

## PROHUMAN CURRICULUM - GRADE 8

### OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

## UNIT 7: FAIRNESS

### LESSON 1: LEARNING ABOUT FAIRNESS FROM LITERATURE

#### SUMMARY:

The Prohuman Grade 8 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 7, Lesson 1, “Learning About Fairness from Literature,” students will learn examples of fairness from a classic work of literature, [To Kill a Mockingbird](#) by Harper Lee. Students will develop their critical thinking and writing skills by answering questions about the text. Additionally, students will advance their academic dialogue skills by discussing the book with classmates.

### **SUGGESTED TIME:**

- 1 class period to introduce the book; 1 class period to discuss the book
- If desired, class periods can be devoted to in-class silent reading.
- The book, [\*To Kill a Mockingbird\*](#) by Harper Lee, has 31 chapters.
- The suggested reading assignment is 2 chapters per session for either in-class silent reading or homework.
- With this schedule, students will complete the book in 16 in-class reading sessions or homework sessions.
- Students should complete the short-answer questions on the worksheet as they read the book.
- Allow 50 minutes for in-class discussion of the short-answer questions on the worksheet.

**RELATED SUBJECT:** English Language Arts

### **LEARNING OUTCOMES:**

- Read a classic work of literature
- Identify and analyze the book's genre, point of view, characters, setting, and plot
- Identify and analyze the book's central ideas
- Write answers to questions about the book, demonstrating an understanding of standard English sentence structure and grammar
- Engage effectively in collaborative discussions about the book

### **REQUIRED MATERIALS:**

- Book: [\*To Kill a Mockingbird\*](#) by Harper Lee
- Prohuman Grade 8 Unit 7 Worksheet 1: Learning About Fairness from Literature

### **VOCABULARY:**

**Fairness:** I treat everyone the same. If someone has been left out, I bring them in.

## ELA COMMON CORE STANDARDS MET

CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓
CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	✓
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	✓
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓

CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓
CCSS.ELA-Literacy.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓
CCSS.ELA-Literacy.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	✓
CCSS.ELA-Literacy.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓
CCSS.ELA-Literacy.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓
CCSS.ELA-Literacy.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	✓

CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓

## CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A3	List and explain the reasons why people sometimes lie, steal, or cheat (e.g., “everybody is doing it”)	✓
Moral Character A5	Understand and explain why caring (and helping others) should never be motivated by the likelihood of being recognized or rewarded for your help or support	✓
Moral Character A6	List and explain the reasons why people sometimes do not care or help others	✓
Performance Character A6	Describe a role model who demonstrates a positive attitude, effort, and grit	✓
Intellectual Character A2	Identify individuals, fiction and real, past and present, who exemplify the different intellectual character strengths in a concrete and compelling manner	✓
Intellectual Character A3	Recognize and understand why the intellectual character strengths are not innate (something you are born with) but can be developed with practice and support	✓
Civic Character A1	Explain why it is important for all citizens to respect authority by following the rules and laws	✓
Civic Character A2	Explain why friends have a responsibility to speak up or take action to prevent or stop others from	✓

	engaging in disrespectful, dangerous, harmful, or illegal conduct	
Civic Character A6	Explain what the “common good” means and offer examples	✓
Civic Character B1	Explain why some citizens do not respect authority or obey rules and laws	✓
Civic Character B6	Describe how a role model actively participates in the democratic process (either as an elected official or in another capacity)	✓
Social-Awareness A1	Experience and demonstrate empathy	✓
Social-Awareness A3	Demonstrate respect for other people’s opinions and perspectives	✓
Social-Awareness A4	Analyze the impact of stereotyping, discrimination, and prejudice (at school, in the community and beyond)	✓
Social-Awareness A5	Practice “perspective taking” as a strategy to strengthen your acceptance of others	✓
Social-Awareness A6	Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants	✓
Responsible and Ethical Decision-Making A3	Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience	✓

## LESSON PROCEDURE

### Step 1:

- Without providing any context, show students this [image](#). (Tell students to ignore the word “Alamy” and the letter “a” – explain that it is a stock photo and these words are intended to prevent unauthorized printing of the image.)
- Ask students what they notice about this image.
- Ask students what they wonder about this image.

**Step 2:**

- Explain that this image is from the film version of the 1960 Pulitzer Prize-winning novel, [To Kill a Mockingbird](#) by Harper Lee
- A 2018 survey of 7,200 Americans found that this book is America's best-loved novel. (Source: "[To Kill a Mockingbird' is America's favorite novel, reports PBS 'The Great American Read'](#)")

**Step 3:**

- Have students complete [To Kill a Mockingbird](#) through multiple in-class silent reading sessions or as homework. Students should complete the short-answer questions on the worksheet as they read the book.

**Step 4:**

- After students have completed the book and short answer questions, allow at least 50 minutes for in-class discussion of the short-answer questions on the worksheet.

**EXTENSION ACTIVITY: Watch the film adaptation of *To Kill a Mockingbird***

- [To Kill a Mockingbird film](#) (1962) posted by [Internet Archive](#) (2 hours, 8 min)
- For extra credit, students should write a two-page essay response to the following prompt:
- Does the book or the film version tell a more impactful version of the story? Write a 2-page essay in which you explain your position and support it with three reasons, citing specific examples from the book and/or the film.

## GRADE 8 UNIT 7 WORKSHEET 1: LEARNING ABOUT FAIRNESS FROM LITERATURE

### Vocabulary

**Fairness** - I treat everyone the same. If someone has been left out, I bring them in.

**Intellectual character** - Someone who has intellectual character shows the strengths of curiosity, carefulness, intellectual autonomy, intellectual humility, open-mindedness, and critical thinking. Intellectual autonomy means you can think for yourself, especially when it might go against what is popular at the time. Intellectual humility means you recognize that your knowledge is limited and that your beliefs might be wrong. Critical thinking means you question, analyze, interpret, and evaluate what you read, hear, say, or write.

### QUESTIONS TO ANSWER WHILE READING [To Kill a Mockingbird](#) by Harper Lee:

- 1.) What point of view did Harper Lee choose to tell this story? What are the benefits of this point of view and what are the drawbacks?
- 2.) In Chapter 3, what does Calpurnia teach Scout about treating others with fairness?
- 3.) In Chapter 3, what does Atticus teach Scout about treating others with fairness?
- 4.) In Chapter 9, what does Atticus say about why it is wrong to use the N-word?
- 5.) In Chapter 9, what does Atticus say about the case and its meaning for him?
- 6.) In Chapter 9, How does Lee create suspense by having Scout overhear Atticus's conversation?



- 7.) In Chapter 11, Atticus says, “one thing that doesn’t abide by majority rule is a person’s conscience.” How does this show his intellectual character?
- 8.) In Chapter 16, what does Atticus say about mobs?
- 9.) In Chapter 20, what does Atticus say is a “truth that applies to the human race and to no particular race”?
- 10.) What is Atticus’s view of American courts?
- 11.) What is unfair about the verdict?
- 12.) What does Atticus see in the slowness of the jury’s deliberations?
- 13.) In Chapter 10, why does Atticus say it’s a sin to kill a mockingbird? Why do you think Lee chose this title for the book?
- 14.) What did you learn about fairness from reading this book, and how can you show fairness?

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