***To Kill a Mockingbird* Class-Wide Enrichment Project – P1**

*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, in your home, and in the world. We will be embarking on a project based learning unit on the novel, which focuses on the modern relevancy of the story. In addition to the project, we will be reading and viewing contemporary articles, videos, and stories that connect to themes in the novel.

For our project, we will create a class documentary on the modern relevancy of *To Kill a Mockingbird*. Throughout the unit, you will have opportunities to make textual connections to the novel – the video is a culmination of these learning experiences. You will each be interviewed for our documentary – you will be speaking about one of the connections that you have made. You will have project days throughout the unit to work on your connections.

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

Students will:

* Use writing and other ways of representing to extend ideas and experiences; reflect on your feelings, values, attitudes; describe and evaluate your learning processes and strategies.
* Make thematic connections among print texts, public discourse, and media.
* Create an organizing structure appropriate to the purpose, audience, and context of texts.
* Recognize that oral communication involves physical qualities and language choices depending on situation, audience and purpose.

**Important points:**

-Your connection should be text-to-world.

-Your connection will also be handed in as a written piece. It must:

-a description of your connection and how it relates to the novel

-include at least two quotations from the novel to support your connection

-be 1.5-2 pages in length

-use MLA format (including a works cited page)

-Be sure to rehearse your connection. Although we can take as many “takes” as we need, it is important to be prepared. It is recommended that you have a bulleted list to assist you in the speaking part.

-There are no time restrictions, but the videographers will be editing the connections as they see fit.

-The videographers will instruct you where to look when they are filming, but you should not be looking at your paper. Your presence on camera should be natural – your voice and personality should shine through.

There will be four sittings:

|  |  |  |  |
| --- | --- | --- | --- |
| **December 3rd** Abigail CampbellJayme BellLaura DickinsonAnna HayesMadison Matchett | **December 9th** Darrah ChambersJacob ElliottKaylee Godfrey-RussellKaylee Wilmot-JoeHaylie Simmons | **December 10th** Zach NewmanBen ForrestEmma SeptonHannah KingJennica McLean | **December 11th** Kirkland JohnstonBrianne McKayMariah MartinMatthew SuretteSheridan Ward**\*Written piece due** |

***To Kill a Mockingbird* Class-Wide Enrichment Project – P6**

*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, in your home, and in the world. We will be embarking on a project based learning unit on the novel, which focuses on the modern relevancy of the story. In addition to the project, we will be reading and viewing contemporary articles, videos, and stories that connect to themes in the novel.

For our project, we will create a class documentary on the modern relevancy of *To Kill a Mockingbird*. Throughout the unit, you will have opportunities to make textual connections to the novel – the video is a culmination of these learning experiences. You will each be interviewed for our documentary – you will be speaking about one of the connections that you have made. You will have project days throughout the unit to work on your connections.

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

Students will:

* Use writing and other ways of representing to extend ideas and experiences; reflect on your feelings, values, attitudes; describe and evaluate your learning processes and strategies.
* Make thematic connections among print texts, public discourse, and media.
* Create an organizing structure appropriate to the purpose, audience, and context of texts.
* Recognize that oral communication involves physical qualities and language choices depending on situation, audience and purpose.

**Important points:**

-Your connection should be text-to-world.

-Your connection will also be handed in as a written piece. It must:

-a description of your connection and how it relates to the novel

-include at least two quotations from the novel to support your connection

-be 1.5-2 pages in length

-use MLA format (including a works cited page)

-Be sure to rehearse your connection. Although we can take as many “takes” as we need, it is important to be prepared. It is recommended that you have a bulleted list to assist you in the speaking part.

-There are no time restrictions, but the videographers will be editing the connections as they see fit.

-The videographers will instruct you where to look when they are filming, but you should not be looking at your paper. Your presence on camera should be natural – your voice and personality should shine through.

There will be four sittings:

|  |  |  |  |
| --- | --- | --- | --- |
| **December 3rd** Joshua BenoitLeanne JardineHannah FournierLauryn MitregaRaeanne Hare | **December 9th** Lauren MacTavishBritney SomersAshley MorinAshleigh KennyEmily Roy | **December 10th** AJ AdamsHarrison AveryMatthew DoakOakley GenovaBen Sobey | **December 11th** Christian ComeauBrad MartinKeisha JoeAle White-O’ConnellRaylena Estey**\*Written Piece Due** |