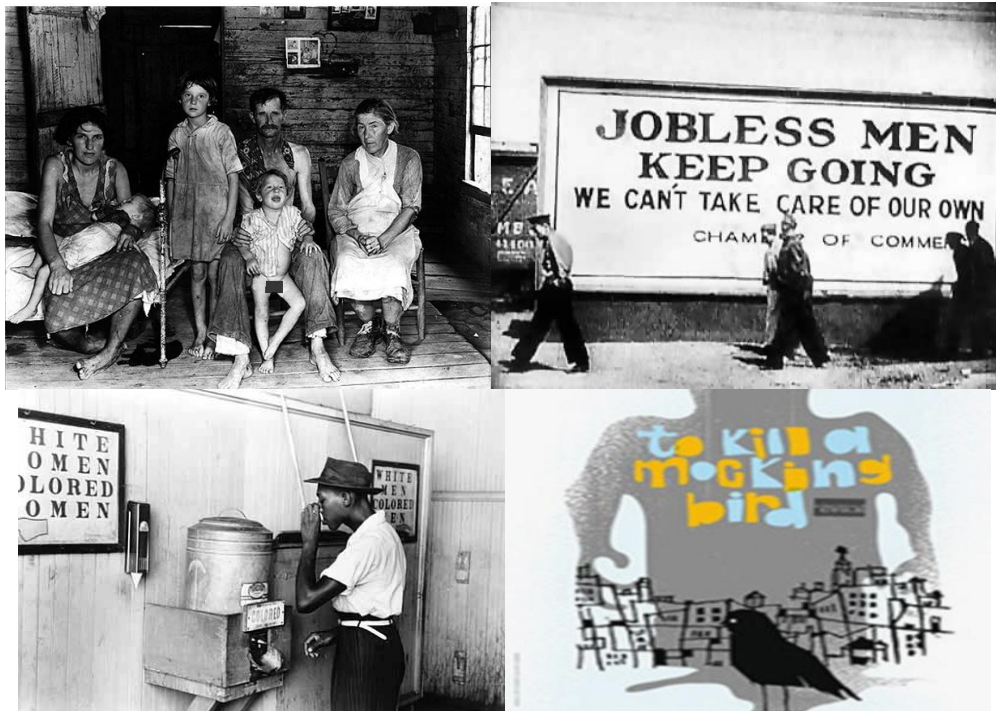


***To Kill a Mockingbird* and the Great Depression Introduction**

Instructional Unit Resource Guide

Based on Principles of Universal Design and Differentiated Instruction



Grade Level: 9th grade

Focus: English Lang. Arts with U.S. History

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Agency/School District: Evansville North High School

Message to the Reader / Teacher

Before reading the novel *To Kill a Mockingbird* by Harper Lee, students must have background knowledge of the culture in the United States during the 1930s/Great Depression. This project is an effort for all students to have a general knowledge of the Great Depression and 1930s society and be able to apply this understanding to the basic plot and literary themes evident in the novel.

Evansville North High School is an urban school with over 1600 students in grades 9-12. The current special education population is roughly 15%, minority population is 18%, and our free-reduced lunch population is 39%.

Christina Ballew is an English special education teacher with 3 years teaching experience; Katy Elmer is a history teacher with 7 years teaching experience; Diane Nurrenbern is a math teacher with 17 years teaching experience; Bryan Perry is assistant principal of programming with 7 years administrative experience and 8 years teaching experience; Kaye Stoops is a special education department chair with 35 teaching experience; Leslie Wilhelmus is an English teacher with 8 years teaching experience.

In an effort to reduce student tracking, English classes are all-level inclusive up to the honors level. We designed this unit to ensure that all students have the background knowledge necessary to better understand this novel. This unit will be taught during the second semester in conjunction with U.S. History classes and will be taught over the course of one week (the actual teaching of the novel will take place over 4 additional weeks).



If you have questions about this unit, feel free to contact:

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Standards and Benchmarks

What standards will be met by teaching this unit?

