***To Kill a Mockingbird* Unit**

**Pre-Reading**

**English I Grade 9**

**Lesson Essential Question(s):** How can activating prior knowledge about fairness and morality enhance the understanding of *To Kill a Mockingbird*?

**Standards:**

* **SL.9-10.1.**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  + Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
* **SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

|  |  |
| --- | --- |
| **Learning Objectives** | **Assessments** |
| SWBAT respond to statements and participate in a group discussion about their beliefs | Anticipation guide completion and participation during group response activity.  Butcher-block responses to Anticipation Guide statements. |
| SWBAT analyze and predict what the story may be about based on the book trailer video | Response worksheet to Book Trailer |
| SWBAT actively read the first chapter of *To Kill a Mockingbird* | Chapter 1 handout of *To Kill a Mockingbird* that will be used to practice active reading |

**Materials:**

* Anticipation guide worksheet
* Markers
* Butcher-block paper
* Book Trailer video
* Book Trailer response worksheet
* Computer/overhead projector
* *To Kill a Mockingbird* Chapter 1 handout

**Pre-lesson assignments and/or prior knowledge:** Students will have an understanding of fairness and morality based on their life experience and beliefs.

**Lesson Beginning:** 15 minutes

* Teacher will read the lesson objectives and explain the Do Now activity.
* Students will complete the Do Now activity:
  + Have you ever been treated unfairly? If so, when and how? What did you learn from this experience?
* Teacher will provide an example of a time when she was treated unfairly:
  + In 7th grade I made the girls basketball team at my middle school and was “benched” the entire season because the coach did not like me. The principal had seen me play and had to tell the coach that I should be a part of the starting 5. Once the coach saw my abilities, she acted as if I should have been starting for the whole season. I learned a lot from this experience, such as keep working hard even when times get tough and in the end it will all work out.
* Teacher will give the students 5 minutes to write their responses to the Do Now prompt.
* Teacher will ask for volunteers to share their responses to the Do Now activity.
  + Classroom management: if students do not volunteer, the teacher will draw an index card with the students’ names on them and ask the student, whose name was drawn, to share.
* Once the discussion is completed, the teacher will move on to the Anticipation Guide activity.

**Instructional Plan**: 60 minutes

* 5-7 minutes:
* Teacher will hand out the Anticipation Guide worksheet to the students.
* The teacher will explain to students that they are to read the statements on the worksheet and mark whether they agree or disagree with the statement.
* After five minutes, the teacher will explain the next part of the activity to the students:
* 20 minutes:
* The students will be broken up into groups of 3-4, depending on class size.
* The teacher will assign each group a specific statement from the Anticipation Guide.
  + Possible statements: “there are certain groups/people that are better than others”, “a hero is someone who succeeds at whatever he or she sets out to do”, “a model family consists of a father, a mother, and children”, “girls should act like girls, and boys should act like boys”, “its wrong to kill another person”, “all people, regardless of race, gender, economic status, or religion, have equal rights in our courts”, a person found guilty in our courts of a violent crime should be killed”.
* Once the statements are assigned, the teacher will hand each group markers and a piece of butcher-block paper.
* The teacher will explain that each group is to discuss their statement and why the group members agree or disagree.
* The teacher will model for the statement: “A prison guard should kill a convict attempting to escape”.
  + The teacher and co-teacher (when it applies) will model a discussion of agreement and disagreement about the statement.
  + The teacher and co-teacher will write on the butcher-block paper the findings of their discussion.
* The students will have about 10 minutes to discuss and record their findings on the paper.
* After 10 minutes, the teacher will take the butcher-block paper from each group and hang them on the walls of the classroom.
* 5 minutes: The students will then do a gallery walk and read what other students wrote about their statements.
  + Classroom management: if the students get out of hand during the gallery walk, they will be told to return to their seats and the teacher will go over the findings.
* Once the students have walked around the room and surveyed the statements, the teacher will ask the students as a group what common themes or ideas they noticed with the anticipation guide statements.
* Once students have responded to the questions, the teacher will begin the Book Trailer activity.
* 10 minutes
* The teacher will hand out the Book Trailer prediction worksheet and display the Book Trailer video on the overhead.
* The students will watch the Book Trailer video and based on what was seen, complete the worksheet.
* After five minutes, the teacher will ask some students to share their predictions about *To Kill a Mockingbird*.

