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| **Introduce *To Kill A Mockingbird*** Day 1 | | |
| Purpose | This lesson is designed to introduce students to the third unit and to the novel, *To Kill A Mockingbird*, which they will be reading. Students will be introduced to themes and main ideas of the unit and make connections between these themes and their own lives. | *Notes…* |
| Standards | 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.  *CCSS: RL.8.2* |  |
| Goals | Students will establish a personal connection to the novel/unit.  Students will be able to identify themes of the novel.  Students will gain background knowledge of the time and place when the novel was written. |  |
| Materials | TKAM opinionaire, tape, historical context handout. |  |
| Anticipatory Set | Students will begin class by completing the TKAM oppinionaire which will ask them to state and support their opinions on key topics related to the novel.  *10 minutes*  *\* Opinionaire from Smagorinsky, pp. 177-179* | *Collect and save opinionaires for the end of the unit.* |
| Instruction | Before class, I will create a long line with tape on the floor. One end will be labeled strongly agree and one will be labeled strongly disagree. After completing the opinionaire, I will ask students to line up according to how they answered each question on the opinionaire. After students line up, we will respectfully debate and discuss each question.  *20 minutes*  Students will receive the historical context handout. We will discuss events of the civil rights movement and talk about why Harper Lee wrote the novel at the time that she did.  *15 minutes* |  |
| Check for Understanding | Students will write a “ticket out the door” that states one thing we discussed in class today which was interesting to them.  *5 minutes* |  |
| Homework | Students will read chapters 1 and 2 in *To Kill A Mockingbird.* |  |

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| **Langston Hughes and “Otherness”** Day 2 | | |
| Purpose | This lesson will introduce students to what it means to be “the other” or an outsider, an important theme of the novel. | *Notes…* |
| Standards | 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.  *CCSS: RL.8.2* |  |
| Goals | Students will identify what constitutes being the other and how identity relates to otherness.  Students will be able to act out a scene that represents this theme.  Students will develop a sense of spatial relationship in the novel. |  |
| Materials | “Black Misery” by Langston Hughes, dry erase markers, *TKAM* Scene worksheet, *TKAM*. |  |
| Anticipatory Set | Students will journal about a time they felt left out or did not belong. What was the situation? Why were they left out? How did it make them feel?  *5 minutes* |  |
| Instruction | Students will be read the book, “Black Misery” by Langston Hughes and asked to consider what it means to be an “other”. What factors make someone not fit in? We will create a list of student responses on the board.  *10 minutes*  Students will be put into groups of five or six and given the *TKAM* Scene worksheet. Each group will be assigned a scene from the worksheet to act out in front of the class. Students will work with their groups to stage the scene and come up with an explanation of why they chose to act out the scene in the manner they chose and how the scene illustrates being an “other”.  *20 minutes*  Groups will read their scene to the class, act out their scene, and give their explanation.  *10 minutes*  *\* lesson adapted from Chris Murphy, Brad Dingler, and Lisa Yu* |  |
| Check for Understanding | Students will write a “ticket out the door” defining “otherness” in their own words.  *5 minutes* |  |
| Homework | Students will read chapters 3 and 4 in *To Kill A Mockingbird*. |  |

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| **Urban Legends Activity** Day 3 | | |
| Purpose | This lesson will examine the children’s fascination with the character Boo Radley through examining mythology and urban legends. They will also explore stereotyping through this activity. | *Notes…* |
| Standards | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  *CCSS: RL.8.1*  Consult generalized 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  it’s part of speech.  *CCSS: L.8.4c* |  |
| Goals | Students will be introduced to the concept of stereotype.  Students demonstrate creativity to by making their own urban legends.  Students will demonstrate how stereotypes are constructed and myths and urban legends are created. |  |
| Materials | Urban Legends PowerPoint, people and places photos, dictionaries, thesauruses, *TKAM*. |  |
| Anticipatory Set | Student will begin class by drawing a picture of Boo Radley in their journals. Their pictures should draw from their reading of the first seven chapters of the book. Under their pictures students will list at least three quotes from the novel which guided their drawings. Students will share some of their drawings on the doc cam, explaining why they chose to draw Boo the way they did.  *15 minutes* |  |
| Instruction | I will present students with the urban legend of the Locness Monster through an Urban Legends PowerPoint.  *5 minutes*  Students will brainstorm a list of urban legends they are familiar with on the board. Discuss how urban legends come about. What is their purpose?  *5 minutes*  I will present students with photographs depicting people and places. Students will choose a photo of a person and a place which they find interesting or strange.  *8 minutes*  Students will come up with a list of 10 descriptive adjectives for each picture they have chosen. Students will be encouraged to consult dictionaries and thesauruses (physical or online) to create their lists.  *17 minutes*  *\* lesson adapted from Chris Murphy, Brad Dingler, and Lisa Yu* | *Depending on the class and maturity of students, allow students to use their cell phones* |
| Check for Understanding | *Students will share their Urban Legends in class the following day. See day 4.* |  |
| Homework | Students will read chapters 5, 6 and 7 in *To Kill A Mockingbird.* |  |

