

# The Novel – Honor

## 9A-Unit 2

**This unit focuses on the novel as a literary form and explores the unifying theme of honor in a classic American novel (*To Kill a Mockingbird* is the example text). Process writing focuses on the genre of argument/opinion through literary analysis.**

### OVERVIEW

Students apply the knowledge of literary elements explored in the short story unit to a new literary form—the novel. They discuss the similarities and differences between how those elements are developed in short stories and in novels. Setting and characterization are high-lighted, with particular attention paid to the question of which characters may be called honorable. Informational texts should illuminate the historical context within which the novel is set.

Unit Length: 5 weeks

### MAJOR MINIMUMS OVERVIEW

The major minimums are English Department “non-negotiables.” The activities listed below are essential components of 9A Unit 2 curriculum at Alpena Public Schools. You will see them placed in the appropriate section throughout the Unit, they are also listed here as an introductory overview.

Continual Literacy Practices	Reading Literature	Reading Informational	Writing	Language	Speaking and Listening
Draw inferences and conclusions  Analyze conflicting source documents  Solve complex problems with no answers  Support arguments with evidence	One novel—choose from listed texts in Unit	Analyze 4 informational articles/texts	Literary analysis essay  (Argument/Opinion)	Teach all academic vocabulary listed	

### CONTINUAL LITERACY PRACTICES

The importance of keeping literacy instruction focused on fundamental, higher level practices will increase student achievement. The literacy practices below should be constantly evident in the instruction of all 9<sup>th</sup> grade ELA classrooms.

1. Draw inferences and conclusions
2. Analyze conflicting source documents
3. Solve complex problems with no answers
4. Support arguments with evidence

## **FOCUS STANDARDS OVERVIEW**

These Focus Standards have been selected for the unit from the Common Core State Standards. Each set of focus standards is also embedded within the document in order to make reference easier.

### **Reading Literature/Informational:**

- Determines theme and summarize text {RL.9-10.2} {RI.9-10.2}
- Determines central idea of a text and explains how it is supported; summarizes text without including personal opinion {RI.9-10.2}
- Analyzes character and how they develop and interact with other characters over course of text {RL.9-10.3}
- Analyze how an author presents a series of ideas or events and the connections that are drawn between them {RI.9-10.3}

### **Writing:**

- writes an argumentative/opinion piece with an introduction, a stated claim, opposing claims, developed reasons to support both claims and counterclaims, words/phrases/clauses for cohesion between reasons, formal style, and conclusion {W.9-10.1}
- Produces clear and coherent writing appropriate to task, purpose, audience {W.9-10.4}
- Strengthens writing as needed by planning, revising and editing {W.9-10.5}
- Uses technology to produce and/or publish writing as well as collaborate with others {W.9-10.6}
- Writes routinely over set time frame for a specific purpose {W.9-10.10}
- Takes notes, quotes, paraphrases data and conclusions without plagiarizing {W.9-10.8}
- Draws evidence from literary or informational text to support analysis, reflection, and research {W.9-10.9}

### **Language:**

- Uses parallel structure and various phrases to convey meaning in writing or presentations {L.9-10.1}
- Determines meaning of unknown words based on context, word-patterns, and using reference materials {L.9-10.4}
- Uses and applies grade level vocabulary {L.9-10.6}

### **Speaking/Listening:**

- Initiate and participate effectively and collaboratively by coming to discussions prepared, working with peers to set rules, posing and responding to questions, and respond thoughtfully {SL.9-10.1}
- Adapts speech to demonstrate command of formal English {SL.9-10.6}

[Common Core State Standards, ELA](#) (follow link electronically)

## READING LITERATURE/INFORMATIONAL

(E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars. Teachers may choose texts beyond the scope listed below; however, chosen texts should represent text complexity levels appropriate for 9<sup>th</sup> grade readers.

### LITERARY TEXTS: (CHOOSE ONE NOVEL)

NOVEL: *TO KILL A MOCKINGBIRD* Note: Alternatives to the novel " *To Kill a Mockingbird*" are provided. The theme of honor could be considered in any of the texts listed here.

