

WEEK 13

9th Grade Literature

AS YOU COME IN...

- Sit at your assigned seats
- Grab a "Do Now" sheet from the front wooden stool.
- Answer the following in three complete sentences:
 1. **Characterization** in literature is all about how characters have changed over periods of time. If you were a character in a story, how would your character have changed since the time you were a small child?

ANNOUNCEMENTS

- What to do in an emergency.
- Conduct when Miss Mueller is not here.
- Social Movements Presentations CANCELLED (You're welcome!)
- **Reminder to:**
 - Stay seated during instructional time
 - No bathroom first or last 15 minutes
 - Use respectful language
 - NO PHONES OUT ON RED unless your work is completed and Miss Mueller is not talking.

INDEPENDENT READING

- 15 minutes
- DEAD QUIET...PHONES AWAY!
- *Read ch. 1 of "To Kill A Mockingbird" if you did not yesterday. We will be having a graded discussion and quiz on this today.*
- Reading Log:
 - Date
 - Page numbers
 - 1-sentence summary



VOCABULARY PRACTICE

▪ Complete the following in your “Day 1 Vocabulary Practice” Box:

1. Use each of your vocabulary terms in a sentence.
2. Underline/circle/highlight each term as you use it in the sentence.

***NO GOOGLE!**

SOCIAL MOVEMENTS PRESENTATIONS

- Must be 3 minutes long, at minimum.
- Should not exceed 5 minutes.
- Speak loud and clearly. Use academic language only.
- ***Even if you don't agree with your social movement, you MUST treat the topic with respect. Failure to do so will result in a low grade and possibly disciplinary action.***

CHAPTER 1: TO KILL A MOCKINGBIRD

- Focus on:
 - Setting description (imagery)
 - Characterization
 - Narrator's voice

“TO KILL A MOCKINGBIRD”

- Chapter graded discussion recap
- Setting/Imagery sketching activity
- Group Reading of Ch. 2

CHAPTER 1: GRADED DISCUSSION

1. Describe the town of Maycomb.
2. Describe Scout (our narrator).
3. How do the children and the town in general feel about the Radleys and their house? Why?
4. Describe the gossip surrounding the Radleys.
5. Who is Calpurnia? What is she like?
6. Describe your impressions of the children so far.

SETTING IMAGERY IN CHAPTER 1

1. Draw ONE of the following two options from the setting of chapter 1: A) Radley House B) the town of Maycomb
2. Cite details by labeling them with direct quotes from the text (annotate your drawing).
3. Include three adjectives that this house/town in the novel represents
4. You will get extra time to complete this (15 min MAX)



AS YOU COME IN...

- When writing a sentence, you want to keep the verb tense (past, present, or future) consistent (the same).
- EX) *Junior wanted to go to the store because he is hungry*
- *CORRECTION: Junior wanted to go to the store because he was hungry.*
- Rewrite the following sentences to make the verb tense consistent:
 1. She wanted to go outside because it is snowing.
 2. He seen a frog jump on his mom's car.

#1 CORRECTION

- She **wanted** to go outside because it **was** snowing.
- She **wants** to go outside because it **is** snowing.

#2 CORRECTION

- He **saw** a frog **jump** on his mom's car.

INDEPENDENT READING

- Everyone will read chapter 2 of “To Kill A Mockingbird” independently (p. 20 in black and white book).
- **Focus on:**
 - The conflict between Scout and Miss Caroline
 - The difference in social class between Miss Caroline and the children.
- Reading Log (Yes, you still need to fill this out!):
 - Date
 - Page numbers
 - 1-sentence summary

CH. 2 GRADED DISCUSSION

1. How can Miss Caroline be described?
2. Why did Miss Caroline dislike the fact that Scout already knew how to read?
3. Describe the conflict between Miss Caroline and Scout over Walter Cunningham.
4. How does Atticus describe the Cunninghams on p. 27?
5. What do we learn about the social classes in Maycomb in this chapter?
6. How do you feel about Miss Caroline as a teacher?

