

## Common Core Catholic Identity Initiative ELA Unit Plan Template

ELA UNIT PLAN	
<b>Title/Theme</b>	<i>To Kill a Mockingbird</i> by Harper Lee
<b>Grade/Subject</b>	Eighth Grade/Language Arts
<b>Length of Unit/Timeframe</b>	6 weeks
<b>Description</b>	Using Harper Lee’s <i>To Kill a Mockingbird</i> as the anchor text, this six-week unit encourages students to explore poetry, songs, stories, Bible passages, and a variety of informational text to reflect on the topic of human dignity. Specific emphasis is placed on racism and oppression faced by members of society living in poverty.
<b>Overview</b>	This unit opens with a poem by John G. Nelson entitled “Racism Has a Human Heart”, which sets the tone of the unit and introduces the theme of human dignity. Students will work together to define the term <i>human dignity</i> and the Catholic Identity terms for this unit. Following the poem, students will conduct research on the historical setting of the novel: Jim Crow laws, Civil Rights movement, Ku Klux Klan, and the Great Depression. Students will also complete a poetry study on the poem “Remember” by Langston Hughes and the song “Buffalo Soldiers” by Bob Marley. After completing their research and poetry study, students will work in small groups to prepare and present a Prezi presentation based on their findings. Following the students’ background research presentations, students will read and analyze a variety of poems, songs, and stories to examine two types of oppression that has existed in our country: racism and poverty. In addition to this, students will also reflect on the topics of gossip and the importance of having courage to stand up for your beliefs. The topic of spreading gossip will be introduced by having the students complete a t-chart entitled <i>Rumor vs. Truth</i> to discuss the character Boo Radley. Students will then use the Laudate app to research a variety of assigned bible passages related to the topic of gossip and also read and respond to excerpts from Matt Litton’s <i>The Mockingbird Parables</i> . The topic of having courage to stand up for your beliefs will be introduced by having the students read, interpret, and discuss the poem “The Road Not Taken” by Robert Frost. Following the poem, students will complete a dramatic reading of the poem and a character study on Atticus Finch and his role in representing Tom Robinson. In order to gain an understanding of the poverty faced by citizens in the US, students will work in small groups to create a public awareness campaign based on the US poverty statistics. They will also reflect on assigned bible passages and read and respond to excerpts from <i>The Mockingbird Parables</i> . Students will connect the theme of poverty to the novel through discussion and paragraph writing about the Ewell and Cunningham families. The final project for this unit will include an essay describing the different types of oppression from <i>To Kill a Mockingbird</i> faced by people of color and low economic status. After reading the novel, students will watch the film version of the book and record the major similarities and differences found from both versions.
THE BIG PICTURE	
<b>Essential Questions:</b>	
<ol style="list-style-type: none"> <li>1. What does Harper Lee’s <i>To Kill a Mockingbird</i> teach us about human dignity?</li> <li>2. Analyze specific lines of dialogue and instances from the novel that show examples of oppression faced by people of color and those living in poverty. (RL 8.1, 8.3)</li> </ol>	

