

# A Unit on *To Kill a Mockingbird*

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Nominated by Patricia Calahan, Associate Professor of Teacher Education

Melinda Clifton is a senior from Bay City, Mich., pursuing a degree in Secondary Education. After she graduates from SVSU next fall, she plans to teach either English, her major, or Geography, her minor, to middle school or high school students. Having a passion for literature herself, Melinda looks forward to helping students analyze and appreciate literature.

Note: The following paper contains excerpts from a twenty-day unit on Harper Lee's *To Kill a Mockingbird*, to be taught in an eleventh-grade English classroom. A unit is the instructional plan for a set space of time. It contains plans for each daily class period, as well as goals and assessments for the unit, rationales for why the unit should be taught, and various resources needed to carry out the lessons. The goals of this unit are aligned with the Michigan Department of Education's High School Content Expectations (HSCE).

The excerpts below contain the rationales, the assessment chart, and the daily lesson plans for days 1, 2, 6, 7, and 8. These five days have been selected to represent the kinds of learning activities the students will be engaged in. In the first column of the assessment chart, "CE" stands for Content Expectation. Content Expectations may be found at the Michigan Department of Education's official website. Finally, the special needs and accommodations section of the 15-component lesson plan has been left temporarily undetermined, as it will need to be designed with a particular classroom in mind.

## Rationale for "A Unit on *To Kill a Mockingbird*"

*Why is it important to students at their developmental level?*

Students are aware of racial tensions, whether they have heard about them or have personally experienced them. Teenagers are almost always outraged by injustices they see and will sympathize with Tom Robinson, who is unfairly accused. They will admire how Atticus stands up to the bigoted bullies and will be able to discover how they can emulate his peaceful yet steady and unapologetic resistance in their own lives. Students will then see that these situations are not unique to literature; they are also found in real life. Students will examine the Scottsboro Trials and see that Tom Robinson's situation mirrors real life injustices. They will also examine the "I Have a Dream" speech by Martin Luther King, Jr., and see that nonviolent resistance, as Atticus practiced, is a real, powerful force. These connections to real life will stir students to be more aware of injustices and more active in standing against them.

*Why is the unit important for U.S. citizenship? (Why does your neighbor need to know this information?)*

Students need to become aware of the prejudices that are still very prevalent in U.S. society and learn how to stand up to them, knowing what to say and how to say it. Whether it is distrust of those of Middle Eastern descent, a belief that Hispanics must learn English or get out of the country, or the assumption that an African American man in the convenience store at night is a threat, students must and will confront prejudices and learn how to counter them. Students will see how nonviolent resistance has the power to change small counties and large nations, in the form of Atticus' defense of an innocent black man in *To Kill a Mockingbird* and Martin Luther King's steady, nonviolent resistance represented by his famous "I Have a Dream" speech. As the students complete a journal entry, they will reflect on how they have or can stand up to prejudice and negative social pressure as these men did.

*Why is the unit important for Global Citizenship? (Global or multicultural)*

The United States is composed of many different racial and ethnic, religious, and cultural groups, all of which should be respected and treated with equality. Students of the current generation need to be reminded of the history of racism in this country in order to gain a new perspective on the racism and prejudice we still see today. The students will see prejudice through the eyes of the victims of prejudice. The students will examine both how authors treat members of minority groups and how members of minority groups communicate their experience in their own words. The focus of this unit will be on the experiences of African Americans.

# To Kill A Mockingbird Chapter Questions And Answers

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## **To Kill A Mockingbird Chapter Questions And Answers:**

