

Grade Level: 8	Trimester 2	Length 5 weeks
<h2 style="color: #4F81BD;">Reading Unit 2 – To Kill a Mockingbird</h2>		
<p>Unit Overview</p> <p>In this unit students will read the classic novel <i>To Kill a Mockingbird</i>. To provide background knowledge about the time period in which the book takes place, students will read poetry, interviews and first-person accounts, primary source documents, and multimedia resources. In conjunction with their work in social studies as a culminating assessment, students will write an essay in response to the prompt: Is Atticus an American hero?</p>		
<p>Focus Standards</p> <p>Bold = assessment included</p> <p>8 RL 1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8 RL 2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>8 RL 3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>8 RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8 RL 5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>8 RL 7: Analyze the extent to which a filmed or live production of the story or drama stays faithful to or departs from the text or script, evaluating the choices made by the directors or actors.</p> <p>8 W 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. 		

e. Provide a concluding statement or section that follows from and supports the argument presented.

8 W 2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

8 W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8 W 5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)

8 W 6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8 SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

8 SL 3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

8 L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.

<p>c. Spell correctly.</p> <p>8 L 4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>8 L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p>Overarching Standards:</p> <p>8 RL 10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>8 W 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>8 L 6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)</p>
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<p>Key Understandings to Explore</p> <p><i>Students will understand that</i></p> <p>-Discrimination occurs for a variety of reasons.</p> <p>-Characters are shaped by the discriminatory society in which they live.</p> <p>-Characters react in different ways to unjust treatment.</p> <p>-Abuse of power results in social injustice</p>
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<p>Essential Questions for thought, discussion, and collaboration</p> <ul style="list-style-type: none"> • How does the novel define courage? How does Atticus Finch illustrate the qualities of a hero? • How can we break through barriers of prejudice to promote tolerance? • How do different characters in this novel "come of age"? • Does American law guarantee justice for all?
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- How does personal experience contribute to prejudice?
- What are the roles of parents and society in the moral education of children?

Declarative and Factual Knowledge (Recall, memorize, define)

Students will know...

- Theme
- Story elements
- Point of View
- Characters
- Narrator
- Conflict (internal and external)
- Thesis statement
- Literature genres
- Text-to-self connections
- Comprehension strategies
- Use of text evidence
- Citing quotes
- Paraphrasing
- Impact of word choice
- MLA formatting
- Transition words and phrases
- Formal writing style
- Writers write for different purposes and audiences
- Rules for class discussion
- Dictionary/thesaurus skills
- Character motivation

Skills (Organize, apply, analyze, integrate, evaluate)

Students will be able to....

- Identify and discuss the problem, the events of the story, and the problem resolution.
- Notice and remember significant attributes for multiple characters (what characters do, say or think, and what the writer and other characters say about them)
- Provide evidence of understanding plots with multiple events and gather information about many characters and their traits and relationships.
- Predict what the character might do in other circumstances.
- Reflect inferences about the main and supporting characters' feelings, motivations, attitudes, and decisions based on information from the text.
- Show connections between the settings, characters, and events of a text and reader's own personal experiences.
- Infer characters' motivations and feelings, understanding inner conflict.
- Support thinking beyond the text with specific evidence from the text or personal knowledge.
- Make predications on an ongoing basis (progression of the plot, characteristics of the setting, actions of characters)
- Discuss social issues revealed within the storyline.
- Identify conflict in fiction and the implications for the characters.

Key Vocabulary:

Theme, internal conflict, external conflict, internal character traits, external character traits, character, characterization, main character, minor character, static character, dynamic character, "showing" versus "telling," realistic fiction, voice, tone, perspective (point of view), setting, plot, social injustice, and motive, moral education, moral courage

Performance Assessments (may be formative or summative)	Other Evidence/Assessments
Formative: whole class and small group discussions, short quizzes, book blog prompts. Teachers assess discussion participation.	Book blog questions: A weekly question filled out online that deals with a theme of the work.
Summative: Final assessments include open response and multiple choice questions. Students write an essay in response to the prompt: is Atticus an American hero?	Internal/External characteristics chart

Unit Title (continued from previous page):
<p>Literary Texts: Poems “ Incident” by Countee Cullen, “Merry-Go-Round” by Langston Hughes, “Poor”, “Nobody Knows You When You’re Down and Out”, and “Pantoum of The Great Depression” by Donald Justice</p>
<p>Literary Texts: Stories/Novels</p> <p>Drama: <i>To Kill a Mockingbird</i> play and movie</p> <p>Picture Books: <i>The Other Side</i> by Jacqueline Woodson, <i>A Taste of Colored Water</i> by Matt Faulkner</p> <p>Non-fiction: <i>Promises to Keep</i> by Sharon Robinson, “Growing Up in the Great Depression” by Richard Wormser, “I Did Not Really Understand What It Meant to be a Negro” by Daisy Lee Bates, “Growing Up Black in the 1930s in McCulley’s Quarters, Alabama, “Growing Up White in the South in the 1930s”, “Always Lend a Helping Hand” by Kimberly Jenson</p> <p>Fable/Folktale:</p> <p>Other Media: Short Stories:</p>
<p>Informational Texts</p> <p>Independent Novels Excerpts from <i>Out of the Dust</i> by Karen Hesse</p>
<p>Art/Music/Media “Strange Fruit” by Billie Holliday</p>

Online Resources

Franklin Delano Roosevelt inaugural speech <http://www.americanrhetoric.com/speeches/fdrfirstinaugural.html>

To Kill a Mockingbird historical background <http://www.youtube.com/watch?v=tlvSePXxYLY>

“Death Penalty Properly Demanded in Fiendish Crime of Nine Burly Negroes,” *Huntsville Daily Times*, March 1931
<http://digital.archives.alabama.gov/cdm/singleitem/collection/voices/id/3425>

Differentiation for Struggling Learners and ELL

For struggling readers:

-Audio books available

-Chapter summaries available

Interdisciplinary Connections

This unit coincides with students’ study of Constitutional amendments 13 and 14 and the Civil Rights Movement.