

# **TO KILL A MOCKINGBIRD**

**An Instructional Unit Resource Guide for Grade 9  
Based on Principles of Universal Design and Differentiated Instruction**



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# Authors' Note

Lessons taught using Universal Design for Learning are a new and exciting method of helping all of my students learn more and learn better. Since I am just beginning this adventure, I am hoping to see some exceptional results.

I teach ninth and twelfth grade English at Merrillville High School in Merrillville, Indiana. Merrillville High School is a school of 2,100 students whose ethnic and cultural diversity serve to make our school richer. The twelfth grade course I teach is a combination of advanced composition, mythology, and British literature. The ninth grade course for which this unit is intended is a survey of the five genres of literature, writing, and the state standards. Two of my four English 9C classes are Inclusion classes I co-teach with Mrs. Kim Corman. I was chosen to be on our school's UDL Team because I spent the first thirteen of my eighteen years of teaching advising publications. Doing the newspaper and yearbook gave me a greater understanding of computers and much more practical experience than most of my peers.



I chose to do a Universal Design for Learning unit on Harper Lee's novel *To Kill a Mockingbird* because its themes are as relevant to my students today as when the novel was first written. I teach it every year, and the majority of my students seem to truly enjoy it. I usually spend six weeks from early November until we leave for the holidays on Winter Break on the *To Kill a Mockingbird* Unit. The unit begins with a week spent doing research on the Great Depression and Segregation in the South in the 1930's. Thus, we begin reading the novel armed with the background to understand why the Cunningham family is so poor, and why the jury brings in the verdict it does although Atticus has proven that Tom Robinson did not rape Mayella Ewell. In addition, this research provides us with knowledge that we will refer to again frequently in the Non-fiction Unit.

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# Standards

## What standards are met through this unit?

### Standard 1

#### **READING: Word Recognition, Fluency, and Vocabulary Development**

##### *Vocabulary and Concept Development*

9.1.2 Distinguish between what words mean literally and what they imply, and interpret what the words imply.

### Standard 2

#### **READING: Reading Comprehension (Focus on Informational Materials)**

##### *Comprehension and Analysis of Grade-Level-Appropriate Text*

9.2.3 Generate relevant questions about readings on issues that can be researched.

### Standard 3

#### **READING: Literary Response and Analysis**

##### *Narrative Analysis of Grade-Level-Appropriate Text*

- 9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.
- 9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
- 9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
- 9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of a symbol to represent an idea or theme), and explain their appeal.
- 9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality), in a text.
- 9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

### Standard 5

#### **WRITING: Writing Applications (Different Types of Writing and Their Characteristics)**

9.5.2 Write responses to literature that:

- describe a sequence of events and communicate the significance of the events to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

## **Standard 6**

### **WRITING: Written English Language Conventions**

#### ***Grammar and Mechanics of Writing***

- 9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
- 9.6.2 Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the consistent use of verb tenses.

#### ***Manuscript Form***

- 9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

## **Standard 7**

### **LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications**

#### ***Organization and Delivery of Oral Communication***

- 9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

#### ***Speaking Applications***

- 9.7.15 Deliver expository (informational) presentations that:
- provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - convey information and ideas from primary and secondary sources accurately and coherently.
  - make distinctions between the relative value and significance of data, facts, and ideas.
  - include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
  - anticipate and address the listeners' potential misunderstandings, biases, and expectations.
  - use technical terms and notations accurately.

*Indiana Lesson Plans: The Language of Literature.* Evanston: McDougal Littell, 2001.

## **Help!**

### **Resources for locating state standards:**

Developing Educational Standards

<http://www.edStandards.org/Standards.html>

MCREL

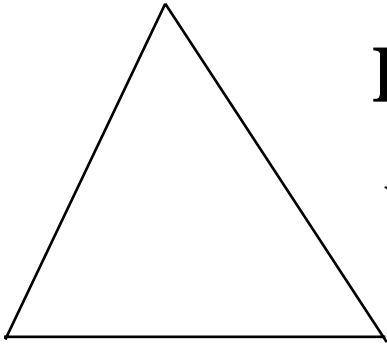
<http://www.mcrel.org/standards/>

Indiana Learning Standards

<http://www.doe.state.in.us/standards/>

ISTE – National Educational Technology  
Standards

<http://www.cnets.iste.org>



# Planning Pyramid

## What should students know?

### **Some students will know**

- Specific instances in the novel that demonstrate the positive and negative effects of pride
- How the novel's point of view is used to develop the plot and themes.
- That many of today's conflicts are not new, but have roots in the American past.
- That daily life experiences change us and shape our thoughts and feelings.

