**Unit Plan:** The Novel-Honor

**Length of Unit:** 6 weeks

**Grade Level:** 9th

**Teacher:** Mrs. Carlson

**Summary:** This unit focuses on the novel as a literary form and explores the unifying theme of honor in the classic American novel *To Kill a Mockingbird.* 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 highlighted, with particular attention paid to the question of which characters in To Kill a Mockingbird may be called honorable. Informational texts illuminate the historical context of the Great Depression and the Jim Crow South.

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| **Stage 1 –Desired Results** | | |
| **Iowa Core**  **RL.9–10.2**: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **RL.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.  **RI.9–10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  **W.9–10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **SL.9–10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.  **L.9–10.1**: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  **L.9–10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Objectives   * Learn about the history of the novel as a literary form. * Recognize the importance of historical context to the appreciation of setting and character. * Identify major and minor characters. * Analyze and explain characterization techniques for major and minor characters. * Explain that novels may have more than one plot and explain the use of multiple plots (e.g., in *To Kill a Mockingbird*). * Recognize the importance of point of view in a novel (e.g., in *To Kill a Mockingbird*) and why it wouldn’t be the same story told from someone else’s point of view. | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * Is honor inherent or bestowed? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know… | **SKILLS**  Students will be skilled at… |

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| **Stage 2 – Evidence of Understanding** | |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe