and acting out the parts while reading? I’m not sure how to do it exactly, but there is a real opportunity here to do some acting and get students more involved in the reading.

**Trial Organizer To Kill a Mockingbird Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Heck Tate**

Quote from the witness What evidence it presents

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| --- | --- |
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**Bob Ewell**

Quote from the witness What evidence it presents

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**Mayella Ewell**

Quote from the witness What evidence it presents

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**Tom Robinson**

Quote from the witness What evidence it presents

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**Atticus’ Closing Argument**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Quote from Atticus Main Point he is trying to make Vocabulary Words

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What do you think about Atticus’ closing argument? What about the trial in general? Did Atticus do a good job of defending Tom Robinson? Write down your thoughts about what you think really happened that day. Finally, what do you think the outcome of the trial will be?

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**Daily Lesson Plan 3**

**Subject:** 9th Grade English

**Other Subject Areas Included:** Writing, Criminal Justice, Psychology

**Objectives:** The students will write from the point of view of a member of the jury during Tom Robinson’s trial from *To Kill a Mockingbird*.

 -[CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

 -[CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/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; provide an objective summary of the text.

 -[CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/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

**Materials:** *To Kill a Mockingbird*, 13th Juror RAFT

**Vocabulary:** character, quote, point of view, theme, plot, conflict, symbolism

**Procedures:**

 Introduction – Written on the board is the agenda for the day. The teacher will go over the agenda for the day and state any announcements. The teacher will then give the students a reading quiz for chapters 20-21. The teacher will remind students that their homework for the night is to read chapters 21-22.

**Direct Teaching:**

The teacher will ask the students to get out their trial organizer that they have been working on. The teacher will ask students to share how they completed the organizer and discuss the trial and the points that Atticus is trying to make during the trial. The class will discuss why these points are important and how they affect the outcome of the trial.

**Guided Practice:**

 After discussing the trial and how it ends, the teacher will pass out the 13th Juror Raft to the students the teacher will read the instructions to the students so that they may begin the task. The teacher will clarify any questions that may arise about the assignment. After the students have started their work, the teacher will walk around the room to monitor their progress and answer any questions that they have.

**Closure:**

 The teacher will collect the RAFTs from the students as they leave the classroom. This is their exit slip.

**Reflection:**

 This assignment was excellent! Students were very creative when writing it and I can tell that they really understood the reading. Some students showed their creativity and wrote in character as a simple farmer from the time period. The RAFTS were very entertaining and I think the students liked that they could write about what they wanted to while working on it. Next time maybe have writing in a character as part of the assignment instead of writing as themselves?

![C:\Users\Eric\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0G7DFG6B\MC900056526[1].wmf]()

**R.A.F.T.**

**Directions:** You are on the jury for Tom Robinson’s trial. You have listened to all of the witnesses give their testimony and you have heard all of Atticus’s statements. Describe your experiences as you would in a diary entry. Do you think that Tom Robinson is guilty or innocent? What evidence was presented that helped you reach this decision? Write about your experiences while on the jury stand during the trial as well as what happened between you and the other members of the jury after the trial. Your diary entry must be between 1 and 2 pages and contain at least 3 references from *To Kill a Mockingbird*.

**Role:** A jury member during the Robinson Trial

**Audience:** Me (your teacher)

**Format:** Diary entry

**Topic:** The Robinson Trial

**Daily Lesson Plan 4**

**Subject:** 9th Grade English

**Other Subject Areas Included:** Film and Literature, Speaking and Listening

**Objectives:** The students will watch the first part of the TKM movie and compare it to the novel.

 -[CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/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

 -[CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/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; provide an objective summary of the text.

**Materials:** *To Kill a Mockingbird*, “Characters of *To Kill a Mockingbird*” worksheet

**Vocabulary:** stifle, antagonize, mollified, devoid, expunge

**Procedures:**

 Introduction – Written on the board is the agenda for the day. The teacher will go over the agenda for the day and state any announcements. Then the teacher will have students clear off their desk and get out a half sheet of paper for a short reading quiz. After students have completed the quiz, the teacher will gather the quizzes and go over the answer.

**Direct Teaching:**

The teacher will show students the first part of the TKM film to help students better understand the novel and make connections to their reading.

**Guided Practice:**

 The teacher will ask students questions about the movie and how it compares and contrasts with the book.

**Closure:**

 The teacher will remind the students that their test is approaching and that they will be reviewing for the test during the next class period.

**Reflection:**

 Watching the movie in chunks is turning out really well. It gives students the chance to put names to faces for the first time. Because of all the characters in the novel, some students get confused and mix characters up. Now that they have seen the movie, more students are able to keep the characters straight. The movie also resolved some questions that had never come up before. Although I stated at the beginning of the novel that the Finches are a white family, some students could not get it out of their heads that they Finches were African American. Now however, most of the students have resolved that issue because they were able to physically see the characters. It was better to get this clarification through the movie now than to wait until the end of the novel and have students confused the entire time. The movie took two days to catch up to where we are in the novel, so I am unsure if we will be able to finish it in one more day at the end of the novel or if it will take another two days.

**Daily Lesson Plan 5**

**Subject:** 9th Grade English

**Other Subject Areas Included:** Speaking and Listening, Reading Literature

**Objectives:** The students will review for their test using a “Jeopardy” style review game.

 -[CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/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

 -[CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/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; provide an objective summary of the text.

 -[CCSS.ELA-Literacy.L.9-10.6](http://www.corestandards.org/ELA-Literacy/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.

**Materials:** “Jeopardy” Review PPT

**Vocabulary:** stifle, antagonize, mollified, devoid, expunge

**Procedures:**

 Introduction – Written on the board is the question “How do you think Atticus is doing in his case? Do you think he will win? Explain your opinion and why or why not in complete sentences.” Students will respond to the question on their warm up sheet. After completing their writing, students will share what they have written.

