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| **Teacher(s)** | **Robertson/Burgess/Rench** | **Subject group and discipline** | **Language and Literature** |
| **Unit title** | Experiences That Define Our Moral Universe: To Kill A Mockingbird and the Jim Crow South | **MYP year** | **3** | **Unit duration (hrs)** | **60** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Perspective**  | **Setting****Context** | **Fairness and Development****(Power & Privilege)** **Exploration****Beliefs Systems** |
| Statement **of inquiry** |
| **Individuals’ characters are influenced by setting and context, based on their experiences and perspective.**  |
| **Inquiry questions** |
| Factual**—** **When did the Great Depression begin? What were the causes of the Great Depression?How did the Great Depression affect people(whites & blacks) in the 1930’s?** Conceptual**— What were the realities of  everyday life for African American’s in the Jim Crow South in the 1930’s?   For Women? How were people treated the same? Different? How does Lee use symbolism to communicate perspective throughout the story? How does the narrator’s point of view help the reader understand the setting and belief systems of the novel?**Debatable**— Was the Judicial System fair and just?  How might experiences during this time affect a person’s “moral universe”?   How is each character’s “truth” different, and Why? How does power and privilege affect a person’s perspective?** |
| **ATL Skills:** In order to **understand the perspectives of characters** in To Kill A Mockingbird, students must use **thinking skills** to evaluate the characters’ experiences in the context of the setting, and will use **communication skills** to show comprehension.  |