

<b>STAGE 1 – DESIRED RESULTS</b> Grade 8 or 9	
<b>Unit Title:</b> Heroism and Courage in <i>To Kill a Mockingbird</i>	
<b>Established Goals:</b>	
<p>Students will study the ideas of</p> <ul style="list-style-type: none"> <li>• “Hero”</li> <li>• What is the right thing to do</li> <li>• The novel of learning, coming of age moral growth (<i>bildungsroman</i>), while mastering Common Core Reading and Writing standards</li> </ul>	
<b>Understandings:</b> <i>Students will understand that...</i> <p>Master</p> <ul style="list-style-type: none"> <li>• Persuasive writing,</li> <li>• Use context clues for vocabulary learning to build vocabulary for reading comprehension,</li> <li>• How parts of a text fit the whole,</li> <li>• Read complex text proficiently while also being engaged in text ideas, and</li> <li>• Active student learning, engaging open class discussions on right and wrong.</li> <li>• Students learn narrative point of view from seeing the story through narrator Scout’s eyes.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What constitutes a hero?</li> <li>• How can we learn from challenging events?</li> <li>• What’s right?</li> </ul>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• How the parts of a complex text fit together for meaning</li> </ul> <p>Learn vocabulary development from context clues</p> <p>How to develop a convincing argument, using text as a supporting evidence</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze pieces of text for how they contribute to the whole</li> </ul> <p>Write 2 – 5 page persuasive (argument) writing to use text to support making a case for a thesis</p> <p>See how quotes contribute to meaning; determine key quotes</p>
<p><i>Read for stated explicit information and inference (Reading Standard 1)</i></p> <p>Text evidence &amp; inference</p> <p>Grade 8 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><i>How theme develops over a text (Reading, 2)</i></p> <p>Central Idea Grade 8 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><i>Use context clues for vocabulary (Reading Standard 4)</i></p> <p>Grade 8 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><i>Argumentative (Persuasive) writing (Writing Standard 1)</i></p> <p>Grade 8 Writing standard 1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>Writing Standard 10 Write routinely with shorter time and extended time,</p> <p>Use first class brainstorming discussion of a topic, then students write rough draft, use rubric or graphic organizers, re-write, peer reviews, teacher conferencing, revise, final editing.</p>	

STAGE 2 – ASSESSMENT EVIDENCE	
<b>Performance Tasks:</b>  A Trial: Students work in small groups to either act out the trial scene from the novel, or to put another character in the novel on trial (Atticus for arranging a “settlement” with the Sheriff, the Sheriff for arranging a settlement, Put on trial a townsperson who initiates or participates in bullying or taunting of Boo Radley, defend Scout’s or Dill’s initial view of Boo Radley as they’re young, or not too young to understand another’s challenges.  In-class planning work is time-limited as needed, teacher monitors the working group, coaching and re-focusing as needed  <i>See Rubric to Guide and Assess Trial Below</i>	<b>Other Evidence:</b>  Students will maintain journal of their thoughts while reading the novel. Students are provided sentences with context for unfamiliar vocabulary from the text and determine word meaning Students use circle Socratic Seminar to discuss key text, assessed for appropriate contributions to the discussion. Students note key details in the novel that reveal character (Atticus shooting rabid dog with one shot, judge signals disapproval to the jury)
<b>Key Criteria:</b>  Use of text explicitly stated information and appropriate inference to help determine central idea Students develop vocabulary from context Students understand to look behind surface for character	
STAGE 3 – LEARNING PLAN	
<b>Student- Centered Active Learning Activities</b>  Socratic seminar (fishbowl) Take a challenging reading passage, in two concentric circles the inner circle discusses the text and assists others with the reading and analysis through teacher presented questions; the outside circle notes process. Then roles are reversed with a new passage. (Example: first chapter) (Socratic Seminar protocol attached)  Vocabulary using context clues: Provide lines with challenging vocabulary, stated context. In pairs, students decide word meaning. Pairs break up, new vocabulary is given.  Students are asked to improvise scenes demonstrating the qualities of a character. The rest of the class has to guess which character is being played. Examples: act how these characters would speak and their values and point of view: Mayella Ewell, Tom Robinson, Tom Ewell, Dill, Atticus, Jem, Calpurnia, the Sheriff, Mrs. Dubose (Teacher provides possible scenes)  A scene from the film that students will be reading for homework is viewed, then cut short. Students write down in class what they expect will happen, turn in the paper. In next day’s class they write what actually happened A repeated activity (Reading skill: Prediction)  Expository writing: Open Response: Students read Chapter 10 (“Atticus was feeble. He was nearing 50 . . .” on their own. Discuss, Students write in class on: What do Scout and Jem learn about Atticus in this chapter?  Students are provided background information on the chapter where Atticus confronts the mob at night. Students read the section for homework. Write “Open Response” writing piece in class, with revisions and editing on: What qualities does Atticus show in this passage? What exactly does he do in different ways, and what does this show about him as a person? (This writing piece may be used in the final unit writing assessment.)  Teacher holistically grades the writing, and reads best pieces in class as model writing and students point out good writing technique in the writing pieces. This is used commonly while reading and writing about the text.  Stated text detail, Visualizing text for comprehension: Students write in class /or outside class on what a character they’ve read about looks like and sounds like, before seeing the film.. What does Scout look like, Atticus, Calpurnia, Dill?  Hair color, height, clothes, manner, personality, how he or she speaks, word choice, mannerisms, gestures, eye contact  Then view a scene: Which is better, what student wrote or visual portrayal? Use the text to defend argument in open, class discussion.	

