

10-20-14

### Reading Standards:

1. I can cite thorough textual evidence to support analysis of what the text says as well as inferences drawn from the text.
2. I can determine a theme or central idea of a text and analyze in detail its development over the course of a text.
3. Analyze how a character develops over the course of a text.
4. I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
5. I can summarize a text

### Bell Ringer:

1. Write down five questions you have for me over part 1 of *To Kill a Mockingbird*.

### Agenda:

1. Quiz/Test
2. Chapter summaries

10-21-14

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**Bell Ringer:** Using part 1 of *TKAM*, create one thematic statement.

### Agenda:

1. Theme development through conflict and characterization.

**Formative:** Annotation, discussion, conflict analysis

## *To Kill a Mockingbird* Writing Prompt

Through words and actions, a character can “come to life” for the reader. In Harper Lee’s *To Kill a Mockingbird*, the author draws a vivid picture of the character of Atticus Finch as he responds to conflict. In a well-developed, multi-paragraphed essay, discuss how the character of Atticus reveals Lee’s ideas about social justice. Support your claim with specific evidence from the text.

1. What is “social justice?”
2. How is it accomplished?
3. Draw on current events or past events to give context for the idea of social justice.

1. Social justice is the view that everyone deserves equal economic, political and social rights and opportunities

2. Social justice is defined as "... promoting a just society by challenging injustice and valuing diversity." It exists when "all people share a common humanity and therefore have a right to equitable treatment, support for their human rights, and a fair allocation of community resources." In conditions of social justice, people are "not be discriminated against, nor their welfare and well-being constrained or prejudiced on the basis of gender, sexuality, religion, political affiliations, age, race, belief, disability, location, social class, socioeconomic circumstances, or other characteristic of background or group membership" (Toowoomba Catholic Education, 2006).

10-22-14

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**Bell Ringer:** Partner up, and go through a verbal plot summary of the key events of chapters 12-15 in TKAM.

### Agenda:

1. Summarize/discuss key components of chapters.
2. Quiz

**Formative:** Quiz

10-23-14

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## Bell Ringer:

Chapter 16

1. "I thought Mr. Cunningham was a friend of ours. You told me a long time ago he was."  
"He still is."  
"But last night he wanted to hurt you."  
"Mr. Cunningham's basically a good man, he just has his blind spots along with the rest of us.

Explain what Atticus means by, "blind spots."

2. As Ms. Stephanie is on her way to the courthouse, Ms. Maudie states, "Better be careful he doesn't hand you a subpoena." Why does she say this?
3. Describe Dolphus Raymond and his past.
4. Where do the children end up when they go to the courthouse?

Agenda: Trial Scene

10-24-14

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Bell Ringer:

After Atticus cross examines Mayella, what types of things do we learn about her that have nothing to do with the actual trial?

Agenda:

Finish Trial

More excerpts regarding conflict/characterization/theme