**Direct Teaching:**

The teacher will assign students to a group as they enter the classroom through a random drawing. If some groups are larger than others, the teacher will rearrange them.The teacher will give instructions for the review game to the students. The teacher will inform the students that they will earn participation points (or extra credit) based on their behavior and their participation in the groups.

**Guided Practice:**

 The teacher will begin the game. Students will work together in their groups to answer the questions. The students will take turns competing to “buzz in” before the other teams so that they may have the chance to answer the question. If the student gets it wrong, then the game follows Jeopardy rules and the question opens up to the other teams.

**Closure:** The teacher will remind students that their test is the next day and that it has five sections on it: matching, short answer, vocabulary, quote ID, and character ID.

**Reflection:**

 Jeopardy was ok, but there were some problems with it. First, I need to find a way to divide teams up equally and still make the game fun. I tried going according to rows of students, but that didn’t work out very well. Next time, maybe push desks to the side of the room and divide students into teams of three. Have the students get into three lines and then have each person take a chance at answering the question. After it has been answered, the students step to the back of their respective line. This is one idea, but I’m not sure how it will work. I just know that it is hard to keep an eye on an entire classroom and try to watch for students raising their hands. Next, students seemed to focus more on the competition than the review. It is good that they were getting into the game, but they need to focus more on learning the information than on winning the game.

**Daily Lesson Plan 6**

**Subject:** 9th Grade English

**Other Subject Areas Included:** Reading Literature, Writing, Listening, Psychology

**Objectives:**

[CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/)
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/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; provide an objective summary of the text.

[CCSS.ELA-Literacy.L.9-10.6](http://www.corestandards.org/ELA-Literacy/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.

**Materials:** *To Kill a Mockingbird*, Chapters 8-19 Test, “TKM Chapters 20-21 Guided Reading Questions” worksheet

**Vocabulary:** stifle, antagonize, mollified, devoid, expunge

**Procedures:**

 Introduction – Written on the board is the agenda for the day. The teacher will go over the agenda for the day and state any announcements. After doing this, the teacher will pass out the test. There will be no warm up today so that students have plenty of time to work on the test

**Direct Teaching:**

The teacher will pass out copies of the *To Kill a Mockingbird* test. The teacher will go over the test and explain what is expected for each section. The teacher will explain that when students finish, they are to raise their hand to have the teacher collect their test. The teacher will give them a book and a guided reading worksheet. When they are done, they may begin their silent reading and begin filling out the guided reading activity. Students will silently take the test.

**Guided Practice:**

 After students take the quiz, they will raise their hand for their test to be collected. After their test has been picked up, the students will quietly read the next chapter of *To Kill a Mockingbird* and complete a guided reading activity sheet.

**Closure:** The teacher will remind everyone to bring the guided reading question back for the next day.

**Reflection:**

I think the test went very well. I used several different kinds of test questions, so students should be able to have a couple of formats that they are comfortable with. Students were quiet and focused on taking the test all hour. Having the guided reading sheet ready for them when they finished was a good idea because it gives them a chance to get ahead in the reading for later. It also gives them something to work on the next day when absent students retake the test.

To Kill a Mockingbird Chapters 9-19 Test

**DO NOT WRITE ON THE TEST!**

**Directions: Match the witness to the quote.**

A. Heck Tate B. Mayella Ewell C. Bob Ewell D. Tom Robinson

1. “Well she was beaten about the head. There was already bruises comin’ on her arms, and it had happened about 30 min. before…”
2. “I most positively will. How do you think I sign my relief checks?”
3. “Yes, suh. I felt right sorry for her, she seemed to try more’n the rest of ‘em.”
4. “Won’t answer a word you so long as you keep mockin’ me.”

**Directions: Choose the best word to complete each sentence.**

A. antagonize B. devoid C. stifle D. mollified E. expunge

1. Juan tried to \_\_\_\_\_\_\_\_\_\_ his sneeze so that he didn’t disrupt class.
2. Don doesn’t like when his friends \_\_\_\_\_\_\_\_\_\_ him.
3. The refrigerator was \_\_\_\_\_\_\_\_\_\_ of all food.
4. Did you know that you can \_\_\_\_\_\_\_\_\_\_ a criminal record?
5. Although Shayna was very upset, she was \_\_\_\_\_\_\_\_\_\_ after talking to her mother