Language Arts Standards Grade 9

- 9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- 9.5.7 Use varied and expanded vocabulary, appropriate for specific forms and topics.
- 9.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.
- 9.5.4 Write persuasive compositions that:
 1. organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
 2. use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
 3. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 4. address readers' concerns, counterclaims, biases, and expectations.
- 9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 9.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 9.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- 9.7.9 Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable.
- 9.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 9.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.

U.S. History

- USH.4.2 Identify and explain the importance of key events, people, and groups in the period of the Great Depression.
- USH.4.4 Analyze the causes of economic prosperity in the 1920s and economic depression in the 1930s and describe the conflicts between business and labor. (Economics; Individuals, Society, and Culture)
- USH.4.6 Explain the differing and changing perspectives about the role of the government in American society during the 1920s and 1930s by explaining the views of Presidents Harding, Coolidge, Hoover, and Roosevelt. (Civics and Government)
- USH.4.7 Explain and evaluate the role of values, morals, and ethics in a changing society by examining issues associated with the Red Scare, Prohibition, Scopes Trial, the changing role of women, the Ku Klux Klan (especially in Indiana), and restrictions on immigration. (Individuals, Society, and Culture)

Planning Pyramid

This pyramid represents the knowledge that all, most, and some students will know at the culmination of the unit.

Some students will know

- Understand administration policies
- Understand the legislative effects of the period and their impact on today's world
- Understand the era the book was written versus the time period of the book
- Understand the differences between the Hoover administration and the Roosevelt administration

Most students will know

- Understand who the presidents were during the Great Depression
- Understand the social and economic laws of the era
- Understand the social repercussions of the era

All students will know

- Understand why the times were difficult
- Understand racial tension
- Understand the roles of man versus woman

Teacher Library

What materials and resources will be useful for teachers?

Internet sites and tips for successfully teaching the unit.

<http://memory.loc.gov/learn/lessons/98/mock/intro.html>

This site is great with a few good pictures as well as many different student objectives and ways to fuse together the historical aspect of the Great Depression and the themes of *To Kill a Mockingbird*.

Possible resources for locating instructional materials:



http://www.ncsu.edu/project/IT_programs/webquests/elliott/webthegreapa.html - Life in the 1930s – Great Depression Webquest.

www.42explore.com - This is a great website which includes a nice online lesson about the Depression.

http://www.ncsu.edu/project/IT_programs/webquests/elliott/webthegreapa.html - Life in the 1930s – Great Depression Webquest.

<http://images.google.com/images?hl=en&q=To+Kill+a+Mockingbird&gbv=2> – This site includes many great pictures to enhance PowerPoints and other presentations.

www.unitedstreaming.com – Teachers will need a subscription to this site – there are a few good videos about the depression, and teachers can choose to only show small segments.

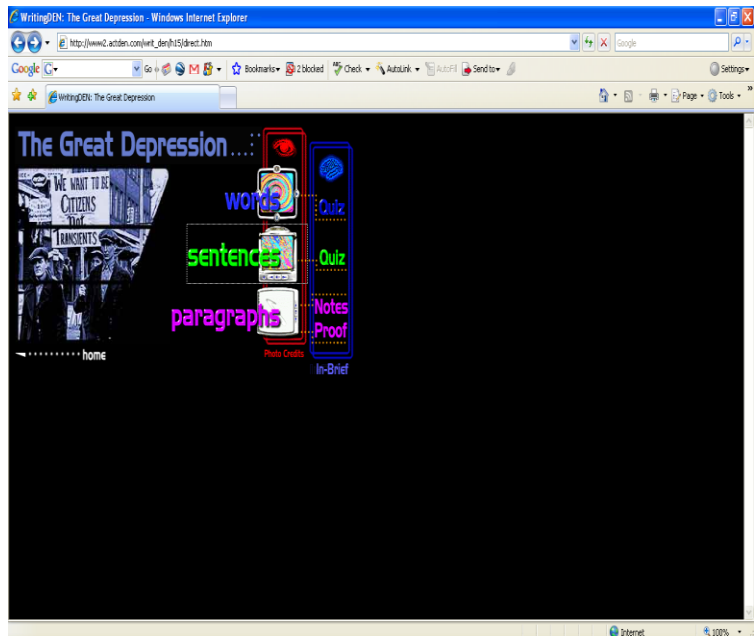
<http://questgarden.com/39/33/0/061027055238/> - This is a great webquest for the era.

http://webquest.org/search/webquest_results.php?language=en&descwords=To+kill+a+mockingbird&searchfield=descrip – these are great resources for the teachers by way of webquests.

