

To Kill a Mockingbird

Unit Plan



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- ❖ *Black Misery*, by Langston Hughes (lesson 4)
- ❖ Video: “The Murder of Emmett Till” (lesson 9)

Assessment (70%)

- ❖ Urban legend presentation
- ❖ Taking on a Character’s Perspective writing assignment (x3)
- ❖ Letter writing assignment in role of Atticus Finch
- ❖ Worksheet on theme of prejudice and worksheet proper titles
- ❖ Trial Response journal
- ❖ Writing and incorporating quotes, writing paraphrases/summaries
- ❖ ICI² Worksheet
- ❖ Found poems
- ❖ Zeitgeist chart

Participation (30%)

- ❖ Paper bag activity
- ❖ Mock trial
- ❖ Role play
- ❖ Tableau

Disclaimer

- ❖ Individual tests and quizzes are up to teacher’s discretion

To Kill a Mockingbird

Unit Plan

Grade level: 10

Twelve lessons at 75-80 minutes in length

Global Rationale:

Preparing for this unit plan was a collective effort. The advantage of this method allowed for a lot of creativity. Some of the issues that we decided to represent are:

1. We felt that the driving energy in the novel was created by the complex interactions of different racial, economic, and social identities. We tried to represent this tension by asking questions and creating lessons that were more self reflexive than goal seeking. It was our intention to make the students ‘feel’ and ‘experience’ the novel in addition to simply reading it.
2. The goal of this unit plan was to focus on a student centered learning approach.
3. We wanted to include IRPs that focussed on identity issues. Because much of this novel deals with identity, we tended make identity a focus for our IRPs

In creating the unit plan, we wanted to address specific themes while still focussing on a reading schedule. Although the lessons we have planned include activities that we felt needed extra attention, we also wanted to provide an outline to ensure a structured reading of the novel took place. In our unit plan there is a brief outline of the main points and questions to ask for each chapter that can be used for pre-lesson teaching. We also wanted to try and create a unit plan that would bring the novel into the contemporary world. By focussing on different media formats (music, picture books, research lab) we wanted to bring the themes into the students contemporary world. Because we all believe that students learn best when they find information relevant to their lives, we really wanted to stress the student centered approach. Here are some of the Ministry of Education IRP learning outcomes that we wanted to focus on:

- ✓ Describe how tone and mood affect the drama of a story play or film
- ✓ Make generalizations, supported by specific details and examples about key concepts, characters and themes of written, oral, and visual works.
- ✓ Identify and explain connection between what the hear, read, and view and their personal ideas and beliefs
- ✓ Demonstrate openness to divergent language, ideas, and opinions from a variety of cultural communities as expressed by mass media and literature
- ✓ Evaluate how both genders and various cultures and socio-economic groups are portrayed in mass media
- ✓ Explain how the media can influence emotional responses
- ✓ Explain the influence of others’ ideas and contributions to the development of their personal thoughts and feelings
- ✓ Demonstrate respect for cultural differences

Unit Plan: To Kill a Mockingbird

Reading Summary, Lesson objectives.

The purpose of this reading summary is to provide a suggested schedule for reading the novel and to briefly illustrate some key points. Because the lesson plans in this unit focus on general themes instead of specific chapters, this reading summary can be used in conjunction with the lessons to substantiate a closer reading of the text.

Lesson 1: *Chapters 1-3.* Teacher is to read part of the text out loud to ensure that everyone starts the novel off.

Chapter 1

Introduction of Scout as narrator: recounting a childhood story.

Jem's broken arm: connects beginning with ending.

Simon Finch and Finch's Landing. Intro. to Capurnia and Dill.

Description of Boo Radley legend.

Chapter 2

Scout's first day at school: September.

Miss Caroline and Scout argue about reading.

Miss Caroline humiliates Walter Cunningham: Scout explains.

Chapter 3

Walter comes to dinner: Scout is rude.

Miss Caroline meets Burris Ewell.

Atticus talks to Scout about reading and Miss C.

Questions For Focus

- ✓ As a result of the civil war, families looked to their roots for status. Obsession with history, insular people. As Scouts Quote: "Being southerners it was a source of shame to some members of the family that we had no record of our ancestors on other side of The Battle of Hastings."
- ✓ Describe the Cunninghams
- ✓ What impression do we get of school: Narrow minded, humiliating. Scout rebels against this because she is too innocent to recognize that you have to play the system. She is the mockingbird teaching the others to sing?
- ✓ Focus in how Scout is portrayed as a child "I'd go off and drown myselfthen they'd be sorry." Etc.
- ✓ Why does Walter pour syrup on everything and why does Atticus get angry at Scout for noticing? Walter does not get enough nourishment at home
- ✓ Describe the Ewells
- ✓ What sort of man is Atticus? Fiercely non-racist and a true democrat – Law is the king, civil liberties must always be respected.

Lesson 2: Chapters 4-6.

Chapter 4

Jem and Scout find presents in the tree stump from Boo.
Dill arrives for the Summer: children enact Radley story.

Chapter 5

Children talk to Miss Maudie.
Children try to put note through Radley's letter-box: Atticus stops it.

Chapter 6

Children look into Radley house: Jem's pants get caught.
Dill leaves: Jem goes back fro his pants in the night.

Questions for Focus

- ✓ What do the presents show us about Boo? What do the children's reactions tell us about the society they live in?
- ✓ Describe how Boo must feel seeing the enactment of his past and the scissors every day on the porch?
- ✓ Who was laughing at Scout and what does this tell us about what Boo is really like?

Lesson 3: Chapters 7-9.

Chapter 7

Scout in 2nd Grade: truth about Jem's trousers, more presents from Boo, tree stump is cemented up by Mr Radley

Chapter 8

First snow. Fire at Miss Maudie's house.

Chapter 9

Scout tries to hit Cecil Jacobs for calling Atticus a "nigger lover".
Scout talks to Atticus about racism.
Christmas at Finch's Landing: Aunt Alexandra and Uncle Jack.
Atticus explains to Uncle Jack why he is taking the Tom Robinson case.