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| **Urban Legend Activity Cont.** Day 4 | | |
| Purpose | This lesson will examine the children’s fascination with the character Boo Radley through examining mythology and urban legends. They will also explore stereotyping through this activity. | *Notes…* |
| Standards | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  *CCSS: RL.8.1* |  |
| Goals | Students will be introduced to the concept of stereotype.  Students demonstrate creativity to by making their own urban legends.  Students will demonstrate how stereotypes are constructed and myths and urban legends are created. |  |
| Materials | Urban Legends PowerPoint, Urban Legends handout, people and places photos. |  |
| Anticipatory Set | Students will be asked to recall yesterday’s discussion of urban legends. We will then discuss components of an urban legend using the Urban Legends PowerPoint.  *5 minutes* |  |
| Instruction | Students will receive the Urban Legends handout, matching the PowerPoint lecture. Using the handout and their list of adjectives from the previous day, students will write a short (less than a page) description of their photos creating their own urban legend.  *20 minutes*  Students will share their created urban legends in groups of four or five students. Groups should reflect on what their legends have in common and on what influenced the words they chose.  *10 minutes*  As a whole class, I will remind students of the discussion we had last unit on stereotypes. We will discuss how stereotypes play into mythology and legends. Students should understand how we create stereotypes about people we don’t know/understand and how this lack of knowledge can lead to fear and legends. How does this relate to the children’s perceptions about Boo Radley? How about their own?  *15 minutes*  *\* lesson adapted from Chris Murphy, Brad Dingler, and Lisa Yu* |  |
| Check for Understanding | I will assess students’ understanding through class discussion. In this lesson it is important that students |  |
| Homework | Students will read chapters 8 and 9 in *To Kill A Mockingbird*. |  |

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| **Change Three Things Activity** Day 5**ovel at the time that she did. ights movent and dicuwered each question on the opinionaire** | | |
| Purpose | This lesson is designed to create student awareness of other races and to relate students’ lives to the characters of the novel. It will also promote community in the classroom and prompt discussion of the novel’s theme of prejudice. | *Notes…* |
| Standards | 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.  *CCSS: RL.8.2* |  |
| Objectives | Students will identify their inner and outer qualities.  Students will discuss issues of prejudice.  Students will make inferences on characters based on their inner qualities. |  |
| Materials | Paper bag activity assignment sheet. |  |
| Anticipatory Set | In their journals, students will write their first impression of a character from the novel (e.g. Boo Radley, Scout, Atticus…). What do they think of the character? How do other characters perceive them? Why did they draw these conclusions? When finished, students will share with a partner and then share out as a whole class  *15 minutes* |  |
| Instruction | Students will line up in two lines facing each other so each student has a partner. Students will have one minute to observe their partner. At the signal, they will turn their backs to each other and change three visible things about their appearance. At the signal, the students will turn back to face their partners and figure out what has changed. Which changes were easy to spot, which were more difficult? How many people caught all three changes?  *15 minutes*  As a whole class, we will discuss how first impressions are not always correct. Specifically, we will discuss how first impressions change in characters in the novel.  *8 minutes*  I will pass out Paper Bag Activity assignment sheet.  I will explain the project to students and ask them to bring any photos or small objects they would like to include to class the next time we meet.  *5 minutes*  Students will be given time to brainstorm a list of items they may want to bring from home for their paper bag.  *7 minutes* | *Make sure to tell students to change something clearly visible, like a shoe, hairstyle, earing, ect…* |
| Check for Understanding | *See paper bag activity and discussion on day 6.* |  |
| Homework | Students will read chapters 10 and 11 in *To Kill A Mockingbird* and collect whatever supplies they need for their paper bag project. |  |

