Lesson #1 - Introduction

Objective: The students will reflect on their opinions and reactions to several key ideas and terms presented in TKMB.

Procedure:

1. Ask students to take out their journals. As for all journal entries, students should write at least 5 complete sentences in response to the prompt.

   What is the most important thing you learned before you were 10 years old?

2. Hand out Anticipation Guide and True/False cards. Read through the statements and ask the students to mark T/F in the first column and hold the appropriate card up in the air. Encourage students to look around the room to see how their classmates respond to the statements. We will discuss each of these ideas as we read the next book. Ask students to put Anticipation Guides in a safe place for future reference.

3. In the second half of their journals, ask the students to dedicate 2 pages to each of the following key words.
   - lady
   - background
   - trash
   - courage
   - education
   - prejudice

After the students have labeled the pages, ask them to spend 5 minutes writing about each key word. Watch the clock to let students know when 5 minutes is up and tell them to move onto the next word. In their journals, students should reflect on:

   - your reaction to the word
   - your feelings about the word
   - give a possible definition of the word
   - note your experiences with the word

The students should not use up all of the space for each word because we will revisit these words and their reflections, building on them as we continue our study of the book.

Remind students to bring their journal with them every day of this unit.
Materials:

- Anticipation Guides
- True/False cards
- overhead or on board: key words and journal reflections
Lesson #2 - Introduction

Objective: The students will analyze their fears in order to better understand the characters in chapters 1-3 of *TKMB*.

Procedure:

1. In journal, have students respond to:

   What did you fear as a child: what **places** and what **people**? Why did these people and places make you uneasy? How did you outgrow these fears?

2. Share what I feared as a child: the basement at night, creaking of an old house, coming home after vacation to a dark house, adults that I did not know. Ask students to share their fears if they feel comfortable. Lead into a class discussion of how children outgrow their fears.

   Probe to find out what equivalent fears **adults** have. Write these ideas on the board. Are these fears parallel to children’s fears? What fears do we have as a society? How can a society outgrow these fears?

3. Tell the students that the book we are about to begin reading has two plots which run side-by-side and which are nestled in fear. The first is the children’s fear and uneasiness with their mysterious neighbor. The second is society’s fear of blacks and losing power. We will be reading closely to see how these plots parallel each other.


5. Hand out reading assignment schedule, study guide and vocabulary sheet. There will be a study guide and vocabulary sheet for each reading assignment. They will always be collected: sometimes as homework, sometimes as a quiz grade. We will have some vocabulary quizzes leading up to the unit test.

6. Hand out character mood graph assignment. Explain the assignment. Ask if there are any questions.

7. Explain structure of chapter one. It is a key chapter in this novel. It begins with a “hook,” continues to relate the Finch family history with dry humor, then narrows the focus to the town of Maycomb, Alabama in the 1930s. Finally, it introduces the immediate family members and the neighborhood. Begin reading chapters 1-3 aloud as a class.

HW: Read chapters 1-3. Complete the study guide and vocabulary sheet.
Materials:

- book cards
- character mood graph assignment
- study guide/vocab 1-3
To Kill A Mockingbird

Lesson #3 - Ch. 1-3

Objective: In interactive groups, the students will use textual evidence to create a character map of the main characters in TKMB.

Procedure:

1. In journals, respond to:
   
   To Kill a Mockingbird is told from the point of view of 6-year old Scout. Describe your neighborhood through the eyes of a six-year-old.

2. Briefly discuss key questions from the study guide. Collect study guide and vocabulary sheets. Hand out new study guide and vocabulary sheets.

3. Explain the assignment. Students will work in cooperative groups of 3-4 in order to complete a character map. The center of the character map will be the character’s name. In the ovals, the students will fill in qualities/personality details/physical characteristics of the character. In the rectangles, students will fill in a quote from the book which support the detail in the oval.

4. While students work on the assignment, circulate to answer questions, encourage group-work and probe deeper into the students’ understanding of the text.

5. When there are approximately 5-7 minutes remaining in the period, ask the groups to share their character maps. Subsequent groups with the same character should just add new information, not repeat everything they have.

6. Collect character maps (with all group members’ names).

Materials:

- character map handouts
- study guide ch. 4-5
Lesson #4 - Ch. 4-5

Objective: The students will create an illustration of the character based on characteristics analyzed yesterday from textual evidence.

Procedure:

1. Journal:

   What might be the significance of some of the characters’ names? Why is Scout called by that nickname? What does “Atticus” mean? What does “Jem” bring to mind? Does the fact that Calpurnia is called “Cal” by the Finch family have any significance? Why is Arthur Radley called “Boo”? 

2. Briefly discuss key questions from the study guide. Collect study guide and vocabulary sheets. Hand out new study guide and vocabulary sheets.

3. Explain that today we will take the textual evidence and characteristics we analyzed yesterday and create an illustration of the characters. The illustration should be true to the textual evidence.

4. Ask students to get into the same cooperative groups they were in yesterday. Hand out their character maps, construction paper, markers, crayons and colored pencils. Students have about 30 minutes to work on this assignment.

5. After 30 minutes, ask groups to share their illustrations. Make sure all group members’ names are on the sheet and collect them.

Materials:

- character maps

- construction paper

- markers, crayons, colored pencils

- study guide/vocab ch. 6
Objective: The students will use what they have read thus far in order to analyze what Scout has learned and how Jem is changing.

Procedure:

1. Journal:
   
   What acts of courage does Jem confront in this chapter? What do these tell us about Jem?

2. Discuss key questions from the study guide and last night’s reading. Collect study guides and vocabulary sheets. Hand out new study guide and vocabulary sheets.

