

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 11 study Guide Answers

N Noddings



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Study Guide for Decoding To Kill a Mockingbird Steven Smith, 2024-01-07 Decoding To Kill a Mockingbird is meticulously crafted to enhance the understanding and appreciation of one of the most significant novels in American literature Dive into an in depth analysis of the novel s exploration of themes such as racial injustice moral integrity empathy and the transition from innocence to a nuanced understanding of the world This guide dissects the intricate relationships and development of characters including Scout Atticus Finch Tom Robinson and Boo Radley offering insights into their motivations and contributions to the novel s moral and ethical questions It also delves into the narrative structure and the use of symbolism enhancing appreciation for Lee s literary craftsmanship Understand the broader historical context of the American South in the 1930s enriching the narrative s social and cultural commentary From detailed accounts of the novel s climax and resolution to considerations of its legacy and cultural impact this guide provides comprehensive coverage to grasp fully and appreciate Harper Lee s masterpiece Whether approaching To Kill a Mockingbird for academic purposes preparing to teach it or seeking to delve deeper into the novel s rich layers of meaning this study guide is an essential companion

To Kill A Mockingbird (ENHANCED eBook) Marjorie Stelmach, 1990-09-01 This is an idea book It was designed for you the literature teacher as a time saver that brings together key ideas background information and suggestions for teaching the novel successfully Choose from the suggestions in the book to suit your style adapt and expand on activities as they suit your students Above all this book is meant to be a tool to assist you in intensifying your students involvement with the text and with the way literature helps to make sense of

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Bramley,2012-10-28 Experience prejudice during the Great Depression in this classic example of modern American literature Great for mature lower level readers offering grade appropriate vocabulary and comprehension activities Students are asked to describe what they already know about life during the Great Depression Describe the light and dark imagery surrounding the scene out front of the jail Describe the editorial by Mr Underwood and explain why the characters compare his death to that of a songbird Complete sentences from the story with their missing vocabulary words Explore the choice of having Scout act as narrator in the story and what advantages and disadvantages come with first person point of view Analyze the character of Atticus by using a T Chart for match characteristics with proof from the text Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel To Kill a Mockingbird is a Pulitzer Prize winning story about a young girl and her family living in Maycomb Alabama during the Depression Six year old Scout Finch lives with her older brother Jem and lawyer father Atticus Scout and Jem befriend a boy named Dill who stays with his aunt each summer The three children become fascinated with their neighbor Boo Radley who stays hidden in his home One summer Atticus is appointed by the court to defend a black man named Tom Robinson who is accused of raping a young white woman Atticus receives much disapproval from the townspeople which leads to Scout Jem and Dill saving their father and Tom from an angry mob *Teaching in Inclusive*

Classrooms Diane P. Bryant,Deborah D. Smith,Brian R. Bryant,2024-02-20 Teaching in Inclusive Classrooms guides educators through inclusive education using the ADAPT framework Packed with practical examples evidence based practices and hands on strategies the Third Edition empowers educators to effectively teach students with disabilities in inclusive environments *Teachers as Architects of Learning* Gavin Grift,Clare Major,2020-06-05 Craft a personal blueprint for teaching that ensures student learning stands as the foundation of your classroom Drawing on research from the field reflections from teachers and the authors professional experience Teachers as Architects of Learning guides educators in building their wisdom around the art of teaching Find new and better ways to plan implement discuss question model and more Use this resource to help students apply their existing knowledge most purposefully to new learning opportunities Gain a deeper understanding of the learning process through an extensive overview of key learning theories and their practical applications Discover how a focus on learning rather than teaching benefits students Explore twelve learning constructs and

learn ways of incorporating them into a learning centered classroom Reflect on teaching strategies and develop more mindful approaches to class modeling both in individual and collaborative group contexts Examine the importance of students investment in their own learning process and create an environment in which students find more motivation agency and mindfulness in their learning Contents Acknowledgments Table of Contents About the Authors Foreword Chapter 1 Introduction Chapter 2 Questioning Chapter 3 Self Assessment Reflection and Feedback Chapter 4 Observing and Listening Chapter 5 Explicit Instruction Chapter 6 Modeling and Exemplars Chapter 7 Support and Safety Chapter 8 Time Chapter 9 Expectation Chapter 10 Lifeworlds Chapter 11 Desire Chapter 12 Resources Chapter 13 Existing Knowledge Appendix References and Resources Index

Lawyers and the Rule of Law Andrew Boon, 2022-10-20 This book examines lawyers contributions to creating and maintaining the rule of law one of the pillars of a liberal democracy It moves from the European Enlightenment to the modern day exploring the role of judges government lawyers and private practitioners in creating defining and being defined by the demands of modern society The book is divided into 4 parts representing the big themes The first part considers lawyers contribution to the growth of constitutionalism the second the formulation of roles and identities and the third the formation of values The fourth part focuses on the challenges faced by lawyers and the rule of law in the past 50 years the neoliberal period and how they challenge both conceptions of lawyers and the rule of law Each part is illustrated by defining events from the execution of Charles I through the Nuremberg Trials to the insurrection by supporters of Donald Trump in January 2021 Although the focus is on England and Wales parallel developments in other jurisdictions Australia Canada New Zealand and the USA are considered This allows analysis of lawyers historical and contemporary engagement with the rule of law in jurisdictional systems based on the Common Law Each chapter is thematic but the passage through the book is broadly chronological

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