

NAME _____

PERIOD _____

To Kill a Mockingbird (first half) Unit Sheet

Standards:

RL/RI 1: Cite textual evidence

RL/RI 2: Determine a theme of a text

RL 3: Analyze how complex characters develop over the course of a text

RL/RI 4: Determine literal, figurative, and connotative meanings of words

RL 5: Analyze tension within a plot structure

RL/RI 7: Compare various accounts of a story told in different mediums

L 4: Determine meaning of unknown words

L 5: Interpret figures of speech

Instructions: By **November 18th**, you need to complete **16** total activities—one level 2 and one level 3 for EACH standard! If you wish to achieve a 95 (Exceeds Proficiency) in any of the standards, you will need to also complete the level 4 activity. Level 4 activities are optional. Any activity with 3 asterisks (***) is MANDATORY. You also need to read each of the “Supplemental Readings” and complete an “Article Analysis” form for each reading.

RL/RI 1

Level 2 Activity:

- ***On a right-hand page in your ISN, draw a map of Scout’s street. On the left-hand page, copy/cite the sentences from the book that justify your map. Add to this as we read the novel. Page in ISN: _____

Level 3 Activities:

- Obtain the “Identity Chart” explanation and example from the binder. In your ISN, first complete an identity chart about yourself. Then create an identity chart about Scout. On the left-hand page, copy/cite the evidence from the novel that justifies your chart about Scout. Page in ISN: _____
- In Ch. 11, Scout tells Atticus that “most folks seem to think they’re right and you’re wrong” (p. 139). Atticus tells Scout “the one thing that doesn’t abide by majority rule is a person’s conscience” (p. 140). Draw a picture of what you think Atticus means in this statement. On the left-hand page, cite a different piece of textual evidence that is similar to what Atticus is trying to say. Page on ISN: _____

Level 4 Activity:

- In a group of 3-4, obtain the “Examining Moral Dilemmas” activity from the binder. Complete the activity and glue it into your ISN. Page in ISN: _____
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RL/RI 2

Level 2 Activity:

- ***Complete the "Theme Chart" (obtain this from the binder) about the major themes of the novel. Glue this into your ISN, and add to it as we read the novel.

Page in ISN: _____

Level 3 Activities:

- Miss Maudie describes Atticus as "civilized in his heart." What does she mean? Do you know anyone who, like Atticus, is "civilized in his or her heart"? Describe this person. Then explain how we can distinguish a "civilized" person from an "uncivilized" person.
Page in ISN: _____
- After Ch. 11, complete the "Courage Map" (obtain from the binder) about characters who have demonstrated courage in *TKAM*. Glue this onto a left-hand page in your ISN. On the right-hand page, write a paragraph about each of the characters on your "Courage Map", explaining why you think their actions in the novel are courageous. Page in ISN: _____

Level 4 Activity:

- Create a 10-15 page children's book (with pictures and story) that tells a story about one of the themes in *TKAM*. Make a title page and cover for the book; bind it as much like a book as possible.
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RL 3

Level 2 Activity:

- ***Complete the STEAL chart (obtain from Ms. Lisa) for Atticus, Jem, Scout, and Dill. Glue these charts into your ISN and add to them throughout the whole novel. Page in ISN: _____

Level 3 Activities:

- Obtain the information and example from the binder about "Pivotal Moments". On a left-hand page, follow the instructions to make a "map" of pivotal moments in your own life. Then on the right-hand page, make a "map" of pivotal moments for Jem in the novel.
Page in ISN: _____
- At the end of Part 1, make a 3 column chart titled "Jem and Scout's Life Lessons". In the first column, explain the lesson that Jem and Scout learned, including the page number(s) where this lesson occurred in the novel. In the second column, explain in your own words how Jem and Scout learned this lesson. In the third column, list the people who were involved in helping Jem and Scout learn this lesson. Page in ISN: _____

Level 4 Activity:

- At the end of Part 1, choose an important life lesson that Jem and Scout have learned. Devise a creative way to teach this lesson to a younger child. Implement your plan and then journal about how the experience/lesson turned out. Page in ISN: _____
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RL/RI 4

Level 2 Activity:

- ***After attending a mini-lesson about connotation, choose 10 POWERFUL words from the novel. Create a “Color Line Connotation” for each powerful word (this will be explained in the mini-lesson). Page in ISN: _____

Level 3 Activities:

- When Scout tells Atticus he must be wrong to defend Tom Robinson because everyone in the town seems to think they are right, Atticus replies, “The one thing that doesn’t abide by majority rule is a person’s conscience.” What does Atticus mean? What does it mean to be a person of conscience? What are the consequences? Describe someone from your world who “marches to his/her own drummer” even if it goes against what everyone else thinks, says, and does. What kind of reaction/treatment does this person receive from people around him/her? Page in ISN: _____
- Using a computer and recording on a flash drive (obtained from Ms. Lisa), listen to an old-time radio show. Write a paragraph explaining this experience. Then explain what the phrase “theatre of the mind” means. Page in ISN: _____

Level 4 Activity:

- Jem, Scout, and Dill like to act out dramas that they hear on the radio show. They also act out stories that they read in books. When they get tired of doing that, they act out stories/rumors that they have heard about Boo Radley. Because their acting is so detailed and accurate to the rumors, Atticus is quickly able to identify what the children are doing. You need to make a group of 3-4, and with your group, choose a daily MMAJH event to dramatize and act out the way Jem, Scout, and Dill would do. Present your drama to the class (without telling us what it is), and see if the class, like Atticus, can identify who you are being and what you are doing.
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RL 5

Level 2 Activity:

- ***As we read the novel, complete a plot diagram of the story. Page in ISN: _____

Level 3 Activities:

- After reading the incident of the mad dog (Ch. 10), use the “Dramatic Tension” chart (obtain from the binder) to identify and explain the techniques for creating dramatic tension that are used in this chapter. Page in ISN: _____
- After reading Ch. 15, rewrite the jail scene from another perspective (Jem, Atticus, or Mr. Cunningham). Be sure to keep the events of the scene the same, but change the details and the way the events are described based on how your character would have viewed these events. Page in ISN: _____

Level 4 Activity:

- At the end of Ch. 9, Scout overhears a conversation between Atticus and Uncle Jack. She says, “I never figures out how Atticus knew I was listening, and it was not until many years later that I realized he wanted me to hear every word he said” (p. 117). With a partner, think of a situation where two teenagers would want their parents to overhear a specific conversation. Write the conversation, and then explain what effect this “overheard” conversation would be meant to have. Page in ISN: _____
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RL/RI 7**Level 2 Activity:**

- ***After reading the story of John Henry, watch the Disney short film version (ask Ms. Lisa for help) of the John Henry story. Make a Venn Diagram, comparing and contrasting the two versions of this story. Page in ISN: _____

Level 3 Activities:

- After reading about the fire at Ms. Maudie’s house (Ch. 8), create a graphic novel version of that scene. Be sure to include all of the important details, characters, their actions, and what they would say/think based on what is said in the novel. Then write one paragraph explaining how and why the two versions are different. Page in ISN: _____
- After reading Ch. 2-3 about Scout’s first day at school, write a journal entry describing the first day of school from Walter Cunningham’s perspective. Be sure to focus on the details and events that Walter would have found important/significant that day. Then write 1 paragraph explaining how and why Walter’s explanation of the first day of school is different than Scout’s. Page in ISN: _____

Level 4 Activity:

- Boo Radley is a character from *TKAM* that is referred to again and again in other books, TV shows, and movies. Search and find 2 examples of other texts (written or visual) referring to Boo Radley. On a left-hand page in your ISN, cite the example and where it came from. On the right-hand page, explain what this reference to Boo Radley means and how it is similar or different from how Boo Radley is discussed in the novel. Page in ISN: _____
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L 4**Level 2 Activity:**

- ***As we read the novel, make a list of all the words in the text that are unfamiliar to you. Do this in Section 5 of your ISN. Page in Section 5: _____

Level 3 Activity:

- At your own pace, choose 25 words from your list of unfamiliar words. Do the “windows” vocabulary activity for each of these 25 words (in Section 5).

Level 4 Activity:

- In your writing in both your ISN and your Multi-Genre Paper, correctly use a wide variety of the words from your list of unfamiliar words.
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L 5**Level 2 Activity:**

- ***Read the legend *John Henry* (obtain from Ms. Lisa). Copy 1 example of each of the following types of figurative language found in the story: simile, metaphor, alliteration, personification, hyperbole, onomatopoeia. Page in ISN: _____

Level 3 Activity:

- After finding figurative language examples in *John Henry*, draw a picture of what is literally being said in each example. Then explain, in your own words, what is actually meant by each example. (This can be done on the same page as the level 2 activity.) Page in ISN: _____

Level 4 Activity:

- Use at least 5 different types of figurative language in your Multi-Genre Paper.
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Supplemental Readings

- *A Black Nurse in a White Household* (relates to standard RL/RI 2)
- *Code Switching* (relates to standard RL/RI 4)
- *What Happened to Harper Lee* (relates to standard RL/RI 7)