3. Explain that students will work in their cooperative groups to create an inventory of what Scout has learned (and how) and the ways in which Jem is changing (and why). Hand out the inventory sheet.

4. While students are working in their groups, circulate to answer questions and refocus students.

5. With about 5-7 minutes remaining in the class, ask groups to share their analysis. Subsequent groups should only share new information.

Materials:

- study guide/vocab ch. 7
- inventory hand-out
To Kill A Mockingbird

A dynamic character is one who grows and changes throughout the course of a story. Both Jem and Scout can both be considered dynamic characters. Based on what you have read so far, complete the following charts.

<table>
<thead>
<tr>
<th>What Scout has learned</th>
<th>How she has learned it</th>
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<table>
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<tr>
<th>How Jem has changed</th>
<th>What caused him to change</th>
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Lesson #6 - Ch. 7

Objective: The students will use their knowledge of the text to create a realistic map of Maycomb, Alabama.

Procedure:

1. Journal:

   Jem cries when Mr. Nathan seals the knothole in the tree. Why? What might he be thinking when he begins to cry?

2. **Hand out Scout characterization writing assignment.** Explain assignment. **The assignment is due on Tuesday, January 17th and must be typed.**

3. Discuss key questions from the study guide and last night’s reading. Collect study guides and vocabulary sheets. **Hand out new study guide and vocabulary sheet.**

4. Explain that students will work in their cooperative groups to create a map of Maycomb. The map should be based on references from the text. The map should include the following locations:
   - the Finch home
   - Miss Rachel’s house
   - Miss Maudie’s house
   - Miss Stephanie’s house
   - The Radley Place (including the tree)
   - Mrs. Dubose’s house
   - the school

5. Hand out large white newspaper sheets, marker, crayons, colored pencils.

6. While students are working in their groups, circulate to answer questions and refocus students.

7. With about 5-7 minutes remaining in the class, ask groups to share their maps. Subsequent groups should only share new information.

Materials:

   - study guide/vocab ch. 8
- white newspaper paper
- markers, colored pencils, crayons
- Scout characterization writing assignment
To Kill A Mockingbird

Character Mood Graph

Your assignment is to create a graph of the high and low points in two characters’ lives as they occur throughout the novel. This sounds weird, yes, but it is a good way to help you understand, the plot of the story and the characterization that the author employs throughout the novel to show your two characters’ different moods. You can think of the high and low points as visual representations of the characters’ moods and/or circumstances as various points throughout the novel.

You will select at least five (5) points in the story for each character and indicate whether that point was a high or a low point in each character’s life, based on clues from the text. You will indicate these points on a chronological graph, using page numbers as your x-axis and low points to high points (-10 to +10) as your y-axis.

Accompanying your graph will be a typed explanation of each of your ten points. For each point, you will write at least one paragraph that includes:

- a quote from the novel that helps demonstrate how the character was feeling and/or what the circumstances they were in at that participation time in the story (include the page number)
- what numerical value you assigned that point
- an explanation of why you assigned that point the rating you did

You will then connect your points to show the progression of the character’s moods/situations over time.

Due Date: January 17, 2006
To Kill A Mockingbird

Lesson #7 - Ch. 8

Objective: The students will analyze Harper Lee’s use of foreshadowing and fear in the fire scene by creating a dialogue between Jem and Atticus about the origin of the blanket.

Procedure:

1. Journal:

   Natural disasters often foreshadow other terrible events. What might Harper Lee be foreshadowing with this chapter?

2. Discuss key questions from the study guide and last night’s reading. Discuss parallels between the two threats made to the children in this chapter: the snow (benign, but unusual) and the fire (malign and uncontrollable). Point out that these parallel nicely to the Boo Radley situation and the Bob Ewell threat. This chapter makes the transition from childish fear to justified, adult fear. Collect study guides and vocabulary sheets.

3. Aloud, reread the interaction between Atticus and Jem regarding the blanket. In pairs, students will write a dialogue between Jem and Scout discussing what happened. At the end, Scout should understand Jem’s reasoning. Try to capture the voices of the children.

4. While students are working in pairs, circulate to answer questions and refocus students.

5. With about 5-7 minutes remaining in the class, ask pairs to share their dialogues.

Materials:

   - study guide/vocab ch. 9-11
   - dialogue hand-out
To Kill A Mockingbird

Scout is bewildered by the understanding that Atticus and Jem reach concerning the blanket. Reread the interaction on page 71-72. Then write a dialogue between Jem and Scout, discussing what happened. At the end, Scout should understand Jem’s reasoning. Try to capture the voices of the children in your dialogue.
Objective: The students will work in cooperative groups to analyze the story so far from differing view points.

Procedure:

1. Journal:

   At the end of Part I, what have Scout and Jem learned? Try to formulate a few simple lessons the children have mastered.

2. Collect Scout characterization writing assignment.

3. Discuss key questions from the study guide and last night’s reading. Collect study guides and vocabulary sheets. Hand out new study guide and vocabulary sheets.

4. Ask students who the narrator of the book is. Whose perspective is the book told from? Explain that students will work in their cooperative groups to consider the book for perspectives other than Scout’s.

5. Hand out Different Perspectives Graphic Organizer. Go over organizer and emphasize that students should identify issues and feelings, as well as text statements and that character’s reactions. The summary position statement should synthesize all of the points into a brief paragraph. Character positions include:

   - Jem
   - Calpurnia
   - Mrs. Dubose
   - Atticus
   - Tom Robinson
   - Boo Radley
   - Miss Maudie

5. While students are working in their groups, circulate to answer questions and refocus students.

6. With about 5-7 minutes remaining in the class, ask groups to share their perspectives.

Materials:
- study guide/vocab ch. 12
- different perspectives graphic organizer
To Kill A Mockingbird

Different Perspectives Graphic Organizer

Your perspective on ________________________________

Role ________________________________

Issues

Feelings

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Issues

Feelings

Summary Position Statement
Lesson #9 - Ch. 12

Objective: The students will complete their activity on reading from a variety of perspectives and revisit the key words in their journals to reflect on their growing understanding.