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<p><b>Catholic Identity Elements:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Terms: <i>Cardinal Virtues, Corporal Works of Mercy, Martyr, Morality, and Spiritual Works of Mercy</i></li> <li><i>The Mockingbird Parables: Transforming Lives through the Power of Story</i> by Matt Litton</li> <li>Scripture: Ephesians 4:29, Proverbs 16:28, Proverbs 20:19, Proverbs 11:13, Exodus 23:1, Proverbs 17:9, Psalm 64:2-4, Matthew 25: 31-46</li> <li>Statistics on Poverty: United States Conference of Catholic Bishops, <i>Ending Poverty in Community: A Toolkit for Young Advocates</i> <a href="http://www.povertyusa.org/assets/education/epic/Full-Lesson-Plan-Materials.pdf">http://www.povertyusa.org/assets/education/epic/Full-Lesson-Plan-Materials.pdf</a></li> </ul>	
<p><b>Common Core Standards:</b></p> <p><b>RL.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RL.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p><b>RL.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><b>RL.10</b> By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p><b>RI.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>RI.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p><b>W.2</b> Write informative/explanatory texts, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of</p>	<p><b>Key Objectives Linked to the Standards:</b></p> <p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>Write an expository essay citing specific dialogue and events from the novel that illustrate oppression faced by people of color and people who are living in poverty. (RL1, RL2, R3, RI1, W2, W4, W5, W6, W10)</li> <li>Complete a t-chart about the character Boo Radley to understand the difference between rumors and facts about the character. Students will record specific incidents, dialogue, and the narrator’s descriptions of the character. (RL1, RL2, RL3, RI1, W10)</li> <li>Read a variety of poems and songs related to racism and poverty and define the meaning of the poetic lines and music lyrics. (RL4, RI3)</li> <li>Read, identify, and analyze literary terms from a variety of poems and songs related to racism and poverty. (RL4, RI3)</li> <li>Watch the movie <i>To Kill a Mockingbird</i> and complete a graphic organizer illustrating the major similarities and differences between the novel and the movie. (RL7, W10)</li> <li>Read excerpts from the <i>Bible</i> (using their Laudate app) and <i>The Mockingbird Parables</i> and connect them to the central themes that are found in the novel and the theme of human dignity. Complete reflection questions in Religion journals and share their responses in small groups. (RL9, RI3, W4, W10, SL1)</li> <li>Read, comprehend, and analyze a variety of poems, stories, and non-fiction literature found in the text set for the unit. (RL10, RI10)</li> <li>Complete a top hat graphic organizer and write a paragraph to compare and contrast two families that were living in poverty: the Ewells and the Cunninghams. (RI3, W4, W10)</li> <li>Research the historical setting for the novel and present their research findings in the form of a Prezi presentation. (RI10, W6, W7, W8, W9, SL1, SL4, SL5, SL6)</li> </ol>

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relevant content.

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

**W5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**W7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W10.** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**SL1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

**SL4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**10.** Work in small groups to read *To Kill a Mockingbird* and answer the end-of-chapter review questions and identify the literary elements found in the novel. (RL1, RL2, W4, W10, SL1)

**11.** Create a public awareness campaign (using the Videolicious app and posters) to inform their audience about the US statistics on poverty. (W7, W8, SL1, SL4, SL5, SL6)

**12.** Present a dramatic reading of the poem "The Road Not Taken" by Robert Frost. (SL6)

**13.** Create a glossary of assigned vocabulary words from *To Kill a Mockingbird*. The glossary must be completed using a word processor. (RL4, W4, W6, W10)

