

### Common Core Standards

**CCLS: English Language Arts 6–12, Grades 9-10, Reading: Literature**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  1. Cite strong and thorough textual evidence to support your analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  2. 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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  3. 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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  5. 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.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
  7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., W. H. Auden’s poem “Musée des Beaux Arts” and Pieter Breughel’s painting *Landscape with the Fall of Icarus*).

**CCLS: English Language Arts 6–12, Grades 9-10, Writing: ELA & Literacy in History/Social Studies, Science, & Technical Subjects**

**Text Types and Purposes**

1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**Common Core Standards - continued**

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCLS: English Language Arts 6–12, Grades 9-10, Writing: ELA & Literacy in History/Social Studies, Science, & Technical Subjects Research to Build and Present Knowledge**

- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



[CCSS resources link](#)

Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>• Writer's employ literary tools and devices to engage the reader in personal narratives.</li> <li>• The human condition generates recurring issues and situations regarding tolerance and justice.</li> <li>• Human beings progress or regress through their response to challenging circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>1. What are the tools Harper Lee uses to tap into the reader's imagination?</li> <li>2. Why is intolerance inevitable in the human condition?</li> <li>2. How is intolerance in the human condition bred?</li> <li>2. How can justice be attained?</li> <li>3. How can challenging circumstances affect a person's destiny?</li> </ul>

Content	Skills
<p><b>A. Literary tools</b></p> <ul style="list-style-type: none"> <li>Setting- time and place of the novel; larger events across the U.S.</li> <li>Harper Lee- background and biographical reference points to the novel</li> <li>The text and storyline arch through each section of the novel; plot and related subplots</li> <li>Author experiences as an influence on the construction of the book including flashback and the interweaving of the various plot lines. Background on film version and the director, Robert Mulligan.</li> </ul> <p><b>B. Tolerance and Justice</b></p> <ul style="list-style-type: none"> <li>Themes of: community, race, education, prejudice, and family.</li> <li>Time period and its influence on the novel using artistic medium</li> <li>-</li> <li>Norman Rockwell painting reflection values of the time. Selections from "Having Our Say"</li> </ul> <p><b>C. Challenging circumstances and the individual</b></p> <ul style="list-style-type: none"> <li>Difference between Scout's child voice versus adult voice.</li> <li>Education redefined through the various character experiences.</li> <li>The trial as a lens to human behavior.</li> </ul>	<p><b>A1 Identify</b> key historical events and the time context for the events that transpire in the novel in relationship to the southern community and larger issues in nation.</p> <p><b>A2. Research and select</b> those elements in Harper Lee's biography that had a direct impact on the story and characters.</p> <p><b>A3. Identify and explain the</b> use of flashback in text to engage reader.</p> <p><b>A4. Analyze</b> the various positions of the characters in order to understand their reactions to the verdict and involvement in the related discourse.</p> <p><b>B1. Analyze</b> the representation of human themes in various art forms other than literature.</p> <p><b>B2. Define</b> the development of the themes of intolerance and justice by Lee through the eyes of different characters.</p> <p><b>B3. Analyze</b> the trial Harper Lee used as the basis for her book, as well similar cases she may have used.</p> <p><b>C1. Track</b> a character throughout the novel in order to understand their behavior toward and perspective on race.</p> <p><b>C2. Identify</b> specific strong and revealing text references throughout the book to support changes and growth in the specific character.</p> <p><b>C3. Acknowledge and evaluate</b> character growth based on the resolution of conflict.</p> <p><b>C4. Distinguish</b> using graphic organizer to illustrate Scout's voice in understanding her overall character.</p>

### Key Terms / Vocabulary

#### Flashback

- [Recurring Theme](#)
- Symbolism
- Point of View
- Humor
- Plotline
- Climax
- Idiom
- [Atmosphere](#)
- Flashback



VISUAL THESAURUS

### Assessments

#### TKM Museum Box

##### Formative: Written: Informative

Create a museum exhibit focusing on TKM to exemplify the impact of the setting, the themes of the story, and images reflecting insights from specific characters. Use MUSEUM BOX to enter a range of your written observations, visual images from the time, video clips and other visual images if pertinent. Use archive sites. Your commentary should refer back to the essential questions.



<http://museumbox.e2bn.org>

#### Justice and Intolerance: Rockwell's Paintings and Lee's Words

##### Formative: Written: Essay

Compare the treatment of the themes of intolerance and justice between TKM and another artistic medium, the paintings of Norman Rockwell. Select two of Rockwell's paintings from his civil rights series and show connections between a specific image and specific references from the TKM text in an extended comparative essay. This should be five to eight pages in a Word document that is posted on your class wiki. You may also record your essay in a podcast format as a "voice-over" that can be posted on the podcast section of our wiki. Central to both your written and oral essay will be both a look at what Lee and Rockwell have to say about the themes, and also what each medium, print and visual, offers you as a reader and viewer.

The essay will explain the reason for the choices. There is an option for students to choose another artist. Go to LINK to view the paintings.

**Assessments - continued**







[Rockwell and Civil Rights Paintings](#)

**The Education of Scout: A Child's Voice to the Woman Narrator**  
**Formative: Project: Technology**

Upon viewing the 1962 film version of TKM, write an extended essay comparing how the character Scout interacts with other characters and the situations that confront them over the course of the story. You will need to cite three specific references from the book reflecting changes and then view the corresponding portrayal in the film. You will note what the film director, Robert Mulligan, does to convey the idea in the text in a film version. Share how Scout develops through the events of the story using both text and film evidence. You should explain how the "voice" of Scout as a grown woman as the narrator affects your response to her as young girl. This should be a three-page essay. You can use audio clips from the film as references to support your text references.

[DOK Coaching Points for Students](#)

[TKM-the Film- Teaching Guide- Frank W. Baker](#)

Learning Activities	Resources
<ul style="list-style-type: none"> <li>-Participate GLOBAL BOOK club on TKM</li> <li>-View classic film version and discuss difference between the artistry of filmmaker and novelist</li> <li>-Role play activity: "crawling into someone's skin" for understanding</li> <li>-Online search for historical background of the South in 1932-35</li> <li>-Perform scenes from the courtroom drama- note taking as a court stenographer/ commentary</li> <li>-Write in journalistic style and create two local newspaper accounts - different pov</li> <li>-Create observations from the role of minor characters in novel</li> </ul>	<ul style="list-style-type: none"> <li> <a href="http://museumbox.e2bn.org/">Museum Box (museumbox.e2bn.org/)</a></li> <li> <a href="http://www.everydaycitizen.com/2008/02/normal_rockwell_and_the_civil.html">Rockwell and Civil Rights Paintings (http://www.everydaycitizen.com/2008/02/normal_rockwell_and_the_civil.html)</a></li> <li> <a href="#">DOK Coaching Points for Students</a></li> <li> Baker, F.W. To kill a mockingbird: Seeing the film through the lens of film language and media literacy. <i>Screen Education</i>. 56. Retrieved from <a href="http://www.frankwbaker.com/TKAMP1.pdf">http://www.frankwbaker.com/TKAMP1.pdf</a>.</li> <li> <a href="http://www.visualthesaurus.com">Visual Thesaurus (www.visualthesaurus.com)</a></li> <li> <a href="http://www.commoncore.org">CCSS resources (www.commoncore.org)</a></li> <li>1962 Film Version: <i>To Kill a Mockingbird</i>, Director, Robert Mulligan.</li> <li>Lee, H. (1960). <i>To kill a mockingbird</i>. Philadelphia, PA: J. B. Lippincott Company.</li> </ul>