

# TKAM Unit At-A-Glance

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- Week One
  - Day One:
    - Introduce Research Project
    - Begin Research Project
      - Split students into groups.
      - Assign each group a topic
        - The Great Depression & The Dust Bowl
        - Jim Crow Laws (Minstrel Shows, before & after Jim Crow laws)
        - Laws (amendments, important court cases, examples of Jim Crow laws)
        - Civil Rights Movement
        - Scottsboro Trial & Emmett Till
      - Standards for Project (week): R.I.9-10 1, 2, 3, 6, 7, & 8; W.9-10. 2, 4, 5, 6, 7 & 8; S.L.9-10. 1, 2, 3, 4, 5 & 6; L.9-10. 1 & 2
  - Day Two: Research in PC lab
  - Day Three: Research in PC lab/work on presentation
  - Day Four: Finish presentation
  - Day Five: 10 min. Presentations for each group while students take notes
  - Materials for Week:
    - Project Description
    - Key research points for each topic
    - Rubric for presentation (both speaking & powerpoint)
    - Peer evaluation forms
- Week Two
  - Day One:
    - Bellwork: Anticipation Guide for TKAM
    - Discuss anticipation guide
    - Lecture/PowerPoint on Harper Lee & Intro to TKAM
    - Standards: R.L. 9-10. 9 & 10
    - Materials for Day:
      - Anticipation Guide
      - PowerPoint
      - Guided notes
  - Day Two:
    - Bellwork: Show image during CRM complete a See, Think, & Wonder worksheet (R.I. 9-10.7)
    - Break students into groups to discuss & complete stereotype & “n-word” worksheet. (R.L. 9-10.2)

- Discuss worksheet (S.L.9-10.1)
  - Pass out & copy vocab words & definitions (L.9-10.4 &6)
  - Materials for Day:
    - See, Think, & Wonder worksheet
    - Stereotype & “N-Word” worksheet
    - Vocab & Definition sheet
- Day Three:
  - Bellwork: Vocabulary practice (L.9-10. 4 & 6)
  - Read Ch. 1 (25 mins)
  - KWL chart for 1<sup>st</sup> chpt (10 mins) (R.L.9-10. 1, 2, 3 & 5)
  - Discuss (S.L.9-10. 1)- write Qs from KWL on big post-its and post around room
  - Materials for Day:
    - Vocab Practice
    - KWL worksheet
- Day Four:
  - Bellwork: Reading Log- write down an event in the story that connect to their life (5 mins)
  - Read Ch. 2 & 3 (38 mins)
  - Discuss (7 mins) (S.L.9-10.1; R.L.9-10. 1, 2, 3, 4 & 9)
- Day Five:
  - Bellwork: Sketch a picture of what you think Scout & Jem would look like. (R.L.9-10.3)
  - Quotation/Characterization Lesson (R.L.9-10. 1& 3; W.9-10.9)
  - Materials for Day:
    - Perdue OWL Quotation instructions worksheet
    - Characterization & Quotation worksheet
- Week Three
  - Day One:
    - Bellwork: Complete two characters on characterization chart (R.L.9-10. 1 & 2).
    - Read Ch. 4 & 5 (40 mins)
    - Discuss (5 mins) (R.L.9-10. 1, 2, 3, 4, 5, 9 & 10)
    - Materials for Day: Characterization chart
  - Day Two:
    - Bellwork: Complete three characters on characterization chart (R.L.9-10. 1 & 2)
    - Read Ch. 6 & 7 (30 mins)
    - Discuss (20 mins) (R.L.9-10. 1, 2, 3, 4, 5, 9 & 10)
  - Day Three:
    - Bellwork: Vocabulary practice (L. 9-10. 4 & 6)
    - Read Ch. 8 (26 mins)
    - Discuss (13 mins) (R.L.9-10. 1, 2, 3, 4, 5, 9 & 10)
    - Materials for Day:

- Vocab practice
- Day Four:
  - Bellwork: Reading Log (6 mins)
  - Read Ch. 9 (34 mins)
  - Discuss (10 mins)
- Day Five:
  - Bellwork: Vocabulary Quiz (10 mins) (L.9-10.4 & 6)
  - Library Day
  - Materials for Day:
    - Vocab quiz
- Week Four
  - Day One:
    - Bellwork: Copy new vocab (6 mins) (L.9-10. 4 & 6)
    - Read ch. 10 (24 mins)
    - Discuss (5 mins) (R.L.9-10.1, 2, 3, 4, 5, 9 & 10)
    - Read Angelou’s poem “I Know Why the Caged Bird Sings” (5 mins)
    - Fill out ICI paper (10 mins) (R.L.9-10. 2 & 7)
    - Materials for Day:
      - Vocab sheet
      - Copy of Angelou’s poem
      - ICI paper
  - Day Two:
    - Bellwork: Vocabulary Practice (L.9-10. 4 & 6)
    - Read Ch. 11 (30 mins)
    - Discuss (R.L.9-10. 1, 2, 3, 4, 5, 9, & 10)
    - Materials for Day:
      - Vocab Practice
  - Day Three:
    - Bellwork: Jem becomes hysterical after opening the box containing a “white, waxy, perfect camellia” sent by Mrs. Dubose after her death. Consider the camellia and Jem’s response to it. What are some possible meanings of the camellia? What is its significance? What does it symbolize? (R.L.9-10. 1 & 2; W.9-10. 4, 9, & 10)
    - Create a timeline of events in the chapters marking when themes arose (R.L.9-10. 2 & 3).
    - Reader Response Journals (R.L.9-10. 1, 2, 3, & 5).
    - Materials for Day:
      - Timeline of events handout
      - Reader Response Journals handout
  - Day Four:
    - Bellwork: Pick one reflective topic to write about (see handout).