Procedure:

1. Journal:

   Why does Cal hide her ability to speak standard English from her friends? What does this tell you about her?

2. Discuss key questions from the study guide and last night’s reading. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

3. Give students about 15 more minutes to work in groups to complete their different perspectives activity. Ask students to share their summary position statements. Collect different perspectives handout.

4. After groups complete their presentations, ask students to open their journals to the key words section and revisit what they originally wrote. Ask them to reflect on what they have read so far and to add to their existing entries. Students should not erase and cross anything out. They should reflect on their changing definitions and new experiences with the words, as well as any other feelings they may have about the word from the book.

Materials:

- study guide/vocab ch. 13
- Different perspective handout
To Kill A Mockingbird

Lesson #10 - Ch. 13

Objective: The students will create a timeline of the important events and their significance in the novel thus far.

Procedure:

1. Journal:

   Characterize Aunt Alexandra.

2. Discuss key questions from the study guide and last night’s reading. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

3. Explain that the students will work in cooperative groups to complete the timeline of significant events in the story thus far. The students will analyze the significance of the events in the chart.

4. While groups are working, circulate to answer questions and refocus.

5. With about 10-15 minutes remaining in the class period, stop the groups and go over the significance. Make sure that all students can be heard and that all students are completing their chart.

HW: Vocab quiz tomorrow!

Materials:

   - study guide/vocab ch. 14
   - significant events timeline
Events are important because they are significant to plot, character, or thematic development. Analyze the following events for their significance.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Event</th>
<th>Significance</th>
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<tbody>
<tr>
<td>3</td>
<td>Scout’s first day of school</td>
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<td></td>
<td>- Miss Caroline’s views on Scout’s education, the townspeople, the</td>
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<td></td>
<td>Ewell and the Cunninghams</td>
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<td>4</td>
<td>Oak Tree gifts</td>
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<td></td>
<td>- Gum</td>
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<td></td>
<td>- Indian head pennies</td>
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<td></td>
<td>- Figurines</td>
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<td>- Twine</td>
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<td>6</td>
<td>Jem attempts to make Boo come out of the house and in the process is</td>
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<td>shot at by Nathan and loses his pants. He lies to Atticus about the</td>
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<td></td>
<td>event and secretly returns to retrieve the pants that night.</td>
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<td>7</td>
<td>Jem finds his trousers folded and mended on the Radley fence.</td>
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<td>7</td>
<td>Nathan Radley puts cement in the knothole of the oak tree.</td>
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<td>8</td>
<td>Miss Maudie’s house catches on fire. The town fire truck breaks down</td>
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<td></td>
<td>and the operator has to call neighboring towns for help. Boo places a</td>
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<td></td>
<td>blanket on Scout while she watches the fire in the snow.</td>
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<tr>
<td>Chapter</td>
<td>Event</td>
<td>Significance</td>
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<tr>
<td>9</td>
<td>Atticus tells Scout he is defending Tom Robinson. He tells her to fight with her mind.</td>
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<tr>
<td>9</td>
<td>Scout fights with Francis when he claims Atticus is disgracing the family and calls him a “nigger-lover.” Uncle Jack and Atticus deal with the fight differently.</td>
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<tr>
<td>10</td>
<td>Atticus tells the children that “it’s a sin to kill a mockingbird...”</td>
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<tr>
<td>10</td>
<td>Atticus kills the rabid dog with one shot. Miss Maudie explains Atticus’s talent to Jem and Scout.</td>
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<tr>
<td>11</td>
<td>Jem loses his head when Mrs. Dubose hurls insults about them and Atticus. Jem cuts off the tops of her camellia bushes. Atticus is angry and sends Jem to talk to Mrs. Dubose. His punishment is to read to her every afternoon.</td>
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<tr>
<td>12</td>
<td>Scout and Jem visit Calpurnia’s church while Atticus is away. Lula objects to their presence at the church, but the other parishioners welcome them.</td>
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<tr>
<td>14</td>
<td>Dill runs away from home. He hides under Scout’s bed. Jem tells Atticus of Dill’s presence.</td>
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To Kill A Mockingbird

Lesson #11 - Ch. 14

Objective: The students will demonstrate understanding of key vocabulary terms.

Procedure:

1. Journal:

   Compare Boo Radley with Tom Robinson. How are they similar? How are they different?

2. Discuss key questions from the study guide and last night’s reading. Collect study guides and vocabulary sheets. Hand out new study guide and vocabulary sheets.

3. Hand out vocabulary quizzes.

Materials:

   - study guide/vocab ch. 15-16
   - vocab quizzes
Lesson #12 - Ch. 15-16

Objective: The students will analyze the importance of this key chapter and the prevalence of lynching in post-bellum southern society.

Procedure:

1. Journal:

   What is your impression of the Cunninghams after reading chapter 15? How is it different from your initial impression in chapter 2?

2. Discuss key questions from the study guide and last night’s reading. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

3. Listen to Billie Holiday song about lynching. Read lyrics aloud. What is she talking about? How do you feel about her choice to portray a lynched black man as “strange fruit.”

4. In groups, have students read Mark Twain’s excerpt on Moral Cowardice. Have students complete the questions on the reading.


HW: Write a monologue

Materials:

- study guide/vocab ch. 17-18
- moral cowardice reading
- Billie Holiday recording
- Billie Holiday lyrics
- monologue assignment
To Kill A Mockingbird

Moral Cowardice

Author Mark Twain had some strong views on mob violence. Here's an excerpt from his essay "The United States of Lyncherdom." Though he wrote it in 1901, it wasn't published until 1923.

