

## Digital Unit Plan Template

<b>Unit Title: Examining Prejudice in <i>To Kill a Mockingbird</i></b>	<b>Name: Rebecca Lang</b>
<b>Content Area: English Language Arts</b>	<b>Grade Level: 9<sup>th</sup></b>
<b>CA Content Standard(s)/Common Core Standard(s):</b>	
<p><b>CCSS ELA RL 9-10.2</b> 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.</p> <p><b>CCSS ELA W 9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"><li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li><li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li><li>Use words, phrases, and clauses 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.</li><li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>Provide a concluding statement or section that follows from and supports the argument presented.</li></ol> <p><b>CCSS ELA W 9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CCSS ELA L 9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<b>Big Ideas/Unit Goals:</b>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>What are the many faces of prejudice?</li><li>What are the effects of prejudice on the individual? On the community?</li><li>Where is the source of prejudice? Are people born with prejudice or is it learned? How can it be overcome?</li><li>What is the link between prejudice and persecution?</li></ul> <p><b>Unit Goals:</b></p> <ul style="list-style-type: none"><li>Students analyze a work of literature and explore its central theme and message.</li></ul>	

- Students apply ideas in literature to history, current events, and their own lives.
- Students adapt their writing to fit different forms, both formal and informal, analytical and creative, culminating with an MLA thesis essay.
- Students utilize technology to gather sources and create a presentation.

**Unit Summary:**

Students examine the theme of prejudice in *To Kill a Mockingbird* and use it as the basis of an essay.

Prejudice is a topic that most 9<sup>th</sup> graders are familiar with, while analyzing a work of literature and constructing a thesis is new. This unit attempts to use student’s knowledge of a broad topic to help them become accustomed to the formal, academic processes.

First, students will construct a definition of prejudice based on their own prior knowledge. Then students will read and analyze the text with the topic in mind, gathering quotes for later use. Class discussions, quizzes, short writings, a media project, and graphic organizers will bolster understanding, allow writing practice, and begin the process of analysis. Finally, students will construct their own MLA format thesis essay and finish with a self-reflection applying themes learned in book to their own life.

**Major Projects:**

- Prejudice Mural and Artistic Statement
- Media Project
- QEJ Graphic Organizers
- MLA Thesis Essay
- Self-Reflection

**Assessment Plan:**

**Entry-Level:**

*Brainstorming*

As a class, teachers and students will brainstorm on the theme of prejudice using a semantic map.

*Mural and Artist Statement*

Students will put together a mural using pictures (gathered primarily from the Internet) and complete a 1-paragraph artist statement, explaining the overall theme of the work and why they chose the pictures.

**Formative:**

*Quizzes—Comprehension*

Every few chapters, students will be given a basic comprehension quiz on important plot points and characters.

*Quizzes—Analysis*

Students will be quizzed on analysis of the text. They will be given key quotes from the text and asked to write a short paragraph explaining the meaning.

*Quick Writes*

At the end of class, students will be asked to respond to a prompt and write at least one long paragraph in their

**Summative:**

*MLA Thesis Essay*

The major project in the unit, this formal paper assesses comprehension of text, application of “big ideas,” skills at writing, and skills of analysis.

*Personal Reflection*

Students write a one-page personal reflection or use a creative medium of their choice (poetry, drawing, etc.) to sum up their experience with the novel and their newly-formed ideas on prejudice.

	<p>journals or blogs. The prompt will relate to the ideas presented in the text and may ask students to write in a variety of ways.</p> <p><i>Discussions</i></p> <p>Students will participate in class and small group discussions about key points in the novel..</p> <p><i>Media Project</i></p> <p>Students will create a video reporting on the Tom Robinson trial.</p> <p><i>QEJ Graphic Organizer</i></p> <p>As students transition from reading the book to writing an essay, they will complete 6 QEJ graphic organizers analyzing quotes.</p>	
--	---	--

**Lesson 1**

<p><b>Student Learning Objective:</b></p> <p>Create an initial definition of prejudice, based on prior knowledge and assumptions, which will be elaborated on and challenged during the course of the reading.</p>	<p><b>Acceptable Evidence (Assessments):</b></p> <p>Prejudice Mural and Artistic Statement</p>	<p><b>Lesson Activities:</b></p> <p><b>Class Brainstorming:</b> Students will throw out their own ideas of what prejudice is, while the teacher uses a semantic map to organize it.</p> <p><b>Prejudice Mural and Gallery Walk:</b> Students will gather at least 5 pictures and one quote on what they think prejudice is. They can look at it from a specific historic or cultural perspective or their own general feelings or beliefs. They will assemble these into a mural and complete 1 paragraph artist statement about the images and quotes they chose and what their work was meant to represent. Students will do a gallery walk, examining the different murals and responding to their classmates using post-it notes. This art will be displayed for the unit.</p> <p><b>Class Discussion:</b> After the gallery walk, the class will engage in a brief discussion about how their classmate’s art expanded their perspective. Teacher will then introduce topics of prejudice (see big ideas) which will form the basis for their thesis paper.</p>
--	--	--

