Global Themes of "To Kill a Mockingbird"

Heidi Ahlstrom-Miller, North Branford High School, North Branford, CT.
English, 9th grade, all levels.
Time Frame: 3rd marking period

Introduction: - Mockingbird Research Introduction

Two years ago, the curriculum for our all levels of our 9th grade classes was modified so that a Research Paper unit, which had previously been the responsibility of the History department, returned to the English department at NBHS. This task was incorporated into our 3rd marking period, during which the 9th grade English teachers are teaching the American classic by Harper Lee, To Kill A Mockingbird.

Geographic Connections:

As this book touches on a great many important and still-relevant themes (justice, compassion, race, family, societal norms), it makes for a solid selection for a global lesson, let alone an American history or literature lesson. It also goes without saying that as this book is also so incredibly rich (paired with the myriad directions a teacher can go with a research task), this plan hardly scratches the surface of what teachers can do with the novel.

The possibilities for activities abound, be them SSR, shared class reading, character analysis, the study of dialect and of vocabulary, analysis of the family unit, geographical and cultural comparisons, the study of political shifts and society's behavioral norms, Socratic seminars, class debates and/or mock trials, et al. Mockingbird is a cornucopia of teaching material and elements (please refer to suggested research topics included in Learning Activity #3 for more specific global applications).

Global approaches in general can include comparison work of the family unit, of the era, of the role of women or of education during the book's time period versus any other region's or country's, or students can produce specific character analysis and comparison work when incorporating global literature. While the story of Scout Finch's Maycomb, Alabama is a very local one, it has easy applications for global concepts. The global aspect of Hillary Clinton's "It takes a Village" idea can readily be recognized within Lee's work. The Big Read's questions regarding white and black cultures and what it means to be a neighbor (or community) have particular meaning for global connections.

This research unit is only one set of methods teachers can begin to follow when teaching this novel; the global applications of it are limited only by an educator's imagination.

Skills addressed emphasize the writing process of brainstorming, formulating a thesis, organizing ideas, paragraph unity and coherence, development of ideas, sentence structure and variety, word choice, English conventions, writing for an audience, peer & teacher conferencing and/or revision work.

Differentiated instruction occurs as student choice is allowed regarding the topic and focus of their research task. **Connections to other disciplines** occur most notably with history, but depending on the student-chosen (and teacher-approved) topic can draw in art, music and a number of cultural aspects. **Technology integration** involves mostly the internet for research, and computers/word processing programs for the writing of the paper.

Because of the richness of Lee's text, **the timeline** for the book unit encompasses all of the 3rd marking period, or approximately 10 weeks. The timeline for the research paper component is approximately 4 weeks of this unit, although the task is introduced upon the first day to alert students. Teachers can certainly lengthen or cut the timeline, as best suit their students' needs; this past year, we allowed a little over 5 weeks for the paper, concurrent with the novel work.

Vocabulary, terms and concepts related to this plan include but are not limited to: *plagiarism, research, bibliography, sources, citation.* Teachers are encouraged to work with their school librarians regarding the research process and its concepts; Jackie Folz and Anita Ward at NBHS have been very helpful in terms of assisting NBHS teachers with resources for defining and exemplifying all of the above.

Stage 1 – Desired Results

Common Core Content

Standards addressed in this unit (PIER #3) include but are not limited to:

CCSS.LS.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**.**

CCSS.W9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.

CCSS.W9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.W9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSSW9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of idea, avoiding plagiarism and following standard format for citation.

CCSSW.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Other standards referenced include:

CCSSW.9-10.9: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

CCSS.RSL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Understanding(s)/Goals:

The following particulars are from our *Grade Nine College Prep Course Overview*, and specify guiding points teachers could incorporate while utilizing this plan (PIER #3).

Some of the **Big Ideas/Enduring Understandings** that we focus on include:

- Literature speaks to the human condition
- Great literature explores universal themes
- Meaning occurs when a character makes an important choice
- Ambiguity in literature can encourage readers to search for meaning on their own
- Authors incorporate elements that position readers to accept their perspective

Essential Questions Related to Theme:

Some **Essential Questions** (and sub questions) addressed include:

- How do we make meaning from literature?
- What makes great literature?
- What are some themes that literature addresses, and how do these themes connect with our lives?
- What responsibilities do individuals have toward their community and themselves?
- How does literature address or illustrate a moral code? What responsibility do authors have to present a universal morality?
- How do the choices we make impact our lives? What role does fate play in our lives?
- How do authors position readers to accept their perspective?