It must be the increase [in lynching] comes of the inborn human instinct to imitate - that and man's commonest weakness, his aversion\textsuperscript{1} to being unpleasantly conspicuous, pointed at, shunned, as being on the unpopular side. Its other name is Moral Cowardice, and is the supreme feature of the make-up of 9,999 men in the 10,000. I am not offering this as a discovery; privately the dullest of us knows it to be true. History will not allow us to forget or ignore this commanding trait of our character. It persistently and sardonically\textsuperscript{2} reminds us that from the beginning of the world not one revolt against a public infamy or oppression has ever been begun but by the one daring man in the 10,000, the rest timidly waiting, and slowly and reluctantly joining, under the influence of that man and his fellows from the other ten thousands.

... No mob has any sand\textsuperscript{3} in the presence of a man known to be splendidly brave. Besides, a lynching-mob would like to be scattered, for of a certainty there are never ten men in it who would not prefer to be somewhere else - and would be, if they but had the courage to go.

... Then perhaps the remedy for lynchings comes to this: station a brave man in each affected community to encourage, support, and bring to light the deep disapproval of lynching hidden in the secret places of its heart - for it is there, beyond question. Then those communities will find something better to imitate - of course, being human they must imitate something. Where shall these brave men be found? That is indeed a difficulty; there are not three hundred of them in the earth. If merely physically brave men would do, then it were easy; they could be furnished by the cargo.

... No, upon reflection, the scheme will not work. There are not enough morally brave men in stock. We are out of moral-courage material; we are in a condition of profound poverty. We have those two sheriffs down South who - but never mind, it is not enough to go around; they have to stay and take care of their own communities.

\textsuperscript{1} aversion: a feeling of deep dislike

\textsuperscript{2} sardonically: mockingly

\textsuperscript{3} sand: courage
Blues singer Billie Holiday closed many of her shows with a song called “Strange Fruit.” The haunting lyrics were a moving protest against lynching.

Strange Fruit
By Billie Holiday

Southern trees bear a strange fruit,
Blood on the leaves and blood at the root,
Black bodies swaying in the Southern breeze,
Strange fruit hanging from the poplar trees.
Pastoral scene of the gallant South,
The bulging eyes and the twisted mouth,
Scent of magnolias, sweet and fresh,
Then the sudden smell of burning flesh.
Here is a fruit for the crows to pluck,
For the rain to gather, for the wind to suck,
For the sun to rot, for the trees to drop,
Here is a strange and bitter fruit.

Answer the following questions on a separate sheet of paper.

1. What is “Moral Cowardice”?

2. Give an example of history reminding us of this “commanding trait of our character.”

3. Why would a lynching mob “like to be scattered”?

4. What is Twain’s remedy for lynching?

5. Why won’t Twain’s remedy work?

6. Do you agree with Twain that “there are not enough morally brave men in stock”? Why or why not?

7. What is the “strange fruit” found on Southern trees?

8. What does Billie Holiday hope to accomplish by ending her shows with this song?
To Kill A Mockingbird

Monologues allow the audience to see inside of a character’s mind, to experience their pain, confusion, happiness or apprehension. Scout’s narration, however, only allows us to see inside of her mind. Write a monologue about one of the following events from chapter 15. Your monologue should be thoughtful, insightful and true to the character. It should be at least a page and a half long.

1) What’s going on in Tom’s mind as the crowd gathers and the scene unfolds beneath his jail cell?

2) What’s going on in Mr. Cunningham’s mind that changes him from a mob member to a human being? Use everything you know about Mr. Cunningham and about Atticus - and about their previous associations.

3) What’s going on in Jem’s mind when Atticus tells him to take Scout home?

Due Date: January 30, 2006
To Kill A Mockingbird

Lesson #13 - Ch. 17-18

Objective: The students will engage in a discussion and analysis of significant statements from the text.

Procedure:

1. Journal:

   Characterize Mayella Ewell. What makes her like (similar to) the rest of her family? What makes her unlike the rest of her family?

2. Collect monologue assignments.

3. Discuss key questions from the study guide and last night’s reading. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

4. Ask students to get out their books and a pencil. Have students reread either chapter 17 or chapter 18. While they are reading, they should mark five sentences which they find interesting or would like to comment on - statements which reveal something about the characters or actions made by a character in the chapter.

5. Hand out five index cards to each student. Ask students to write one statement on the front of a card. On the reverse side, ask them to write comments about the statement. Do the same for the other four statements.

6. Have the students move into groups of 4 or 5. The first student reads a statement to the group and helps members locate the statement in the book. The student should not make any comments on the statement yet, though. First, let all of the other members give their reactions or responses to the statement. Then, the first student will read his/her response from the back of the card. Continue to the next student.

Materials:

   - study guide/vocab ch. 19

   - index cards (150)
Lesson #14 - Ch. 19

Objective: The students will continue to engage in a discussion and analysis of significant statements from the text.

Procedure:

1. Journal:

   Why does Dill cry in the courtroom? What does this tell us about him? What does this tell us about Maycomb?

2. Discuss key questions from the study guide and last night’s reading. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

3. Students should return to their groups from yesterday and continue to go through their index cards, always saving the sharer’s comment for last.

4. While the students are discussing their statements, circulate the room to listen, probe and refocus.

Materials:

   - study guide/vocab ch. 20
   - index cards (150)
Lesson #15 - Ch. 20

Objective: The students will “climb into another person’s skin” by writing a monologue from a jury member justifying the vote to convict Tom.

