

Molly McGravey
Laurence High School-School of the Performing and Fine Arts
70 N Parish Rd, Lawrence, MA 01843
9th grade
Freshman English

To Kill A Mockingbird by Harper Lee and Civil Disobedience by Thoreau

Abstract: As part of the curriculum at the Performing and Fine Arts High School in Lawrence, MA, all 9th graders are required to read To Kill A Mockingbird by Harper Lee. To Kill A Mockingbird is a novel that explores sense of space and identity. When paired with “Civil Disobedience”, students will compare and contrast the morals and values discussed by Thoreau and those instilled in the main characters in TKAM. By grouping To Kill A Mockingbird, Civil Disobedience and the student’s personal experiences, I hope to stoke introspection, exercise empathy and nurture a greater understanding of personal ethics and values. Upon completion of this unit, students may become aware of issues affecting their community, and will have the tools to enter a conversation about subjects about which they feel passionately.

Duration and objectives: January 5 – February 13

Essential Questions answered in this unit:

- 1) What influence do class and race have on decisions people make?
- 2) How does literature reflect and comment on history?
- 3) How can literature influence human behavior as it relates to stereotypes and prejudice?
- 4) How can literature serve as a vehicle of change?

MA ELA Standards covered in unit:

RL2: 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.

RL3: 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.

RL5: 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.

RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL7: 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., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W3: Write narratives to develop real or imagined experiences or events using effective

technique, well-chosen details, and well-structured event sequences

Concepts:

Theme
Main Idea
Character Development
Plot Structure/Sequence
Point of View
Allusion
Argument
Narration: Reliable v. Unreliable
Racism
Theme
Point of View
Foreshadowing
Elements of Fiction
Setting
Symbolism
Tone
Suspense
Figurative Language
Tolerance
Morality
Equality

Skills:

RL&RI1:Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL&RI4:Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL4:Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

W4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5:Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W6:Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s),

counter claims, reasons, and evidence.

W1b: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

Outline: Week and Chapters read

- Week of 1/5/15- ch. 1-5 & lesson 1 & 2
- Week of 1/12/15- ch. 6-12 & lesson 3
- Week of 1/19/15- ch 13-17 & lesson 4
- Week of 1/26/15- ch. 18-22
- Week of 2/2/15- ch. 23-27 & Lesson 5
- Week of 2/9/15- ch. 28-31 & tiered essay test

List of Materials:

- To Kill A Mockingbird by Harper Lee
- "Civil Disobedience" by Henry David Thoreau
- Student Journals
- Whiteboard/ Mimeo projector
- T Shirt outline on poster paper
- 1" frame worksheet
- Copies of Atticus's speech to the jury
- Bread and Roses DVD (received from the Lawrence History Center in Lawrence MA)

Grading System:

- Do now's/1" square handouts- 10/100
- Group activities/ class participation- 10/100
- Class work (Found Poem/I Am From poem, etc.)- 20/100
- Student journal entries- 30/100
- Final essay (3 tiered)- 30/100

Lesson 1:

Date: (TBD) before the first chapter of TKAM, when Scout is mapping Mayomb and her family history.

Objectives (SWBAT- Students will be able to):

- Upon completion of the Bread and Roses DVD, students will be able to participate effectively in a teacher-led discussion about the history of their city, and the current affects of the Bread and Roses Strike on themselves and their community today.
- Also, in writing an "I Am From Poem", students will write narratives developing experiences or events using effective technique, well-chosen details, and well-structured event sequences (dictated by teacher).

Lesson:

- *Do now:* create a small visual representation of your "Block", which should take no longer than three minutes. Next, mark and X where something happened that you will never forget. Then, allow students to discuss their "Block" and this event in their person history (if they choose).
- Watch Lawrence Mill and the Bread and Roses Strike DVD
- *Discuss:* How has your city's history and involvement in the Bread and Roses strike affected you as a member of an immigrant community and an American?
- Student directed "I Am From Poems" (Down Draft- get ideas down)
- *Homework:*
 - Edit "I Am From Poem" and rewrite (Up Draft- fix their poem up)
 - Spend 15 minutes asking a member about your family history and come to class prepared to share something new about your family that you didn't know previously.

Assessment:

- *Formative-* Down Draft of their "I Am From Poem"

Lesson 2:

Date: (TBD) after students have read through chapter 3 of TKAM

Objectives(SWBAT- Students will be able to):

- *Begin to explore the essential question* "What influence do class and race have on decisions people make?"
- Participate effectively in a r collaborative discussions (one-on-one, in groups, and teacher-led) with a partner on TKAM, Thoreau's philosophies, building on others' ideas and expressing their own clearly and persuasively.
- *Practice* writing arguments to support claims in an analysis of a substantive topic using valid reasoning and relevant and sufficient evidence from their own lives.

Lesson:

- *Do now:* hand out a piece of paper reading, "One young man of my acquaintance, who has inherited some acres,

told me that he thought he should live as I did, if he had the means. I would not have any one adopt my mode of living on any account; for, beside that before he has fairly learned it I may have found out another for myself, I desire that there be as many different persons in the world as possible; but I would have each one be very careful to find out and pursue his own way, and not his father's or his mother's or his neighbor's instead. The youth may build or plant or sail, only let him not be hindered from doing that which he tells me he would like to do." --Walden, "Economy"

Then-

Have students write on the back of the paper what they think Thoreau means in this excerpt from Walden. What is Thoreau saying about the habits/tendencies/ belongings passed down from one generation to the next, and the pressure that puts on the receiving generation.

- **Think-Pair-Share:** Teacher should discuss Ms. Caroline's treatment of corporal punishment and views on education, Ewell's value of education, and the wisdom Atticus dishes to Scout daily. When students share, they should use the ABC method of discussion (I agree with...I will build upon...I challenge...).
- **Prepare to write:** Identify something you currently do simply because that is the way [your parent, your family, your friends] do it, or because "that's the way it's always been done," but which, given the complete freedom to choose, you would do either differently or not at all. Briefly describe this condition/situation; identify the reasons why you would prefer to change the way you do this; identify what you would gain or lose by choosing to follow your own inclinations in this matter. (This part of the assignment is a thinking activity.)
- **Journal -** Write a journal entry (one page minimum) which

includes a very brief description of the activity/custom you have chosen but devotes the bulk of the discussion to the questions: Why do you think most of us, most often, "follow along"? What internal tensions are created by "following the crowd"? By choosing not to follow the crowd? What are the pros and cons of finding your own way in life?

Assessment:

Students will hand in their writing journal to be read once a week. Students will be graded on an A, B, F rubric. A=above and beyond, B=answered the prompt in a thoughtful and Thoreau way (one page minimum, meets all parts of the prompt with evidence from their lives and the text as support, F= does not fill a page, does not answer the question, does not provide evidence).

Lesson 3:

Date: Day after Lesson 2

Objectives(SWBAT- Students will be able to):

- Continue to explore the essential question "What influence do class and race have on decisions people make?"
- Analyze the representation of "identity" in two different literary mediums(essay and fiction) and be able to explore what is emphasized in each treatment.

Lesson:

- **Do now:** Define, in your own words, what "identity" means.
- One student stands as a class scribe at the board and writes Identity. Students then volunteer their individual definition of what identity means, which are recorded by the scribe onto the board (if using mimeo, student types answers).

- *In groups of four, students evaluate the different answers and come up with one collective definition of "Identity". Groups will share their definition and explain how they synthesized the broad idea of identity into their streamlined version. Every group's definition will be written on a piece of poster board and hung in the class.*
- *Students take out their journal, and are handed a small slip of paper that reads two quotes: A) "If a man does not keep pace with his companions it is perhaps because he hears a different drummer" from Walden by Thoreau and B) "'You never really understand a person until you consider things from his point of view... Until you climb into his skin and walk around in it.'" quotes from Atticus Finch in TKAM. In their notes books students are directed to free write about these quotes and explore the essential message of each and how each quote connects to the theme of Identity.*
- *Think-pair-share then carousel activity followed by journal entry*