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| **Paper Bag Activity** Day 6 | | |
| Purpose | This lesson is designed to create student awareness of other races and to relate students’ lives to the characters of the novel. It will also promote community in the classroom and prompt discussion of the novel’s theme of prejudice. | *Notes…* |
| Standards | 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.  *CCSS: RL.8.2* |  |
| Goals | Students will identify their inner and outer qualities.  Students will discuss issues of prejudice.  Students will make inferences on characters based on their inner qualities. |  |
| Materials | Brown paper bags, assortment of magazines and newspapers, markers, crayons, ect., small objects/pictures students bring from home. |  |
| Anticipatory Set | In their journals, students will brainstorm a list of five words that describe their outward selves and five words that describe their inward selves.  *7 minutes* |  |
| Instruction | Using their lists and materials, students will follow the activity sheet to decorate their paper bag.  *20 minutes*  Students will then share their bag with three classmates. I will encourage students to share with people whom they may not know well, but sharing can be personal and students should have choice in who they feel comfortable with. Each student will need to make a list of one thing they learned about each student they talked to.  *10 minutes*  *\* lesson adapted from Chris Murphy, Brad Dingler, and Lisa Yu* |  |
| Check for Understanding | Students will choose a character they associate themselves with from the novel. The will write “ticket out the door” explaining a few inner and outer qualities of their character. How do these qualities effect the way other characters interact with them.  *13 minutes* |  |
| Homework | Students will read chapters 12 and 13 in *To Kill A Mockingbird.* |  |

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| **Denotation and Connotation** Day 7 | | |
| Purpose | This lesson is designed to define connotation and denotation for students. Through instruction and practice, students will be able to apply the concepts of connotation and denotation. | *Notes…* |
| Standards | Distinguish among the connotations (associations) of words with similar denotations (definitions). *CCSS:L.8.5c*  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  *CCSS: L.8.5* |  |
| Goals | Define the concepts of connotation and denotation.  Examine how word choice affects meaning.  Practice and apply the concepts of connotation and denotation. |  |
| Materials | Poetry worksheet, copies of cockroach poems |  |
| Anticipatory Set | Present students with the definitions of connotation and denotation. *Connotation is the emotional and imaginative association surrounding a word.*  *Denotation is the strict dictionary meaning of a word.* Use the example of home, house, and dwelling.  *Denotation: a place in which someone lives.*  *Connotation:*  *Home: cozy, loving, comfortable, security, images or feelings of people you associate with it*  *House: the actual building or structure*  *Residence: cold, no feeling*  *Dwelling: primitive or basic (picture a cave, etc.)*  Explain how each word had the same denotation but different connotations. Since everyone reacts emotionally to certain words, writers often deliberately select words that they think will influence your reactions and appeal to your emotions.  *7 minutes* | *Explain how* home *may have a different connotation depending on the reader’s experiences* |
| Instruction | Present students with the list: aggressive, assertive, domineering, dynamic, pushy, forceful. Students will list these words in order from most positive to most negative connotation. Do these words all have the same definition? Do they have the same meaning?  *8 minutes*  Hand out the poetry worksheet and read the dictionary definition of cockroach as a class. Students will answer questions one and two independently. I will then pass out copies of the poems, one to half of the class and one to the other half. Students may work either with a partner or independently to read the poem and answer the rest of the worksheet questions. Partners will then group with another set of partners who read the opposite poem. Groups will discuss the different connotations presented in each of the poems as a small group. As a whole class we will discuss the differences between the denotation of cockroaches, our own connotations, and the connotations presented in the poems. Why are they different?  *30 minutes*  *\*lesson adapted from Tiffany Miller* |  |
| Check for Understanding | Students will hold up fingers from one to five depicting their understanding of connotation and denotation.  *5 minutes* |  |
| Homework | Students will look up the dictionary definition of *finch*, *mockingbird*, and *robin*. They will write down the definition and their own connotation. Students will read chapters 14 and 15 in *To Kill A Mockingbird.* |  |