Procedure:

1. Journal:

   All citizens (except convicted felons) are required to serve jury duty when called. What is a juror’s duty?

2. Discuss key questions from the study guide and last night’s reading. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

3. Discuss Atticus’s closing remarks to the jury. He entreats them to “do your duty.” Explain that today the students will be stepping into a juror’s shoes to explain why it was his or her duty to convict Tom. Students should brainstorm their responses in pairs, but write their monologues individually.

4. While the students are discussing their “duty,” circulate the room to listen, probe and refocus.

5. Have students work individually to write their monologues.

6. Collect monologues.

HW: Vocab quiz tomorrow

Materials:

   - study guide/vocab ch. 21
To Kill A Mockingbird

Lesson #16 - Ch. 21

Objective: The students will demonstrate understanding of vocabulary words and continuing understanding of key words.

Procedure:

1. Journal:
   Free write using at least 5 vocabulary words.

2. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

3. Hand out vocabulary quizzes.

4. When students complete quiz, ask them to turn to the key words section of their journal and to reflect on their changing understanding of the six key words.

Materials:

- study guide/vocab ch. 22
- vocab quiz
Lesson #17 - Ch. 22

Objective: The students will demonstrate their ability to alter their perception of events by changing their points of view.

Procedure:

1. Journal:

Why do you think Harper Lee chose to title this book To Kill a Mockingbird? Would another title have been as appropriate? More appropriate? Why?

2. Briefly discuss key questions from study guides and last night’s homework. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

3. Explain that students will be doing an independent writing assignment, demonstrating their understanding of the text by writing from different viewpoints. We will have two days to write in class and the final draft will be due on Thursday, February 9.


5. After students have chosen their role, allow the students to get into cooperative groups with others who have chosen the same role. Have them brainstorm their position by answering the questions on the position sheet and completing the role definition matrix.

5. While students work independently on the writing assignment, circulate to answer questions and refocus.

Materials:

- study guide/vocab ch. 23-24
- RAFT writing assignment
- questions
- role definition matrix
- loose-leaf paper
To Kill A Mockingbird

**RAFT**

(Role - Audience - Format - Topic)

Choose a role from which to explain your perspective on the events in *To Kill a Mockingbird*. Be sure your response is thoughtful, extensive and true to the character.

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boo Radley</td>
<td>Scout and Jem</td>
<td>Letter</td>
<td>Watching them grow up</td>
</tr>
<tr>
<td>Mayella Ewell</td>
<td>Geraniums</td>
<td>Soliloquy</td>
<td>Life situation</td>
</tr>
<tr>
<td>Tom Robinson</td>
<td>Jury</td>
<td>Witness testimony</td>
<td>His innocence</td>
</tr>
<tr>
<td>Atticus Finch</td>
<td>Self</td>
<td>Diary</td>
<td>Racism in Maycomb</td>
</tr>
<tr>
<td>Judge Taylor</td>
<td>Bob Ewell</td>
<td>Letter</td>
<td>Description of expectations of court</td>
</tr>
<tr>
<td>Mr. Underwood</td>
<td>Townspeople</td>
<td>Obituary</td>
<td>Tom Robinson</td>
</tr>
<tr>
<td>Calpurnia</td>
<td>Zeebo</td>
<td>Dialogue</td>
<td>The trial proceedings and outcome</td>
</tr>
<tr>
<td>Miss Maudie</td>
<td>Aunt Alexandra</td>
<td>Conversation</td>
<td>Atticus’s method of raising the children</td>
</tr>
</tbody>
</table>
To Kill A Mockingbird

In order to help you understand your role and how your role might react, consider the following questions. Then complete the chart to guide your writing.

1. What perspective would my role have on the assigned topic?

2. Why do I care about this particular topic?

3. What information (or parts of the story) do I need to examine carefully for my role?

4. What should I be particularly concerned about within this topic?

5. What emotions might I be feeling as I think about this topic?

6. Is this a role that might lead me to be in favor or against something related to this topic?

7. Could a person in my role have a choice of several viewpoints on this topic? Which viewpoint might appeal to me the most?

8. How can I give my role some personality?

9. How can I ensure that what I say about the topic in my role is accurate?
<table>
<thead>
<tr>
<th>Personality - Who am I and what are some aspects of my character?</th>
<th>Attitude - What are my feelings, beliefs, ideas, concerns?</th>
<th>Information - What do I know that I need to share in my writing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Lesson #18 - Ch. 23-25

Objective: The students will continue to demonstrate their ability to alter their perception of events by changing their points of view.

Procedure:

1. Journal:

   What does teaching Scout to be a lady consist of? Which characters teach Scout how to be a lady?


3. Students continue to work on their RAFT writing assignment. The typed final draft must be turned in on Thursday, January 9.

4. While students write, circulate to answer questions and refocus.

Materials:

   - study guide/vocab ch. 26
Lesson #19 - Ch. 25

Objective: The students will analyze quotations to find out the author’s tone and how that affects the reader.

Procedure:

1. Journal:

   In this chapter, the mockingbird idea is broadened to include other helpless creatures and their vulnerability to other forms of casual violence. Who are some of the mockingbirds included in this chapter?

2. Discuss key questions from last two days’ study guides and homework. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

3. Ask students what “tone” is. It is the author’s attitude towards people and events in the story. You can tell if the tone is positive or negative by listening to the words and images the author chooses.

4. Hand out tone worksheet. In groups, have students read the quote and decide if the tone is positive or negative. In the spaces below, list the words or phrases that reveal the author’s attitude.

5. When groups have finished or 5-7 minutes remain, ask students to share their responses. Briefly discuss any discrepancies.

Materials:

- study guide/vocab ch. 26
- tone worksheet
To Kill A Mockingbird

Very often, scenes and characters in books are described in a way that reflects the author’s attitude toward the person or scene. Read the following descriptive passages. Identify the author’s attitude toward the scene/people described as either positive or negative. Then list the words or phrases that reveal the author’s attitude.

1. Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather, the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square.

   _______ Positive Attitude  _________ Negative Attitude

2. Aunt Alexandra was fanatical on the subject of my attire. I could not possibly hope to be a lady if I wore breeches; when I said I could do nothing in a dress, she said I wasn’t supposed to be doing things that required pants. Aunt Alexandra’s vision of my deportment involved playing with small stoves, tea sets, and wearing the Add-a-Pearl necklace she gave me when I was born; furthermore, I should be a ray of sunshine in my father’s lonely life. I suggested that one could be a ray of sunshine in pants just as well, but Auntie said that one had to behave like a sunbeam, that I was born good but had grown progressively worse each year.

   _______ Positive Attitude  _________ Negative Attitude

3. A little bantam cock of a man rose and strutted to the stand, the back of his neck reddening at the sound of his name. When he turned around to take the oath, we saw that his face was as red as his neck ... A shock of wispy new-washed hair stood up from his forehead; his nose was thin, pointed, and shiny; he had no chin to speak of - it seemed to be part of his creepy neck.

   _______ Positive Attitude  _________ Negative Attitude

4. Tom was a black-velvet Negro, not shiny, but soft black velvet. The whites of his eyes shone in his face, and when he spoke we saw flashes of his teeth. If he had been whole, he would have been a fine specimen of a man.

   _______ Positive Attitude  _________ Negative Attitude
Lesson #20 - Ch. 26

Objective: The students will analyze Scout and Jem’s development over time throughout the course of the novel.

Procedure:

1. Journal:

   “Atticus said that Jem was trying hard to forget something, but what he was really doing was storing it away for a while, until enough time passed. Then he would be able to think about it and sort things out. When he was able to think about it, Jem would be himself again.” Step into Jem’s shoes at age twenty. Jem is in college, talking to a roommate. Write how he begins to “sort things out.” Be thoughtful.

2. Briefly discuss key questions from study guides and last night’s homework. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

3. Jem and Scout, our main characters, have gone through a lot and learned many lessons in the book thus far. We will be working in groups to analyze both of the characters’ developments and complete the character analysis grid.

4. Hand out Character Analysis Grid. Students work in pairs to complete the first three quadrants of the grid. Roughly half the class works on Jem and half on Scout.

5. After students have completed quadrants 1-3, team each pair up with another pair and have groups of four complete the remainder of the grid.

6. While students work on the grid, circulate to answer questions and refocus.

7. When 10 minutes remain, ask students if they would like to share their character analyses.

HW: RAFT final draft due tomorrow

Materials:

- study guide/vocab ch. 27
- character analysis grid
Lesson #21 - Ch. 27

Objective: The students will analyze the symbols in the book and create symbols of themselves.

Procedure:

1. Journal:

   What is so sad about the statement, “Mr. Ewell found himself as forgotten as Tom Robinson”? What does that tell you about Maycomb? What does that tell you about Mr. Ewell?

2. Collect RAFT writing assignments.

3. Briefly discuss key questions from study guides and last night’s homework. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

4. Segue into a discussion of symbols in the book. What is a symbol? What are some examples of symbols in the book? List symbols on the board. Why do authors include symbols in their literature? How do symbols help us to understand the theme?

5. Ask students to spend 3 minutes silently brainstorming symbols of themselves. Hand out blank index cards and provide markers/crayons/colored pencils. On the front side of the card, illustrate or state symbols of yourself. Can be pictures, can be words/phrases. On the back side, provide your life “motto” or theme.

6. While students work on the symbol bookmark, circulate to answer questions and re-focus.

7. When students finish their bookmarks, allow volunteers to share.

Materials:

- study guide/vocab ch. 28
- blank index cards
- markers/crayons/colored pencils
Lesson #22 - Ch. 28

To Kill A Mockingbird

Objective: The students will recreate a scene in order to demonstrate their understanding.

Procedure:

1. Journal:

   “The man who brought Jem in ... He was some countryman I did not know.” Why is it important that Scout doesn’t identify the rescuer?

2. Briefly discuss key questions from study guides and last night’s homework. Collect study guides and vocabulary sheets. Hand out new study guides and vocabulary sheets.

3. Reread the attack scene on page 261 - 263 from the paragraph beginning “Our company shuffled” and through the paragraph beginning “By the time I reached the corner.”

4. In pairs or individually, ask the students to describe what’s happening in clear steps.

Materials:

- study guide/vocab ch. 29-31
Lesson #23 - Ch. 29-31

Objective: The students will discuss the end of the book in preparation for the unit test.

Procedure:

1. Journal:

   Spend a few moments reflecting on the six key words we analyzed at the beginning of the unit and your changing definitions and feelings along the way. How has your understanding of these words changed? Is your definition of the words the same or different? Why or why not?

2. Briefly discuss key questions from study guides and last night’s homework. Collect study guides and vocabulary sheets. Hand out test review sheet.

3. Ask students what last chapters are supposed to do. Put suggestions on the board.

4. Individually or in pairs, ask students to list all the ways in which the final chapter fulfills, or fails to fulfill, their expectations.

5. Share ideas.

6. When 7-10 minutes remain, go over the format of the unit test.

Materials:

   - test review sheet
Lesson #24 - test review

Objective: The students will discuss main points and characters to prepare for the unit test.

Procedure:

1. Ask students to get out their test review sheet. As a class, discuss themes, examples of themes, characters, and important quotes which will be on the exam. Answer any questions the students have about the exam.

Materials:

- test review sheet
Lesson #25 & 26 - Final Project

Objective: The students will review the main events in the novel by creating a Maycomb newspaper.

Procedure:

1. Explain the assignment. In groups of 4, students will create the front page of a Maycomb newspaper (The Maycomb Tribune, The Maycomb Times, Alabama Daily, etc). Their newspaper should have at least 5 different articles on it which reflect important events from the book. The newspaper should include:
   - a pertinent headline
   - at least two full articles
   - an advertisement for something from the book
   - a forecast of some kind (weather, horoscope, etc)

2. While students work on their newspaper, circulate and refocus.

3. Students should map out what will go where and create all articles before marking on the final draft.

4. At the end of the second day (or beginning of third, time depending), students will present their newspapers to the class.

Materials:

- blank paper
- newspaper paper
- markers, crayons, colored pencils
- scissors, glue
To Kill A Mockingbird

Lesson #27

Objective: The students will discuss the features of heroes in order to prepare for watching the film of To Kill a Mockingbird and writing a short paper.

Procedure:

1. Write the words “heroes” and “heroism” on the board. Ask students to state words, phrases and names that come to mind as they consider heroes and heroism. Write down student ideas. Be sure students give common nouns (synonyms or near-synonyms like "courage) and places/objects they associate with heroes and heroism.

2. Hand out the hero writing assignment. Explain that as the students watch the movie, they should be watching out for examples of Atticus as a hero. The students will write a reflective paper on heroism.

3. Begin showing the movie.

Materials:

- movie
- hero assignment
To Kill A Mockingbird

Heroes

After you’ve looked at the entire movie, write about the ways Atticus is presented as a hero. Would a hero let someone spit in his face? Who are your heroes? How are they like (and not like) Atticus? Miss Maudie says, “Some men are born to do unpleasant jobs; your father [Atticus] is one of them.” Is this true? Do you know anyone like this? Are the people she’s talking about heroes?

Write a reflective paper (at least one page) in which you discuss these ideas.
Discussion Topics:

1. Consider the title of the novel and how it captures the primary theme. Find all the instances in the book that refer to killing a mockingbird and discuss how each situation illuminates the theme.

2. Analyze the form of the novel from several aspects:
   a) its division into two parts - what happens in each part and what is the purpose for the division;
   b) the novel’s double narrator - the grown-up Jean Louise sometimes superimposed and sometimes separate from the child Scout - and the effects achieved by this technique;
   c) the episodic nature of the main story, setting into relief the courtroom drama.

3. Discuss the fact that Aunt Alexandra insists Jean Louise know the details of her background. What does this reveal about Alexandra and about the times in which she lived? Are attitudes today in this regard similar to or different from those depicted in the novel? In what ways does living in her brother’s house change Alexandra and how does her presence change Scout?

4. Discuss the symbolism of the “mad dog” episode in chapter 10. Discuss, too, how the chapter foreshadows future events and changes the way the children view their father.

5. Discuss what Miss Maudie tells Scout and Jem about the fact that their father is one of those rare people who carry out painful tasks on behalf of us all. What people (generally and specifically) are doing this kind of work for us today?

6. At the end of chapter 25 we read: “Atticus had used eery tool available to free men to save Tom Robinson, but in the secret courts of men’s hearts Atticus had no case.” Analyze what is meant by “the secret courts of men’s hearts.” Draw parallels to similar situations today.

7. Analyze the concept of winning and losing according to Jem’s view of the jury’s verdict and then according to Atticus’s view. Draw conclusions that can be applied to any winning and losing situation.
Large Group Activities

1. View the film version of the novel. Compare and contrast the film and the book and discuss the overall effects of each on the viewer and the reader.

2. Consider the trial:
   a. Those who are interested might research the court systems under different governments, analyzing the system and the language of that system compared to the language used in the text.
   b. Analyze the effect that the composition of the jury had on the verdict.

3. Consider the theme of the “outsider”:
   a. List the number of characters who are “outsiders” in the novel, along with a brief statement explaining what conditions make each an outsider.
   b. List people who (generally or specifically) are considered “outsiders” within the nation, your community, and your school. Think of times you’ve felt like an outsider and explain what made you feel left out. Or think of instances in which you or a group to which you belonged made someone else an outsider; explain the circumstances.
   c. Read other books that use the “outsider” or minorities as their theme. Briefly report to the class on how the theme is dramatized; then, as a group, draw parallels among all the readings and offer your opinions as to whether this situation can ever be remedied. If so, how? If not, why? How can one best cope with being an outsider?
Small Group or Individual Activities

1. Create a book cover design for the novel, or make a series of sketches illustrating each example of Atticus’s admonitions to the children to “stand in the other person’s shoes.”

2. Dramatize a scene from the novel. Scenes to consider might be Scout’s first day at school, the women’s missionary group meeting, or the scene on Halloween night when Bob Ewell is murdered.

3. Make an illustrated map showing the town and marking the special locations referred to in the novel.

4. Form a small group and choose one of the following topics. Discuss your topic, draw conclusions, and share your opinions with the class.
   a. The relationships between parents and children (the Radleys, the Finches, the Cunninghams, the Ewells, the Robinsons, Dill’s family).
   b. Churches and religion in the town of Maycomb.
   c. The class system of Maycomb and what it shows about values and beliefs.
   d. The effects of poverty and ignorance on individuals and on the community of Maycomb.
   e. A quotation from the story that you find meaningful and significant in relation to the rest of the novel.
Writing Assignments

1. Expository
   
   a. Write a book of etiquette according to the rules of Maycomb society.
   
   b. Trace character development of either Jem or Scout throughout the novel, charting the steps each takes toward adulthood.
   
   c. In Chapter 22, Atticus comments that when injustices occur (such as Tom’s being condemned), it “seems that only children weep.” Explain his observation in light of the novel’s story and themes.
   
   d. Explain how setting becomes an important element in the novel, using specific examples from the text.

2. Choose a Creative Writing Assignment
   
   a. Write journal entries, a letter, or a poem from the point of view of one of the following characters: Tom Robinson, his wife, Boo Radley, Mayella Ewell, Mrs. Dubose.
   
   b. Write a humorous essay, narrative, or verse on “being a lady” from Scout’s point of view.
   
   c. Write a “Dear Abby” letter and response that fit a situation in the novel; for example, advice to Aunt Alexandra on how to manage Scout, or advice to Scout on how to get along with the now-teenaged Jem.
TKMB Activities

Paper Bag Collage (TKMB)

Search through newspapers, magazines, photo albums at home to find pictures that symbolize different aspects of their personality. May include small objects as well. Sort pictures and objects into two piles: those that represent aspects of their personalities that they often share with others and those that symbolize aspects that they may not share often or at all with others. I reassure students that they need not disclose their deepest, darkest secrets - only as much as they feel comfortable disclosing in this setting. Hand out paper grocery bags. Secure items representing their outward personality traits on the outside of the bag; items representing their inner personality traits go inside the bag. Give students a week to think about and assemble bag collages. Spend a day sharing the bags with each other as a class.

Discuss what the bags have to do with TKMB - prejudice, drawing conclusions about people based on outward appearances, inaccuracy of these conclusions, prejudice within the school system, symbolism and prejudice in the novel.

Ask students to prepare a written example of what a paper bag collage would look like for some of the characters in the novel. Tom Robinson, Jem, Atticus, Aunt Alexandra, Mrs. Dubose.

Characterization Collage

1. Assign each student a number which is kept secret.

2. Provide collage materials. Students will make the collage at home. Students should make a collage which they feel tells about themselves - their hopes, interests, and personalities. On the back of the collage, the maker it to write only the number.

3. Students should bring collages to class carefully wrapped or in between classes. Arrange collages around the room. Give students time to look at the collages. Ask each student to select on collage (not their own).

4. Students write a one or two paragraph description of the collage’s maker, based on the information provided in the collage. Before the writing actually begins, ask students to think about how sensory words can be used to describe character and personality. After students have suggested some words and phrases that they think help create a sense of personality, they can list these words for use in writing their collage descriptions.

5. Students read their finished writings aloud, with collages displayed beside them, and the class critiques the descriptions. Question and/or offer alternatives to interpretations.
Students also try to guess the collage’s maker from the information given in the collage and the description. Don’t reveal actual identities until all descriptions have been read.

Students understand how symbols are used to represent personality traits, and may create collages of characters in books.

Resume, please

Have students choose a major character from a story they have read recently. Each student will write a resume from the point of view of that character. Photocopy several sample resumes with different formats and distribute copies for students to use as reference. The following types of information should appear in the resumes they write:

Name
Address
Telephone number (if appropriate)
Personal data (optional)
Position desired
Relevant experience
Other experience
Relevant education
Other education
Achievements (optional)
Community activities (optional)
Special skills (optional)
References

Resumes should be based on details in the story, but you are free to invent supplemental information as long as it is in keeping with what is known about the character.

Scout’s Scrapbook

As an ongoing and review activity in connection with TKMB, I ask students to compile a scrapbook that Scout Finch might have kept. While they are reading the novel, students select items mentioned in the novel to include in the scrapbook. They find pictures of these items, or create facsimiles of them, and place them in the scrapbook. Items have included letters from Dill, Miss Maudie’s Lane-Cake recipe, B. B. Underwood’s editorial, chewing gum wrappers, Indian-head pennies, and articles about Tom Robinson’s trial. Some students have even drawn the editorial cartoon of Atticus described in the novel.
Also, I encourage students to consider items which are not specifically mentioned in the novel but which are in keeping with Scout’s character, items which she probably would have included. Some of the items students have created are announcements about the Halloween pageant, report cards, a news story relating the fire at Miss Maudie’s, and Bob Ewell’s obituary. Of course, many students draw “photographs” of the Finch family.

Finally, I have students write short essays explaining why they selected the items they included in the scrapbook and what these items reveal about Scout’s character.

Student Maps, Character Maps

Creative autobiography project: Students design maps of their lives showing the major events thus far and the lessons, or growth, that resulted. Each student constructs his or her map on a full sheet of poster board. Major life events: birth of siblings, first job, driver’s license, death, first day of school, family vacation, moving, etc. First day: brainstorm events and growth. 2nd and 3rd day: constructing maps. 4th day: hang maps around the room and present and explain their maps. Under each illustration, there was a brief description of the event and the change or lesson it provided.

Apply this lesson to Scout and Jem. Asked the students to map the life of one of these characters in the same way. As in the autobiographical map, each student illustrated and wrote about at least ten events in chronological order. This required students to search their book and notes for details and to draw conclusions based on personal opinion, class discussions, and information provided in the book.

Bubble Reading

Preread the text to be read aloud and choose approximately 5 breaks in the text in places where the students can enter a particular character’s mind and write what the character could be thinking. Make the bubble sheet by drawing a simple picture of the character whose minds students will be asked to enter. Draw a large thinking bubble to the right of each character. Do not indicate on the bubble sheet where the breaks in the text will be.

Distribute the bubble sheet to the students. Explain that when you announce a break, they will enter that character’s mind and write as that character for one minute.

Read until the first break. Students have one minute to write thoughts inside the bubble.
After the minute ends, ask three or four students to share. Continue reading with breaks and bubbles, asking several students to share each time. At the end of the class period, all students will have written as several characters and shared their responses with the class.