Assessment:

- *Exit slip- One Inch Frame Activity : students reread their journal entry and select one original idea or sentence they have generated during today's free write that they are proud of. On their "one inch template" (a piece of paper filled with eight one inch squares), students will record that original sentence or idea, which will be collected every two weeks.*
- *In addition, Students will hand in their writing journal to be read once a week. Students will be graded on an A, B, F rubric. A=above and beyond, B=answered the prompt in a thoughtful and Thoreau way (one page minimum, meets all parts of the prompt with evidence from their lives and the text as support, F= does not fill a page, does not answer the question, does not provide evidence).*

Lesson 4:

Date: TBD students must be midway through the novel

Objectives(SWBAT- Students will be able to):

- Use text based evidence to explore the following questions pertaining to Thoreau's Civil Disobedience: Questions from Civil Disobedience
 - What would be Thoreau's perfect government? In your view, it is possible? Explain.
 - What does Thoreau mean when he says, "Government is at best an expedient"?
 - What problems does Thoreau have with a government of majority rule?
 - What does Thoreau say about people who have "an unhealthy respect for the law"?
 - What does Thoreau say we should do about unjust laws?
 - What does Thoreau say the government will do to you if you don't obey it? How does he suggest you "reply" to the government?
 - What does Thoreau say about the relationship of the individual to the State?
 - What do you see as some positives and negatives of what Thoreau was writing about?
- Use their answers to these questions in order to create a T-shirt design that addresses the main theme(s) and/or idea(s) from the text.

Lesson:

- **Do now:** Students read a small background on civil disobedience and are asked to list other examples of people who or acts that embody civil disobedience.
- **Divide Civil Disobedience into three parts.** Assign small groups one part to read, highlight, annotate and record

notes, which they will report to the class. Students are also provided a vocabulary guide to the essay.

- Whole class discussion on what civil disobedience is and examples in history where it has been used successfully.
- Then Students will then work on their own or with a partner to design a t-shirt that addresses the main theme(s) and/or idea(s) from the text. They will present their t-shirts to the class and explain their design and slogan and then their t-shirts will be posted around the classroom for students' reflection during the TKAM unit.
- Homework: In your Journal, write about which character embodies Thoreau's idea of civil disobedience and why

Assessment:

- Group/participation grade on Thoreau T-shirt activity.
- In addition, Students will hand in their writing journal to be read once a week. Students will be graded on an A, B, F rubric. A=above and beyond, B=answered the prompt in a thoughtful and Thoreau way (one page minimum, meets all parts of the prompt with evidence from their lives and the text as support, F= does not fill a page, does not answer the question, does not provide evidence).

Lesson 5:

Date: TBD Students must have read through chapter 25 of TKAM

Objectives (SWBAT- Students will be able to):

- Begin exercising their ability to introduce a precise claim, that is "can art be and act of civil disobedience", distinguish the claim from opposing claims, and support their claim with reasons and evidence from life or the text.

Lesson:

- Do now: what is civil disobedience? Can art be an act of civil disobedience? Choose your stance, and write one paragraph arguing either for or against art being a means of

civil disobedience.

- **Think-Pair-Share:** *in pairs, students discuss their answers and the reasons they used as support. Student then share each other's points with the rest of the class. After everyone has shared, there will be time for students to address one another's responses using the ABC Method of discussion.*
- **Create Art- Found poem activity:** *each student is assigned one of the three original sections of Civil disobedience as well as Atticus' speech to the jury. Using these two texts students will generate their own work of art , a found poem inspired by the theme of civil disobedience using both of these texts(Down Draft).*
- **Student Poetry Reading:** *Students who feel comfortable may get up and read their found poem in front of the class.*

Homework:

- *Students work on Up Draft of their Found Poem*
- *Students copy down the following quote in their student writing journal before they leave class: "It's when you know you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do." Students respond to this quote in their notebook and ask themselves, would Thoreau agree with Atticus? Do they agree with Atticus? Most importantly, students must address why.*

Assessment:

- *Down Draft of Found Poem*
- *Student writing journal entry.*

Bibliography:

- Lee, Harper. To Kill a Mockingbird. New York City: Grand Central Publishing, 1960.
- Thoreau, Henry David. Walden and "Civil Disobedience". New York: Signet Classics, 1980.
- Walden Woods Project. "Following the Crowd Activity". Concord, Summer 2014.