Student Objectives (Outcomes):

LA #1

- ✓ Students will understand and explain characters' motivations and feelings.
- ✓ Students will create a visual product of the characters' motivations and feelings.

- ✓ Students will share their product and its production process with the class.

LA #2

- ✓ Students will practice working with the text to answer specific questions.
- ✓ Students will work to organize their writing.
- ✓ Students will build a thesis into their writing, as well as 3 major supporting points.
- ✓ Students will peer-share or whole-class share their writing work.

LA #3

- ✓ Students will be introduced to the author; introduced to the time period; introduced to the novel.
- ✓ Students will be introduced to the task of the research paper.
- ✓ Students will brainstorm research topics.
- ✓ Students will model thesis statements and statement formation.

LA #4

- ✓ Teacher will introduce the concept of Citation; review also the concept of Plagiarism (students begin our school year by signing an anti-plagiarism pledge in their English classrooms).
- ✓ Have a student scribe on the board the KWL contributions from the class.
- ✓ Students will practice researching and citing sources.
- ✓ Students will share their work with peers or with the class.

Stage 2 – Assessment Evidence

Performance Task(s)

The Main Performance Task is:

- Students will produce a 4-5 page typed, double-spaced research paper that includes in-text citations and a works cited page. Please refer to the rubric included within the Learning Activities section of this plan.

Other Evidence:

- During the practice of the 4 Learning Activities outlined herein, students will produce:
  - samples of Research Topics
  - sample Thesis Statements
  - practice active and passive voice sentence structure (reference is made to a quiz on the same although a sample quiz is not included)
  - "Three-Layer Character Timelines"
  - answer "Big Read" questions both in writing and through class discussion or Socratic seminar
  - they will also produce research notes
  - and the summative product, the research paper.

Not referred to specifically in this plan yet an integral part of this task would also be students' outlines and rough drafts of their papers.

- Individual, peer-share and whole-class work activities are included.

Stage 3 – Learning Plan

Learning Activities:

Learning Activities (Pier #3)

LA#1: Character Motivation and the "Three-Layer Character Timeline"

Preface:

This past year, my student teacher, a very accomplished young woman named Elizabeth Magleby, taught several of my 9th grade classes during the third quarter. She expanded the unit in a number of ways, incorporating such (non-global perhaps, and technical yet still valuable) objectives as:
"Students will be able to recognize and use the passive and active voice in writing and speaking", (reference standard CCSSW.9-10.3, CCSS.LS.9-10.1: "Demonstrate command of the conventions of standard English grammar and usage when writing or speaking"). During these lessons, she worked with students on the passive and active voice and then closed the exercises with a quiz.

Additionally, she had them create a "Three-Layer Character Timeline", an exercise described by educator and author Kelly Gallagher, that could be adapted for a more global exercise, along the lines of iEarn's "World We Live In", "My School, Your School", and/or "Get To Know Others" plans, versus a book character exercise.

Steps:

- ✓ Students will understand and explain characters' motivations and feelings.
- ✓ Students will create a visual product of the characters' motivations and feelings.
- ✓ Students will share their product and its production process with the class.

Narration: Magleby's **objective for this exercise** was: "Students will be able to understand and explain the motivations of characters…." While she had students focus particularly on the characters throughout chapters 23-26, this exercise can be adapted for any section(s) of a book. Teachers could also adapt it so that it becomes a computer-based task, if their students have classroom computers and are proficient at using an illustrator or photography-based program.

Magleby's plan (methods) for one, approximately 45-minute lesson section, was:

Three-Layer Character Timeline (adapted from Kelly Gallagher's book Deeper Reading):

Students will be asked to choose a character from assigned chapters, preferably read in class, and make a list of a least five actions that character takes. Then they should write this information onto a timeline, holding a piece of paper horizontally. . (This work could be created in Adobe Illustrator or another art program.) For each action/decision the character makes, they should put the page number and a quotation from when it happened onto their timeline. (The computer art program should incorporate text.)

Then, they should make another timeline below that on the same piece of paper. This timeline will be the explanation of the motivation. So for each action, on the parallel timeline, students should write why the character did what he or she did. Next, they will get together with a partner who was assigned the same character, and using a different colored pen or pencil, they should collaborate so that they have a more extensive explanation of the character's motivation.