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Learner Activities

This site is a great site for students learn about the basics and background of many aspects of the Great Depression.



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Some possible resources for locating instructional materials are:

Previewing the book *To Kill a Mockingbird*: Students will look at the major points of the book, such as the plot summary, themes, setting, and characters in order to provide a framework for connecting historical information about the Great Depression to the literature.

<http://sparknotes.com/lit/mockin>

Evaluate price differences: Students will evaluate the prices of commonly used items from the Depression period and the prices of what those items are today. http://www.michigan.gov/hal/0,1607,7-160-15481_19268_20778-52530--,00.html

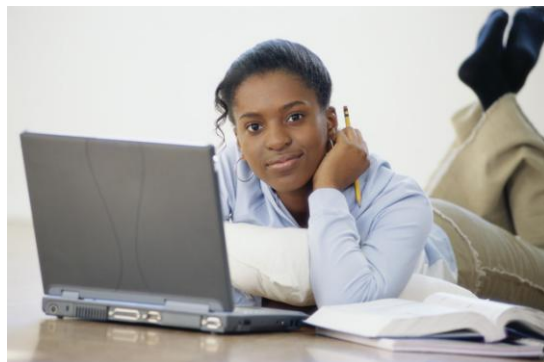
Journal thoughts and reactions to letters from the time period: Students will choose 5 different letters and summarize the similarities and differences they find. Students will also compare the letters from the Great Depression to their own life and experiences.

http://www.digitalhistory.uh.edu/learning_history/children_depression/help_president.cfm

Persuasive Essay: Students will compose a one to two page opinion paper on one of a variety of topics based on knowledge gained from the introductory unit.

Assessment

- Students will be pre-assessed in a quick write journal activity. The teacher will display images from the Great Depression era and students will journal what they think caused the image subject to appear as it does. Images can be found using Google Images <http://images.google.com/imghp?ie=UTF-8&hl=en&tab=wi>
- Students will compose a one to two page opinion paper on one of the following topics:
 1. As a teenager, convince your best friend that your decision to leave your family to work for President Roosevelt's agencies (i.e. CWA, WPA, CCC) is a good way to help your family through financial hardship.
 2. As a woman, convince your husband that you should be allowed to leave the children in the care of another family member in order to work outside the home.
 3. As a wealthy landowner (male), convince your local congressman why the government should not give direct handouts to the poor.
 4. Considering all of the other hardships of the decade, convince your community why it is beneficial to cast aside the Jim Crow laws and to allow blacks and whites to work together.
 5. As an adolescent who is forced to stay at home to care for her younger siblings, explain to your parents why all children deserve and education.Rubrics for a persuasive essay may be found at <http://rubistar.4teachers.org>
- Upon exiting on the final day, students will create a comprehensive list of 5-10 detailed items that they learned during the unit.



Modifications

Planning for Academic Diversity

Modifications: Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB RESOURCES
Student cannot read at grade level.	Material can be read aloud.	Readplease.com (free version for ReadPlease 2003)
Student has difficulty comprehending the material.	Text can be summarized and/or reduced using the Microsoft Word AutoSummarize tool.	
Student has difficulty mastering the vocabulary of the unit.	Provide students with visual representation of the word.	www.visuwords.com
Student has difficulty with handwriting (speed or accuracy).	Students can dictate into a word processing program using the Microsoft Speech tool and a microphone or a dictating subscription program.	www.idictate.com (subscription required)
Student has difficulty with calculating activities.	Use of calculator (Microsoft calculator or handheld calculator).	
Student needs additional challenge.	Webquests or additional links provided for further engagement.	Sample links listed in learner activities and teacher library portions of plan.