Alternative Novel Choices:

- *All Quiet on the Western Front* (Erich Maria Remarque)
- *Black Boy* (Richard Wright) (E)
- *Of Mice and Men* (John Steinbeck) (EA)
- *The Color Purple* (Alice Walker) (EA)
- *The Killer Angels* (Michael Shaara) (E)
- *To Kill A Mockingbird* (Harper Lee) (E)
- *The Outsiders* (S.E. Hinton)

### INFORMATIONAL TEXTS: (CHOOSE FOUR INFORMATIONAL TEXTS)

Essays:

- "In Search of Our Mothers' Gardens" (Alice Walker) (EA) (to accompany *The Color Purple*)

Nonfiction:

- *Brother, Can You Spare a Dime? The Great Depression of 1929 - 1933* (Milton Melzer)
- *Only Yesterday* (Frederick Lewis Allen) (excerpts, e.g., chapters XII-XIV)

Speeches:

- First Inaugural Speech, March 4, 1933 (Franklin D. Roosevelt)

### ART, MUSIC AND MEDIA:

**Art:**

"America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945" (Library of Congress)

Selected photographs by Dorothea Lange, taken for the Farm Security Administration (Library of Congress)

**Film:**

Robert Mulligan, dir., *To Kill A Mockingbird* (1962)

**CCSS Focus Standards for Reading Literature/Informational**

- Determines theme and summarize text {RL.9-10.2} {RI.9-10.2}
- Determines central idea of a text and explains how it is supported; summarizes text without including personal opinion {RI.9-10.2}
- Analyzes character and how they develop and interact with other characters over course of text {RL.9-10.3}
- Analyze how an author presents a series of ideas or events and the connections that are drawn between them {RI.9-10.3}

**WRITING**

The following Targeted Writing Project Unit is required for all 9<sup>th</sup> grade students. Please use the calendar dates listed below in order to maintain continuity in the department.

Unit Title	Trimester	
	Start	End
Literary Analysis Essay (3-4 weeks)	Week 6	Week 10
<i>Argument/Opinion Writing</i>		

**CCSS Focus Standards for Writing**

- writes an argumentative/opinion piece with an introduction, a stated claim, opposing claims, developed reasons to support both claims and counterclaims, words/phrases/ clauses for cohesion between reasons, formal style, and conclusion {W.9-10.1}
- Produces clear and coherent writing appropriate to task, purpose, audience {W.9-10.4}
- Strengthens writing as needed by planning, revising and editing {W.9-10.5}
- Uses technology to produce and/or publish writing as well as collaborate with others {W.9-10.6}
- Writes routinely over set time frame for a specific purpose {W.9-10.10}
- Takes notes, quotes, paraphrases data and conclusions without plagiarizing {W.9-10.8}
- Draws evidence from literary or informational text to support analysis, reflection, and research {W.9-10.9}

## **LANGUAGE/SPEAKING/LISTENING**

All 9<sup>th</sup> grade students should be taught the academic vocabulary terms below.

### **Academic Vocabulary**

#### **Literature**

- Antagonist
- Characterization
- Characters: major and minor
- Conflict
- Extended metaphor
- Motif
- Parallel plots
- Protagonist
- Setting
- Theme

#### **Language**

- Grammar Assignments-Everyday Editing by Jeff Anderson (great resource)
- Apostrophes and simple sentences (in this order)
- Check for understanding of serial commas, colons and capitalization
- 8 parts of speech (prepositions, conjunctions, interjections and adverbs)
- Check for understanding of nouns, verbs, adjectives and pronouns
- Punctuation (periods, question marks, exclamation points)

### **CCSS Focus Standards for Language/Speaking/Listening**

- Uses parallel structure and various phrases to convey meaning in writing or presentations {L.9-10.1}
- Determines meaning of unknown words based on context, word-patterns, and using reference materials {L.9-10.4}
- Uses and applies grade level vocabulary {L.9-10.6}
- Initiate and participate effectively and collaboratively by coming to discussions prepared, working with peers to set rules, posing and responding to questions, and respond thoughtfully {SL.9-10.1}
- Adapts speech to demonstrate command of formal English {SL.9-10.6}

## **SAMPLE ACTIVITIES AND ASSESSMENTS**

The following activities are sample activities based on the higher expectations of the CCSS. None of the activities below are required; however, they are here to provide samples of the higher level work which is expected with the shift to the CCSS. While most of these activities focus around *To Kill a Mockingbird*, the general ideas can be used with varying texts.