Finally, the third layer of the timeline should be the character's emotions/feelings during that event/action. In this way, students will be able to look closely at characters' motivations and feelings throughout the chapters that they have read in class.
(Allocate 5-7 minutes individually to find actions, 5-7 minutes to write about motivations, 5-7 minutes to collaborate about motivations, 5-7 minutes to write about the character's feelings). Then the class can share in a group discussion (approximately 35-45 minutes, total).

This is a fun analytical and collaborative exercise that teachers can easily incorporate a global aspect to, either through a more globally-based text, or through a matched-class exercise (reference iEarn's website or

the Project Book), or through a cultural research task.

Gallagher outlines a number of classroom strategies and exercises that can help build better connections and comprehension between students and texts. Her "Theme Notebooks" exercise is "another way to help students see that issues and conflicts found in novels and other forms of fiction still exist in contemporary life." (160)
When her (Gallagher's) students created Theme Notebooks for To Kill A Mockingbird, they listed themes such as:

- "Real courage is not always readily seen.
- Courage often comes from unexpected sources.
- Extraordinary efforts are needed to fight injustice.
- Role models are crucial to the development of children.
- Ignorance breeds ignorance.
- One dedicated person can make a difference.
- Hardship is necessary to the development of one's character.
- Education is vital to a society's well-being.
- School often gets in the way of education.
- People should not be judged by first appearances.
- People often have an unseen inner strength (or beauty).
- Someone of extraordinary strength is often needed to step forward when others hesitate." (161-162)

All of these themes can easily be expanded beyond this quintessential American novel and applied to globally-centered activities, and they can also be structured into globally-focused research papers, i.e., "Dedicated Persons Around the World Who Made a Difference", or, "Ignorance Breeds Ignorance Across Cultural Lines."

LA#2: "The Big Read" Writing Exercise

Steps:

- ✓ Students will practice working with the text to answer specific questions.
- ✓ Students will work to organize their writing.
- ✓ Students will build a thesis into their writing, as well as 3 major supporting points.
- ✓ Students will peer-share or whole-class-share their writing work.

Narration: During another class section, adapting plans from the NEA's "The Big Read", Magleby also had students practice answering specific questions and organizing their writing (reference CCSS.W9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences). Her objective was: "Students will be able to prioritize events in the book and identify turning points."

In addition to helping students work more closely with the text, this is good practice for students in terms of organizing their thoughts for research paper writing.

Her (Magleby's) method of procedures was:

> "For the next thirty minutes of class, I will ask students to choose an essay topic about which they would like to write an extended journal topic. They may choose from the following. They should begin this in class and then finish for homework. They should be sure to have a thesis and at least three major supporting points with textual evidence provided and clearly explained." (3)

After the writing period, teachers could then proceed with a peer-sharing exercise of the writing, a class discussion exercise, or the teacher could collect the work for homework perusal, and continue the lesson the next class.

While I have edited out the NEA questions that do not easily lend themselves to a global plan and edited some of Magleby's additional questions, some of the topics included are:

What are the different views of reading portrayed by Scout, Jem, and Atticus? How is reading linked to morality for each of these characters? Which view does the author advocate?
Global aspect: Teachers can have students investigate how important reading is for different cultures -- or expand it to education, and/or education for boys versus girls.

A true gift is, in one sense, an unexpected blessing bestowed by a person—or even, perhaps, by fate. Some of them may be objects, while some may be things that cannot be seen but are no less important. Early in the novel, the children find a mysterious shiny package in the knothole of a live oak tree (p. 34). What gifts are given in To Kill a Mockingbird? Why might they be important to the unfolding of the story?
Global aspect: Teachers can have students research gifts in different cultures.

What does the visit to the Negro church teach Scout and Jem about black people in Maycomb? How is their culture different from the culture of white people the children know? How are the two connected?
Global aspect: This question can easily be expanded on a global level to address religions in different parts of the world.

At the novel's end, Scout says of BooRadley, "…neighbors give in return. We never put back into the tree what we took out of it: we had given him nothing, and it made me sad" (p. 278). Is Scout right, that they gave nothing in return? Does this comment come from the adult-Scout narrator or the child-Scout narrator?
Global aspect: Teachers can have students expand the concept of "neighbors" and "giving" into a global aspect, which can lead to research tasks or a Socratic seminar regarding what being a neighbor, and being a giving person, means both locally and globally.

LA#3
The Research Paper Assignment

Steps:
- ✓ Teacher will introduce the author; introduce the time period; introduce the novel.
- ✓ Introduce the task of the research paper.
- ✓ Students will brainstorm research topics.
- ✓ Students will model thesis statements and statement formation.