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<b>Summative Assessment(s):</b>				
<ul style="list-style-type: none"> <li>Expository Essay based on Essential Question #2: Analyze specific lines of dialogue and instances from the novel that show examples of oppression faced by people of color and those living in poverty</li> <li>End-of-Novel Reading Comprehension Test: Assessment of vocabulary words, characterization, major conflicts/resolutions, plot, irony, and themes from the novel</li> <li>Small Group Prezi Presentation on <i>To Kill a Mockingbird</i> historical background of the setting</li> <li>Public Awareness Campaign on the U.S. Poverty Statistics</li> </ul>				
<b>UNIT READINGS AND VOCABULARY</b>				
<b>Anchor Text and Author</b>	<i>To Kill a Mockingbird</i> by Harper Lee			
<b>Fiction Text (s)</b>	<p>“The Road Not Taken” by Robert Frost (poetryfoundation.org)  “Remember” by Langston Hughes (poetryfoundation.org)  “Racism Has a Human Heart” by John G. Nelson (poetryfoundation.org)  “Buffalo Soldiers” by Bob Marley (song)  Matt Litton, <i>The Mockingbird Parables Transforming Lives through the Power of Story</i></p>			
<b>Non-Fiction Text (s)</b>	<p><i>Freedom Walkers: The Story of the Montgomery Bus Boycott:</i> by Russell Freedman  “Scottsboro Trial: 1931”: Library of Congress (Transcript)  “I have a Dream” by Martin Luther King, Jr. (Speech)  “Emit Till Biography” (Biography.com)  <i>The Jim Crow Laws and Racism in American History</i> by David K. Fremon</p>			
<b>Essential Unit Vocabulary</b>	<i>To Kill a Mockingbird</i>	<i>Literary Terms for To Kill Mockingbird</i>	<i>Literary Terms For Poetry</i>	<i>Catholic Identity</i>
	<ul style="list-style-type: none"> <li>capacity</li> <li>devout</li> <li>dismemberment</li> <li>erratic</li> <li>parched</li> <li>unanimous</li> <li>affliction</li> <li>apprehensively</li> <li>futility</li> <li>indigenous</li> <li>stifle</li> <li>vigil</li> <li>acquit</li> <li>arbitrated</li> <li>chiffarobe</li> <li>libel</li> <li>speculation</li> <li>statute</li> <li>subpoena</li> </ul>	<ul style="list-style-type: none"> <li>Setting</li> <li>Conflict</li> <li>Plot</li> <li>Resolution</li> <li>Theme</li> <li>Irony</li> <li>Antagonist</li> <li>Protagonist</li> </ul>	<ul style="list-style-type: none"> <li>Figurative Language</li> <li>Simile</li> <li>Metaphor</li> <li>Symbolism</li> <li>Tone</li> <li>Stanza</li> <li>Personification</li> <li>Hyperbole</li> </ul>	<ul style="list-style-type: none"> <li>Cardinal Virtues</li> <li>Corporal Works of Mercy</li> <li>Martyr</li> <li>Morality</li> <li>Spiritual Works of Mercy</li> </ul>