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| **Bird Poetry Activity** Day 8 | | |
| Purpose | This lesson will review denotation and connotations for students while also introducing them to allusion. Through this lesson students will further explore themes of oppression through African American poetry. | *Notes…* |
| Standards | 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.  *CCSS: RL.8.4* |  |
| Goals | Students will review concepts of denotation and connotation.  Students will connect themes from poetry to the novel.  Students will explore instances of allusion in the novel. |  |
| Materials | Butcher paper, markers, robin, finch, mockingbird handouts, thinking map. |  |
| Anticipatory Set | Using three large pieces of butcher paper, the class will work together to collect information about mockingbirds, finches, and robins (each bird should go on a different sheet). Students should begin by recording the denotation for each bird, followed by students’ connotations. What do these three have in common? How are they different?  *15 minutes* |  |
| Instruction | Students will split into three different groups of about 9 students. Each group will be given a handout on a different type of bird. They will become experts on their bird. I will then give each student the character which corresponds with their group’s bird. On the thinking map handout, students will list aspects as a group which both the character and the bird have in common.  *20 minutes*  Students will then form a group of three with one student who read about each bird. Each student will share what they have learned and their handout with their group. Do all members see the similarities between the bird and the character?  *10 minutes* |  |
| Check for Understanding | Students will write a “ticket out the door” explaining a bird of their choosing and how that bird relates to the character.  *5 minutes* |  |
| Homework | Students will read chapters 16 and 17 in *To Kill A Mockingbird.* |  |

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| **Bird Poetry Activity** Day 9 | | |
| Purpose | This activity will introduce students to symbolism while studying themes of oppression. Through this lesson students will further explore themes of oppression through African American poetry. | *Notes…* |
| Standards | 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.  *CCSS: RL.8.4* |  |
| Goals | Students will review concepts of denotation and connotation.  Students will connect themes from poetry to the novel.  Students will explore instances of symbolism in the novel. |  |
| Materials | Thinking maps and bird papers from the day before, “Sympathy” and “I Know Why the Caged Bird Sings”. |  |
| Anticipatory Set | In their journals, students will reflect on the title of the novel. Why did Harper Lee choose the title she did? What does the title say about the story? Students will share their responses with a partner.  *10 minutes* |  |
| Instruction | Students will be given a copy of either “Sympathy” (for lower students) or “I Know Why the Caged Bird Sings” (for higher students). Students will read their poems and specifically look for allusions to birds in their poems. Students will annotate bird images on their poems.  *10 minutes*  As a class we will read both poems aloud and discuss the bird allusions students found.  *7 minutes*  As a class, we will discuss the use of bird allusions in the poems and the novel. Why use birds? What do birds symbolize? How do they connect to the characters and themes of the novel?  *12 minutes* | *Write students names on poems before class, so students do not feel singled out.* |
| Check for Understanding | Students will create a short, free verse poem (5 to 10 lines) in which they compare themselves to a specific bird.  *10 minutes* |  |
| Homework | Students will read chapter 18 and 19 in *To Kill a Mockingbird.* |  |

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| **Power from Titles Activity** Day 10 | | |
| Purpose | Because language is a powerful tool in To Kill A Mockingbird, students will use examples of titles for the characters in the novel to explore how the author uses language to establish societal values. | *Notes…* |
| Standard | Explain how authors use language to influence audience perceptions of events, people, and ideas *CCSS: L.8.4* |  |
| Goals | Students will look at the author’s choice of language used in To Kill A Mockingbird as used for style and purpose.  Students will note the importance attributed to names and titles in the novel and how the way characters in the novel address or nickname people reveal their status and power. |  |
| Materials | Help! Is it Dr., Mrs., or Ms.? article, *TKAM,* Character List worksheet |  |
| Anticipatory Set | I will begin class by calling roll and addressing students by their proper titles: Mister or Miss *first name*.  Students will reflect in their journals on how they felt about being called by their proper title. Who calls them by their proper titles and where?  *10 minutes* |  |
| Instruction | Present students with the article “Help! Is it Dr., Mrs., or Ms.?” and read aloud “popcorn” style. Discuss as a class why people have titles.  *10 minutes*  Students will be given the Character List worksheet and asked to fill it out with a partner using the novel.  *20 minutes* |  |
| Check for Understanding | As a whole class discuss the relationships between titles and power in TKAM. Titles reveal what society values. What does the Character List reveal about societal values in TKAM?  *10 minutes* |  |
| Homework | Students will read chapters 20, 21, and 22 in *To Kill A Mockingbird.* |  |