Narration: Following is the rubric for the Research Paper assignment that coincides with the 3rd quarter reading of To Kill A Mockingbird. Teachers can certainly modify it to meet their students' needs. As stated earlier, NBHS 9th grade teachers have generally informed students of the Research Paper task right when they introduce the TKAM novel to their classroom. As much of the 3rd Marking Period grading revolves around tasks connected to the paper, we have felt this notification is the best procedure to encourage success with our students. With this beginning, teachers can then launch their unit directly into the book if they so choose, yet the specter of the research task has been identified and serves as a context.

Additionally, as stated earlier, students are allowed to propose their own research topics. Much modeling work is done for this, both in terms of supplying examples for topics and for knowing how to create a thesis statement.

The Method for this has been that: after a whole-class modeling session on topics and thesis statements, for a homework assignment, students must write out a topic statement and a thesis statement. During the next class, they then meet with the teacher in private conferences (while the classroom proceeds with SSR and/or SSR and an accompanying analytical assignment), in order that the teacher may be informed of the students' choices and offer guidance if needed.

If re-teaching is necessary for the entire class, the private conferences will readily display this.

If teachers are working with a global focus, the introduction of the topic choice assignment is the time to emphasize this. Oftentimes, our teachers have given a list of suggested topics to students ("Education in America in the 1930s"; "The Family Unit in the 1930s Versus Today"; "Atticus Finch as a Father: Role Model, or Not?"). This can also be done also with a global focus (reference again iEarn for ideas), such as: "The Shifting Definition of the American Family Versus the European Family"; "The Evolution of Education for Girls in America as Opposed to the Same in Iraq"; "How Southern Biases in America in the 1930s Echo Racial Discrimination in the World Today".

However, some teachers may feel comfortable giving their students free rein with the topic choice, and may not want to suggest topics until they see what students have initially formulated. Depending on the maturity of the classroom, this may work fine.

Note: If some schools have Schoolwide Writing Rubrics that they prefer to use for the grading of this project, they may certainly use them here instead of the rubric.

The rubric is as follows:

9 College, NBHS, Research Paper Assessment Rubric

Student: _____

Introduction & Conclusion (10 points) _____

- Introduction successfully introduces topic
- Thesis statement and argument are clearly stated
- Issue is introduced
- Conclusion affirms the main argument and ties information together
- Conclusion avoids "In conclusion…" or similarly-worded constructions

Organization (10 points) _____

- Sequence of ideas within the paper is logical
- Transitions between topics are smooth and fluid
- Ideas are appropriately grouped and organized
- Topic sentences and summary sentences are present and effective
- Outline page is included and: states title, uses correct format, uses sentences or phrases, acts as a summary of the paper & uses a minimum of 4 main points

Body, Content and Ideas (60 points) _____

- Information reflects and incorporates careful, accurate research
- Supporting information (such as quotes) are used
- In-text parenthetical citations are accurate and sufficient
- Paragraphs are detailed and contain a variety of ideas
- Ideas are expanded upon, not just presented
- Paper thesis is solidly proven

Mechanics (10 points) _____

- Paper is free of major spelling errors
- Sentence structure is correct, and varied
- Vocabulary is varied and appropriate
- Paragraphing is accurate
- Punctuation is accurate throughout

Format (10 points) _____

- Title page contains an effective title, and author's (student's) name
- Documentation: parenthetical documentation is sufficient and accurate
- All works are cited, without over-emphasis on any one source
- Works Cited page or Bibliography: Entries use the correct MLS format
- Required number of works is cited within the paper
- All required sources are listed, especially all sources cited within the body of the paper

total points: _____/100

After the introduction of the task of the paper and then the choosing of the topic, the next step we focus on is how to cite sources. While students have had some general practice with research and citation (our district's 8th grade curriculum includes a research component), review and re-teaching has proven to be necessary.

LA#4 Citation and Research

Steps:

- ✓ Teacher will introduce the concept of Citation; review also the concept of Plagiarism (students begin our school year by signing an anti-plagiarism pledge in their English classrooms).
- ✓ Have a student scribe on the board the KWL contributions from the class.
- ✓ Students will practice researching and citing sources.
- ✓ Students will share their work with peers or with the class.