Questions For Focus

- ✓ Why does Mr. Radley cement up the tree and what does this tell us about his character?
- ✓ Institutionalized prejudice: How are does Scout's reaction to the kindness of Boo a function of this? Good deed is snubbed.
- ✓ Why is Atticus defending Tom? Should he take the case on?

Lesson 4 Chapters 10-11: Teacher is to read part of the text out loud to ensure that everyone is paying attention

Chapter 10

Atticus as a father, and the mad dog incident.

Chapter 11

Jem is 12 years old. Mrs Henry Lafayette Dubose is described.

Jem cuts off her flower heads. Atticus makes him read to Mrs Dubose.

Mrs Dubose dies.

Questions For Focus

- ✓ What does the mad dog incident show about Atticus? He has power but does not use it
- ✓ What does it mean to say that it is a sin to kill the mockingbird?

End of Part One

Lesson 5: *Chapters 12-14.*

Chapter 12

Scout explains how Jem is going through adolescence.

Jem and Scout go to Calpurnia's church: racial incident.

Calpurnia describes her own family and community.

Chapter 13

Aunt Alexandra comes to stay. Maycomb is described.

Atticus is instructed to glorify his family to the children.

Chapter 14

Atticus defines rape for Scout.

Aunt Alex wants to get rid of Calpurnia.

Jem and Scout argue. Dill is found under the bed.

Questions For Focus

- ✓ Why will no one hire Tom's wife?
- ✓ How has Scout grown? The quote about lying
- ✓ How are the girls treated differently than boys, why is this?
- ✓ Why does Aunt Alexandria dislike Calpurnia? Because she is a servant and has equal power in the house. Also, the kids like her better.
- ✓ Is Aunt Alexandria a racist?

Lesson 6: Chapters 15-17.

Chapter 15

Sheriff Heck Tate comes to Atticus' door with Maycomb men.
Atticus guards Tom Robinson at the jail.
Confrontation with Maycomb men, children diffuse the situation.

Chapter 16

Atticus explains racial tension and the reasons for the confrontation over breakfast.
Build-up to the trial: children describe Mr Dolphus Raymond. Trial begins.

Chapter 17

Mr Heck Tate is the first witness.
Mr Robert Ewell is the rude witness.

Questions For Focus

- ✓ Why did Mr Cunningham retreat?
- ✓ What did Scout do and how does her presence change the situation
- ✓ How does using the word “them” relate to racism?
- ✓ How do people react in the mob – would they react differently on their own?
- ✓ Examine the Mob Scene.

Lesson 7: Chapters 18-20.

Chapter 18

Miss Mayella Ewell is questioned as the plaintiff.

Chapter 19

Mr Tom Robinson is questioned as the accused.

Chapter 20

Recess: children talk to Mr Dolphus Raymond.
Atticus makes his summarising speech to the jury. The character of Dolphus Raymond is introduced and he gives Scout a “drink”

Questions For Focus

- ✓ Who is Dolphus Raymond and why does he “act” the way he does? He cannot look respectable and be married to a black woman
- ✓ How is the case evolving. Is it simply black and white?

Lesson 8: Chapters 21-23.

Chapter 21

Calpurnia approaches the Judge with info for Atticus regarding the children being in court. They plead with Atticus to stay to hear the verdict.

Verdict of "guilty" is given: black people stand as Atticus leaves the court.

Chapter 22

Jem cries. Food from the black community.

Miss Maudie talks to the children about Atticus' role. Ewell spits at Atticus in the streets.

Chapter 23

Atticus and Jem have a discussion about the trial.

Atticus and Aunt Alexandra argue about the children We learn about the Cunninghams. We see a new realization about Boo from Scout.

Questions For Focus

- ✓ What is the significance of Jem and Scout sitting in the "Gallery"?
- ✓ What does Dill mean when he makes the statement that all he can do about folks is to make them laugh. Do you agree?
- ✓ Is Boo a prisoner or a refugee? Discuss
- ✓ Describe the Cunninghams

Lesson 9: Chapters 24-26.

Chapter 24

Aunt Alex and her missionary circle meet.

Tom Robinson's death is announced by Atticus who needs Calpurnia.

Chapter 25

Dill and Jem recount what happens when they go to Helen Robinson's.

Mr B.B. Underwood writes a poetic article about Tom's senseless death.

Chapter 26

Scout in the 3rd grade: reflection on Boo Radley no longer seeming frightening.

Miss Gates teaches Scout's class about Hitler. Contradiction as she is racist after trial.

Questions For Focus

- ✓ Look at the term Hypocrisy.
- ✓ Why is the missionary circle ironic. What is irony?
- ✓ Why did Tom go mad in the prison?
- ✓ How does the White community respond to Tom's death? Why?
- ✓ How is Scout developing / becoming more mature?

Lesson 10: *Chapters 27-29*

Chapter 27

Ewell gets and loses a job: blames Atticus. Judge Taylor has a secret visitor. Helen R is harassed by Ewell on the way to work and Link Dee's stands up for her. Scout and Jem start off to the pageant.

Chapter 28

Hallowe'en pageant organised by the missionary ladies: Scout in her costume. Scout forgets her shoes. Jem and Scout are attacked on the way home.

Chapter 29

Bob Ewell is dead at the scene of the attack

Questions For Focus

- ✓ Look at the contrast between fictitious danger of the Haunts and the real danger of Bob Ewell.
- ✓ Who stuck in the knife. Was this act justified?

Lesson 11: *Chapters 30-31*

Chapter 30

Boo Radley is introduced to Scout as Jem's saviour
Heck Tate orders Atticus to accept that Ewell fell on his knife although Atticus thinks that Jem stabbed Bob. Tate realises that Boo stabbed Bob. Atticus learns that the courtroom is not always the best place to solve things.

Chapter 31

Scout stays with Boo, and then walks him home. She imagines their story from Boo's viewpoint
Scout and Jem sleep: Atticus watches over them.

Questions For Focus

- ✓ Is Atticus correct in his changing opinion about the courtroom?
- ✓ What do you think about the comment, Bringing out the truth would mean punishing someone who is essentially good. What does this mean about the law
- ✓ Is justice different from the law? Is being right the same as being correct?
- ✓ How has Scout changed?
- ✓ Is Boo any more safe from people now than at the beginning.

Lesson 12:

Free lesson that can be used to make up time.

Some Tricky Chapter Vocabulary.

Chapters 1-11

Assuage, apothecary, chattel, unusually, detention, tyrannical, morbid, profane, compel, scrawl, entailment, vexation, mortification, speculation, amiable, truant, judiciously, auspicious, sluggish, unanimous, dreary, scowl, quell, pursuit, incomprehensible, inquisitive, quibble, ramshackle, malignant, hover, baffle, meditative, perpetrate, ingenuous, diversion, guileless, provocation, evasion, feeble, inconspicuous, simultaneous, jubilant, bedecked, inaudible, undulate, propensity

Chapters 12-30;

inconsistent, appalling, haughty, confront, prerogative, morbid, preface, penitentiary, resilient, affliction, succinct, budge, futility, aggregation, sideboard, prominent, subpoena, affluent, sullen, glean, gavel, ambidextrous, pantomime, involuntary, shrivelled, compassion, prosecute, swivel, exodus, subtlety, expunge, chiffarobe, sneer, detachment, calibre, relent, remorse, quiver, obscure, furtive, sprawl, apprehension, vocation, dreary, spurious, feeble, obscure, florid, garment, symptom, perforate, spasm, stolidly

<u>Unit Plan:</u>	To Kill a Mockingbird
<u>Lesson:</u>	Pre-reading activity (Role Playing)
<u>Lesson Parameters:</u>	This 80 minute lesson will allow students to see the realism of the portrayals of the role playing, as well as the family relationships and social issues involved in TKAM, and it will set the time and establish the themes to be discussed in TKAM.
<u>Objectives:</u>	Students will role play the sample experiences. They will identify the problem in the role play, and work out a strategy to find a solution to the problem. They will discuss the interactions between the characters in the role play, and critique the role playing from several different points of view (self, friend, teacher, shopkeeper, etc.).
<u>Anticipatory Set:</u>	Model role play so students know what to look for. Sample experience is the following: "Older brother (12 yrs old) wants to go to a video arcade with his friends; little sister (8 yrs old) wants to go as well, but he doesn't want her to tag along." <ul style="list-style-type: none">• Read out the sample experience to class• Teacher assumes role of litter sister• Student volunteer is in role of older brother• Can the student find a way to make the sister not tag along? What strategy does the student employ? Discuss with class.
<u>Instruction:</u>	Role Play <ol style="list-style-type: none">1. Divide students into 4 groups. Each group will have 2 role plays to complete.2. Students will assume roles in the situations. (Refer to handout on role playing.)3. Students will find the problem in the role play situation.4. Students will work together to form a strategy that will be a solution to the problem.
<u>Assessment:</u>	Students will act out one of their assigned role play sample experiences to the class. They will present their strategy for a solution to the problem. <ul style="list-style-type: none">• Did the members contribute to the role play?• Did the members contribute to the solution?• Was the role play believable? Did the members frame the situation for the class to understand?

Wrap-up: As a class, discuss the moral implications of the solutions. Is there only one ideal solution, or others to choose from? Why are some solutions better than others? What are some of the family issues and social implications of decision making when it concerns others?

Independent Study: Assign TKAM as reading for the class.

Resources: Handout—Role Playing pre-reading activity sheet with sample experiences.
TKAM—Hand out copies of the novel to the class, along with index cards for text registration.

English 10 – To Kill A Mockingbird
Pre-reading activity – 4 groups

Name:
Date:

What is the problem?

What would you do?

As a group, work out a strategy to find a solution to the problem.

1. Your friend has been suspended from school for something she/he did not do.
2. A teacher is unfairly treating your friend because of his/her race.
3. You are a shopkeeper. You have had problems with teenagers stealing so you won't let more than two teenagers into the store at the same time.
4. You feel that classmates are constantly picking on and bullying you.
5. You copied the answers on a test and received a good mark, while your friend who also cheated was caught and given a zero.
6. You are not given the correct change in a store. Even after asking the clerk to check, you do not get the correct change.
7. Even though your teacher explains why you received a poor mark on your essay, you still do not understand why. The teacher doesn't have the time or desire to explain it to you again.
8. You know that you are supposed to help at home, but you don't want to. Your mom gets on your case in a big way.

<u>Unit Plan:</u>	To Kill a Mockingbird
<u>Lesson:</u>	Chapter One – The Character of Boo Radley
<u>Lesson Parameters:</u>	This 80 minute lesson will focus on the first chapter of TKAM to learn more about the character of Boo Radley through quotations from the text. It can serve as an introduction to the lesson on “The Myth of Boo Radley”, and to show students how to incorporate quotes into their written work.
<u>Objectives:</u>	Students will do a close reading on the text from chapter one, focusing on the character of Boo Radley. They will make inferences from the text, and be introduced to choosing and incorporating quotations from the text.
<u>Anticipatory Set:</u>	Ask students to do a quick sketch of Boo Radley on a piece of paper or the board. Ask students what Boo Radley looks like?
<u>Instruction:</u>	Hand out the information sheet printed from http://owl.english.purdue.edu/handouts/print/research/r_quotprsum.html . Explain the difference between using quotation, paraphrase, and summary in writing. What are some of Boo Radley’s physical characteristics? Why do we have this image of him? What are some of his personal characteristics? How does the text shape our understanding of the real Boo Radley?
<u>Assessment:</u>	Students will fill out the worksheet on Boo Radley. <ul style="list-style-type: none">• use quotations provided to make inferences on the character• look at how the author has incorporated quotes (speech) as descriptive devices for the character
<u>Resources:</u>	Handout—Boo Radley quote sheet http://owl.english.purdue.edu/handouts/print/research/r_quotprsum.html

English 10 – To Kill A Mockingbird

Name:

Date:

The Character of Boo Radley – we learn a great deal about Boo in the first chapter of the story. Look at the quotations and decide what they tell us about how the neighbourhood views Boo.

Quotation	Statement
1. “...when Dill first gave us the idea of making Boo Radley come out.” (3)	
2. “The Radley place was inhabited by an unknown entity the mere description of whom was enough to make us behave for days on end...” (6)	
3. “The Radley place fascinated Dill. [...] Inside the house lived a malevolent phantom. [...] Any stealthy small crimes committed in Maycomb were his work.” (9)	
4. “The misery of that house began many years before Jem and I were born.” (9)	
5. “One night [...] the boys backed around the square in a borrowed flivver, resisted arrest by Maycomb’s ancient beadle...” (10)	
6. “Mr. Radley would see to it that Arthur gave no further trouble.” (10)	
7. “Mr. Radley’s boy was not seen again for fifteen years.” (10)	
8. “The neighbourhood thought that when Mr. Radley went under Boo would come out, but it had another think coming.” (12)	
9. “Boo was about six and a half feet tall [...] he dined on raw squirrels...” (13)	
10. “...we thought we saw an inside shutter move.” (15)	

Quoting, Paraphrasing, and Summarizing

Brought to you by the Purdue University Online Writing Lab at
<http://owl.english.purdue.edu>

Also, see our handout on paraphrasing at
http://owl.english.purdue.edu/handouts/research/r_paraphr.html.

This handout is intended to help you become more comfortable with the uses of and distinctions among quotations, paraphrases, and summaries. The first part of the handout compares and contrasts the terms, while the second part offers a short excerpt that you can use to practice these skills.

What are the differences among quoting, paraphrasing, and summarizing?

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

- **Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.
- **Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
- **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to . . .

- provide support for claims or add credibility to your writing
- refer to work that leads up to the work you are now doing

- give examples of several points of view on a subject
- call attention to a position that you wish to agree or disagree with
- highlight a particularly striking phrase, sentence, or passage by quoting the original
- distance yourself from the original by quoting it in order to cue readers that the words are not your own
- expand the breadth or depth of your writing

Writers frequently intertwine summaries, paraphrases, and quotations. As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases as in the following example:

In his famous and influential work On the Interpretation of Dreams, Sigmund Freud argues that dreams are the "royal road to the unconscious" (page), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream work" (page). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of rebus puzzle in the dream itself (pages).

How to use quotations, paraphrases, and summaries

Practice summarizing the following essay, using paraphrases and quotations as you go. It might be helpful to follow these steps:

- Read the entire text, noting the key points and main ideas.
- Summarize in your own words what the single main idea of the essay is.
- Paraphrase important supporting points that come up in the essay.
- Consider any words, phrases, or brief passages that you believe should be quoted directly.

There are several ways to integrate quotations into your text. Often, a short quotation works well when integrated into a sentence. Longer quotations can stand alone. Remember that quoting should be done only sparingly; be sure that you have a good reason to include a direct quotation when you decide to do so. You'll find guidelines for citing sources and punctuating citations at our documentation guide pages. We have one guide for the format recommended by the Modern Language Association (MLA) for papers in the humanities (at http://owl.english.purdue.edu/handouts/research/r_mla.html) and another for the format recommended by the American Psychological Association

(APA) for papers in the social sciences (at
http://owl.english.purdue.edu/handouts/research/r_apa.html).

Sample essay for summarizing, paraphrasing, and quoting

So That Nobody Has To Go To School If They Don't Want To

by Roger Sipher

A decline in standardized test scores is but the most recent indicator that American education is in trouble.

One reason for the crisis is that present mandatory-attendance laws force many to attend school who have no wish to be there. Such children have little desire to learn and are so antagonistic to school that neither they nor more highly motivated students receive the quality education that is the birthright of every American.

The solution to this problem is simple: Abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend.

This will not end public education. Contrary to conventional belief, legislators enacted compulsory-attendance laws to legalize what already existed. William Landes and Lewis Solomon, economists, found little evidence that mandatory-attendance laws increased the number of children in school. They found, too, that school systems have never effectively enforced such laws, usually because of the expense involved.

There is no contradiction between the assertion that compulsory attendance has had little effect on the number of children attending school and the argument that repeal would be a positive step toward improving education. Most parents want a high school education for their children. Unfortunately, compulsory attendance hampers the ability of public school officials to enforce legitimate educational and disciplinary policies and thereby make the education a good one.

Private schools have no such problem. They can fail or dismiss students, knowing such students can attend public school. Without compulsory attendance, public schools would be freer to oust students whose academic or personal behavior undermines the educational mission of the institution.

Has not the noble experiment of a formal education for everyone failed? While we pay homage to the homily, "You can lead a horse to water but you can't make him drink," we have pretended it is not true in education.

Ask high school teachers if recalcitrant students learn anything of value. Ask teachers if these students do any homework. Quite the contrary, these students know they will be passed from grade to grade until they are old enough to quit or until, as is more likely, they receive a high school diploma. At the point when students could legally quit, most

choose to remain since they know they are likely to be allowed to graduate whether they do acceptable work or not.

Abolition of archaic attendance laws would produce enormous dividends.

First, it would alert everyone that school is a serious place where one goes to learn. Schools are neither day-care centers nor indoor street corners. Young people who resist learning should stay away; indeed, an end to compulsory schooling would require them to stay away.

Second, students opposed to learning would not be able to pollute the educational atmosphere for those who want to learn. Teachers could stop policing recalcitrant students and start educating.

Third, grades would show what they are supposed to: how well a student is learning. Parents could again read report cards and know if their children were making progress.

Fourth, public esteem for schools would increase. People would stop regarding them as way stations for adolescents and start thinking of them as institutions for educating America's youth.

Fifth, elementary schools would change because students would find out early they had better learn something or risk flunking out later. Elementary teachers would no longer have to pass their failures on to junior high and high school.

Sixth, the cost of enforcing compulsory education would be eliminated. Despite enforcement efforts, nearly 15 percent of the school-age children in our largest cities are almost permanently absent from school.

Communities could use these savings to support institutions to deal with young people not in school. If, in the long run, these institutions prove more costly, at least we would not confuse their mission with that of schools.

Schools should be for education. At present, they are only tangentially so. They have attempted to serve an all-encompassing social function, trying to be all things to all people. In the process they have failed miserably at what they were originally formed to accomplish.

Unit Plan: To Kill a Mockingbird

Lesson: Otherness: The Concept of the Outsider

Lesson Parameters: This 80 minute lesson will examine what it means to be “the other” or an outsider.

Objectives: “Otherness” will be introduced to the students.
Students will be able to identify what constitutes being the other and how identity relates to otherness
The students will assume a character in the novel to act out a scene that represents the theme of being an outsider.
Students will develop a sense of spatial relationship in the novel form / acting

Anticipatory Set: Students will be Read “Tusk, Tusk” by David McKee (Note: guide the students through the book by pointing out relevant things).
Students will be read a book by Langston Hughes entitled “Black Misery” to try to get a sense of what it is like to not fit in.

Instruction: After reading the books by Hughes and McKee, the students will be asked for their impression. What does it mean to be an Other? What factors make one not fit in? What factors are present in the novel and the books we read? A web will be produced from their responses. After producing the web and having a discussion on some of the principles of otherness students will be put into groups. In groups of 5 / 6 (28 kids to my classroom) the students will be given a work sheet which outlines the particular scene that they have to present to class. The work sheet should have some relevant themes that need to be addressed. Sample scenes are:

1. School scene: Cunningham with no lunch money
2. The Ewells: A depiction of their home
3. The children acting a play about Boo Radley
4. The Mob Scene: With Scout asking her questions.
5. Introduction of Dolphus Raymond..
6. Calpurnia taking the children to her church.

The students will be responsible for explaining why they staged their tableau as they did and what they would have in the scene to illustrate what it means to be an outsider. Not all the students will have read up to the scenes that they are going to act out so they will be asked to read them before they present their tableau.

- Assessment: The students will have to write a letter from the perspective of a character in the novel to another character explaining why they are unique. A list of characters will be provided.
- Wrap Up: Tableau's will be reviewed and key concepts will be summarized.
- Independent Study: Students asked to be critical about what it means to fit in.
- Recourses: “Tusk, Tusk” by David McKee, “Black Misery” Langston Hughes

Unit Plan: To Kill a Mockingbird

Lesson: Boo Radley: Mythology and Urban Legends

- Lesson Parameters:** This 80 minute lesson will examine the fascination with the character Boo Radley by focussing on mythology and urban legends.
- Objectives:** The students will be introduced to the concepts of *Symbol*, *Setting*, *Stereotype*, and *Boundaries* (both literal and metaphorical). Students will demonstrate creativity by making their own urban legend.
Students will demonstrate how stereotypes and boundaries are constructed and myths and urban legends are created.
- Anticipatory Set:** The lesson will begin with a discussion on urban legends. The terms that the lesson will focus on will be introduced and related to the concept of legend and myth
Teacher will have to pre-create or obtain an urban legend to read class
- Instruction:** Teacher will explain process of class. Students are going to create their own urban legends about people and places from a number of cut outs that they are given. The exercise will be broken into three parts.
 1. Part one involves selecting three pictures of interest. The students have to come up with four descriptive words to help explain their picture.
 2. The second part of the exercise involves a discussion of the descriptive words. Students must present some of the words they chose and explain why they chose them. In the discussion the teacher goes over the concepts stereotype, setting, symbol, and boundaries.
 3. Students will be asked to create their own urban legends. Time permitting, students will be asked to share their urban legends with the class
- Assessment:** Assessment will be based on creation of the urban legend. Further assignment may include a focussed study on the concept of stereotype
- Wrap Up:** The key terms will be reviewed and Boo Radley's presence will be re-introduced
- Independent Study:** Students can work on their urban legends if they are not complete

Resources:

1. www.snopes.com = a great source for urban legends
2. A collection of pictures that contains objects and people. It is important to have more people than object to focus the discussion on stereotypes to people.

Unit Plan: To Kill a Mockingbird

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Unit: To Kill a Mockingbird

Lesson: Poetry is for the Birds: Exploring Bird Allusions in TKMB Through Poetry.

Lesson Parameters: This 80 minute lesson will examine the symbolism and allusion in TKAM.

Objectives: Students will explore the effects of oppression on African-Americans

Students will be exposed to poetry by African-Americans

Students will connect themes from poetry to the Novel

Explore the symbolism in TKAM

Anticipatory Set: Ask students to reflect upon the title of the novel. Then share their responses with a friend.

Then ask pairs to share their responses with the class.

Activity: Provide students with 3 handouts. The handouts have information on Finches, Robins and Mockingbirds.

1. Ask the students why they think they have been handed this information. How does it relate to the novel.
2. Next, hand out copies of Angelou's "I know why the Caged Bird Sings" and Dunbar's "Sympathy".
3. Read these poems to the class
4. As these poems are being read, students will be filling out their ICI_sheets
5. Students will then share their thoughts and insights with a partner.
6. The pairs will then discuss how the poems relate to characters and themes in the novel
7. The Pairs will share their findings with the class.

Assessment: Assessment will be based on the completion of the ICI work sheets and the creation of the "found poems"

Wrap up: Ask students to hand in ICI worksheets and instruct students that they are to write a found poem using the bird handouts and the poems.

Independent study: Using the Bird info sheets and the poems, students will create a "Found Poem" about one of the characters or themes in TKMB.

Note: it may help to model this exercise

Materials:

- Handouts on Finches, Robins and Mockingbirds
- Copies of Maya Angelou's "I know why the Caged Bird Sings"
- Copies of Paul Laurence Dunbar's "Sympathy"
- ICI_ worksheets
- Recording of Wynton Marsalis' "I know Why the Caged Bird Sings"

English 10 – To Kill A Mockingbird

Name:

Date:

ICI²**Interest** – anything you found interesting (word, sentence, theme, idea, etc.)**Connect** – make connections to your own experiences or readings**Investigate/Interrogate** – write questions you have, or what you want to investigate further

Maya Angelou's "I Know Why the Caged Bird Sings" and
Paul Laurence Dunbar's "Sympathy"

Interest	Connect	Investigate/Interrogate

Harper Lee's "To Kill A Mockingbird"

Interest	Connect	Investigate/Interrogate

Unit Plan: **To Kill a Mockingbird**
Lesson: **Prejudice—Outward Appearances and Inner Qualities**
The paper bag collage assignment

Lesson Parameters: This lesson is designed to increase student awareness of other races and cultures, and to weave students' lives with the lives of the Finches, the Radley's, and the Robinson's. It will allow student to get to know each other, and prompt discussion on the novel TKAM and the theme of prejudice.

Objectives: Students will identify their inner and outer qualities through pictures or items and present what they are comfortable with disclosing to class. They will discuss issues on prejudice—the inaccuracies of drawing conclusions on people based on outward appearances, prejudice in school communities, and depictions of prejudice in literature and in film. Students will make inferences on characters based on their inner qualities.

Anticipatory Set: Write “prejudice” on the board or OH. Ask class to brainstorm together on this word. Assign one or two volunteers to record on the board or OH.

Instruction: **What is prejudice?**
Give dictionary definition of prejudice. What is prejudice in society? in school? in TKAM? Why does prejudice occur? Begin a general discussion on inner vs. outer qualities of an individual, and why it is important to be aware of both aspects.

Introducing the Paper Bag Collage Assignment

1. Ask your students to search through newspapers, magazines, small objects, or even photo albums at home.
2. Find pictures or items that symbolize aspects of their personalities.
3. Students sort their pictures and items into two piles: inner qualities (aspects that they may not share often or at all with others) and outer appearances (aspects of their personalities that they often share with others).
4. Reassure students that they do not need to disclose their deepest, darkest secrets—only what they feel comfortable disclosing in the classroom setting.
5. Once the students have sorted their picture and items, hand out paper grocery bags. If students wish, they can use other containers such as shoeboxes.
6. Students secure pictures and items representing their outward personality traits to the outside of the bag; inner personality traits go inside the bag.
7. Teacher, make your own too!

Assessment:

One week later...

- Spend a day or two discussing the bags with each other as a class.
- Encourage, but don't require all the students to discuss their collages.

Wrap-up:

Think-Pair-Share on the issues of prejudice in the TKAM, and this activity helped make us become more aware of our tendency to prejudge others based on only outward appearances.
Hand out worksheet on “The Theme of Prejudice”.

Independent Study:

From the novel, find 5 examples of characters who are victims of prejudice. Name some of their outer appearances which make them susceptible to prejudice, and find some of their inner qualities which are not always apparent upon a first reading of the text.

Resources:

Chalk or OH pens—for brainstorm of “prejudice”
Pictures—magazines, newspapers, catalogues, etc.
Paper grocery bag—for inner and outer pictures and items
Glue, stapler, string, hole-punch—for placing pictures onto bags
Handout—“The Theme of Prejudice”

English 10 – To Kill a Mockingbird

Name:

Date:

The **theme of prejudice** between opposing individuals and groups creates a tension that runs throughout the whole story. There is tension between males and females, blacks and whites, and different economic and social groups. This theme is relevant today because these prejudices are still with us and have to be resolved. They are not restricted either, to any particular age group or geographic location.

As six-year-old Scout relives events and attempts to understand the prejudice as it occurs, it becomes possible for us to see it clearly through her eyes and begin to understand as she begins to understand.

1. Atticus says that it's a "sin to kill a mockingbird" (90). Atticus uses the mockingbird as a metaphor to represent innocence. There are three episodes in the story where Scout uses the phrase "to kill a mockingbird" and with each incident she displays a more complete understanding of the relationship between prejudice (or senseless hatred) and the sin involved in harming something or someone who does you no harm. Who are the "three mockingbirds" in this story?
 - a.)
 - b.)
 - c.)
2. How does each of the following episodes illustrate Scout's developing understanding of prejudice—it's cause, depth, and consequences?
 - a.) Her discussion with Dolphus Raymond (p. 201)
 - b.) Her growing understanding of Boo Radley (pp. 14, 53, 227, 279)
 - c.) Her exposure to reverse prejudice at church with Calpurnia (p.119)
3. Many people in the story influence Scout's values beliefs. What does each of the following teach her?
 - a.) Jem
 - b.) Maudie
 - c.) Atticus
 - d.) Calpurnia
 - e.) Mr. Cunningham

Unit Plan: To Kill a Mockingbird

Lesson: Be a Man: An Investigation of Manhood in TKAM

Lesson Parameters: This 80 minute lesson will explore the concept of manhood as it relates to the characters in the novel.

Learning objective:

- Explore life for African Americans during the Jim Crow era
- Consider terms of respect and disrespect
- Analyze the concept of manhood in TKAM
- Exploring “point of view”

Anticipatory Set: Play the recordings of Broozy and Waters

Then, play Angelou’s reading of “Ain’t I a woman”
Ask students to write out their definitions of what it is to be a man/woman as they listen to the recordings.

Activity: Divide the class into 6 groups. Each group will be responsible for one person’s definition of manhood/womanhood. The six people to consider are:

- Atticus Finch
- Jem Finch
- Tom Robinson
- Sojourner Truth (Ain’t I a Woman)
- Big Bill Broonzy
- Muddy Waters

Once students have identified their character’s or individual’s definition of a man/woman and found quotations to support their assertions, the class should have a discussion of manhood/womanhood. The following questions may be asked to initiate discussion:

How do you define man/womanhood

What does it take to become a man/woman

How does society define man/womanhood? Does the definition vary by the colour of one's skin? Explain

Does society have its definitions right? Why or why not?

What would you like to see changed in the way society regards manhood?

How are women involved or impacted by your definitions of what it takes to be a man?

Wrap up:

Ask students if their concept of Man/womanhood has changed. They will spend a few minutes writing out their responses, post discussion.

Introduce the homework assignment for next class.

Assessment:

Assessment will be based on original response and final responses.

Independent study:

Ask students to write a paragraph as Tom Robinson. In the paragraph students will express the effects on Tom of being considered less than a man. How does it make him feel? how does he see himself?, how do others see him? An alternative to writing a paragraph, students may write a song or rap expressing the same ideas.

Resources:

Music: Big Bill Broonzy "When will I get to be called a Man"
Muddy Waters " Mannish Boy"

Readings: Harper Lee, TKAM, Sojourner Truth, "Ain't I a Woman"

<u>Unit Plan:</u>	To Kill a Mockingbird
<u>Lesson:</u>	Honorific Titles – privilege and power
<u>Lesson Parameters:</u>	Language is a powerful tool in TKAM. Using examples of titles for the characters in the novel, we can explore how the author uses language to reveal the power of words to establish what (and who) society values most.
<u>Objectives:</u>	Students will look at language used in TKAM as the author's choice in style and purpose. They will note the importance attributed to names and titles in TKAM, and how the <i>way</i> character in the novel address or nickname people reveal their status, entitlement, and power.
<u>Anticipatory Set:</u>	Begin class with role call by addressing students with proper titles of Mister or Miss <u>first name</u> . E.g. – Mister Jem, Miss Jean Louise.
<u>Instruction:</u>	Hand out summary sheet on use of titles and honorifics. Ask class why people have titles. How did they feel when role call was done with titles added to their names?
	Present the character list from TKAM on the overhead. Ask class to provide the correct titles for each character.
	<ol style="list-style-type: none">1. Why do some characters have titles, while others do not?2. What is the significance of a person's title?3. What are some factors that have an effect on a person's title?
<u>Assessment:</u>	Students fill out worksheet on the character list <ul style="list-style-type: none">• did the student use the correct title?• did they provide a brief description of the character's status (i.e. – married, single, young, old, etc.)
<u>Wrap-up:</u>	The use of titles to address people can have a profound effect on their interactions. In TKAM, the author uses titles to convey respect or disrespect, and elevate or degrade a person's status. Titles also reveal who and what the society values most.
<u>Resources:</u>	Handout of character list – exercise on addition of titles to characters. Handout on the use of titles and honorifics from http://www.charlestonschoolofprotocol.com/newsdetail.asp?ID=95

English 10 – To Kill A Mockingbird
Character List

Name:
Date:

Title and Name: Description of why this character has this title:

Mrs. Henry Lafayette Dubose a married, white woman, with title

Mr. Underwood a white man, with title

Mr. Walter Cunningham a poor farmer, with title

Miss Maudie Atkinson an unmarried, white woman, with title

Arthur "Boo" Radley

Atticus Finch

Jean Louise "Scout" Finch

Charles Baker "Dill" Harris

Jeremy Atticus "Jem" Finch.....

Calpurnia.....

Walter Cunningham.....

Bob Ewell

Aunt Alexandra

Mayella Ewell

Tom Robinson.....

Link Deas

Nathan Radley.....

Heck Tate

Dolphus Raymond.....

English 10 – To Kill A Mockingbird

Name:

Date:

Help! Is it Dr., Mrs. or Ms?

Friday, January 10, 2003

By Cynthia Gross

From <http://www.charlestonschoolofprotocol.com/newsdetail.asp?ID=95>

Titles and honorifics have always been the way of showing respect to people by addressing them first with Dr., Mr., Mrs., etc. Showing a lack of respect for someone's title or not using an honorific correctly may denote an opinion about you such as being non-caring, rude or ignorant that you do not know the right way to address them; or arrogance that you do know the proper address and do not use it. Overall, it may create a feeling of un-professionalism.

Here are some tips when addressing people.

- Mr. - When using the proper forms of address, a boy is a mister until the age of 7. Between the ages of 7 to 18 there is no title and at 18 he becomes correctly addressed as Mr.

- Miss - Girls on the other hand, have no title until the age of 9. From then until they are married they are addressed as Miss.

- Ms. - Today in business, the title of Ms. for women is correct. It originated from the 17th century French and is short for mistress. It is a correct usage for women married or single. Although some women may not prefer this, it is correct. If you use this title, it is proper to just say Ms. Ann Smith.

- Mrs. - If the woman is married she must use her Husband's first and last name. Mrs. Michael Smith. To say Mrs. Ann Smith indicates that she is divorced.

If a woman is divorced with children, and returns to her maiden name or is remarried, it often creates confusion. Try to let the people who need to know, like the school, day care, etc., of the situation.

- The use of sir and ma'am - The use of sir and ma'am are not to be used among people of the same age. They are typically used to address distinguished people such as a customer, teacher, and a person in office or of older age or position. The latter may also use the term Madam.

- The use of Sr. and Jr. - A man with the same name as his father is a junior. The correct way to show that is to use a comma and then Jr. after his name...Mr. Michael Smith, Jr.. He may drop the Jr. after the death of his father if he wants, but often it is easier to retain it. If Mr. Michael Smith, Jr. has a son, the son is referred to as the 3rd, denoted by III or 3rd.

Mr. Michael Smith II is not the son of Mr. Michael Smith, but rather the nephew or grandson.

Some general guidelines regarding the use of titles and honorifics:

- Use the honorific in business conversation until you are invited to do otherwise.
- Do not introduce yourself using an honorific.
- In addressing an envelope, when there is no title, always use the honorific before the name; not Paul Jones, but Mr. Paul Jones.
- When addressing a letter to a person with a title such as doctor or esquire, there is no honorific used; John Smith, M.D. or Michael Smith, Esq, but not Mr. John Smith, M.D. or Mr. Michael Smith Esq.

The rules regarding the use of titles and honorifics are something we must re-visit every so often, to make sure we are not offending someone without realizing the insult.

Unit Plan: To Kill a Mockingbird

Lesson: Tom Robinson and Emmett Till: A comparison.

Lesson Parameters: This 80 minute lesson will demonstrate the historical significance of Tom Robinson's character.

Learning Objectives: Students will understand the historical significance of the novel.
Students will compare historical events with those events in the novel.
To contextualize and enhance the reading of the novel

Anticipatory Set: Show pictures of segregation in the Jim Crow South, but do not give them any background to the pictures. Have students write down their speculations about what the pictures represent. Ask students to share their speculations with the class.

Instruction: Ask students if they are familiar with the terms Jim Crow, lynching, and segregation.
Have a brief discussion about these terms.

Play the movie: "The Murder of Emmett Till"

After watching the movie, students will break into groups to discuss the parallels between the treatment of Emmett Till and the treatment of Tom Robinson regarding the charges and capture of each man.

- Each group will nominate a recorder, to write down the key points
- The groups will each share their findings with the class

Assessment: Assessment will be based on student's participation and group work sheets, which will be handed in.

Wrap up: The key terms will be reviewed and the students will be asked to start thinking about the idea of vigilante justice for next class.

Independent study: Students will review chapter 15 for next class discussion.

Resources: Overhead transparencies of segregation images.
<http://www.jimcrowhistory.org/scripts/jimcrow/gallery.cgi?term=&collection=crow&index=42>
Copy of the video "The Murder of Emmett Till"

Unit Plan: To Kill a Mockingbird

Lesson: Tom Robinson: The Zeitgeist of the Times

Lesson Parameters: This 80 minute lesson will examine the attitudes and beliefs of a typical community in the Jim Crow South.

Learning objectives: To Make connections with the real life story of Emmett Till and the fictional story of Tom Robinson.

Explore attitudes of Jim Crow South, and relate it to attitudes in the novel.

Examine the complex and contentious dynamics of the trial process in TKAM and in our society.

Anticipatory set: Ask students to recall either the O.J. Simpson case, the Kobe Bryant case, or the Michael Jackson case.
With a partner, students will briefly discuss whether or not they think these men are guilty.
Ask students, by show of hand, if they think these men are innocent.
As there will varying opinions, the teacher can now make the point that deciding if one is innocent, or guilty is difficult, even under the best of circumstances.

Instruction: Now that the student's are familiar with Emmett till's story, provide them with the article written in *Look Magazine*. In the article, Emmett's killers flippantly admit to the murder after being found innocent in a court of law.

After students read the article, provide them with a handout of letters to the editor from *Look Magazine*.

In small groups, ask students to create a chart listing similarities and differences between:

The charges
The accused
The defense
The prosecution
The community response
The outcome
Media coverage.

Assessment: Students will be assessed based on the creation and completion of their charts.

Wrap up: Students will present their charts to the class, and the homework assignment will be explained

Independent Study: Their assignment is to write a response to 2 letters found in *Look Magazine*, in the role of the Atticus Finch . They should use references from the movie, the novel and the *Look* article when writing their responses.

Resources: Photocopies of the article in *Look Magazine*.
Photocopies of the letters to the editor in *Look Magazine*.
These articles can be found at:
http://www.pbs.org/wgbh/amex/till/sfeature/sf_look_letters.html

Unit Plan: To Kill a Mockingbird

Lesson: The Trial Lesson A

Lesson Parameters: This is a Research Lab where the students will spend time in the library researching the civil rights movement and the judicial mood of the era.

Objectives: The students will be responsible for researching their characters and how the climate of the times played a role in the judicial process.

Anticipatory Set: Before the students begin their research we will all participate in a guided search of the more recent O.J Simpson trial.

Instruction: Ensure that students stay on task – See attached Worksheet.

Assessment: Check that the worksheet has been filled out.

Mock Trial Work Sheet.

English 10

- 1) Find a web sight that explains what the civil rights movement was. Provide a brief description of the civil right movement.
 - 2) What was Jim Crow (Hint See: <http://www.ferris.edu/news/jimcrow/what.htm>)
 - 3) Type in the phrase “Famous Trials” and read about the trials that are listed there. Can you find any examples that mimic the trial in the book? If so, take some notes on them that you find interesting.
 - 4) Find examples of current injustices or events that disturb you and list some web sights that attempt to give an alternative point of view. Think about recent trials and or current events

Unit Plan: To Kill a Mockingbird

Lesson: *The Trail: Lesson B*

Lesson Parameters: In this 80 minutes the students will participate in a mock trial. Preparation will include taking on a character and dressing up (if all are agreed)

Objectives: Students will learn to present their ideas in a logical manner with evidence
Students will participate in a trial format to get a sense of history and the judicial system

Anticipatory Set: No time: Its mock trial time.

Instruction: To be completed before you read the trial section to set expectations and create interest, or it could be done afterward to reinforce the reading.

Divide the class into

Atticus Finch
Mayella
Mr. Ewell
Tom Robinson
Judge Taylor
Heck Tate
Mr. Gilmer
Dolphus Raymond – a minor but important character
Jurors
and anyone else (those I can't remember right now.)

Either through cooperative learning team or independently, the students could draft major points of the trial for each of the characters. Set your classroom up like the courtroom and act as the omniscient facilitator and walk the students through the trial. The students rely on the scenarios and points they have prepared to demonstrate what the trial must have been like.

For the jurors, I would have them write down the considerations a juror would have made in that day and society. The next day you could interview them and they could explain the reasoning behind their decision.

Another thought would be to assign a jury who would offer reasoning from a modern perspective to explain how times and cultural awareness have changed. Looking at the same "crime" from a modern perspective compared to the implied perspective of the jurors in the book might be a very valuable approach.

Assessment: What do you think of the verdict? Students take home response journal. Did the town learn anything?

Wrap Up: Perhaps one more class where students can discuss what it felt like being in a mock trial. Listed some suggestions above

Resources: Any costumes that you want to bring to class

English 10 – To Kill A Mockingbird
Mock Trial Focus Sheet

Name:

Date:

1. What was said or discussed.

2. The main points are:

3. From what was said, I agree with:

4. From what was said, I disagree with:

To Kill A Mockingbird

Sources of Reference

Websites

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Articles

- ❖ *Look Magazine*, “The shocking story of approved killing in Mississippi” from
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- ❖ *Help! Is it Dr., Mrs., or Ms.?* – By Cynthia Gross, from
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- ❖ Quotation summary sheet from
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