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| **Character Role Play Activity** Day 11 | | |
| Purpose | This activity is designed to help students understand character motivations through textual evidence and personal connections. | *Notes…* |
| Standards | 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.  *CCSS: RL.8.2*  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.  *CCSS: RL.8.3* |  |
| Goals | Students will make personal connections to characters in the novel.  Students will understand character’s emotional responses through textual evidence. |  |
| Materials | *To Kill A Mockingbird*, charade strips, boxes to pull strips from |  |
| Anticipatory Set | Students will begin class by responding to a prompt in their journals: In chapter 18, Mayella Ewell lies about what happened between her and Tom Robinson. When is time in your life that you lied? Why did you lie? How did you feel about lying? Students will share their responses with a partner and then with the whole class, if they are comfortable.  *15 minutes* |  |
| Instruction | Students will participate in Inferring a Characters Emotions activity. This is a game similar to charades where students will be given a situation a character in the book experiences. The student will have to act out the emotion of how they would expect the character to respond and the other students must guess the emotion. This activity will be done in small groups of 5 or 6. I will walk around and visit each group and answer questions.  *25 minutes* |  |
| Check for Understanding | When finished, we will discuss the activity and why students acted in the way that they did? How much of their decision depended on the situation and how much did they depend on their understanding of the character?  *10 minutes* |  |
| Homework | Students will read chapters 23 and 24 in *To Kill A Mockingbird*. |  |

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| **Life Size Character Map Activity** Day 12 | | |
| Purpose | This activity will have students pick a character they identify with and pinpoint specific motives, emotions, relationships, desires, ect. of that specific character. It is designed to help students connect with the novel through characterization. | *Notes…* |
| Standards | 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.  *CCSS: RL.8.2*  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.  *CCSS: RL.8.3* |  |
| Goals | Students will make personal connections to characters in the novel.  Students will understand character’s actions, motivations, and thinking through textual evidence. |  |
| Materials | Butcher paper, markers, crayons, colored pencils, tape, character map sheet, *To Kill A Mockingbird* |  |
| Anticipatory Set | Students will begin by answering a journal prompt which will ask them for their personal response to the text. Ask students which of the characters in *To Kill a Mockingbird* did they enjoy most? Which did they least enjoy? Did any of the characters remind you of yourself? Why?  Students will write independently and then share in small groups of their choosing. Finally, students will be encouraged to share as a class and discus why they felt the way they did.  *15 minutes* |  |
| Instruction | I will then put students into groups of three or four based off of the characters they journaled about (students who chose Jem will be in a group together, ect.). As a group, students will create a life-size character map of their group’s character. In this activity, students will trace themselves on butcher paper and turn their outline into a character map, labeling according to handout sheet. I will walk around and help individual needs and questions.  *20 minutes*  We will then discuss as a class how specific character traits directly affect how characters respond to events that happen to them. Encourage every student to share how their experiences in class today (journaling and Character Mapping activity) help shape their responses. Have students think about how their own character traits affect their own actions. Do they see parallels between themselves and characters in the book?  *10 minutes* |  |
| Closing | Students will write a ticket out the door writing down three specific ways that they are similar to the character they completed their map on.  *5 minutes* |  |
| Homework | Students will read chapters 25, 26, and 27 in *To Kill A Mockingbird.* |  |