To Kill A Mockingbird Final Essay

Choose one of the following prompts based on the level of challenge and your understanding of the novel. You will be able to use your books and your content notes to assist you in writing this essay. This will be structured as a five-paragraph essay.

A. Advanced (25 points)

How does the author develop theme in To Kill a Mockingbird?

B. Intermediate (21 points)

How does the title of the novel symbolize the work as a whole?

C. Basic (18 points)

Choose one of your extended responses from your content notes and develop it into a well-written essay

Informative/ Explanatory Gr. 9-10	Advanced (4)	Proficient (3)	Needs Improvement (2)	Re-Do
Organization and Development	<p>Introduces a topic with a skillful thesis</p> <p>Uses appropriate transitions to link the major sections of the text</p> <p>Provides a concluding statement that skillfully sums up the previous writing.</p> <p>The idea is skillfully developed and moved along from the beginning to the end. There is a natural progression.</p>	<p>Introduces a topic with a thesis</p> <p>Uses some transitions to link the major sections of the text, not always appropriate</p> <p>Provides a concluding statement or section that it follows from.</p> <p>The idea is developed and moved along from the beginning to the end.</p>	<p>Introduces a topic,</p> <p>Inconsistent use of transitions to link the major sections of the text</p> <p>Provides a conclusion, but it is disconnected from the information or explanation presented.</p> <p>The idea is inconsistently developed and moved along from the beginning to the end.</p>	<p>Fails to adequately introduce the topic</p> <p>Inadequate use of transitions to link the major sections of the text,</p> <p>Does not provide a conclusion that is connected to the information or explanation presented.</p> <p>The idea is not developed</p>
Content	<p>The content is supported with thoughtful analysis and inference.</p> <p>The question is skillfully and analytically answered</p>	<p>Some analysis and inference, mixed with plot summary.</p> <p>The question is adequately answered.</p>	<p>Inconsistent analysis, heavy reliance on restatement of plot</p> <p>The question is not clearly answered.</p>	<p>No analysis, heavy use of plot summary.</p> <p>The question is not answered.</p>
Support	<p>Develops the topic with relevant evidence that is used properly, analyzed, and skillfully connected to the overall theme of the writing.</p>	<p>Develops the topic with relevant evidence that is used properly, analyzed, and connected to the overall theme of the writing.</p>	<p>Evidence from text is used but is not always relevant; analysis and connection to the overall theme is inconsistent.</p>	<p>Fails to use relevant evidence and analyze and connect it to the overall theme.</p>
Mechanics	<p>The writing demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling throughout the paper.</p> <p>Sentence structure is varied and skillfully chosen.</p>	<p>The writing demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling, but with some minor mistakes.</p> <p>Sentence structure is varied.</p>	<p>The writing demonstrates limited command of the conventions of standard English grammar and usage.</p> <p>Sentence structure is inconsistent.</p>	<p>The writing fails to demonstrate command of the conventions of standard English grammar and usage.</p> <p>Fails to use proper sentence structure.</p>
Knowledge of Language and Style	<p>The writing eloquently maintains a formal style and objective tone in relation to informative/explanatory writing.</p>	<p>The writing maintains a formal style and objective tone in relation to informative/explanatory writing.</p>	<p>The writing inconsistently uses formal style and objective tone in relation to informative/explanatory writing.</p>	<p>The writing lacks formal style and objective tone in relation to informative/explanatory writing.</p>

Comments:

"The question is not what we look at but what we see." or "The one thing that doesn't abide by majority rule is a person's conscience." - spoken by Atticus Finch