(Close stated information and inference, connecting with text) How is how Boo Radley is seen by the novel characters an example of what today we call bullying? Discuss in class, then write in class (using ideas generated in student discussion to spark the writing, striking while the iron is hot) How is Mr. Ewell a Bully?

Persuasive writing: Write argumentative essay using xx facets of Common Core delineated features on pro or con: "Is the decision that the sheriff and Atticus make regarding how Tom Ewell died the right thing to do?

Narrative point of view: Write a scene from another character's point of view: Write the book scene of Atticus' night meeting with the mob from first person of Atticus. Packed courtroom scene from Calpurnia's point of view. Tom Ewell chasing Scout at night from Ewell's point of view.

Teacher reads exemplary student writing aloud to class anonymously. Students state what they see as strong aspects of the writing.

### "Re-Teach" when non-mastery

What will be done if student doesn't master the skills and understandings?

Students will be provided: Simpler passages from the book, simple passages with the same standards expectations with other text, Pair struggling student with more advanced student to help process in kid-friendly peer assistance

### Differentiation

Struggling students, advanced work for higher achieving students

Advanced students research the history of the period ([www.pbs.org/JimCrow](http://www.pbs.org/JimCrow)) and write five-page research paper connecting the historical period with the novel. Rubric is provided for this assignment and students revise this paper until it earns an "A." Teacher coaches work along the way, provides writing and verbal suggestions for improvement.

Struggling students use smaller research pieces to learn the research skills; write 1 -2 pages explaining how the time period connects with the text. Simpler rubric provided, teacher verbal conferencing while others are writing.

Struggling readers read the simpler and more engaging chapters; use audio for more challenging passages.

Struggling readers provided templates and graphic organizers for reading and writing.

Struggling readers provided Sparknotes for reader to learn analysis

Struggling readers view To Kill a Mockingbird summary and analysis at <http://www.thug-notes.com/> to learn to make meaning of complex text and to see the level of analysis in this excellent novel summary with apt analysis. This is very much a kid-friendly summary with analysis that is accessible for struggling readers.

Socratic Seminar Fishbowl: Teacher is absent, just the observer, not teacher centered but student centered. The protocol of "rules" generates active student learning.

Paired groups: time limits if needed to have effective paired work. Teacher monitors paired work, coaching and engaging on-task as needed.

Read exemplary student writing or pieces aloud but require student close listening responses of good phraseology, organization, word choice, clarity, coherence of writing as the standards.

UbD plan stresses connections with what teens are reading to learn: What's the right thing to do in life, how are people affected by bullying, how to bring in and connect with "outsiders," how can we learn from outsiders, how can we seek the facts and not just go along with a mob, how can we help others feel safe, what is the history of racism and prejudice and how can we continue to address this today? (First "person of interest" in Boston Marathon explosions was a Saudi)

## Rubric to guide and assess Trial performance task

Criteria for assessment of student enacted Trial with small group work	Outstanding performance	Good Performance	Needs work
Adherence to stated text explicit information and appropriate inference based on text	Text appropriate	Text used OK	Missing text explicitly stated information
Exposition and performance adheres to high level principles, values expressed in the text.	Performance aligns with text values	Not always aligned with text values	Missed the text values
Language and acting is appropriate to the text characterization (e.g. Atticus' speech and "lawyerly" rational and values thinking)	Language and actions reflect characters well	Language and actions reflect characters with some proficiency	Language and actions weak in reflecting characters
Small group performances assessed by appropriate speaking – volume, enunciation, expressive speaking in line with the character	Performances are audible, expressive, reveal character accurately and identifiably	Performances are often audible, expressive, reveal character accurately and identifiably	Performances are not always audible, expressive, reveal character weakly
Class listening is encouraged through rubric used to assess the performances.	Class listens attentively and assesses well	Class is somewhat attentive, reacts with some appropriateness	Class is not well involved with the performance
Winning performance is determined by calculating the rubrics of the students who observe	Student assessment is very high in rating	Student assessment is adequate in rating	Student assessment is weak in rating