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INSTRUCTIONAL ACTIVITIES	
<input type="checkbox"/> Catholic Identity: 1, 2, 8, 9, 10, 11, 12, 13, 16 <input type="checkbox"/> Reading: 1, 3, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17 <input type="checkbox"/> Writing: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18 <input type="checkbox"/> Speaking/Listening: 1, 2, 4, 5, 6, 8, 11, 13, 14, 15, 16	<input type="checkbox"/> Language: 4, 5, 6, 11, 12, 13, 14, 17, 18 <input type="checkbox"/> Vocabulary: 1, 2, 4, 5, 6, 10, 17 <input type="checkbox"/> Viewing: 4, 8, 10, 11, 15, 18 <input type="checkbox"/> Critical Thinking: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
<ol style="list-style-type: none"> <li>1. <i>Read and discuss</i> “Racism Has a Human Heart” by John G. Nelson. In addition to interpreting the meaning of the poem, students will also identify the figurative language and symbolism used by the author. The class will also work together to create a definition for the term <i>human dignity</i>.</li> <li>2. <i>Define the Catholic Identity vocabulary terms that will be used for this unit.</i> Students will create a glossary for the unit, which will include both the vocabulary terms from the novel and the Catholic Identity vocabulary terms.</li> <li>3. <i>Students will complete a research project on the historical setting of the novel.</i> Students will work in small groups to research the following topics: Jim Crow laws, Civil Rights movement, Ku Klux Klan, and the Great Depression. The informational text that will be used for this project include the following: <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman; “I have a Dream” by Martin Luther King, Jr. (Speech); “Emit Till Biography” (Biography.com); <i>The Jim Crow Laws and Racism in American History</i> by David K. Fremon; and “The Great Depression” (History.com). Students will record their research findings using their Evernote apps. A mini-lesson will be completed on plagiarism and citing sources used for the research. After researching the given topics, students will create and present a Prezi presentation for the entire class.</li> <li>4. <i>Students will read and discuss the poem “Remember” by Langston Hughes and the song “Buffalo Soldiers” by Bob Marley.</i> Students will watch a mini-biography about Langston Hughes: <a href="http://www.biography.com/people/langston-hughes-9346313/videos/langston-hughes-mini-biography-2174109638">http://www.biography.com/people/langston-hughes-9346313/videos/langston-hughes-mini-biography-2174109638</a>. They will also watch a video with the song lyrics for “Buffalo Soldier”: <a href="https://www.youtube.com/watch?v=eksV02us5DQ">https://www.youtube.com/watch?v=eksV02us5DQ</a>. In addition to interpreting the meaning of the poem, students will work in pairs to identify the figurative language and symbolism used by the author. Students will write a paragraph response for this lesson.</li> <li>5. <i>Students will work in both literature groups and independently to read Harper Lee’s <u>To Kill a Mockingbird</u>, answer the end-of-chapter review questions, and analyze the literary elements and significant quotes from the novel.</i> Students will complete an end-of-novel written test based on the vocabulary, review questions, characters, conflicts/resolutions, setting, major themes, plot, irony, and significant quotes from the novel.</li> <li>6. <i>Students will create a glossary of the vocabulary words from the novel.</i> As students read the novel together in their literature circles, they will write the definition for each vocabulary word, use the vocabulary word in a sentence, and write the page number that the word was found in the novel.</li> <li>7. <i>Students complete a t-chart entitled <u>Rumor vs. Truth</u> to discuss the character Boo Radley.</i> Students will describe and illustrate an image of Boo Radley based on specific dialogue, events from the beginning of the novel, and the narrator’s description of the character. Students will decide if the comments made by other characters about Boo Radley are gossip or truth.</li> <li>8. <i>Students will read <u>The Mockingbird Parables: The Parable of Boo Radley: Discovering our Divine Mysterious Neighbor</u>.</i> Students will watch a video about the author, which includes an explanation about what the novel is about and discusses the theme of <i>The Mockingbird Parables</i>: being a good neighbor: <a href="https://www.youtube.com/watch?v=kZN1BcnJkn4">https://www.youtube.com/watch?v=kZN1BcnJkn4</a> After watching the video and reading the excerpt from the novel, students will complete the following reflection questions in their Religion Journals and discuss their responses in small groups: How do you define God? What does God look like to you? Do you notice when God is around you in your daily life? Provide examples of this. Describe why God can be described as a compassionate neighbor?</li> <li>9. <i>Students will then use the <u>Laudate</u> app to read a variety of scripture passages related to the topic of gossip.</i> The scripture passages include the following: Ephesians 4:29, Proverbs 16:28, Proverbs 20:19, Proverbs 11:13, Exodus 23:1, Proverbs 17:9, Psalm 64:2-4. After reading the assigned Gospel readings, they will record their gospel reflections in their Religion journals: Use 2-3 sentences to summarize the gospel passages. Use 2-3 sentences to describe a personal connection to the gospel passages.</li> <li>10. <i>Students will interpret images and statistics that connect real people to the staggering numbers of people living in poverty in our country today.</i> As an intro to the lesson, students will take a pretest on what they know about the</li> </ol>	

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poverty that exists in our country today. After the pretest, teacher will present the answers through a PowerPoint entitled "Who is Poor in America Today?" Students will then work in small groups to discuss how their understanding of the word *poverty* has changed after listening to the presentation and will complete a series of reflection questions.

