*To Kill a Mockingbird* Bloom’s Taxonomy Unit Sheet

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ period\_\_\_\_\_\_\_\_\_\_\_ Due Date\_\_\_\_\_\_\_\_\_

**C Layer (50 points possible).** *Credit is earned for learning, which comes about through listening, discussing,, reading and doing. You will be* ***verbally assessed*** *for each activity in this layer that you choose to complete.* **You must complete this layer before moving on to the next.**

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | Possible Points | Points Earned | Date |
| Choose 15 words from the story that you do  not know, look up their definitions and create flashcards. Learn them. | 20 |  |  |
| Summarize one of the chapters using transitions  and a strong topic sentence.  | 10 |  |  |
| Create a 20 question multiple choice test with an answer key. Be sure each question has at least 4 choices of which 2 are possible answers, but one is the best.  | 20 |  |  |
| Construct a diorama for any scene in the novel.   | 10 |  |  |
| Create a poster that illustrates the significance of the novel’s title.  | 10 |  |  |
| Complete the outline study guide for the novel | 20 |  |  |
| Character Wheels**.** In a  large circle on plain paper, write one character's name in the center. In each quarter of the wheel, list one of the following categories and describe the character in terms of it: *Background,* *Physical Appearance, Temperament*,  and *Ideas*. Include **four** descriptions in **each** category.  | 10 |  |  |
| Write a song about *To Kill a Mockingbird*.  Perform it for the teacher or the class.   | 10 |  |  |
| Make a portrait of a main characterthat remains true to the description in the text. Under the picture include at least three quotes from the book that provide description of this character.  | 10 |  |  |

**B Layer (30 points possible).** **Choose one** of the activities below. *Credit is earned for learning, which comes about through listening, writing , discussion, reading and doing. You will be assessed using the rubric particular to your choice.*

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | Possible Points | Points Earned | Date |
| Create your own two-page **story** in which the narrator comes to a moral understanding about the world. Write from your own perspective as a child. Be sure to keep the narration in **first-person point of view**.  | 30 |  |  |
| Create a two-page **newspaper article** that covers the background of Maycomb and Tom Robinson, as well as the details of his case and trail. Be sure your writing has the **tone** of an article.   | 30 |  |  |
| Create a **children’s book** that tells the story of *To Kill a Mockingbird*. Be sure the pictures and words leaveno gaps in the storyline. Make sure the language and illustrations are appropriate for your **audience**.  | 30 |  |  |

**A Layer (20 points possible).** Get an “A” level worksheet, find two current, reliable sources on the topic, and create a bibliography for each one. Then summarize the main points of each source on the “A” level worksheet. Next, draft your opinion on the issue citing your research for support. Your opinion should be in paragraph form, include citations, and be a minimum of 200 words. Proofread, edit and type your final draft. Turn in the following: final (typed) draft with citation and “ worksheet completed

Choose **one** question to answer:

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | Possible Points | Points Earned | Date |
| How can society solve the problem of discrimination? | 20 |  |  |
| What causes people to be good or evil?  | 20 |  |  |
| Are class distinctions/ social divisions a good or bad thing?   | 20 |  |  |