

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 9 **Unit Name:** To Kill a Mockingbird

Quality Core Objectives:

Unit 3 <i>To Kill a Mockingbird</i>	
A.1. Reading Across the Curriculum	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
	c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
A.3. Knowledge of Literary and Nonliterary Forms	b. Compare works with similar themes or topics presented in different media or literary forms (e.g., the life of Helen Keller as presented in her autobiography <i>The Story of My Life</i> and in the play and movie <i>The Miracle Worker</i>)
A.4. Influences on Texts	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck's novel <i>Of Mice and Men</i> and Dorothea Lange's photographs)
A.5. Author's Voice and Method	c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
	d. Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts
	e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
	f. Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., the role of social position in John Steinbeck's novel <i>Of Mice and Men</i>)
A.6. Persuasive Language and	b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, logical gaps, and omissions

Logic	c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
	d. Distinguish between fact and opinion, basing judgments on evidence and reasoning
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term <i>epiphany</i> or <i>symbolism</i> appropriately in a discussion of Toni Morrison's novel <i>The Bluest Eye</i>)
A.8. Words and Their History	b. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
B.1. Writing Process	b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a friend about a party versus writing a letter to your grandmother about the same party)
	d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product
B.2. Modes of Writing for Different Purposes and Audiences	b. Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
B.4. Sentence-Level Constructions	c. Use parallel structure to present items in a series and items juxtaposed for emphasis
B.5. Conventions of Usage	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
B.6. Conventions of Punctuation	b. Use punctuation correctly within sentences and words
D.1. Comprehension and Analysis	a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions
	c. Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts
D.2. Application	f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings
	g. Actively participate in small-group and large-group discussions, assuming various roles

Purpose of the Unit: To guide students in reading independently and in analyzing, evaluating, writing and talking about a challenging literary work.

Prerequisites: Students have completed a unit on personal narrative and short fiction. Students should be familiar with literary terminology.

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	A.3.b 1. Anticipation Guide 2. Watch excerpt from <i>Freedom Riders</i> documentary	Do you believe: -adults have positive influence on children? -all people are created equal? -everyone has		Anticipation Guide is relevant to their lives and experiences. They have previously watched	Anticipation Guide

		<p>prejudices about things and people?</p> <ul style="list-style-type: none"> -education occurs only inside a classroom -sometimes it's best to take the law into your own hands? 		<p>the movie <i>The Freedom Writers</i>, which refers to the Freedom Riders of 1961.</p>	
2	<p>A.2.a, A.4.a</p> <p>Bell ringer: Sentence or Sentence Fragment?</p> <ol style="list-style-type: none"> 1. Discuss question: "Would you get on the bus?" 2. Write a paragraph explaining one of the beliefs on the Anticipation Guide. 3. Discuss your paragraph with a partner and then with the whole class. 4. Hand out "Before You Read" guide, Chapter 1 Vocabulary activity, 	<p>Would you get on the bus? Why or why not? (reference to Freedom Riders who rode buses into the South in a nonviolent protest of segregation)</p>		<p>Students discuss whether or not they would "get on the bus" with the Freedom Riders and what situations in their own lives might in some way compare with the situations the Freedom Riders faced (for example, standing up to a bully at school or at least choosing not to go along with what a bully is doing).</p>	<p>Accommodation: Many students in Regular (non-pre-AP) 9th grade English do not like (or even refuse) to read on their own. For this reason, we are reading Chapters 1 and 2 together, in the hopes of hooking them on the story.</p>

	<p>and reading schedule.</p> <p>5. Begin reading Chapter 1 aloud.</p>				
3	<p>A.2.a, A.8.b</p> <p>Bell ringer: Write in your journal. You may write about a time you wanted to “get on the bus” (do the right thing) but didn’t.</p> <ol style="list-style-type: none"> 1. Finish reading Chapter 1 aloud. 2. Review events of chapter 1 to check for comprehension. 3. Have students work with partners to find the words from Chapter 1 identified in the Vocabulary handout. 4. Begin reading Chapter 2 aloud. 	<p>What was a time you wanted to “get on the bus” (do the right thing) but didn’t?</p> <p>What is the point of view of TKAM?</p> <p>How do you know the narrator is an adult looking back at her childhood?</p>			<p>Assessment:</p> <ol style="list-style-type: none"> 1. Asking students questions to determine if they comprehended what we read. 2. Check students’ work on the Vocabulary handout so far.
4	A.2.a, A.5.c				

	<p>Bell ringer: Identifying subject and predicate.</p> <ol style="list-style-type: none"> 1. Quiz over Chapters 3 & 4. 2. Discuss chapters read so far, identifying setting, characters, point of view, etc. 3. Have students work on Vocabulary activity with partners. 				
5	<p>A.2.c</p> <p>Bell ringer: Compound subjects</p> <ol style="list-style-type: none"> 1. Quiz over chapters 5-6. 2. Discuss chapters 5-6. 3. Have students work on Vocabulary activity with partners. 				
	<p>A.5.e</p> <p>Bell ringer:</p>				

6	<p>Compound verbs</p> <ol style="list-style-type: none"> 1. Quiz over chapters 7-8. 2. Discuss chapters 7-8. 3. Hand out Elements of Fiction graphic organizer and have students begin working on it in pairs. 				
7	<p>B.3.a</p> <p>Bell ringer: Subject complements</p> <ol style="list-style-type: none"> 1. Quiz over chapter 9. 2. Discuss chapter 9. 3. Discuss "Walk a Mile" assignment and begin working on it. 				
8	<p>B.3.a</p> <p>Bell ringer: Objects</p> <ol style="list-style-type: none"> 1. Quiz over chapters 10-11. 2. Discuss chapters 				

	<p>10-11. 3. Have students continue work on “Walk a Mile” assignment.</p>				
9	<p>B.3.a.</p> <p>Bell ringer: Identifying phrases</p> <p>1. Quiz over chapters 12-13. 2. Discuss chapters 12-13. 3. Have students continue work on “Walk a Mile” assignment.</p>				
10	<p>A.5.e</p> <p>Bell ringer: Prepositional phrases</p> <p>1. Quiz over chapters 14-15. 2. Discuss chapters 14-15. 3. Introduce claim-data-commentary method for writing</p>				

	about symbols.				
11	A.5.e, A.7.a Bell ringer: Verbals and verbal phrases 1. Quiz over chapters 16-17. 2. Discuss chapters 16-17. 3. Continue with claim-data-commentary activity.				
12	A.5.e Bell ringer: Appositives and appositive phrases 1. Quiz over chapters 18-19. 2. Discuss chapters 18-19. 3. Continue with claim-data-commentary activity.				
13	A.5.e, B.2.b Bell ringer: Identifying clauses				

	<p>1. Quiz over chapters 20-21.</p> <p>2. Discuss chapters 20-21.</p> <p>3. Have students complete first draft of CDC symbols essay.</p>				
14	<p>D.2.g</p> <p>Bell ringer: Independent clauses</p> <p>1. Quiz over chapters 22-23.</p> <p>2. Discuss chapters 22-23.</p> <p>3. Assign presentation projects and begin working on them.</p>				
15	<p>D.2.g</p> <p>Bell ringer: Subordinate clauses</p> <p>1. Quiz over 24-25.</p> <p>2. Discuss chapters 24-25.</p> <p>3. Work on projects.</p>				