VOCABULARY PRACTICE: KAHOOT

- **Everyone MUST play! This is study/review time for your vocabulary quiz tomorrow.**
- No more than 3 people in a team.
- Top 3 winners get candy.
- #1 gets 3 points of extra credit added to their quiz.
- NO:
 - cussing/trash talking
 - getting out of your seat
 - notes out

TO KILL A MOCKINGBIRD

- Complete Chapter 2 Focus:
 - Analyze the conflict between Scout and Miss Caroline
 - Compare the social classes of the children and Miss Caroline
 - Character analysis
- Chapter 3 Focus:
 - Answer reading/discussion questions
 - Discuss lessons taught by Atticus
 - Analyze the social classes of Maycomb



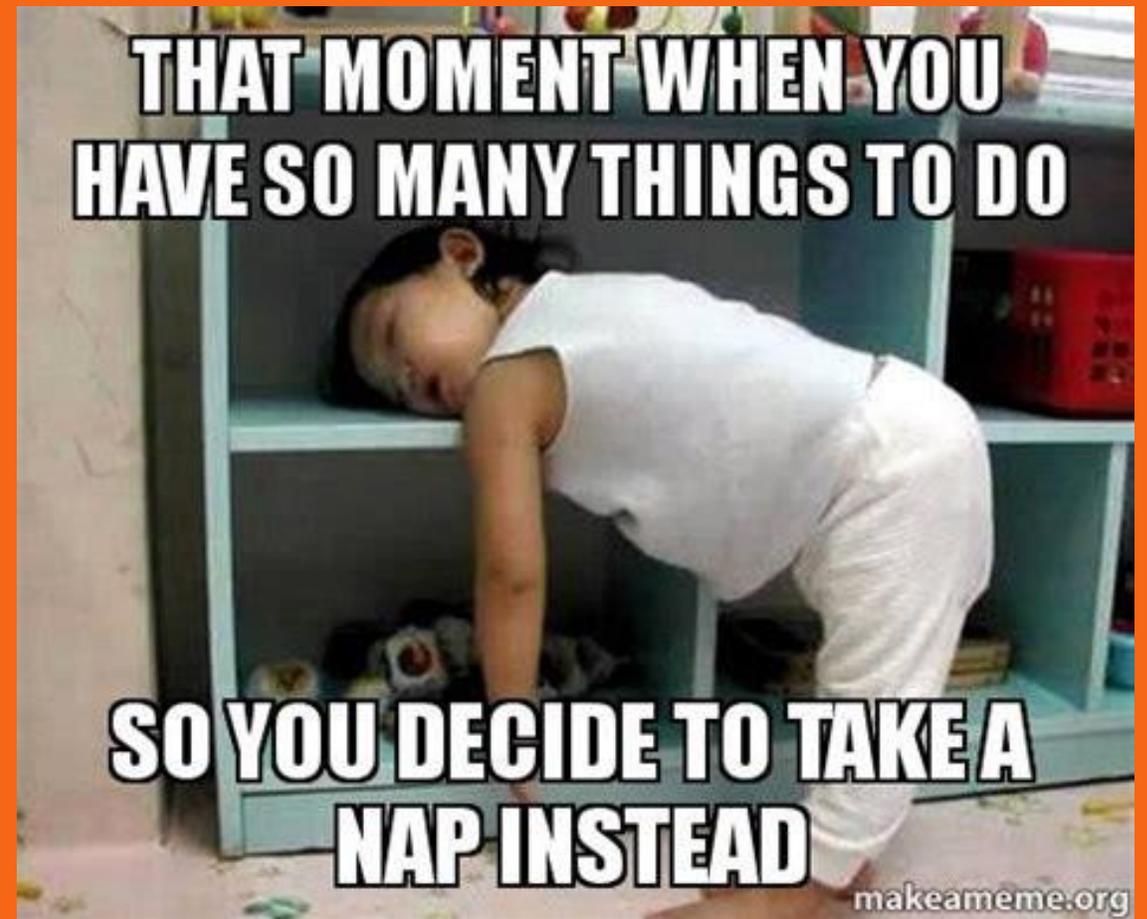
AS YOU COME IN...