**Directions: Choose the best answer.**

1. Reverand Sykes wanted the congregation to donate ten dollars to
2. Miss Maudie to help rebuild her house.
3. Atticus for defending Tom Robinson
4. Walter Cunningham so that he could have enough money to buy lunch.
5. Helen Robinson because she can’t get a job to support her children.
6. How did Jem break the remaining code of childhood?
7. He told Atticus “Boo” Radley was putting presents for them in the tree.
8. He told Atticus Dill was hiding under Scout’s bed
9. He disappointed his father.
10. He tried to tell Scout what to do.
11. Heck Tate said that he didn’t call the doctor when he noticed Mayella’s injuries because\_\_\_\_\_\_\_\_
	1. he didn’t feel it was necessary
	2. there was no phone available
	3. the doctor was in another town
	4. Mayella asked him not to
12. While questioning Heck Tate, one of the injuries that Atticus was specifically interested in was\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	1. a bruise on Mayella’s leg
	2. Mayella’s blackened left eye
	3. Mayella’s blacked right eye
	4. a deep scratch on Mayella’s left arm
13. Atticus asked Bob Ewell to write his name on an envelope because he wanted to prove that Bob Ewell \_\_\_\_\_.
	1. was not able to read and write
	2. was right handed
	3. was left handed
	4. didn’t like people telling him what to do
14. Mayella says she invited Tom Robinson into her home to\_\_\_\_\_\_\_\_.
15. bust up a chiffarobe
16. fix a squeaky door
17. help her pick up a heavy bucket
18. fix a leaky roof
19. Mayella has no\_\_\_\_\_\_\_.
	1. brothers
	2. sisters
	3. friends
	4. uncles
20. Mayella is \_\_\_\_ years old
	1. 19 1/2
	2. 18
	3. 17
	4. 16
21. Mayella says that her father is tolerable except when\_\_\_\_\_\_\_\_\_\_\_\_.
	1. he’s had a hard day at work
	2. the kids were misbehaving
	3. he had been drinking alcohol
	4. he didn’t have food for the kids to eat
22. When Tom Robinson stood up everyone could see that \_\_\_\_\_\_\_\_\_\_\_.
	1. his left arm was shorter than his right
	2. his right arm was shorter than his left
	3. his left arm was in a sling
	4. his right arm had three fingers missing
23. According to Tom’s testimony, how did Mayella get him into the house?
	1. She asked him to chop up a chiffarobe.
	2. She asked him to fix a hinge on the door.
	3. She asked him to fix a hole in the ceiling.
	4. She asked him to come in and talk to her for a while.
24. Who was Tom working for when Mayella invited him into her home?
	1. Link Deas
	2. Atticus
	3. Judge Taylor
	4. Dolphus Raymond
25. Who stood up in court and vouched for Tom’s character?
	1. Miss Maudie
	2. Atticus
	3. Link Deas
	4. Dolphus Raymond
26. According to Jem, what was Dolphus Raymond drinking in the bottle he carries around?
	1. whiskey
	2. wine
	3. coca-cola
	4. water

**Directions: Answer true or false**

1. Scout, Jem and Dill had permission to watch the trial.

1. Mr. Gregory was the prosecuting attorney in the Tom Robinson trial.
2. Miss Maudie was present at the trial.
3. Dolphus Raymond was an outcast because he had mixed children.
4. Tom Robinson states during his testimony that this is the first time he had ever been on the Ewell property.
5. Scout protects Atticus from a mob by talking to them.
6. Aunt Alexandra and Atticus disagree about what they should talk about in front of Calpuria.
7. Reverend Sykes invited Scout, Jem, and Dill to sit in the colored balcony and watch the trial.

**Directions: Answer each question in complete sentences.**

1. What was significant about Tom’s injury and what did it prove beyond a reasonable doubt? Be specific with your answer.
2. Why is Lula upset to see that Calpurnia brought Jem and Scout to church?
3. What is Jem’s punishment for destroying Mrs. Dubose’s yard?
4. According to Atticus, why is Mrs. Dubose the bravest woman that he has ever known?

**Daily Lesson Plan 7**

**Subject:** 9th Grade English

**Other Subject Areas Included:** Reading Literature, Writing, Psychology

**Objectives:** The students will read chapters 20 and 21 of *To Kill a Mockingbird*.

 -[CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

 -[CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/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; provide an objective summary of the text.

 -[CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/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

**Materials:** *To Kill a Mockingbird,* “TKM Chapters 20-21 Guided Reading Questions” worksheet

**Vocabulary:** character, quote, point of view, theme, plot, conflict, symbolism

**Procedures:**

 Introduction – Written on the board is the agenda for the day. The teacher will go over the agenda for the day and state any announcements. Then the teacher will have students get out their warm up sheets and answer the question “?” The teacher will go over the warm up questions with the class.

**Direct Teaching:**

The teacher will begin the class by discussing the test taken the previous day. The teacher will ask if there are any students present who were not present the previous day to take the test. The teacher will identify which students still need to take the test and then pass out the novels of TKM, making sure the students who still need to take the test do not receive a copy. The teacher will tell students that they will be doing SSR in class today. The students are to pick up in chapter 9 where they left off reading after they completed their test and that they should be able to finish chapter 9 by the end of the hour.

**Guided Practice:**

 After getting the class started on SSR, the teacher will hand out the test to the students who were not present to take the test the previous day. The teacher will make sure that their desks are clear of everything except paper, a pencil, and the test. The teacher will go over directions for the test and then let them begin. While students are reading and testing, the teacher will occasionally walk around to make sure that everyone is on-task. When students complete the test, the teacher will pick up their test and give them a novel.

**Closure:**

 The teacher will thank the students for reading quietly and staying on-task. The teacher will ask that anyone still working on the test to finish up and hand it in. Then, the teacher will ask students to turn their books in before leaving at the bell.

**Reflection:**

 Having students focus on SSR the day after taking a test is a good strategy. It allows students who were not there to make up the test in class without having to stay after school to do so. This also gives the teacher a chance to start grading the tests while the students are quietly working. I just have to remember to walk around occasionally while students are working to make sure that they are staying on task.

**Daily Lesson Plan 8**

**Subject:** 9th Grade English

**Other Subject Areas Included:** Writing, Research, History, Criminal Justice, Art, Speaking and Listening

**Objectives:** The students will work together in groups of four to answer research questions that connect themes from the novel to the real world.

[CCSS.ELA-Literacy.W.9-10.2.b](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/)
Use technology, including the Internet, to produce, publish, 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.

[CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/)
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.SL.9-10.1.c](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-Literacy.SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2/)
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Materials:** *To Kill a Mockingbird* research assignment sheet

**Vocabulary:** character, quote, point of view, theme, plot, conflict, symbolism

**Procedures:**

 Introduction – Written on the board is the agenda for the day. The teacher will go over the agenda for the day and state any announcements. The teacher will then give the students time to complete their warm up for the day. Their warm up is to copy down vocabulary words that will help them in their reading later.