**Lesson 2**

<p><b>Student Learning Objective:</b></p> <p>Read and analyze <u>To Kill a Mockingbird</u>, specifically looking at the way prejudice</p>	<p><b>Acceptable Evidence:</b></p> <p>Class Discussion</p> <p>Short Writes</p>	<p><b>Lesson Activities:</b></p> <p><b>Class and Small Group Discussions:</b> Teacher will lead students in text-based discussions, first checking for comprehension and then analyzing the text for the themes of prejudice. Discussions will be based on Socratic questioning. As students gain comfort with the format, they will break off to further the</p>
---	--	---

<p>is portrayed and how it affects the central characters.</p>	<p>Quizzes  Media Project</p>	<p>discussions in small groups.</p> <p><b>Short Writes:</b> Students will keep a blog or journal where they will summarize discussions. In addition, they may also respond to specific prompts by the teacher, challenging them to write creatively about the book and topic or to apply the writing to their lives.</p> <p><b>Quizzes:</b> Students will take quizzes to test their comprehension of book and analysis of text and may receive study guides to help them study.</p> <p><b>Quotation Log:</b> Students will be required to write down quotes that convey the theme of prejudice. They must cite the source (page number), describe the context of the quote, and explain how the quote relates to prejudice. Some of these quotes will be discussed in class, but the students will also need to find 5 other quotes throughout the book on their own. This will form the basis of the evidence they will need for their thesis essay.</p> <p><b>Media Project:</b> In small groups, students will put together a newscast that covers the Tom Robinson trial. They will need to include a factual overview of the case, an Op-Ed in favor of and against the verdict, a character interview, and a cartoon or illustration. Students will use Google docs, iMovies, YouTube, and other online sources to put together a newspaper.</p>
--	---------------------------------------	---

**Lesson 3**

<p><b>Student Learning Objective:</b></p> <p>Step by step, from outlining to editing, students will create a thesis essay utilizing formal academic writing examining prejudice in <u>To Kill a Mockingbird</u>.</p>	<p><b>Acceptable Evidence:</b></p> <p>QEJ Graphic Organizer  Thesis Essay</p>	<p><b>Lesson Activities:</b></p> <p><b>Models of MLA Papers:</b> Teacher will show several models of MLA papers and go over format, language, and grading rubric.</p> <p><b>Outlining:</b> As a class, the teacher and students will come up with a thesis (which will be off the table for students to use in their own essay) as well as the three strongest quotes to support the thesis. Students will then come up with their own thesis and evidence..</p> <p><b>QEJ Graphic Organizer:</b> Students will analyze 6 quotes, organizing them in a Quadruple Entry Journal (QEJ) format. In small groups, students will discuss their analysis with classmates.</p> <p><b>Rough Draft:</b> As a class, paragraph by paragraph, we will build a paper, and the student will attempt to write the paragraph modeled as their homework. For example, if on Monday, we work on the introduction paragraph as a class, the students will need to turn in their own introduction paragraph by Tuesday. They will have the weekend to put the whole paper together</p> <p><b>Editing:</b> Teacher will explain what to look for in editing, starting with ideas, moving to language, and ending with grammar. Teacher will use a fishbowl group to model editing. Students will work in groups to edit each other's papers. Final draft will be due the following Monday.</p>
--	---	--

**Unit Resources:**

## To Kill a Mockingbird by Harper Lee

### Useful Websites:

#### General Information

- [Harper Lee Biography](#)
- [Historical Context Video](#)
- [Vocabulary Flashcards](#)
- [Video Summaries](#)
- [Figurative Language Video](#)
- [Matar un Ruisenor](#)

#### Mural

- [Image Galleries of Civil Rights Movement](#)
- [Quotes on Prejudice](#)
- [More Quotes on Prejudice](#)

#### Lecture

- [Brief Video on the Scottsboro Boys](#)
- [Video Lecture on the Scottsboro Boys](#)
- [Website: Famous American Trials: The Scottsboro Boys](#)
- [Website: Scottsboro: an American Tragedy](#)

#### Media Project

- [Create a Script with Google Docs](#)
- [Edit with iMovies](#)
- [Post on Youtube](#)
- [Example of Newscast: Ted Bundy Verdict](#)
- [Example of Newscast: OJ Simpson Verdict](#)
- [Tutorial: Filming and Editing](#)

- [Tutorial: Posting to You Tube](#)

Essay

- [Essay Map](#)
- [MLA Formatting](#)
- [Citation](#)