

# To Kill a Mockingbird Lesson Plan

Grade: 9th

Subject: English

Topic: To Kill A Mockingbird

Lesson #: Unit Introduction

## Unit Standards:

- SL.9-10.1** 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.
- SL.9-10.1a** Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
- RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
- RL.9-10.6** Analyze a particular point of view based on cultural experience reflected in a work of literature.
- W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

## Materials Needed:

1. To Kill a Mockingbird – enough copies for the class
2. Whiteboard & Dry Erase Markers
3. Copies of the assignment schedule for the unit
4. Computers/Tablets for classwork

## Learning Objectives:

By the end of this unit, students should be able to:

1. Make inferences
2. Identify the relationship between main ideas and supporting details
3. Reflect on a text and connect to other texts or media
4. Analyze characters, plot, setting, symbolism, and point of view
5. Compose an essay with an effective beginning, middle, and end

## Structure / Activity:

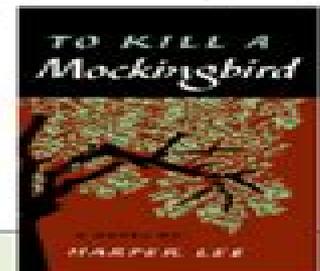
**Intro** - On the whiteboard in the classroom, or if there is a digital way to have students do this, I will write topics such as "The Great Depression", "Segregation in the South", "Gender Roles of the 1930's" for them to write down any background knowledge they have before we start the lesson. This will get their minds stirring for what lesson is coming, and it will connect any prior knowledge to this novel. The students will write their background knowledge on the board at the beginning of class, while all the students make their way and settle into the classroom.

**Anticipatory Set / Engagement** - Once the background knowledge from the students is on the board, we will go over what they wrote as a class. They will need to know that there is terminology used in this book that is no longer accepted, and they will also need to learn about the era this book is set in. It is important for me to know their background knowledge because it will help determine how much time needs to be spent introducing the novel before the students can fully understand that this book is set in a time that is completely different to what they are living right now.

**Whole Group Instruction** - This is where I will spend time going over what is expected of them from this unit. They will be given hand-outs of their reading schedules, when they will have quizzes, and a sheet for them to fill out as they read that can help them keep track of characters, plot, etc. If they have any questions about the lesson, schedule, etc. this would be the time they have to ask any and all questions.

**Small Group Instruction** - The students will be split into reading groups for this novel. These groups are who they will have their chapter discussions with, and who will be their reading accountability partners. During the introduction of the lesson, they will be sorted into their groups, so they can get acquainted with one another.

**Assessment** - On their way out, I will have them fill out an exit ticket asking "What chapters are you expected to read before the next class? If you have any questions about the reading schedule or assignments for this unit, where can you find them?"



# 9th Grade English To Kill A Mockingbird Annotation Notes

**S Ben Porath**



**9th Grade English To Kill A Mockingbird Annotation Notes:**

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