



Analysing Literary Merit of Harper Lee's *To Kill a Mockingbird* Unit of Work

(Suitable for all state-based curriculums
for the Australian English Curriculum:
Year 10)

Unit overview and
lessons based on the
study of literary merit in
*To Kill a Mocking-
bird* by Harper Lee

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Unit of work:	<i>Analysing Literary Merit of Harper Lee's To Kill a Mockingbird</i>	Year:	10
Duration:	6 weeks	Assessment:	Analytical essay
Text types:	Narrative Film	Language:	Abstract nouns Narration types Essay writing
Concept:	Aestheticism Appreciation		
<p>Learning experiences: reading, writing, viewing</p> <p>Links to other learning areas:</p> <ol style="list-style-type: none"> 1. History <p>General capabilities:</p> <ol style="list-style-type: none"> 1. Literacy 2. Critical and creative thinking 3. Ethical understanding 4. Difference and diversity 			

Essential Learning Goal	Overarching Questions	Key Learning Ideas
<p>Why would <i>To Kill a Mockingbird</i> be considered worthy of literary merit?</p>	<p>How does <i>To Kill a Mockingbird</i> have literary value? How do narrative elements demonstrate literary merit?</p>	<p>What is literary value and merit? How is it represented through narrative elements in the novel and film versions of <i>To Kill a Mockingbird</i>? How does the language in <i>To Kill a Mockingbird</i> (novel and film) position the responder to consider certain values and ideas? What is worthwhile about the personal and public worlds represented in <i>To Kill a Mockingbird</i>? How can students relate to this world?</p>

Analysing Literary Merit in Harper Lee's TKAM Unit of Work

Links to Australian English Curriculum: Year 10

Language		
Sub-strands	Content descriptions	Elaborations
Text structure and organisation	Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)	<ul style="list-style-type: none"> reproducing and adapting existing print texts for an online environment and explaining the reasons for the adaptations (for example accounting for the navigation and use of hyperlinks as structuring principles in hypertext narratives) investigating the structure and language of similar text types like information reports and narratives and how these are influenced by different technological affordances (for example hyperlinks as structuring principles in hypertext narratives versus linear text sequencing principles in print narratives)
Expressing and developing ideas	Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)	<ul style="list-style-type: none"> considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit and other information less so analysing how logical relations between ideas are built up by combining main with subordinate clauses indicating cause, result, manner, concession, condition, and so on (for example, 'Although his poems were not generally well received by critics during his life (concession), Keats' reputation grew substantially after his death') noting how technicality allows for efficient reference to shared knowledge, indicating growing expertise in the field (for example, 'The Romantic poetry of Keats is characterised by sensual imagery, most notably in the series of odes.') observing how abstraction allows for greater generalisation at a higher level (for example, 'the political, religious, social and economic features of the society' – which is an abstract noun group/phrase)
Literature		
Sub-strands	Content descriptions	Elaborations
Literature and context	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)	<ul style="list-style-type: none"> investigating and analysing the ways cultural stories may be retold and adapted across a range of contexts such as the 'Cinderella' story and the 'anti-hero' imaginatively adapting texts from an earlier time or different social context for a new audience exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students' own
Responding to literature	Reflect on, extend, endorse or refute others' interpretations of	<ul style="list-style-type: none"> determining, through debate, whether a text possesses universal qualities and remains relevant

	and responses to literature (ACELT1640)	<ul style="list-style-type: none"> presenting arguments based on close textual analysis to support an interpretation of a text, for example writing an essay or creating a set of director's notes creating personal reading lists in a variety of genres and explain why the texts qualify for inclusion on a particular list reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background
Responding to literature	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)	<ul style="list-style-type: none"> looking at a range of texts to consider how the use of a structural device, for example a female narrator, may influence female readers/viewers/listeners to respond sympathetically to an event or issue
Responding to literature	Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	<ul style="list-style-type: none"> identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue
Examining literature	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)	<ul style="list-style-type: none"> looking at a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers or readers
Examining literature	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)	<ul style="list-style-type: none"> creating extended written responses to literary texts, making reference to varying points of view about the issues raised
Examining literature	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)	<ul style="list-style-type: none"> using terms associated with literary text analysis (for example narrative, characters, poetry, figurative language, symbolism, soundtrack) when evaluating aspects that are valued and that contain aesthetic qualities writing or speaking about how effectively the author constructed the text and engaged and sustained the reader's/viewer's/listener's personal interest

Literacy

Sub-strands	Content descriptions	Elaborations
Texts in context	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts,	<ul style="list-style-type: none"> considering ethical positions across more than one culture as represented in text and consider the similarities and differences questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these

	including media texts, through language, structural and/or visual choices (ACELY1749)	<p>representations</p> <ul style="list-style-type: none"> identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons identifying and evaluating poetic, lyrical language in the depiction of people, culture, places, events, things and concepts in texts analysing the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the ways news is reported in commercial media and Aboriginal and Torres Strait Islander media
Interpreting, analysing, evaluating	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)	<ul style="list-style-type: none"> skim reading sections of a persuasive text to identify the main contention, key arguments in linked paragraphs and supporting evidence in order to locate points for building rebuttal or counter argument
Creating texts	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)	<ul style="list-style-type: none"> presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia
Creating texts	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)	<ul style="list-style-type: none"> reflecting on, critiquing and refining students' own texts prior to publishing for an authentic audience, such as uploading a movie to a website, contributing to an anthology, writing texts appropriate for the workplace, or delivering a presentation

ACARA, *Australian Curriculum: English*. Accessed Jan 10, 2018

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p>Literature Responding to literature Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)</p> <p>Literature Examining literature Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)</p> <p>Literacy Interpreting, analysing, evaluating Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</p>	<p>Literary value and <i>To Kill a Mockingbird</i></p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about literary value in <i>To Kill a Mockingbird</i>. 2. Read and discuss a key scene in the novel such as when Scout rolls on the Radley's front porch or Atticus shooting the rabid dog. 3. Ask students to complete the exercise below: <p>Exercise</p> <ol style="list-style-type: none"> 1. What is your general opinion of this scene? Are there any qualities that you find engaging. Describe them. How might a male or female differ in their views of this scene? 2. Why do you think this scene is still engaging today? What is it about the ideas that have stood the test of time? 3. Fill in the table by identifying aspects of the scene that determine literary merit of Harper Lee's <i>To Kill a Mockingbird</i>. <p>Diversity of Learners To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p>Extension</p> <ol style="list-style-type: none"> 1. Write an analytical paragraph explaining how the key scene chosen demonstrates literary merit of Harper Lee's <i>To Kill a Mockingbird</i>. (250 words) 2. Read notes and complete exercise 1.10 and 1.11 from <i>Macmillan English 9 for the Australian Curriculum</i>, pages 16-17. <p>Special educational needs</p> <ol style="list-style-type: none"> 1. Reduce the number of activities. 2. Prepare answers before the lesson so students can match them up. 		<p>Literary value and <i>To Kill a Mockingbird</i> worksheet</p> <p>Key scene in the novel</p> <p><i>Macmillan English 9 for the Australian Curriculum</i>, pages 16-17</p>