***To Kill a Mockingbird***

**Reading Schedule**

**Part One**

Read chapters 1-3 and prepare annotations due: Wed, Feb. 19

Read chapters 4-6 and prepare annotations due: Fri, Feb. 21

Read chapters 7-9 and prepare annotations due: Tues, Feb. 25

Read chapters 10-11 and prepare annotations due: Thurs, Feb. 27

**Assessment Part One** will take place: Mon, March 3

**Part Two**

Read chapters 12-14 and prepare annotations due: Wed, March 5

Read chapters 15-17 and prepare annotations due: Fri, March 7

Read chapters 18-20 and prepare annotations due: Tues, March 11

Read chapters 21-23 and prepare annotations due: Thurs, March 13

Read chapters 24-26 and prepare annotations due: Mon, March 17

Read chapters 27-31 and prepare annotations due: Wed, March 19

**Assessment Part Two** will take place: Fri, March 21

**Overall Final Test** will take place: Tues, April 1

**Book Annotations Assignment**

Reading is an active practice. Reading should be a conversation between you and the author. Be active and insightful readers by annotating the text. In a literary analysis, you look closely at the choices the writer has made about how to use words, phrases, and sentences to communicate meaning and effect.

For each reading section, you will be annotating for one specific literary technique and sharing your findings with your literary circle. **You should annotate at least one passage per chapter** and **be prepared to share insights with your group (what is the importance, impact, or effect; what meaning is conveyed).** Although your annotations will be written in your book, I will be giving you post-its so that you can quickly find your annotations for your group.

**What you should annotate:**

1. **Diction**—In all forms of literature authors choose particular words to convey effect and meaning to the reader. Writers employ diction or word choice to communicate ideas and impressions, to evoke emotions and to convey their views of truth to the reader. Consider how the author uses the following: informal (slang, colloquial expressions, regional dialect) vs. formal (elaborate, polysyllabic words, elegant word choice), connotation and denotation, action verbs vs. state of being verbs, figurative language.
2. **Setting**—Analyze the geographic location, cultural backdrop/ social context, and artificial environment (rooms, buildings, cities, towns). What mood and atmosphere is created (lights, shadows, shapes, colors)? How do characters respond to their environment? What does character’s favorite room, place, hideaway, or dress reveal about them?
3. **Narrator, Characterization, Point of View**—We as readers get to know characters by what they say, what they do, what they think, what they have and wear, where they are, the people with whom they associate, what others say about them, and through author’s direct statements. Characters can be static (they do not change or change little) or dynamic (they change in response to events in novel). They can be round (complex, fully rounded personality) or flat (focuses on a single trait/ lacks depth). Characters are closely tied to point-of-view, especially when they are the ones who tell the story.
4. **Symbols, motifs, plot and theme**—What conflicts develop? What actions cause conflict? What are the effects? How do these propel the action forward? What truths about life seem to be revealed by the actions, events, and outcomes?

**Informal Assessment:**

Share out in small groups/ Each group shares out in front of room a designated literary component.

**Final Assessments: 50 points each**

After Part One (ch 1-11) assessment over annotations: Select one from each category to ICE. Assessment will take place in class in the computer lab.

After Part Two (12-31) assessment over annotations: Select one from each category to ICE. Assessment will take place in class in the computer lab.