▪ Answer the following in three complete sentences:

1. What does Atticus mean when he says, "You never really understand a person until you consider things from his point of view until you climb into his skin and walk around in it."?
Explain.
2. How could this lesson be applied to the story?
(HINT: think about Boo Radley)

VOCABULARY QUIZ

- You have 5 minutes to study: quiz yourself or quiz a partner.
- When you finish your quiz:
 - Grab a "To Kill A Mockingbird" book
 - Finish ch. 3: Remember to focus on the lesson Atticus teaches Scout.
 - 1st & 4th: top of p. 38 (black/white book)
 - 2nd: top of p. 40 (black/white book)
 - Phones need to stay away, and it needs to be quiet!



#MOCKINGBIRDCHAT

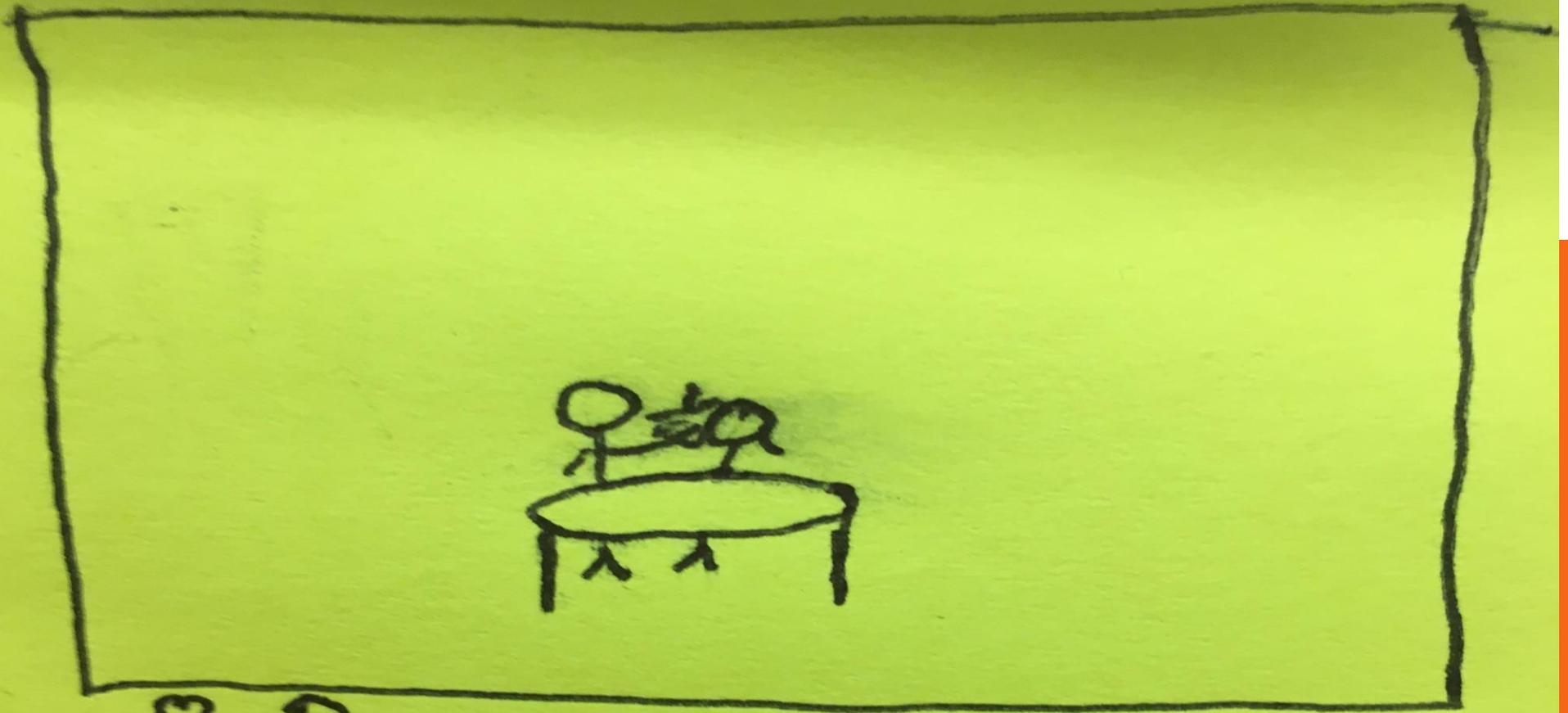
- You will be given a sticky note. Write your name on the back of it.
- Create a tweet or Instagram post on your sticky note that represents something that has happened in the novel so far. Your post can be from the perspective of a character, or from you as the reader.
- Be creative! The tweet must contain a #hashtag. The IG post must contain a caption.
- ***THE BEST TWO TWEETS/IG POSTS GET CANDY!!!***