**Direct Teaching:**

The teacher will pass out the research assignment and begin giving directions for the assignment. The teacher will divide students into groups and explain that they will be doing a mini research assignment that they will work on for the next few days. The teacher will describe how students are to work in groups to complete the assignment and create a presentation for their classmates.

**Guided Practice:**

 After discussing the research assignment, the teacher will give students an example of how it is to be completed through a PowerPoint on the Scottsboro Trials. The teacher will give the presentation while students take notes both on the information and on ideas for their own presentations. After giving the presentation, the teacher will spend time answering student questions.

**Closure:**

 To end the lesson, the teacher will ask students to get together in their groups and begin discussing their topics.

**Reflection:**

 This assignment is going very well. The students have all found wonderful information and are making very good PowerPoint presentations. However, next time I would take some more time to clarify exactly what information needs to go into their presentations. Some students are a little light on information. If there is time, I would also take this opportunity to talk about what makes a good presentation. Most of the presentations have been good, but some students could benefit from more specific information and practice on how to give a presentation.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_\_\_\_\_



**To Kill a Mockingbird Research Project**

This semester, we have been reading the Pulitzer Prize winning novel *To Kill a Mockingbird* by Harper Lee. To help you enhance your understanding of the novel, you will be completing a mini-research project of culture in the 1930’s. In order to be fully prepared for this project you will have to complete some of the research outside of class. We will have approximately four days in the computer lab. It is **your responsibility** to monitor your time, although there will be due dates along the way to keep you on track. Your research and project materials are required daily.

**EACH** student in their group will be responsible for conducting research, making clear paraphrased notes, creating a brief annotated bibliography of the research sources, and sharing the information with the group.

The group will create a presentation that will be given in front of their fellow classmates. This presentation will include an oral component (with every member of the group participating), visual aids (pictures, posters, PowerPoint, Prezi, etc.), and audio/video segments. In addition, groups will be expected to complete self and group evaluations on the group's process, individual participation, and the quality of their presentation.

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|  **Project Item**  |

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|  **Due Date**  |

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|  **Points** **Possible**  |

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|  **Points** **Received**  |

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|  **Teacher** **Signature**  |

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|  **Topic & Parent Signature** - Each student must have parent/guardian sign off on topic.  |

 | Friday 3/14 | 10 |  |  |
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|  **Annotated Bibliography & Notes**- This is a bibliography that includes a brief description of each source they have used, as well as an analysis of the quality and relevance of its information. Each group member is responsible for researching a section of the research questions. They must each complete a note-taking sheet including reference documentation.  |

 | Tuesday 3/18 | 25 |  |  |
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|  **Oral Presentation**- Each students’ presentation should be 5 minutes long (about 20 minutes total for the whole group). You will need to plan your presentation carefully. Your goal is to give the class a clear understanding of the topic you have researched. Be creative and prepared! You should actively engage your audience in your presentation. All group members must participate!  |

 | In Class:Thursday 3/20ORFriday 3/21 | 45 |  |  |
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|  **Media (Part of Presentation)**- In your PowerPoint, you must use media (audio/visual) to make your presentation more interesting and easier to follow. You can use diagrams, charts, maps, pictures, posters, video clips, etc. Use at least **2 DIFFERENT** types of media (a map and a video clip, slides and an overhead, a graph and a poster). Make sure that any visual is large enough for the whole class to see it clearly!  |

 | In Class:Thursday 3/20ORFriday 3/21 | 45 |  |  |
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|  **Self and Peer Evaluation**- You will be expected to complete evaluations on the work of your group and on the quality of your presentation.  |

 | Friday 3/21 | 25 |  |  |
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|  **Final Research Project Grade**  |

 |  | 150 |  |  |

**Dear Students and Parents,**

The 9th Grade Honors English class is about to embark on a mini-research project. Clear assignments and due dates have been given, and I will be checking progress along the way. Not only is research a necessary academic skill, but is also a rewarding learning process!

**Students** – Please share your progress with your parents. You can even teach them some new information! Remember, your education and grades are YOUR responsibility! Don’t wait until the last minute to complete the assignments, and don’t wait until the assignment is due to ask questions.

**Parents** – Please check in with your student to ensure that they are on top of their due dates and that they are synthesizing the information properly. Your signature is needed on the bottom of this page acknowledging their chosen topic and due dates for the research project. Thank you for your support!

**Due Dates:**

* Due dates are outlined on the assignment page.
* Due dates are not flexible.
* If you are absent for **ANY** reason, it is your responsibility to have your final project turned into me on the due date. Please remember that this is a group project, so you need to be a reliable group member.
* Please contact me immediately when situations arise.

**Internet/Computer Access:**

* We will have time in class for research in the computer lab. However, some outside work may be required to complete this assignment on time.
* Absences on days spent on the research or writing process requires you to complete the work on your own time outside of class.

If any questions come up, fell free to contact and ask them. I can be reached via email at ejmilton@svsu.edu. Happy researching!

 Sincerely,

 Mr. Milton

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Group 1: Life for Blacks in the South After the Civil War**

Jim Crow Laws: Its History, Guiding Policies and Impact on Blacks
-    Explain what Jim Crow Laws were and how/where/why they originated. Who was Jim Crow? What were the original laws/policies?
-    What impact did Jim Crow laws have on blacks and what rights did they violate? How did whites/states defend Jim Crow laws?
-    What connections do you see between Jim Crow laws/policies and the novel To Kill a Mockingbird?

The Klu Klux Klan: Its History and Its Methods of Instilling Fear
-    Explain where the Klu Klux Klan originated in the United States. What was there mission and who were its members? Provide significant historical facts about the group.
-    What impact did the KKK have on life in America (particularly on Blacks and minorities? What methods did they use in order to promote their agenda?
-    What influence did the KKK have on local governments and people in power? How does this influence connect with what you are reading in To Kill a Mockingbird?