**To Kill a Mockingbird Study Guide: Chapter Questions and Answer Keys** The English Teacher's Pet,2019-02-11  
Shoot all the blue jays you want if you can hit em but remember it s a sin to kill a mockingbird Atticus FinchHarper Lee s To Kill a Mockingbird is a testament to the 1950s Atticus Finch a lawyer in the Depression era South defends a black man against an undeserved rape charge and teaches his children to stand against prejudice This classic novel has also withstood the test of literary time with its unforgettable characters Jem and Scout The Ewell s Atticus Finch they are all awaiting for you or your students to discover Included in this 65 page comprehensive study guide is over 250 chapter questions and a comprehensive answer key for your perusal Questions cover character development plot and of course the themes and motifs of race and what the phrase to kill a mockingbird could mean to characters in the text **Harper Lee's To Kill a Mockingbird** Anita Price Davis,1994 REA s MAXnotes for Harper Lee s To Kill a Mockingbird MAXnotes offer a fresh look at masterpieces of literature presented in a lively and interesting fashion Written by literary experts who currently teach the subject MAXnotes will enhance your understanding and enjoyment of the work MAXnotes are designed to stimulate independent thought about the literary work by raising various issues and thought provoking ideas and questions MAXnotes cover the essentials of what one should know about each work including an overall summary character lists an explanation and discussion of the plot the work s historical context illustrations to convey the mood of the work and a biography of the author Each chapter is individually summarized and analyzed and has study questions and answers *English Language Arts, Grade 8 Module 2* PCG Education,2015-10-29 Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the

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**To Kill a Mockingbird** Donna Reardon, Harper Lee, Robert Anderson, 1998 This teaching guide includes focusing on the background of the novel elements of the novel vocabulary from the novel plot synopsis and literary focus reading guide questions testing on the novel with answer key

Teaching Students With Special Needs in Inclusive Classrooms Diane P. Bryant, Brian R. Bryant, Deborah D. Smith, 2019-03-05 Inspire and equip current and future classroom teachers to ADAPT to the needs of all students Teaching Students with Special Needs in Inclusive Classrooms uses the research validated ADAPT framework Ask Determine Analyze Propose Test to help teachers determine how when and with whom to use proven academic and behavioral interventions to obtain the best outcomes for students with disabilities Through clear language and practical examples authors Diane P Bryant Brian R Bryant and Deborah D Smith show how to create truly inclusive classrooms through evidence based practices and hands on strategies The Second Edition includes strategically reorganized chapters a new chapter devoted to differentiated instruction and new classroom footage and teacher interviews illustrating how readers can implement the strategies discussed in their own classrooms With the help of this supportive guide educators will be inspired to teach students with disabilities in inclusive settings and be properly equipped to do so effectively A Complete Teaching Learning Package SAGE Premium Video Included in the interactive eBook SAGE Premium Video tools and resources boost comprehension and bolster analysis Interactive eBook Your students save when you bundle the print version with the Interactive eBook Bundle ISBN 978 1 5443 7037 8 which includes access to SAGE Premium Video and other multimedia tools SAGE coursepacks SAGE coursepacks makes it easy to import our quality instructor and student resource content into your school's learning management system LMS Intuitive and simple to use SAGE coursepacks allows you to customize course content to meet your students needs SAGE edge This companion website offers both instructors and students a robust online environment with an impressive array of teaching and learning resources

**To Kill A Mockingbird** Harper Lee, 1984-10-01 Plot synopsis of this classic is made meaningful with analysis and quotes by noted literary critics summaries of the work's main themes and characters a sketch of the author's life and times a bibliography suggested test questions and ideas for essays and term papers

**Study Smart, Study Less** Anne Crossman, 2011-07-05 Reap the rewards of a higher GPA without sacrificing your sanity or your social life If I studied all night and I still didn't ace the test is your mantra this witty study guide will help you pinpoint your personal learning style prevent study mishaps and work to your strengths Using the best research on memory and the brain Study Smart Study Less offers easy techniques to help you absorb info quickly

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**Monarch Notes Quick Course** Monarch, Monarch Press, 1995 Plot summaries with critical commentary character analysis sample essay questions and answers Cover

**Because We Live Here** Eli Goldblatt, 2007 Because We Live Here offers a new vision of post secondary writing programs using the example of the Temple University writing program in Philadelphia In successive chapters on Temple's connections with schools community colleges and university community partnerships Goldblatt calls for literacy instruction embedded in mutual relationships among an array of institutions and across many levels BOOK JACKET

**To Kill a Mockingbird (MAXNotes Literature Guides)** Anita Price Davis, 2013-01-01 REA's MAXnotes for Harper Lee's To Kill a Mockingbird MAXnotes offer a fresh look at masterpieces of literature presented in a lively and interesting fashion Written by literary experts who currently teach the subject MAXnotes will enhance your understanding and enjoyment of the work MAXnotes are designed to stimulate independent thought about the literary work by raising various issues and thought provoking ideas and questions MAXnotes cover the essentials of what one should know about each work including an overall summary character lists an explanation and discussion of the plot the work's historical context illustrations to convey the mood of the work and a biography of the author Each chapter is individually summarized and analyzed and has study questions and answers

