**The Novel – Honor**

**This unit, the second of six, focuses on the novel as a literary form and explores the unifying theme of “honor” in the classic American novel, *To Kill a Mockingbird*.**

* [Show All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_9_unit_2/#top)

**Overview**

* + Students apply the knowledge of literary elements explored in unit one to a new literary form, the novel, and 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.” Paired informational texts illuminate the historical context of the Great Depression and the Jim Crow South. *Alternate titles are suggested if teachers wanted to chose a different novel for this unit. The theme of honor could be considered with all of the texts listed here.*
* [Show All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_9_unit_2/#top)

**Focus Standards**

* + These Focus Standards have been selected for the unit from the Common Core State Standards.
    - **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.9-10.4:** 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.

[Common Core State Standards, ELA](http://commoncore.org/free/resources/CCSSI_ELA_Standards.pdf) (1.5 MB)

* [Show All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_9_unit_2/#top)

**Suggested Student 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 and analyze major and minor characters.
    - Analyze and explain characterization techniques.
    - Understand that novels may more than one plot and explain the use of multiple plots in *To Kill A Mockingbird*.
    - Recognize the importance of point of view in *To Kill A Mockingbird* and why it wouldn’t be the same story told from someone else’s point of view.
* [Show All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_9_unit_2/#top)

**Suggested Works**

* + (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

**Literary Texts**

**Novels**

*Recommended*

* + - *To Kill A Mockingbird* (Harper Lee)

*Alternate Selections*

* + - *The Killer Angels* (Michael Shaara) (E)
    - *All Quiet on the Western Front* (Erich Maria Remarque)
    - *The Color Purple* (Alice Walker) (IB)
    - *Of Mice and Men* (John Steinbeck) (EA)
    - *Black Boy* (Richard Wright)

**Informational Texts**

**Additional Resources**

* + - Famous American Trials: “The Scottsboro Boys” Trials (1931-37) (University of Missouri-Kansas School of Law) *(Note: This website contains primary and secondary source accounts of “The Scottsboro Boys” trial.)*

**Art, Music, and Media**

**Art (Photographs)**

* + - Dorothea Lange, selected photographs taken for the Farm Security Administration during the Great Depression
    - “[America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945](http://memory.loc.gov/ammem/fsowhome.html)” (Library of Congress)

**Media**

* + - *To Kill A Mockingbird* (1962) (Robert Mulligan, director)
* [Show All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_9_unit_2/#top)

**Sample Activities and Assessments**

* + ***Teacher Notes:*** *Page and word counts for essays are not provided, but attention should be paid to the requirements regarding the use of evidence, for example, to determine the likely length of good essays. In future iterations of these maps, links to samples of student work will be provided.*

**Essay**

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

**Essay**

Write an essay that compares primary source accounts of the “Scottsboro Boys” trial with Scout’s account of the trial in TKAM. Discuss how novels can reveal dimensions of history even though they are fictional. State thesis clearly and include at least three pieces of evidence to support the thesis. (RL.9-10.1, RI.9-10.7, W.9-10.2)

**Essay**

Select a documentary photograph from the Library of Congress’s website of [Farm Security Administration](http://memory.loc.gov/ammem/fsahtml/fsainfo.html)-[Office of War Information Collection](http://memory.loc.gov/ammem/fsahtml/owiinfo.html) (FSA-OWI) or an excerpt from the primary or secondary source accounts of “The Scottsboro Boys” trial and explain in an essay how the image or the source account helps illuminate your understanding of life during the depression in the American south. State thesis clearly and include at least three pieces of evidence to support the thesis. (RI.9-10.7, W.9-10.2)

**Speech**

Select a one-minute descriptive passage from *To Kill A Mockingbird* and recite it from memory. Include an introduction that states:

* + - What the excerpt is (i.e., title and author of book)
    - Why the book is significant
    - How the passage exemplifies one of the book’s themes. (RL.9-10.2, SL.9-10.4)

**Seminar Question**

“Is Boo Radley [from *To Kill A Mockingbird*] an honorable man?” Begin by answering, “What is honor?” (RL.9-10.2, SL.9-10.1, SL.9-10.4, SL.9-10.6)

**Seminar Question**

“Is Atticus Finch a hero, or was he just doing his job?” This seminar question may also be used as an essay topic. (RL.9-10.2, SL.9-10.1, SL.9-10.4, SL.9-10.6)

**Seminar Question**

“Is Scout a reliable narrator? Why or why not?” This seminar question may also be used as an essay topic. (RL.9-10.3, SL.9-10.1, SL.9-10.3)

**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 thesis clearly and include at least three pieces of evidence to support the thesis. (RL.9-10.7)

**Oral Presentation**

Present several photographs of small southern towns during the depression from Dorothea Lange’s or The Library of Congress’ collections and compare them the description of Maycomb in *To Kill A Mockingbird*. Say which rendering is more vivid to you and explain why. State your thesis clearly and include at least three pieces of evidence to support the thesis. (RL.9-10.4, SL.9-10.5)

[Scoring Rubric](http://commoncore.org/free/resources/Socratic_Seminar_Rubric_SP.doc)

* [Show All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_9_unit_2/#top)

**Additional Resources**

* + [Harper Lee's *To Kill a Mockingbird*: Profiles in Courage](http://edsitement.neh.gov/view_lesson_plan.asp?id=525) (National Endowment for the Humanities.) (RL.9-10.2, RL.9-10.3)

This lesson plan asks students to read *To Kill A Mockingbird* carefully, with an eye for all instances and manifestations of courage, but particularly those of moral courage.

[*To Kill a Mockingbird* and the Scottsboro Boys Trial](http://edsitement.neh.gov/view_lesson_plan.asp?id=526): Profiles in Courage (National Endowment for the Humanities) (RI.9-10.7, RI.9-10.8)

This lesson plan requires students to study select court transcripts and other primary source material from the second “Scottsboro Boys” trial of 1933, a continuation of the first trial in which two young white women wrongfully accused nine African-American youths of rape.

* [Show All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_9_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_9_unit_2/#top)

**Terminology**

* + - antagonist
    - characterization
    - characters: major and minor
    - conflict
    - extended metaphor
    - motif
    - parallel plots
    - protagonist
    - setting
    - theme