Plessy v. Ferguson: A Landmark Case and Its Impact on “Separate But Equal”
-    Explain/summarize what the case was (i.e. who was involved, what the case was about, when it occurred, what the final decision was, etc.)
-    Why was this case such a significant one in terms of its impact on life for blacks? How did it push the agenda of “separate but equal” and how was this constitutional?
-    What connections do you see between the circumstances of this case and the novel, To Kill a Mockingbird?

Lynching and Lynch Mobs: Citizen Reinforcement of Jim Crow Laws; Nooses: Modern
    Day Symbolic Threats (The Jena Six); Sundown Towns
-    Give a brief history of lynchings in America and the origins of the lynch mob. What influence did they have on local governments/people in power?
-    How did they come to represent white hatred of blacks? Why were so many white people supportive of them? At their peak, how frequent were lynchings of black people by white lynch mobs in America? Where in the country were they most prominent? What were sundown towns? How were they connected to lynchings?
-    Explain the recent re-emergence of symbols of lynching (the Jena Six, etc.). What effect has it had on racial tensions in America?

Links:  <http://www.jimcrowhistory.org/>

            <http://www.vahistorical.org/civilrights/jimcrow.htm>

            <http://www.pbs.org/wnet/jimcrow>

            <http://docsouth.unc.edu/index.html>

            <http://lcweb2.loc.gov/ammem/aap/aaphome.html> (specifically, The Progress of a People page with three sessions)

            <http://www.nytimes.com/2007/10/21/nyregion/21noose.html?_r=1&oref=slogin>

            <http://www.pbs.org/moyers/journal/11232007/profile2.html>

            <http://www.webenglishteacher.com/lee.html>

            <http://www.splcenter.org/>

            <http://memory.loc.gov/learn/lessons/98/mock/intro.html>

            <http://www.ferris.edu/jimcrow/links/misclink/plessy/>

<http://www.ferris.edu/jimcrow/what.htm>

<http://www.landmarkcases.org/plessy/home.html>

<http://guides.lib.washington.edu/content.php?pid=78827&sid=583725>

<http://www.umass.edu/complit/aclanet/ACLAText/USLynch.html>

<http://www.english.illinois.edu/maps/poets/g_l/lynching/lynching.htm>

<http://www.liu.edu/cwis/cwp/library/african/2000/lynching.htm>

<http://www.nps.gov/history/nr/travel/civilrights/change.htm>

**Group 2: America and the World in the 1930s: The Time Period of To Kill a Mockingbird**

The Stock Market Crash and The Great Depression: The Impact on Economic Prosperity
for Blacks and Whites in America
-    What was “Black Friday? What caused the stock market to crash? Had it happened before? Where/when? Could the stock market crash have been prevented? How?
-    What impact did the stock market crash have on Americans and life in America? Explain some of the tragic events that occurred immediately after the Crash?
-    Explain what the Great Depression was and its importance/prominence in American history. Who was President and what policies affected the Great Depression?
-    What factors led to the Great Depression? What was life like for Americans during the Great Depression? Who was hardest hit and how? What were some examples that you can give to make the Great Depression real to today’s audience?

The Dust Bowl: The Impact on Economic Prosperity for Blacks and Whites
-    What was the Dust Bowl? Where did it take place and when? Who was directly affected by it?
-    What impact did the Dust Bowl have on life in America? How is it connected to the Great Depression? Could it have been prevented? If so, how? Have we done things since then to prevent it from happening again or could it still happen?
-    How did Herbert Hoover deal with this natural disaster and the people involved? What were “Hoovervilles” and why were they called that? Who were the “Okies”? Explain the problems that arose in the country in places like California as a result of the Dust Bowl, the “Okies,” and migrant farming.

Herbert Hoover v. Franklin Delano Roosevelt: Two Presidencies, Two Policies, One Era in American History
-    When was Herbert Hoover President? What condition was the country in when he started as President? What were his major policies as President (economic and domestic policies specifically)? What major changes happened in the United States while Hoover was President? What condition was the country in when he finished as President? What was his legacy as President? (ex. What were “Hoovervilles”? What do people remember him for?)
-    When was FDR President? What condition was the country in when he started as President? What were his major policies as President (economic and domestic policies specifically)? What major changes happened in the United States while FDR was President? What condition was the country in when he finished as President? What was his legacy as President? (ex. What was “The New Deal”? What do people remember him for?)
-    Compare and contrast each Presidency and the effect both had on the country. What were some famous quotes from each President and explain the significance of those quotes.

The Rise of Hitler and Nazi Germany: Hitler’s Rise to Power, the Formation of the Nazi
Party, and the Treatment of Blacks in the U.S. Compared to Jews in Germany
-    Who was Adolph Hitler? When was he born and what was his family like. Explain how he came into power in Germany (i.e. what was the condition of Germany before Hitler rose to power, what were Hitler’s policies and beliefs that gained him a following, etc.)
-    Who were the Nazis? What were there beliefs and political philosophies that appealed to Germans and gave them popularity? Why were Jewish people the target for Hitler’s and the Nazis hatred? (i.e. what did they blame the Jews for and why?) Explain how the Nazis gained a following and rose to power.
-    Compare the treatment of the Jews in Nazi Germany at this time to the treatment of Blacks in America at the same time. Specifically look at the condition of Germany and the U.S. economically and politically and explain laws in both countries that were created in each to target Jews and Blacks.

Links:  <http://memory.loc.gov/learn/lessons/98/mock/intro.html>

            <http://www.english.uiuc.edu/maps/depression/depression.htm>

            <http://history1900s.about.com/library/photos/blyindexdepression.htm>

            <http://www.nps.gov/archive/elro/glossary/great-depression.htm>

            <http://www.pbs.org/wgbh/amex/dustbowl/peopleevents/pandeAMEX05.html>

<http://teachingamericanhistory.org/library/index.asp?document=1523>

<http://www.presidency.ucsb.edu/showelection.php?year=1932>

<http://www.usnews.com/articles/news/politics/2008/09/10/the-most-consequential-elections-in-history-franklin-delano-roosevelt-and-the-election-of-1932.html>

<http://www.dcte.udel.edu/hlp/resources/roosevelt/hooverphilo.pdf>

<http://www.ecommcode.com/hoover/ebooks/browse.cfm>

<http://millercenter.org/academic/americanpresident>

<http://www.americanpresidents.org/>

<http://www.whitehouse.gov/about/presidents/>

<http://www.ferris.edu/jimcrow/what.htm>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007459>

<http://www.shoaheducation.com/>

<http://isurvived.org/NurnbergLaws.html>

<http://www.pbs.org/wgbh/amex/goebbels/peopleevents/index.html>

**Group 3: Education for Blacks in the Early 20th Century**

W.E.B. Dubois and the NAACP: Fighting Against Scientific Racism
-     Who was W.E.B. Dubois? Give important biographical facts of his background. Why was he so important/why is he a historical figure?
-     What ideas did W.E.B. Dubois promote that focused on improving life for Blacks in America and supporting their rights? What is scientific racism and what were his views on it? Who were his main supporters and who were his main opponents?
-     What is the NAACP? What was W.E.B. Dubois’ connection with the NAACP? What was the purpose or mission of the NAACP with Dubois’ help?
-     What impact did Dubois have on the education and the general welfare of Blacks in America? Do you agree with his views? Why or why not?

Booker T. Washington and the Tuskegee Institute: Up From Slavery
-    Who was Booker T. Washington? Give important biographical facts of his background. Why was he so important/why is he a historical figure?
-    What was the Tuskegee Institute? Who founded it and what was its purpose? What role did Booker T. Washington have at Tuskegee and what did he accomplish while he was there?
-    What ideas did Booker T. Washington promote that focused on improving life for Blacks in America and supporting their rights? Who were his main supporters and who were his main opponents?
-    How did Washington’s views differ from W.E.B. Dubois? What impact did he have on things such as education and the general welfare of blacks in America? Do you agree with his views? Why or why not?

Brown v. Board of Education: A Landmark Case and Its Impact on Education Rights
-    Explain/summarize what the case was (i.e. who was involved, what the main points of the case were, when it occurred, what the final decision was, etc.) What problems did Linda Brown encounter in Topeka that eventually resulted in this case?
-    What were “segregated schools”? Why were they created? What right does the Fourteenth Amendment give citizens?
-    Why was Brown v. Board of Education such a significant case in terms of its impact on education and the rights of Blacks? What was its connection to Plessy v. Ferguson?
-    How did Brown v. Board of Education change the legal definition of “equality” and advance the Civil Rights Movement for Blacks?

Education of Blacks in the South after the Civil War Prior to the 1950s (leading up to
 Brown v. Board): General History and Overview
-    Explain the laws/policies regarding the education of Blacks during the Civil War. What were they/how were they any different after the Civil War?
-    For those blacks who were receiving an education, what were their schools like? What obstacles did they face in trying to get an education? Who/what opposed their opportunities to get an education?
-    What effect did their education or lack of an education have on their abilities to compete with Whites as equals in the United States? How has that had a longstanding impact on equality between Blacks and Whites in the U.S.?

Links:  <http://memory.loc.gov/learn/lessons/98/mock/intro.html>

            <http://www.duboislc.org/html/DuBoisBio.html>

            <http://www.webdubois.org/>

            <http://www.naacp.org/about/history/dubois/index.htm>

            <http://www.vahistorical.org/civilrights/naacp.htm>

<http://www.vahistorical.org/civilrights/btw.htm>

            <http://www.nps.gov/archive/bowa/btwbio.html>

            <http://memory.loc.gov/ammem/aap/bookert.html>

            <http://www.biography.com/search/article.do?id=9524663>

<http://brownvboard.org/summary/>

<http://brownvboard.org/research/opinions/347us483.htm>

<http://www.landmarkcases.org/brown/background3.html>

            <http://www.nationalcenter.org/brown.html>

<http://www.pbs.org/jefferson/enlight/brown.htm>

<http://americanhistory.si.edu/brown/index.html>

<http://americanhistory.si.edu/brown/resources/index.html>

<http://guides.lib.washington.edu/content.php?pid=78827&sid=583725>

            <http://www.vahistorical.org/civilrights/education.htm>

**Group 4: The Trial of Tom Robinson: The Death Penalty and Criminal Law**

The History of the Use of Capital Punishment/Death Penalty in the United States:

–        For what cases was the death penalty initially used in colonial United States? Was it ever outlawed nationally? Why?

–        What states currently use the death penalty and what crimes are worthy of the death penalty in those states?

–        Has the death penalty been disproportionally used between Blacks & Whites? Explain the disproportionality and factors that may explain it.

Major Criminal Court Procedures: Sixth Amendment: Right to Counsel (Atticus defending Tom Robinson) and Right to a Jury Trial (Right to a Jury of Your Peers)

-          Summarize the major points of the amendment and explain the rights it ensures/protects for every individual charged with a crime.

-          What challenges to the amendment have been raised and how has the amendment been interpreted differently over history?

-          In the book, To Kill a Mockingbird, Tom Robinson is a black man who has been charged with rape. His jury will be all white farmers. Based on your research for the sixth amendment, what are some problems you can see coming up in his trial that would show he won’t be tried fairly and his rights may have been denied?

The Fairness of Capital Punishment: Under the Eighth Amendment, is the death penalty *cruel and unusual punishment*?

-          Summarize the major points of the amendment and explain the rights it ensures/protects for every individual charged with a crime.

-          Under the amendment, how can capital punishment be viewed as cruel and unusual punishment? How is it viewed as falling outside this amendment, and, therefore, still used by certain states?

-          How has your research changed or informed your own views on capital punishment? How has it changed your view of the prisoners sitting on death row who are facing capital punishment? What are some of the major obstacles that come up in a death penalty case that makes them complicated instead of clear cut?

**Human Rights Today**

***To Kill a Mockingbird* is about racism, intolerance, discrimination and the abuse of human rights.**

* **Define racism.** Present an overview of the history of racism. Give evidence that it still exists in the world today, and tell how the United Nations has attempted to eliminate it. Suggest ways that you think racism can be reduced or eliminated.
* **Human rights abuses are not restricted to any one nation** nor are they necessarily a thing of the past.

Investigate and report on the abuse of human rights in **one** of the following countries:

**Rwanda, Yugoslavia (Serbia/Montenegro), South Africa, Sudan.**

Links:  <http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/deathpenalty.htm>

            <http://www.pbs.org/wgbh/amex/scottsboro/index.html>

            <http://www.law.umkc.edu/faculty/projects/FTrials/scottsboro/scottsb.htm>

            <http://www.splcenter.org/>

            <http://deathpenaltycurriculum.org/student/index.html>

            <http://caselaw.lp.findlaw.com/data/constitution/amendment06/>

<http://www.gpoaccess.gov/constitution/html/amdt6.html>

<http://www.gpoaccess.gov/constitution/html/amdt8.html>

            <http://caselaw.lp.findlaw.com/data/constitution/amendment08/>

            <http://law.jrank.org/pages/6368/Eighth-Amendment.html>

            <http://www.law.cornell.edu/anncon/html/amdt8toc_user.html>

<http://www.capdefnet.org/hat/contents/intro_to_8th/3_intro_to_8th.htm>

**Group 5: The Rise of Black Identity and Culture after The Civil War**

The Great Migration: Blacks Moving From the South to the North after The Civil War
-    What was The Great Migration? What started it? Where did it occur and when?
-    How did The Great Migration change/affect life in places where blacks were migrating from and where they migrated to? What changes can we still see in America today as a result of The Great Migration?
-    What effect did it have on the Blacks who decided to stay and not join the migration? What connections does this have to the novel To Kill a Mockingbird?

The Harlem Renaissance: The Rebirth of Black Arts and Culture in the North
-    What was the Harlem Renaissance? Where did it occur and who/what did it involve? Name some major people/results of it?
-    How did the Harlem Renaissance change life for blacks in America? Can we still see evidence of it in America today? If so, how/where?
-    Does it go against what many people in America believed about Blacks at the time/today? If so how?
-    How did the Harlem Renaissance affect the politics of the decades leading up to the Civil Rights Movement of the 1950s and 60s?

The Black Church: The Rise of the Church in the Southern Black Community and in
Educating and Organizing Black Communities for Civil Rights
-    What were some of the earliest Black churches in the U.S.? Who started/founded them? Give some history of some of these pioneering churches including dates, locations, Christian denominations, and early church leaders.
-    What role did Black churches (particularly in the South) play after the Civil War in educating African Americans? How did singing in the church help reading and literacy? Discuss “call and response” and early Negro Spirituals.
-    What role did the Black churches play in organizing the Civil Rights Movement for Blacks in the U.S.? Who were some of the famous Civil Rights activists connected that were also church leaders? Explain how the Black church was critical to educating and organizing Blacks in the South after the Civil War.

The Evolution of Black Music: Negro Spirituals/Field Music to Modern Day Hip-Hop
-    “Strange Fruit” by Abel Meeropol/performed by Billie Holliday
-    What were the early forms of Black music? What were its roots and how was it evolving in slaves in the U.S.?
-    What were the messages and what was the power of Black music to its people in America, especially early on?
-    What has been the evolution of Black music from its roots to modern day styles such as hip hop? How has it influenced other kinds of music that has become popular in America? Who were some of the most influential pioneers of it throughout its history?

Links:  <http://memory.loc.gov/learn/lessons/98/mock/intro.html>

            <http://www.encyclopedia.chicagohistory.org/pages/545.html>

            <http://www.pbs.org/wnet/aaworld/reference/articles/great_migration.html>

            <http://www.pbs.org/newshour/forum/february98/harlem_2-20.html>

            <http://www.pbs.org/newshour/forum/february98/harlem2.html>

            <http://www.pbs.org/independentlens/strangefruit/film.html>

            <http://www.pbs.org/independentlens/strangefruit/protest.html>

            <http://docsouth.unc.edu/index.html>

<http://docsouth.unc.edu/church/intro.html>

<http://docsouth.unc.edu/church/woodson/woodson.html>

<http://guides.lib.washington.edu/content.php?pid=78827&sid=583725>

            <http://www.pbs.org/jazz/biography/artist_id_holiday_billie.htm>

            <http://www.pbs.org/wnet/americanmasters/database/holiday_b.html>

            <http://www.nps.gov/history/nr/travel/civilrights/players.htm>

**Group 6: Beyond the Book: The Culture of To Kill a Mockingbird**

Harper Lee Biography: How her life connected to story she wrote
-    Provide a clear biographical profile of Harper Lee both as a person and as a writer. What are some myths about Harper Lee that exist that are not true?
-    How did her childhood and upbringing influence her writing of this novel? What major characters, elements of its setting and plot emerge directly from real experiences in her childhood?
-    What connections did Harper Lee have to the Civil Rights movement? Was she trying to make some political/social statements with this book? If so, what were those statements? What impact has her book had on American culture?