**Closure:** 10 minutes

* The teacher will then hand out a printout of the first page of *To Kill a Mockingbird*.
* The teacher will ask the students to read the first page silently.
* After the students have finished reading the first page, the teacher will read the first page aloud to the students.
  + As the teacher is reading the co-teacher (when applies) will model active reading on the board by marking up the text.
  + The teacher will remind students that active reading (like their summer reading assignment) is important for all reading.
* After the second reading, the teacher will tell the students to respond to the questions on the back of the excerpt:
  + Write down as many things as possible that you have learned from this passage.
  + Write down three questions you have after reading the first page.
* The teacher will walk around the room, for support and questions while the students are filling out the first page response.
* Teacher will explain that they must hand in the first page response before they leave the room.
* Teacher will explain the HW: finish reading Chapter 1 and complete the active reading worksheet.
* Once the students are finished with the first page response, they can silently read Chapter 1 for the remainder of the block.

**To Kill a Mockingbird**

**Harper Lee**

Directions: Respond to each of the following statements with AGREE or DISAGREE. Be ready to explain your answer to the class.

|  |  |  |
| --- | --- | --- |
| AGREE |  | DISAGREE |
|  | 1. It is hard to stand up for what you believe if no one else agrees. |  |
|  | 1. It is natural to have a fear of the unknown. |  |
|  | 1. Someone has made an assumption about me based on knowledge of my family and friends. |  |
|  | 1. There are certain groups/people that are better than others. |  |
|  | 1. There are many differences between small town values and big city values. |  |
|  | 1. A hero is someone who succeeds at whatever he or she sets out to do. |  |
|  | 1. A model family consists of a father, a mother, and children. |  |
|  | 1. Girls should act like girls, and boys should act like boys. |  |
|  | 1. You can usually tell what kind of person someone is by how he/she looks. |  |
|  | 1. If someone stays away from people, he/she probably has something to hide. |  |
|  | 1. Some words are so offensive they should never be said or written. |  |
|  | 1. The saying, “Sticks and stones will break my bones, but names will never hurt me!” is true. |  |
|  | 1. Since the Civil War abolished slavery, blacks have easily integrated into all areas of society. |  |
|  | 1. When the law does not succeed in punishing criminals, citizens should do so. |  |
|  | 1. It’s wrong to kill another person. |  |
|  | 1. All people, regardless of race, gender, economic status, or religion, have equal rights in our courts. |  |
|  | 1. A person found guilty in our courts of a violent crime should be killed. |  |
|  | 1. A prison guard should kill a convict attempting to escape. |  |
|  | 1. A child who insults another child’s parents should be taught a lesson. |  |
|  | 1. It’s wrong to hate anyone. |  |

**Name:**

**Directions:** Answer the following questions. KEEP this paper because we will be looking at it again after we finish the novel.

***To Kill a Mockingbird* Book Trailer Response**

**Based on what you have seen in the Book Trailer, what do you think *To Kill a Mockingbird* will be about?**

**How were the events of *To Kill a Mockingbird*, different from your predictions of the novel?**

**Name:**

**Directions:** Answer the following questions. KEEP this paper because we will be looking at it again after we finish the novel.

***To Kill a Mockingbird* Book Trailer Response**

**Based on what you have seen in the Book Trailer, what do you think *To Kill a Mockingbird* will be about?**

**How were the events of *To Kill a Mockingbird*, different from your predictions of the novel?**

*To Kill a Mockingbird*

First page

When he was nearly thirteen, my brother Jem got his arm badly broken at the elbow. When it healed, and Jem's fears of never being able to play football were assuaged, he was seldom self-conscious about his injury. His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles to his body, his thumb parallel to his thigh. He couldn't have cared less, so long as he could pass and punt.

When enough years had gone by to enable us to look back on them, we sometimes discussed the events leading to his accident. I maintain that the Ewell’s started it all, but Jem, who was four years my senior, said it started long before that. He said it began the summer Dill came to us, when Dill first gave us the idea of making Boo Radley come out.

I said if he wanted to take a broad view of the thing, it really began with Andrew Jackson. If General Jackson hadn't run the Creeks up the creek, Simon Finch would never have paddled up the Alabama, and where would we be if he hadn't? We were far too old to settle an argument with a fistfight, so we consulted Atticus. Our father said we were both right.

**Name:**

**Directions:** Read the first page of *To Kill a Mockingbird* to yourself. Once everyone has read it to themselves, I will read the page out loud. After I have read the page out loud, answer the following questions:

* Write down as many things as possible that you have learned from this passage

*Example: When Jem was 13, he broke his arm.*

* Write down three questions you have after reading this first page

*Example: How did Jem break his arm?*

*Question 1:*

*Question 2:*

*Question 3:*

Name:

*To Kill a Mockingbird*

Active Reading Worksheet

**Directions:** While reading Ch. 1 answer the following questions and provide page numbers.

Make a prediction:

I predict that…

Ask a question:

Why did…

Make a comment:

I like the part where…

Make a connection:

This reminds me of…