Some of y'all hosting dinners
while yo man's cheating...



but that's none of my
buisness

#dinner, cheat, repeat ★



♡ ♡
WORLDSTAR - Tom out
her just smacking
people. 🤔 #nochill



It's ya boi tom, interrupting
the fam's dinner with
my side girl from new
York

#SuperiorNord's



CH. 3 GRADED DISCUSSION

- What lesson did Calpurnia teach Scout at dinner with Walter?
- Describe the conflict between Miss Caroline and Burris Ewell.
- What do we learn about the Ewells in this chapter?
- What lesson do the children teach Miss Caroline about social status in Maycomb?
- What lesson does Scout learn from Atticus on p. 39?
- What deal does Atticus make with Scout?

CHARACTER DIAGRAM

- Fill in information for each of the following characters (**with a partner or by yourself**):
- Scout, Atticus, Jem, Boo Radley, Dill, Calpurnia, Miss Caroline
- **BE DESCRIPTIVE!**
 - What type of person is this character?
 - What do we know about them so far?
 - How is his or her appearance described?
 - What social class does this person fall into? Use bullet points.

FORMATIVE LITERARY ANALYSIS

- This will be practice for your final literary analysis (summative)...YES, IT IS STILL FOR A GRADE!
- Purpose:
 - *Analyze how **characterization** and **conflict** help to create themes in literature.*
 - *Learning how to properly cite textual evidence to back up responses to/claims in literature.*
- Complete graphic organizer first.
- Write extended paragraph response (6-sentence minimum!).
- YOU WILL RECEIVE LITTLE HELP ON THIS...I WANT TO SEE WHERE YOU ARE AT BEFORE WE COMPLETE OUR FINAL ESSAY!



AS YOU COME IN...

- When writing a sentence, you want to keep the verb tense (past, present, or future) consistent (the same).
- EX) *Junior wanted to go to the store because he is hungry*
- *CORRECTION: Junior wanted to go to the store because he was hungry.*
- Rewrite the following sentences to make the verb tense consistent:
 1. Jay gets his chain stolen because he was not careful.
 2. We was at the store yesterday and buys fried pickles.

INDEPENDENT READING

- 15 minutes
- Chapters 4-6 abridged version of "To Kill A Mockingbird"
- Be prepared to have an academic discussion on these chapters!
- No reading log entry today 😊



FINISH MINI LITERARY ANALYSIS

- Today is the last day in class you get to work on this!
- It is due Monday 3/25 when you walk in.
- Both the graphic organizer and extended paragraph need to be turned in.
- Purpose:
 - *Analyze how **characterization** and **conflict** help to create themes in literature.*
 - *Learning how to properly cite textual evidence to back up responses to/claims in literature.*