The Movie of To Kill a Mockingbird: The Making of the Movie, Actors, & Its Impact
-    Explain the goals that the producers and directors had in making this film adaptation of the book. What were they trying to preserve and what were they able to achieve?
-    Who did they get to play the key roles in the film? Explain their importance and share any later insights they had about the book and the film (i.e. interviews, etc.)
-    What about the book/story was changed in the movie (i.e. how is it different)? What key elements of film should a viewer take note of to better appreciate the movie and its production/existence as a piece of art? What impact has the movie had on American culture and other movies?

Role of Women in 1930s South and Women Characters in *To Kill a Mockingbird*
- What was the typical role of women in the South in 1930s America? What limited rights did they have and/or what were they expected to be in the South at this time?
-  The character of Aunt Alexandra in the book To Kill a Mockingbird is oftent thought of as a “proper” Southern lady. Based on your research, what was a “proper” woman of the South supposed to be like? What was the “social code” she was trying to uphold in the South. Look for descriptions of clothing, behavior, personality, and social roles.
- The character of Miss Maudie, the main character’s neighbor, is considered by many to be a woman who defied the typical role of women in the South. Based on your research, what would a woman be doing and behaving like that would be considered “improper” or “breaking the code” of a Southern lady. Are there any examples in history of such women? Who were they and what did they do to break the code?

Civil Rights Defenders for Blacks: Atticus Finch as a Reflection
-  Who were some of the key historical civil rights defenders during the real Civil Rights movement in America? What ideas were they trying to promote and what support did they get?
-  In the novel To Kill a Mockingbird, Atticus Finch is the father of the main character, Scout, and he is a defense lawyer for a black man, Tom Robinson. Despite all the racism and ignorance that surrounds him, Atticus fights strongly to defend Tom Robinson. What did white people who fought to defend the rights of blacks face in terms of hate and violence? Are their historical accounts of white defenders of blacks who faced the hate and violence? Explain who they were and the details of their experiences. Provide quotes when and if you can.
- Based on historical accounts and opinions in research, have all Black people looked at white characters like Atticus positively? Do some have negative perceptions of him as a character? Explain why.

Links:  <http://www.neabigread.org/books/mockingbird/>

            <http://web.archive.org/web/20070626171138/www.chebucto.ns.ca/culture/HarperLee/bio.html>

<http://web.archive.org/web/20070703033416/www.chebucto.ns.ca/culture/HarperLee/otherlinks.html>

<http://www.imdb.com/title/tt0056592/>

<http://web.archive.org/web/20070707174818/www.chebucto.ns.ca/culture/HarperLee/film.html>

            <http://www.teachwithmovies.org/guides/to-kill-a-mockingbird.html>

            <http://www.frankwbaker.com/tkam1.htm>

            <http://library.thinkquest.org/12111/?tqskip1=1&tqtime=0416>

            <http://library.thinkquest.org/12111/girl.html>

<http://docsouth.unc.edu/sohp/women.html>

<http://www.lib.unc.edu/stories/women/>

            <http://www.medaloffreedom.com/GregoryPeckMockingbird.htm>

<http://www.nps.gov/history/nr/travel/civilrights/change.htm>

<http://www.nps.gov/history/nr/travel/civilrights/>

<http://www.nps.gov/history/nr/travel/civilrights/players.htm>

The Scottsboro Case: A Landmark Case and Its Impact on Capital Punishment Cases

-          Explain/summarize what the case was (i.e. who was involved, what the charges were, when it occurred, what the final decision was, etc.)

-          Why was this case such a significant one in terms of its impact on capital punishment?

-          What were the mistakes made in this case by prosecutors, defenders, witnesses, etc. that indicate this may have not been a fair case? How does this case illustrate how race impacted the outcomes of many court cases?

**How does your unit provide for varying learning needs of your students?**

 My unit provides for varying learning needs of my students by addressing different learning styles. Students were given a variety of activities and resources to meet different learning styles, such as visual, audio, and verbal. Students with special needs were given extra time to work on projects as well as the opportunity to have a teacher complete the essay while they say it orally, and having an accommodated test with larger text and different wording to help students comprehend it better.

**How does your unit account for utilizing supplementary materials and items developed to reach learning goals?**

 The unit includes many supplementary materials such as a YouTube video from the People’s Court, a film version of *To Kill a Mockingbird*, examples of research PowerPoints, and guided reading worksheets. The YouTube video from the People’s Court helps students to reach the learning goals by teaching them important vocabulary from a courtroom. The version of *To Kill a Mockingbird* helps students understand basic plot. The example of the research PowerPoints helps students understand the research project. The guided reading worksheets help students understand theme, perform deeper thinking, and understanding beyond basic plot.

 The culminating activity at the end of this unit is the research project and presentation. Students will research the topics that they have chosen and create a PowerPoint that they will share with the class. The students will be able to relate *To Kill a Mockingbird* to the real world based on their research. This project is engaging and meaningful because it allows students to see how the themes presented in the novel are portrayed throughout history.

1. jeopardylabs.com/play/to-kill-a-mockingbird925
2. http://www.youtube.com/watch?v=TmsYLmqx3wg
3. http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0CDMQFjAC&url=http%3A%2F%2Ftah.oaisd.org%2F%40api%2Fdeki%2Ffiles%2F1425%2F%3D2013\_PPT\_Scottsboro\_Boys.ppt&ei=QHRDU\_alB6qisQS114DwBg&usg=AFQjCNFnJzCm28UEkjeXiNrBltZxg4rRDw&bvm=bv.64367178,d.cWc
4. http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CC0QFjAB&url=http%3A%2F%2Faloyola.pbworks.com%2Ff%2FThe%2BScottsboro%2BBoys.ppt&ei=QHRDU\_alB6qisQS114DwBg&usg=AFQjCNHai35KHvnM0DWvpdX8Go11MxahSw&bvm=bv.64367178,d.cWc