11. Students will create a public awareness campaign based on the statistics they found most compelling in the Poverty Quiz and PowerPoint Presentation. The campaigns will include posters, scripts, and one minute commercials (using the Videolicious app) aimed at raising awareness about the topic. Students will present their posters and share their commercials with the entire class.
12. Students will read the Gospel of Matthew 25: 31-46. After reading the passage, students will complete the following questions in their Religion Journals: According to the Scripture passage, what is Jesus asking us to do? Students will share their responses during large group discussion. When you hear the word "poor," who or what comes to mind? What does it mean to be poor today? How has your definition of "poor" changed after completing your project?
13. Students will read *The Mockingbird Parables: The Parable of Missionary Tea: The Responsibility to the Global Neighborhood Begins at Home*. Students will complete the following reflection questions in their Religion Journals and discuss their responses in small groups: How do you show compassion for members of our school and church communities? How do you show compassion for our global community?
14. Students will complete a graphic organizer and write a paragraph to compare and contrast two families living in poverty from *To Kill a Mockingbird: the Ewells and the Cunninghams*. Students will work with a partner to complete a top hat graphic organizer. Students will then write a paragraph to assess their understanding of the topic. The writing prompt is as follows: Describe how the Ewells and the Cunninghams struggled with poverty throughout the novel and why each family was treated differently by the other members of their community.
15. Students will read the poem "The Road Not Taken" by Robert Frost and perform a dramatic recitation of the poem. Students will watch a video, which includes a reading of the poem: <https://www.youtube.com/watch?v=KUaQgRiJukA> After reading the poem and watching the video, students will work in small groups to define the meaning of the poem and then discuss why it was important for Atticus to defend Tom Robinson even though he and his family were ridiculed by several members of his community. In addition, students will share different instances where they had to stick to their beliefs despite pressure not to. Students will also watch the following video, which gives a brief interpretation of the poem's meaning: <http://www.teachertube.com/video/the-road-not-taken-in-a-nutshell-66911> After the video, students will work with a partner to memorize the poem and present a dramatic recitation for their classmates.
16. Students will read the *Mockingbird Parables. The Parable of Atticus Finch: The Model of Christian Courage and The Parable of Tom Robinson: How Compassion Can Overcome Our Differences*. Students will complete the following reflection questions in their Religion Journals and discuss their responses in small groups: Define courage. Give examples of how you use your courage in your daily life. Does your faith give you courage? Describe a time when you used courage to defend your beliefs or religion. What is your opinion about people with a different race, economic status, and religion than you?
17. Students will write an expository essay in response to the following writing prompt: Using a five paragraph Step-up-to-Writing essay, provide specific lines of dialogue and instances from the novel that show examples of the oppression endured by both people of color and residents living in poverty.
18. Students will watch the movie *To Kill a Mockingbird* starring Gregory Peck and complete a graphic organizer describing the similarities and the differences between the movie and the novel.

### Instructional Resources

- United States Conference of Catholic Bishops, *Ending Poverty in Community: A Toolkit for Young Advocates* [www.povertyusa.org/assets/education/epic/Full-Lesson-Plan-Materials.pdf](http://www.povertyusa.org/assets/education/epic/Full-Lesson-Plan-Materials.pdf)
- Susan Anderson, *To Kill a Mockingbird* Lesson Plans, [www.EnglishUnitPlans.com](http://www.EnglishUnitPlans.com)
- [www.poemhunter.com](http://www.poemhunter.com) (includes all of the poems required for the unit)
- [www.biography.com/people/harper-lee-9377021](http://www.biography.com/people/harper-lee-9377021) (provides background info about the author)

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- Matt Litton, *The Mockingbird Parables: Transforming Lives through the Power of Story*
- Harvey F. Silver, R. Thomas Dewing, Matthew J. Perini, *The Core Six: Essential Strategies for Achieving Excellence with the Common Core*
- *California Common Core Standards*, [www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf](http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf)
- *To Kill A Mockingbird*, DVD-Movie with Gregory Peck, 1962
- *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman; “I have a Dream” by Martin Luther King, Jr. (Speech); “Emit Till Biography” (Biography.com); *The Jim Crow Laws and Racism in American History* by David K. Fremon; and “The Great Depression” (History.com).
- Technology: internet connection, iPad, iPad apps: Haiku Deck, Ever Note, Prezi, Videolicious, and Laudate

### Cross Curricular Link(s)

- Religion: Haiku Deck presentation of Catholic Identity terms, Public awareness campaign on US poverty statistics
- Social Studies: Research presentation on the historical background of the novel (Jim Crow laws, Civil Rights movement, Ku Klux Klan, and the Great Depression)
- Art: Illustration of Boo Radley
- Drama: Deliver dramatic reading of “The Road Not Taken” by Robert Frost, Commercial for public awareness campaign on US poverty statistics
- Math: US poverty statistics