

Grade 9 - Unit 2 - To Kill a Mockingbird & Book Clubs

Unit Focus

Students will begin this unit with the core text, *To Kill a Mockingbird* by Harper Lee. Over the course of this unit, students will learn to read critically. When a student considers a character's perspective, they must be constantly noticing and wondering. They must always self-check: What do I know? What do I think about what I know? Do I trust this character's point of view? When thinking about how different characters interpret events and why, the students must be actively reading. From here, the students will learn to consider how context and setting influences the perspective of the characters, and should self-reflect on how their own environments affect their interpretations of events happening around them.

Following the core text, students will be immersed into book clubs. Titles will be given to students such as: *All American Boys*, *The Hate U Give*, *Wolf Hollow*, *Speak*, *The Lovely Bones*, *Staying Fat for Sarah Byrnes*, *Monster*, *The Body of Christopher Creed*, *everyday*, etc. Students will independently apply the skills taught in the core text to their book club book while having rich discussions. The teacher will facilitate these discussions and meet with small groups/clubs that need support with previously taught skills and strategies.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core English Language Arts: 9-10

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *CCSS.ELA-LITERACY.RL.9-10.1*
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. *CCSS.ELA-LITERACY.RL.9-10.2*
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. *CCSS.ELA-LITERACY.RL.9-10.3*
- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. *CCSS.ELA-LITERACY.RL.9-10.5*
- 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 tasks, purposes, and audiences. *CCSS.ELA-LITERACY.W.9-10.10*
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. *CCSS.ELA-LITERACY.SL.9-10.1.A*
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. *CCSS.ELA-*

Transfer

- T1** Use strategies to comprehend increasingly complex texts.
- T2** Comprehend and engage with a variety of texts in order to become independent, critical thinkers.
- T3** Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.

Meaning

Understanding(s)

- U1** Readers reflect on their own schema and bias in order to suspend judgment and consider alternate perspectives.
- U2** Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).
- U3** Readers and writers come to discussions prepared with text evidence to support their ideas or point of view.
- U4** Readers and writers gather evidence during discussions in order to prepare for future discussion and follow up writing.
- U5** Readers understand that authors write stories that address a critical part of human nature.

Essential Question(s)

- Q1** Whose story is it?
- Q2** How do I identify an important theme about human nature?
- Q3** How do readers and writers collaborate to come to a new understanding or position about a topic?
- Q4** How do authors use characters to teach readers about real people and problems?

Stage 1: Desired Results - Key Understandings

| <p><i>LITERACY.SL.9-10.1.B</i></p> <ul style="list-style-type: none"> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <i>CCSS.ELA-LITERACY.SL.9-10.1.C</i> 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. <i>CCSS.ELA-LITERACY.SL.9-10.1.D</i> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <i>CCSS.ELA-LITERACY.L.9-10.1.B</i> Spell correctly. <i>CCSS.ELA-LITERACY.L.9-10.2.C</i> Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. <i>CCSS.ELA-LITERACY.L.9-10.3.A</i> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <i>CCSS.ELA-LITERACY.L.9-10.4.A</i> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). <i>CCSS.ELA-LITERACY.L.9-10.4.B</i> 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, its part of speech, or its etymology. <i>CCSS.ELA-LITERACY.L.9-10.4.C</i> 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). <i>CCSS.ELA-LITERACY.L.9-10.4.D</i> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. <i>CCSS.ELA-LITERACY.L.9-10.5.A</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <i>MM.3.1</i> | Acquisition of Knowledge and Skill | |
|---|---|---|
| | Knowledge | Skill(s) |
| | <p>K1 Perspective is shaped by examining what characters know and don't know, whether or not the narrator is reliable or unreliable, and considering how one event may have many interpretations.</p> <p>K2 Theme can be identified by examining the problem in the text and considering what the author is saying about human nature.</p> <p>K3 Vocabulary: perspective, point of view, unreliable narrator, conflict, empathy, theme, critical scene</p> | <p>S1 Evaluating perspective.</p> <p>S2 Identifying a theme about human nature.</p> <p>S3 Identifying theme by examining conflict.</p> |