**Chambers Dictionary of Quotations** Alison Jones, Stephanie Pickering, Megan Thomson, 1996 If you think education is expensive try ignorance Derek Bok I don't want to achieve immortality through my work I want to achieve it through not dying Woody Allen Life loves the liver of it Maya Angelou An indispensable and comprehensive reference for writers speakers educators executives and curious browsers the Chambers Dictionary of Quotations offers more than 20 000 quotations spanning all historical periods and covering diverse aspects of human experience from politics and feminism literature and sex to nature notable persons and more International in scope and broad in coverage this compendium gathers together notable quotes many of which have never been collected before from more than 4 000 sources including such contemporary quotables as Salman Rushdie Maya Angelou and Henry Kissinger Each quote is fully annotated reliably sourced and put in context along with concise biographical information on its author Alphabetically arranged by speaker and extensively cross referenced this easy to use reference includes a detailed index that facilitates searches by keyword Readers can quickly locate a quotation on a particular subject check a half remembered line sample the style and philosophy of an author or simply browse through and savor the accumulated wit and wisdom of the ages The ultimate source of who said what and when they said it

**Stepping to a Different Drummer** Ann Rutten Henderson, 1994 Practical English, a Scholastic Magazine, 1963 **Instructor's Manual** Steve Chermak, Frank M. Schmalleger, 2003-02 **Zen and the Practice of Teaching English** Robert Tremmel, 1999 This book represents the first serious attempt by an educator to combine the practice of teaching English with

fundamental principles of Zen in an effort to help teachers achieve a new perspective on their professional lives It is a personal book based on personal knowledge inviting readers to consider the possibility that the foundations of teaching practice are the very foundations of life and that life inside and outside the classroom is more like one life than two Zen and the Practice of Teaching English originates in Robert Tremmel s struggles as a teacher and teacher educator His book reaches out and rests on three important grounding points that define his life as a teacher school because everything the author has to say is based on his daily work with students student teachers and secondary teachers professional knowledge because Tremmel believes no one can live fully as a professional without maintaining contact with and participating in ongoing conversations with other professionals spiritual practice which is connected in this book to teaching practice and all the practices of living Preservice teachers will come away from this book with a clearer understanding of their decision to teach and the disciplines and abilities they must cultivate for a solid beginning Experienced teachers will gain a deeper appreciation of their own commitment and accomplishments and a renewed sense of fellowship with their colleagues throughout the profession As Tremmel writes My purpose in writing this book is not to add to what I see as an already more than healthy and growing supply of scholarship about teaching Instead I want to focus on what I finally found in my own teaching practice that helped me start making sense of the confusion that was my own but that I know is felt also by others who have teaching in their blood

**Middle School Journal** ,2005      **English Journal** ,2004      Retracing the Journey Leila Christenbury,2007 Leila Christenbury is well known as a writer and researcher in English education In her new book this veteran teacher and teacher educator reveals what did and more surprisingly did not happen when she returned to the high school classroom after a hiatus of many years Exploring her experiences in light of current teacher preparation reform efforts the author s compelling narrative is a continuation of her earlier work that will resonate with those concerned with the state of secondary education in the United States today

**Effective Literacy Instruction** Judith A. Langer,2002 Provides middle school and high school teachers with advice and guidance on creating effective literacy programs that support student learning

Teaching English in Middle and Secondary Schools Rhoda J. Maxwell,Mary Jordan Meiser,2005 With continuing attention to constructivist theory and reflective practice this book offers a comprehensive realistic integrated approach to teaching English language arts to middle and secondary school learners In this fourth edition content has undergone major reorganization and chapters have been significantly rearranged Individual chapters on specific language arts are linked through a common focus on the reality of the language arts classroom the responsibilities of the language arts teacher and the means to meet these responsibilities through thoughtful reflective holistic teaching For current and pre service middle and secondary school English teachers

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