Narration: Following is a review sheet my classes use. A basic methodology for this is:
The teacher can begin the class session with a KWL regarding citation, and he/she or a student scribe may chart student contributions either on the whiteboard, or on the Smartboard, if the teacher is not also displaying the review sheet on that.
After this 5-8 minute warm-up, students should then access their in-class computers or the class should move to their lab or computer library, where students will practice looking up information, writing brief, general paragraphs about it, and providing in-text citations. This practice session can last from 15-30 minutes, depending on the skills and maturity levels of the students.
Teachers may either choose to allow their students free choice of this practice research subject, or may restrict their students to their chosen topic; such a restriction may serve to assist students more in the long run as they seek to gather a multitude of sources.
This first practice session is also a time to introduce Note Taking for Research, which can easily be an its own structured lesson. This year, I worked with students on taking "old school" notes on index cards, and on taking "new school", or online notes in a Microsoft Word or Office format. I encouraged them to use online note-taking as it allowed for easy linking to their sources; however, vigilance is required so that students don't just simply download (and then plagiarize) site passages.

To return to the practice session: the student samples can then be shared either in a peer-share setting, or with the class as a whole, for constructive evaluation.

We also use the Diana Hacker/Bedford St. Martin guide, for citation explanation in my classroom, as that text contains examples (in its red-lined section) of thesis statements, citation, and a model research paper and some students find it more useful than just the review sheet included herein. Likewise, the John Langan text, College Writing Skills, has a similar section (pages 392-405), which can provide models and clarification and examples to students. Teachers can use these print texts with students as an addition to web work. Additionally, the attached PDF from Perfection Learning, "Write in Style; A Guide to the Short Term Paper", provides many tips and strategies for students and teachers alike.

The review sheet is on page 10:

Tips for MLA In-Text Citations: The Basics

from the Purdue Online Writing Lab, MLA Formatting and Style Guide; Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck, Joshua M. Paiz, Purdue OWL Staff. Last Edited: 2013-02-13 12:44:46

Summary: MLA (the Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the MLA Handbook for Writers of Research Papers (7th ed.) and the MLA Style Manual and Guide to Scholarly Publishing (3rd ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

Basic in-text citation rules: In MLA style, referring to the works of others in your text is done by using what is known as **parenthetical citation**. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

General Guidelines:

- The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the Works Cited (bibliography) page.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

In-text citations, Author-page style: MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence.

For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P., 1967. Print.

In-text citations for print sources with known author: For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

Examples:

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

These examples must correspond to an entry that begins with Burke, which will be the first thing that appears on the left-hand margin of an entry in the Works Cited:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. Berkeley: U of California P, 1966. Print.

In-text citations for print sources with no known author: When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (such as an article) or italicize it if it's a longer work (e.g. plays, books, television shows, entire Web sites) and provide a page number.

Example:

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the parenthetical citation which corresponds to the full name of the article which appears first at the left-hand margin of its respective entry in the Works Cited. Thus, the writer includes the title in quotation marks as the signal phrase in the parenthetical citation in order to lead the reader directly to the source on the Works Cited page. The Works Cited entry appears as follows:

"The Impact of Global Warming in North America." *Global Warming: Early Signs*. 1999. Web. 23 Mar. 2009.

NOTE:
See also the web sites bibme.org and easybib.com for assistance in formatting your works cited page.

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How Are You Going to Use This Unit?

9th Grade English Mockingbird and Research Unit

As stated in the Introduction section, this book touches on a great many important and still-relevant themes that can be both local and global. The book and the research task are both so rich in terms of directions a teacher can go that this plan hardly scratches the surface of what teachers can do with them.
Not to be repetitive, but the possibilities for activities abound, be them SSR, shared class reading, character analysis, the study of dialect and of vocabulary, analysis of the family unit, geographical and cultural comparisons, the study of political shifts and society's behavioral norms, Socratic seminars, class debates and/or mock trials, et al. Writing opportunities are rampant.
Global approaches can include comparison work of the family unit, of the era, of the role of women or of education during the time period, or specific character analysis and comparison work.
Our school's research unit is only one avenue teachers can follow when teaching this novel.

Conclusion:
This plan provides just a beginning structure for teachers who are grappling with the task of teaching a novel and a research paper concurrently. The grammar lessons, the computer lab/research work, the Gallagher exercises, the peer work and teacher conferences can all be expanded upon and/or modified. Likewise, timelines can be designed to suit a particular district's curricular needs, and a classroom's needs.

What I would hope educators would take away would be that while the two tasks are large, they can be interwoven and accomplished. When joining the research task to a novel, teachers and students can also find a myriad of research topics. Particularly with a text as rich as To Kill A Mockingbird, the research task can easily be accomplished with a global focus.