### **Most students will know**

- The historical background of a different era of American life.
- How the criminal justice system in the South in the 1930's worked
- How the lives of certain characters were damaged or destroyed by racial intolerance
- Atticus Finch's reasons for defending Tom Robinson and be able to explain how his decision brings him and his family into conflict with the community's values
- Where to find examples of physical and moral courage being demonstrated in the novel and know the difference between the two types of courage.
- How the children in the novel cope with problems of home, school, and society.

### **All students will know**

- The main events and characters in *To Kill a Mockingbird*
- The main themes in the novel are
  - Discrimination/Prejudice
  - The need to follow one's conscience
  - Showing others understanding and compassion

# Teacher Library

## What materials and resources will be useful for teachers?

### [Blue Web'n](http://www.kn.pacbell.com/wired/bluewebn/)

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[Blue Web'n](http://www.kn.pacbell.com/wired/bluewebn/) is an excellent database of outstanding Internet learning sites categorized by subject area, audience, and type (lessons, activities, projects, resources, references, & tools). It is easily searchable and is full of sites for teachers looking for activities to use with students.

Knowledge Network Explorer

SITE GUIDE | [FEEDBACK](#) | [SEARCH](#)

**Quick Links:** [Blue Web'n](#) [Filamentality](#) [Lessons](#) [Videoconferencing](#) [E-rate](#) [What is KNE?](#) [StaffDevelopment](#) [Discounts KNEws](#)

- ▶ Arts
- ▶ Business
- ▶ Community Interest
- ▶ Education
- ▶ English
- ▶ Foreign Language
- ▶ Health & Physical Education
- ▶ History & Social Studies
- ▶ Mathematics
- ▶ Science
- ▶ Technology
- ▶ Vocational Education

**WELCOME TO BLUE WEB'N**  
a library of Blue Ribbon learning sites on the Web

Search for educational web sites using:  
[Content Areas](#)  
[Subject Area](#)  
[Grade Level](#)

Blue Web'n is an online library of 1937 outstanding Internet sites categorized by subject, grade level, and **format** (tools, references, lessons, hotlists, resources, tutorials, activities, projects).

You can search by grade level ([Refined Search](#)), broad subject area ([Content Areas](#)), or specific sub-categories ([Subject Area](#)).

Each week 5 new sites are added. You can get a description of these additions sent to you by signing up below for free [weekly updates](#)! We have moved our archive from Topica to [Yahoo!Groups](#). To receive email updates, send an email message to [bluewebn-subscribe@yahoogroups.com](mailto:bluewebn-subscribe@yahoogroups.com)

[HOME](#) [ABOUT THIS SITE](#) [SEARCH](#) [BROWSE](#) [WEEKLY UPDATES](#) [HOT SITE](#) [SUGGEST A LINK](#)

## Help!

### Resources for locating instructional materials:

#### Google

<http://www.google.com>

#### EDSITEment

<http://edsitement.neh.gov/>

#### The WebQuest Project at San Diego State University

<http://edweb.sdsu.edu/webquest/webquest.html>

#### SCORE CyberGuides

<http://www.sdcoe.k12.ca.us/SCORE/cyberguide.html>

#### EdSoft Software Database

<http://www.edsoft.com>

# Learner Activities

## What materials and resources will be useful for engaging students in meaningful learning activities?

*Include a screen print and a brief description of one or more exemplary web sites or educational products.*

### HELP!

#### Resources for locating instructional materials:

##### OWL Online Writing Lab

<http://owl.english.purdue.edu...>

##### Sparks Notes

<http://www.sparksnotes.com/>

##### Survival Guide for To Kill a Mockingbird

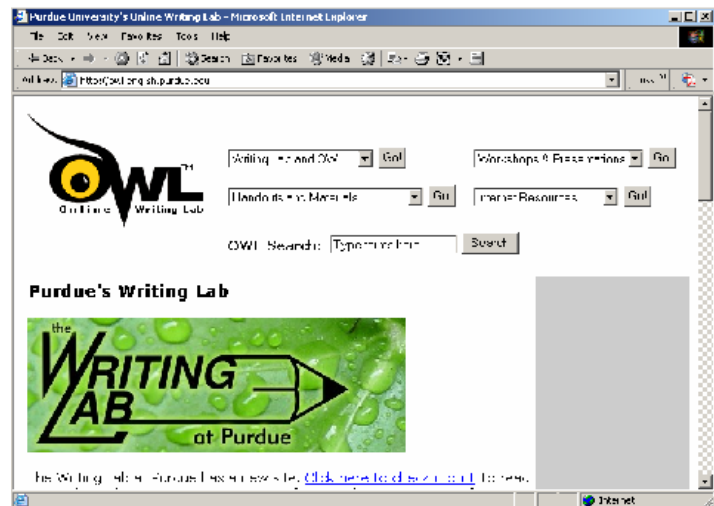
[http://www.lausd.k12.ca.us/Belmont\\_HS/tkm/](http://www.lausd.k12.ca.us/Belmont_HS/tkm/)

##### Hoagie's Gifted Education Page

<http://www.hoagiesgifted.org/>

##### Eduscapes

<http://eduscapes.com>



# Assessment

## What materials and resources will be useful for assessing student knowledge and skills?

Students' knowledge of the novel will be assessed by the following:

- A traditional unit test including multiple choice, matching, short answer, and essay questions because my students are still required to take the same departmental final exam as those students who are not being taught using Universal Design for Learning principles.
- Periodically check the student's work log checking answers and noting strengths and weaknesses.
- The project below.

### ***TO KILL A MOCKINGBIRD Project***

Choose one of the projects below. They will be graded on how well they illustrate the novel in regard to theme, characterization, plot, and setting. The amount of effort each student appears to have put into the project will be taken into consideration. Your project must include your name, class period, and an explanation of your project.

1. Using recent newspapers and magazines, search for stories that deal with apparent miscarriages of justice. Summarize the facts and explain the nature of the injustice. You will also need to turn in a copy of the article. (Five article minimum).
2. Make a cassette/CD of songs and/or poems dealing with one of the following subjects:  
Discrimination/Prejudice  
Human understanding and compassion  
Individual conscience
3. Make a collage, which depicts one of the above subjects.
4. Portray one of the following scenes in a medium other than words, such as watercolor, pen and ink, or scale model.  
The night time raid on the Radley house  
Christmas at Finch's Landing  
The lynch mob at the jail  
The trial of Tom Robinson
5. Create a video of one of the scenes listed above.
6. Draw a portrait of Jem, Scout, and Dill as you believe they looked.



7. Draw a portrait of Scout as she appears in 1932, 1933, and 1934 to show how she matures.
8. Create a dictionary of southern expressions (not racial slurs). Be sure to include the part of speech, the meaning, and an example of its use.
9. Draw an appropriate cover for the novel using the characters or a major scene from the novel. Your cover should show your understanding of the novel. Don't forget the title of the novel and the author's name.
10. Compose the front page of a newspaper that deals with the major events of the novel. Blow up your page on a poster board. Use journalistic style and give your newspaper a creative name that is appropriate for the novel.
11. Make a scale model of Maycomb, Alabama. Follow the details given in *To Kill a Mockingbird*. Be sure to include all the major locations, such as the Radley house, the Finch house, Miss Maudie's house, Stephanie Crawford's house, Mrs. Dubose's house, the Ewell's home, the school and playground, and the courthouse.
12. Students may create a web page or a PowerPoint presentation on the novel. Be sure to include theme, characterization, plot, and setting.
13. Your teacher can approve other project ideas.