### **Art, Argument Defense through Oral Presentation**

Present several photographs of small southern towns during the Depression from Dorothea Lange's or the Library of Congress's collections and compare them to the description of Maycomb in *To Kill a Mockingbird*. Explain which rendering is more vivid to you and why. State your thesis clearly and state at least three pieces of evidence to support it. Your teacher may ask you to record your presentation as a podcast for publication on the class web page. (RL.9-10.4, SL.9-10.2, SL.9-10.5)

### **Film, Opinion Writing Response, Oral Presentation**

Describe whether the 1962 film version of *To Kill a Mockingbird* is faithful to the novel. Cite evidence for why or why not, explaining why you think the film's director chose to omit or emphasize certain events. State your thesis clearly and include at least three pieces of evidence to support your thesis. (RL.9-10.7, SL.9-10.2, SL.9-10.4, SL.9-10.6)

### **Reading Literature, Informative Writing Response**

Select a quotation from one of the characters in *To Kill a Mockingbird* (or other novel, if applicable) and write a response that explains what the quotation reveals about the theme of honor in the book. State your thesis clearly and include at least three pieces of evidence to support it. (RL.9-10.1, RL.9-10.2, RL.9-10.3)

### **Seminar Questions**

*Seminar:* Is Scout a reliable narrator? Why or why not?

*Seminar:* Is Atticus Finch a hero, or was he just doing his job?

*Seminar:* Is Boo Radley (from *To Kill a Mockingbird*) an honorable man? Begin by answering the question, "What is honor?"

Be prepared to reference three reasons or illustrative examples from the text to support your thesis. (RL.9-10.3, SL.9-10.1, SL.9-10.3)

[Scoring Rubric for Seminar](#) (follow link electronically)

## Language Usage

### *Parts of Speech Review*

- Verbs: transitive and intransitive (action, linking), helping
- Adjectives: including correct forms of irregular comparative and superlative adjectives; articles; nouns and pronouns used as adjectives; proper and compound adjectives
- Adverbs: of place, time, manner, frequency, manner, duration, degree, reason; adverbs that modify adjectives; adverbs vs. adjectives regular and irregular comparative and superlative adverbs

Select three paragraphs from the novel. In one paragraph, highlight each verb and describe what kind of verb it is—transitive or intransitive. (If transitive, identify the direct object.) In the next paragraph, highlight each adjective and identify what type of adjective it is. In the third paragraph, highlight each adverb and identify what type it is. (L.9-10.1, L.9-10.3)

## Art, Informative Writing Response

Select a documentary photograph from the Library of Congress's Farm Security Administration-Office of War Information Collection (FSA-OWI) website. In a well-developed response, explain how the image helps illuminate your understanding of life in the American South during the Depression. State your thesis clearly and include at least three pieces of evidence to support it. (RI.9-10.7, W.9-10.2)

## Reading Literature, Performance

Select a descriptive passage from *To Kill a Mockingbird* and recite it from memory. The passage should take one minute to recite. Include an introduction that states:

- The title and author of the book
- Why the book is significant
- How the passage exemplifies one of the book's themes (RL.9-10.2, SL.9-10.4)

## ADDITIONAL RESOURCES

- *Famous American Trials: "The Scottsboro Boys" Trials (1931-1937)* (University of Missouri-Kansas School of Law) (Note: This website contains both primary and secondary source accounts of the trial.)
- *American Life Histories: Manuscripts from Federal Writers Project* (The Library of Congress)
- *St. Louis Federal Reserve Resources and References for The Great Depression*
- *The History of Jim Crow* (JimCrowHistory.org) (RI.9-10.2)
- *To Kill a Mockingbird and the Scottsboro Boys Trial: Profiles in Courage* (National Endowment for the Humanities) (RI.9-10.7, RI.9-10.8)
- *Harper Lee's To Kill a Mockingbird: Profiles in Courage* (National Endowment for the Humanities.) (RL.9-10.2, RL.9-10.3)