***To Kill a Mockingbird* Project Based Learning Unit**

*To Kill a Mockingbird* is an American classic. According to one book reviewer, “What moves *To Kill a Mockingbird* to classic status is its morality and ability to draw sympathy out of readers as much today as when it was written in 1960.” During this unit, we hope that you will also make connections between the novel and your lives in Miramichi, in this school, and in your homes. All of the Language Arts III classes will be embarking on a project based learning unit on the novel. This is a highly individualized and differentiated unit plan where **you** will “choose your own adventure”, so to speak. We will travel through the novel together, discussing important themes and connections, but ultimately, you will determine how you meet the outcomes of this unit. At the end of the novel study, we will combine the classes and hold a *To Kill a Mockingbird* showcase where you will have the opportunity to share your projects with the other classes.

*What does this mean?* You will be able to express your knowledge of the novel in a way that suits your learning style, but because this is a non-traditional approach to a novel study, it also means that you will be responsible for reading much of the novel on your own time. In fact, because you will have a lot of class time to work on your project, most of your homework during this unit will be reading homework, and it is expected that **you will do it.** Below, I have listed the outcomes of this novel study. You must write a proposal that outlines ***how*** you will meet these outcomes. You may choose to work in groups, or to work alone, or a mix of both! Some students might be writing research essays, while others are creating videos, visual pieces, poetry, stop animation, or plays. The possibilities are endless!

*What do I include in my proposal?* You must explain to me your idea for your project, whether you will be working with others or by yourself, and demonstrate how your project will meet the outcomes. If I feel that you are hitting all of the outcomes, I will approve your proposal. If I feel there is something missing, I will give you suggestions – for example, if you create a visual piece, I may ask you to include a written reflection that demonstrates the outcomes. Your proposal should be completed in good copy before being handed in. After we read the first few chapters together, you will have class time to work on your proposals and a due date will be set for them.

*Will I have class time to work on my project(s)?* Yes! We will complete the first few chapters of the book in the traditional manner, so that you have a sense of the prevalent themes. After that time, we will split the week between project days and discussion days. **All projects will be due on the last day of the unit (a specific date will be given as we progress through the novel).**

**Outcomes (from the English Language Arts Grade 10 Curriculum):**

Students will:

* Research, in systemic ways, specific information from a variety of sources.
* Make thematic connections among print texts, public discourse, and media.
* Create an organizing structure appropriate to the purpose, audience, and context of texts.

*\*Other outcomes, which are not listed here, will be met through in-class work and discussions.*

***To Kill a Mockingbird* PBL Proposal Form**

**Summary explanation of your project idea – attach a sheet if you need more room:**

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**What resources will you need for your project(s)? (ex: video camera, drawing paper, movie maker, adobe photoshop, etc.)**

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**What prewriting/precreating strategies will you use? (ex: storyboarding, researching, drafting of a script, etc.)**

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**Explain how you will be meeting the following curriculum outcomes through your project(s):**

Students will:

* Research, in systemic ways, specific information from a variety of sources.

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* Make thematic connections among print texts, public discourse, and media.

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* Create an organizing structure appropriate to the purpose, audience, and context of texts.

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**Teacher Approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Comments:**