- Read ch. 12 (26 mins)
    - Discuss (R.L.9-10. 1, 2, 3, 4, 5, 9 & 10)
  - Day Five:
    - Bellwork: What does “otherness” mean? Do you ever feel that you are an “other”, meaning that you don’t fit in with everyone else?
    - Otherness Lesson
    - Write a letter from the perspective of a character in the novel explaining why they are unique (R.L.1 & 3; W.9-10. 4 & 9).
    - Materials for Day:
      - Letter assignment sheet & rubric
    - ---OR---
    - Read William Faulkner’s “Dry September”
    - Write a reflective piece comparing/contrasting either a theme (race, prejudice, courage) or a character between TKAM & “Dry September” (R.L.9-10. 1, 2, 3, & 6; W.9-10. 1 & 9)
    - Materials for Day:
      - Copies of “Dry September”
      - Writing assignment sheet & rubric
- Week Five
  - Day One:
    - Bellwork: Vocab practice (5 mins) (L.9-10. 4 & 6)
    - Read ch. 13 (18 mins)
    - Gender Lesson (R.L. 1, 2 & 3)
    - Materials for Day:
      - Copies of gender excerpt
  - Day Two:
    - Bellwork: See, Think, and Wonder (2 mins ) (R.L. 9-10.7)
    - Read Ch. 14 & 15 (48 mins) (R.L. 9-10. 10)
    - Materials for Day:
      - See, Think, Wonder worksheet
  - Day Three:
    - Bellwork: Vocab Practice (5 mins) (L.9-10.4 & 6)
    - Discuss Ch. 14 & 15 (5 mins) (R.L.9-10. 1, 2, 3, 4, 5 & 9)
    - Read Ch. 16 (24 mins)
    - Discuss (R.L.9-10. 1, 2, 3, 4, 5 & 9)
    - Materials for Day:
      - Vocab Practice
  - Day Four:
    - Bellwork: Reading Log (10 mins)
    - Read Ch. 17 & 18 (26 mins)
    - Discuss (R.L.9-10. 1, 2, 3, 4, 5 & 9)

- Day Five:
  - Bellwork: Vocabulary Quiz (L.9-10.4 & 6)
  - Library Day
  - Materials for Day:
    - Vocab Quiz
- Week Six
  - Day One:
    - Bellwork: Copy new vocab words (10 mins) (L.9-10. 4 & 6)
    - Read ch. 19 & 20 (38 mins)
    - Discuss (R.L.9-10. 1, 2, 3, 4, 5 & 9)
    - Materials for Day:
      - New vocab words sheet
  - Day Two:
    - Bellwork: Vocab practice (10 mins) (L. 9-10. 4 & 6)
    - Read Ch. 21 & 22 (26 mins)
    - Discuss (R.L.9-10. 1, 2, 3, 4, 5 & 9)
    - Exit Slip
    - Materials for Day:
      - Vocab practice
  - Day Three:
    - Bellwork: PUGS (5 mins)
    - Read ch. 23 (24 mins)
    - Discuss (R.L.9-10. 1, 2, 3, 4, 5 & 9)
    - Double Journal- complete two quotes (15 mins)
    - Materials for Day:
      - Double journal worksheet
  - Day Four:
    - Bellwork: Character chart of Jem & Atticus & draw Jem (10 mins) (R.L.9-10. 1 & 3)
    - Read ch. 24 & 25 (34 mins)
    - Discuss (6 mins) (R.L.9-10. 1, 2, 3, 4, 5 & 9)
    - Materials for Day:
      - Character chart
  - Day Five:
    - Bellwork: Character chart of Scout & another character (10 mins) (R.L. 9-10. 1 & 3)
    - Read excerpts of news about Zimmerman Trial (R.I. 9-10. 2, 3, 5, 6 & 8)
    - Discuss
    - Quick Write: (R.L. 1, 2, 3, & 7)
      - Compare/contrast the two cases



- Materials for Day:
  - Test
- Day Three:
  - Bellwork: PUGS
  - Introduce essay assignment
  - Start planning for essay (R.L. 9-10. 1,2, 3, 5, & 9; W.9-10. 1, 4, 5, 6, 9 & 10)
  - Materials for Day:
    - Essay assignment sheet & rubric
- Day Four:
  - Bellwork: PUGS
  - Work on essay
- Day Five:
  - Bellwork: PUGS
  - Work on essay