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| **Historical Context** Day 13 | | |
| Purpose | This activity is designed to give students insight to the historical context of the novel. This activity will also help them understand how trials have worked historically. | *Notes…* |
| Standards | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  *CCSS: W.8.7* |  |
| Goals | Students will make connections between real life examples and the fictional story of Tom Robinson.  Examine the complex dynamics of the trial process. |  |
| Materials | “Strange Fruit”, *Look Magazine* article, *Look Magazine* letter to the editor, *TKAM*. |  |
| Anticipatory Set | Students will listen to “Strange Fruit” by Billie Holiday. In their journals students will reflect on the song. How did it make them feel? What do they think the song is about?  *10 minutes* |  |
| Instruction | Students will be given the article from *Look Magazine*. We will read the article aloud as a class, “popcorn” style. Students will then receive the letter to the editor from *Look Magazine* and read the letter in a similar fashion.  *10 minutes*  With a partner, students will create a chart listing similarities and differences in the articles and the novel between:  The charges  The accused  The defense  The prosecution  The community response  The outcome  Media coverage  *15 minutes*  As a class, we will discuss the similarities and differences students came up with.  *7 minutes*  *\* lesson adapted from Chris Murphy, Brad Dingler, and Lisa Yu* |  |
| Check for Understanding | Given the information they learned in class today, students will write a “ticket out the door” explaining what they think the song from the beginning of class is about now. I will play the song while students write.  *8 minutes* |  |
| Homework | Students will read chapters 28 and 29 in *To Kill A Mockingbird*. |  |

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| **Introduce Mock Trial** Day 14 | | |
| Purpose | This day is designed to introduce students to their final assignment and to assign students characters and roles for the trial. Students will also review and further understand the roles and processes necessary for a trial. | *Notes…* |
| Standards | Analyze own or others’ appeal for purpose, question at issue, information, points of view, implications and consequences, assumptions, and concepts.  Evaluate own or others’ appeal for relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision. |  |
| Goals | Students will understand the goals and purpose of their final assignment.  Students will understand the roles and processes of a trial. |  |
| Materials | Trial handout, Mock Trial assignment sheet, mock trial roles and characters list. |  |
| Anticipatory Set | Students will write in their journals about anything they know about trials. How do they work? What famous trials do they know about? Students will share their writing with a partner.  *10 minutes* |  |
| Instruction | As a class, we will discuss the trial handout to make sure that students understand how trials work and the parts necessary for a trial.  *10 minutes*  I will pass out the Mock Trial assignment sheet and discuss the components and objectives with students.  *15 minutes*  I will put up the character/trial roles sheet on the doc cam and read the list aloud. Students should consider which character/role they would like to play in the mock trial. We will then go through the list and assign roles. If more than one student wants the same role, students will choose straws, whoever draws the short straw may have the role.  *15 minutes* |  |
| Check for Understanding | *The mock trial will assess students understanding (see day 17).* |  |
| Homework | Students will read chapter 30 in To Kill A Mockingbird and collect any information they feel that they may need to begin preparations for the mock trial. |  |

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| **Mock Trial Prep** Day 15 | | |
| Purpose | This day is designed to give students in class work time for their mock trial. They will be able to consult with classmates, get direction from their teacher, and preform research in class. | *Notes…* |
| Standards | Analyze own or others’ appeal for purpose, question at issue, information, points of view, implications and consequences, assumptions, and concepts.  Evaluate own or others’ appeal for relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision. |  |
| Goals | Students will be able to work on their final assignment and gain necessary assistance. |  |
| Materials | Mock trial assignment sheet, *TKAM*, laptops, trial information handout. |  |
| Anticipatory Set | Students will journal about two concerns they have about their mock trial assignment? What, specifically, is their concern? How will they address this concern?  *10 minutes* |  |
| Instruction | Students will spend the remainder of the class preparing for their mock trial. They will be encouraged to discuss their character, claims, and support with their classmates and I. They will also be encouraged to use their books and the laptops to complete any necessary research.  *35 minutes* |  |
| Check for Understanding | I will ask students to show on their fingers from a scale of one to five how comfortable they feel with their mock trial preparations so far.  *5 minutes* |  |
| Homework | Students will work on whatever they feel they need to to be prepared for their mock trial. |  |

