



# Unit Planner: To Kill A Mockingbird

## Englsh 5

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### To Kill A Mockingbird

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- [Unit Planner](#)
- [Lesson Planner](#)

#### Big Ideas / Enduring Understandings

By the end of this unit, students will understand that . . .

- They can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- Writing about literature can be creative and enable students to examine and convey complex ideas clearly and accurately
- Annotating while reading helps a student form a personal relationship with the text and form connections across a range of areas
- Discussion facilitates a deeper understanding and analysis of the central ideas or themes of a text and their development
- Active listening during discussion helps build on each other's ideas and express their own clearly and persuasively

#### Essential Questions

- ~ What is courage?
- ~ What is justice?
- ~ What is empathy?
- ~ Can one person release evil into a community?/ Can one person fight evil in a community?
- ~ In what ways can an individual's attitudes, prejudices, and biases have roots in their personal and /or community past?
- ~ In what ways are insight, maturity, understanding, and integrity not always related to age, social standing, or formal education?
- ~ What does it mean to be ethically autonomous?
- ~ What causes a mob mentality?
- ~ How do I annotate the text to aid my understanding of the characters, themes, plot?

#### Common Core Standards and Indicators

**NYS: CCLS: English Language Arts 6-12**

**NYS: Grades 11-12**

##### Writing

##### Text Types and Purposes

**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from and supports the argument presented.

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

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**Responding to Literature**

**11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.**

11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.

11b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.

11c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

**Content**

- Good and Evil: To Kill a Mockingbird is an exploration of human morality, and presents a constant conversation regarding the inherent goodness or evilness of people.
- Education
- Social Inequality
- The Mockingbird
- Perspective
- Racism
- Bravery
- The Law

**Skills / Strategies**

- Read closely (annotating the text with post-it notes) to analyse character, setting, conflict, and connect to themes.
- Make logical inferences from the text.
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter) relate to each other and the whole.
- Determine **central ideas or themes** of a text and analyze their development; summarize the key supporting details and ideas.
- Assess how point of view or purpose shapes the content and style of a text.
- Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.
- Prepare for and participate effectively in a range of conversations and collaborations with different partners, building on others' ideas and expressing their own clearly and persuasively.

**Key Terms / Vocabulary**

**LITERARY TERMS**

- Characterization
- Protagonist
- Antagonist
- Foreshadowing
- Point of View
- Central Idea

- Tone

## VOCABULARY

- empathy
- autonomy
- "cootie" (lice)
- indigenous
- libel
- entailment
- defendent
- prosecution

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*



[TKAM](#)  
[TKAM.docx](#)

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)

**Written: Essay**

## Resources

**Texts Used (fiction, non-fiction, on-line, media, etc...)**

To Kill A Mockingbird

Focus

- Whole class
- Small group
- Guided reading



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