## **Help!**

### **Resources for locating assessment materials:**

Scoring Guide for Student Projects

<http://www.ncrtec.org/tl/sgsp/index.html>

Rubrics, Rubric Maker

[http://teachers.teach-nology.com/web\\_tools/rubrics](http://teachers.teach-nology.com/web_tools/rubrics)

Electronic Quizzes

<http://www.funbrain.com>

<http://quiz.4teachers.org/>

<http://school.discovery.com/quizcenter/quizcenter.html>

Authoring Software

<http://www.inspiration.com> (Kidspiration/Inspiration)

[http://www.edhelper.com/teachers/graphic\\_organizer.htm](http://www.edhelper.com/teachers/graphic_organizer.htm)

Test Taking Software

<http://www.quia.com>

# Modifications

## Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB LINK RESOURCES
<b>Student cannot read at grade level</b>	<ol style="list-style-type: none"> <li>1. Listen to audiotapes of the literature.</li> <li>2. Use Kurzweil software to read to the student the literature.</li> </ol>	<a href="http://www.literacymatters.org">www.literacymatters.org</a>
<b>Student has difficulty comprehending the material</b>	<ol style="list-style-type: none"> <li>1. Use Kurzweil software to read the literature to the student. The questions are embedded in the text so that the student does not have to look far for reading comprehension checks.</li> <li>2. Use the Internet.</li> <li>3. Read from a wide variety of different media.</li> <li>4. Use graphic organizers to take notes on reading.</li> </ol>	<a href="http://www.literacymatters.org">www.literacymatters.org</a> <a href="http://www.ops.org/reading/mainieadsec1.htm">www.ops.org/reading/mainieadsec1.htm</a>
<b>Student has difficulty mastering the vocabulary of the unit</b>	<ol style="list-style-type: none"> <li>1. Use Kurzweil software to study vocabulary.</li> <li>2. Create word maps.</li> </ol>	<a href="http://muskingum.edu/~cal/database/readingcomp.html#Vocabulary">http://muskingum.edu/~cal/database/readingcomp.html#Vocabulary</a> <a href="http://www.literacymatters.org">www.literacymatters.org</a>
<b>Student needs the instructional material in a language other than English</b>	<ol style="list-style-type: none"> <li>1. Use Kurzweil software to read the literature. The speed can be slowed down to help ENL students understand English. Materials can be scanned into Kurzweil in the student's native language if there is dictionary support for that language.</li> </ol>	<a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a> <a href="http://www.literacymatters.org">www.literacymatters.org</a>
<b>Student has difficulty with handwriting (speed or accuracy)</b>	<ol style="list-style-type: none"> <li>1. Shorten written assignments.</li> <li>2. Allow student to type assignments.</li> <li>3. Allow extra time to complete assignments or tests as needed.</li> </ol>	<a href="http://www.integratingartsk-8.org/adaptations.htm">http://www.integratingartsk-8.org/adaptations.htm</a>
<b>Student needs additional challenge</b>	<ol style="list-style-type: none"> <li>1. Conduct research on topics related to those being studied by others in the class.</li> <li>2. Answer questions requiring use of higher order thinking skills</li> </ol>	<a href="http://www.hoagiesgifted.org/">http://www.hoagiesgifted.org/</a> <a href="http://www.cloudnet.com/~edrbsass/dexc.htm">http://www.cloudnet.com/~edrbsass/dexc.htm</a>
<b>Student has difficulty with calculating activities</b>	<ol style="list-style-type: none"> <li>1. Allow to use a calculator.</li> <li>2. Tie math activities to everyday life.</li> </ol>	<a href="http://www.sjy.org/Technology/math_sites.htm">http://www.sjy.org/Technology/math_sites.htm</a> <a href="http://www.cumbavac.org/Math.htm">http://www.cumbavac.org/Math.htm</a>
<b>Student needs help with conducting research</b>	<ol style="list-style-type: none"> <li>1. Break the assignment into smaller steps and complete them one at a time.</li> </ol>	<a href="http://owl.english.purdue.edu/workshops/hypertext/ResearchW/what.html">http://owl.english.purdue.edu/workshops/hypertext/ResearchW/what.html</a>