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| **Mock Trial Prep** Day 16 | | |
| Purpose | This day is designed to give students in class work time for their mock trial. They will be able to consult with classmates, get direction from their teacher, and preform research in class. | *Notes…* |
| Standards | Analyze own or others’ appeal for purpose, question at issue, information, points of view, implications and consequences, assumptions, and concepts.  Evaluate own or others’ appeal for relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision. |  |
| Goals | Students will be able to work on their final assignment and gain necessary assistance. |  |
| Materials | Mock trial assignment sheet, TKAM, laptops, trial information handout. |  |
| Anticipatory Set | Students will journal about two concerns they have about their mock trial assignment? What, specifically, is their concern? How will they address this concern?  *10 minutes* |  |
| Instruction | Students will spend the remainder of the class preparing for their mock trial. They will be encouraged to discuss their character, claims, and support with their classmates and I. They will also be encouraged to use their books and the laptops to complete any necessary research.  *35 minutes* |  |
| Check for Understanding | I will ask students to show on their fingers from a scale of one to five how comfortable they feel with their mock trial preparations so far.  *5 minutes* |  |
| Homework | Students will finish any necessary preparations for the mock trial tomorrow and arrange costumes. |  |

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| **Mock Trial Day!** Day 17 | | |
| Purpose | This assignment is designed to assess students’ knowledge of the themes, characters, and major conflicts of the play. This assignment will also give students the opportunity to speak publically and to learn the process of a trial. | *Notes…* |
| Standards | Delineate a speaker’s argument and specific claims, evaluating soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced  *CCSS: SL.8.3*  Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  *CCSS: SL.8.4* |  |
| Goals | Students will be assessed on their knowledge of themes, characters, and major conflicts of the novel.  Students will speak publically using claims, evidence and reasoning. |  |
| Materials | Mock trial rubric, video camera, costumes, props, ect. | *Bring, graduation gown, gavel, other props from home* |
| Anticipatory Set | Students will have ten minutes to make any last minute preparations for the mock trial.  *10 minutes* |  |
| Instruction | The first group of students will perform their mock trial while the second group of students acts as the jury.  *20 minutes*  The second group of students will perform their mock trial while the first group of students acts as the jury.  *20 minutes* |  |
| Check for Understanding | I will be assessing students’ trials in accordance with the mock trial rubric. |  |
| Homework | No homework! |  |

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| **Movie Adaptation Activity**  Day 18 | | |
| Purpose | This lesson is designed to help students analyze similarities and differences between the novel and the movie adaptation of To Kill A Mockingbird. Students will consider how differences in each text enhance or restrict the reader/viewer’s interaction with the text. | *Notes…* |
| Standards | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  *CCSS: RL.8.7* |  |
| Goals | Students will be able to compare and contrast elements of novels and film and analyze the benefits and disadvantages of both.  Students will be able to explain the effect these differences have on the reader/viewer’s perception of the story. |  |
| Materials | To Kill A Mockingbird (1967 film), double bubble thinking map template |  |
| Anticipatory Set | I will list elements specific to film on the board such as visual imagery, camera shots, music, specific language, ect. I will give students a brief explanation of each and encourage them to look for these elements in the film.  *5 minutes* |  |
| Instruction | Students will complete a double-bubble thinking map, with at least three comparisons, while watching the film adaptation of *To Kill A Mockingbird* comparing and contrasting techniques used in the film and in the novel. Students will be encouraged to consult the list of film elements on the board.  *45 minutes* |  |
| Check for Understanding | *Students will complete a short blog response compiling information collected in their thinking map upon completing the film (see day 20 lesson plan)* |  |
| Homework | No Homework! |  |

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| **Movie Adaptation Activity** Day 19 | |
| **Vital Information** | |
| Author | Marie Huntzinger |
| Subject | Analyzing Film Adaptation |
| Unit | Unit 3: To *Kill A Mockingbird* |
| Grade | Pre A.P. 8th |
| Summary | This lesson is designed to help students analyze similarities and differences between the novel and the movie adaptation of *To Kill A Mockingbird*. Students will consider how differences in each text enhance or restrict the reader/viewer’s interaction with the text. |

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| **Standards** | |
| Standards | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  *CCSS: RL.8.7* |

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| **Stage 1: Desired Results** | |
| Established Goals | Students will be able to compare and contrast elements of novels and film and analyze the benefits and disadvantages of both.  Students will be able to explain the effect these differences have on the reader/viewer’s perception of the story. |
| Understandings  Overarching Understandings  Misconceptions | Students will understand the effect of both written word and filmed productions have on how a story is depicted.  Students may believe that because each text is portraying the same story, that each will tell the story in the same way. |
| Essential Questions | How do different authors/directors approach story elements?  What is the effect of these different approaches? |
| Knowledge | Students will be able to analyze a film adaptation.  Students will be able to compare elements and effects in novels and film adaptations. |
| Skills | Students will be able to create a double-bubble thinking map.  Students will be able to write a short response drawing on information from their thinking map. tea wn day for students. ifferent elements of film that are different from those in novels. |

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| **Stage 2: Assessment Evidence** | |
| Performance Tasks | Students will complete a double-bubble thinking map, with at least three comparisons, while watching the film adaptation of To Kill A Mockingbird which compares and contrasts techniques used in the film and in the novel. I will list elements for students to consider on the board such as visual imagery, camera shots, music, specific language, ect.  Students will then complete a short blog response, less than 250 words, which uses the information collected in their thinking map to draw some sort of conclusion about the differences between the film and the novel. What changes were made? How did these changes affect the story? What elements of the film enhanced or restricted the plot? Students must then make one insightful comment on a classmate’s response. |
| Criteria | Students thinking maps must contain at least five bubbles for both the film and the novel. Their bubbles may be concise, but must have adequate information for students to draw from for their blog response.  Students’ blog responses must be less than 250 words and draw directly from information from students’ thinking maps. Responses must also thoughtfully answer all three questions. Peer comments will be graded on completion. |
| Evidence | Students will demonstrate their knowledge through their blog responses. Their responses should answer all three questions with adequate support from both the book and the movie. Because they are building off their thinking maps, students’ thinking should be clear and organized. |
| Reflection | Students will reflect on their own learning through their responses and comments on the class blog. Students’ responses will serve as a reflection of the information which they gathered from watching the film. Their comments will reflect on a classmates’ ideas, working to provide feedback for their classmates. |

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| **Stage 3: Learning Plan** | |
| Where are your students headed?  Where have they been?  How will you make sure students know where they are going? | This activity serves as a wind down day for students. They have just completed their big, end of the unit, mock trial and have worked hard throughout the unit so far. This activity is designed to bring closure to the unit and act as a sort of reward for the hard work that students have put in so far. |
| How will you hook students at the beginning of the unit? | I will hook students in the beginning by explaining that we will be watching a movie. I will then explain some of the different elements of film that are different from those in novels. |
| What events will help students experience and explore the big idea and questions in the unit?  How will you equip them with the needed skills and knowledge? | The thinking map which students complete while watching the film will equip students with the information that they will need to complete their blog response and to fulfill the standard’s requirements. |
| How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? | Students will be encouraged to reply to their classmate’s comments in order to help them rethink their own work. |
| How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? | This activity will require students to draw on learning they have already completed while reading the novel. Students will need to build off this knowledge by exploring the story through another medium. |
| How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of all students, without compromising the goals? | Struggling students may draw pictures for their thinking map, rather than writing down only words. Advanced students will be asked to list at least five comparisons. |

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| **Unit Wrap-Up** Day 20 | | |
| Purpose | This day is designed as a wrap up day for the novel that will give students closure to the novel. Students will see the impact of the novel on people’s social opinions both historically and personally. | *Notes…* |
| Standards | 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.  *CCSS: RL.8.2* |  |
| Objectives | Students will gain closure in the novel.  Students will see the impact of the novel on people’s social opinions both historically and personally. |  |
| Materials | New copy of opinionaires, previously filled out opinionaires. |  |
| Anticipatory Set | Students will be given another copy of the opinionaire the filled out on the first day of the unit and will complete the opinionaire again after reading the novel.  *10 minutes* |  |
| Instruction | I will hand back students’ opinionaires that they completed at the beginning of the unit. Students will compare their responses from then to their responses now.  *5 minutes*  Students will choose one question on the opinionaire which they changed their answer to. They will write in their journal on why they changed their answer. What influenced the change in their decision? Where did this issue come up in the book? What happened around the issue in the book? Did the book change their mind? If students did not change any of their answers, they may write about why they did not change one of their answers. Students will share their responses with a partner and then all together as a whole class.  *20 minutes*  Finally, we will discuss each major theme of the book in specific interest to the topics brought up in the opinionaire. What influence did the book make on society at the time? What influence did the book have on student’s views?  *15 minutes* |  |
| Check for Understanding | Students’ understanding should be demonstrated through their responces in discussion. |  |
| Homework | No Homework! |  |