Racial Segregation in the 1930s

Submitted by: Andrea Regan

FLA 518
Introduction
Andrea Regan

FLA 518

Unit of Study

**Title:** To Kill a Mockingbird: Racial discrimination in the 1930s

**Grade Level:** Grade 8-10 English

**Target Group:** Mainstream Class with integrated ESL students

**Source of written reading materials:** To Kill a Mockingbird, Harper Lee, Harper Perennial,

**Source of Lessons designed for the mainstream class. (see attached)***

http://clem.mscd.edu/~pekarekr/greatbks/gtkmunit1.html

**Learning Goals:**

1. I want my students to know about racial segregation in the United States in the 1930s.
2. I want my students to know how that prejudice is a result of ignorance
3. I want my students to know that there are many different forms of discrimination and prejudice
4. I want my students to know how to identify different stereotypes (gender, social class, color...)*
Lesson 1
Language Goal (Content with language functions)

1. In small groups, students will record observations from various sources regarding racial segregation in the 1930s. (Jim Crow)
2. In same groups, they will write statements to include in a group creation of a story board.
3. In groups students will create a story board using the statements they wrote under #3 and their own illustrations

<table>
<thead>
<tr>
<th>Task</th>
<th>Pre-Production</th>
<th>Early production</th>
<th>Speech emergent</th>
<th>Intermediate</th>
<th>Nearly fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: Racial segregation</td>
<td>List Jim Crow laws by matching pictures with words in a word bank.</td>
<td>Describe the Jim Crow laws by using pictures and cloze sentences.</td>
<td>Compare/contrast differences of rights between African Americans and white people using diagrams and writing sentences with help from a phrase bank.</td>
<td>Students will give examples of Jim Crow Laws with assistance of a partner if needed.</td>
<td>Write statements about the Jim Crow Laws.</td>
</tr>
<tr>
<td>Speaking: Racial segregation</td>
<td>Exchange facts about the racial inequalities in L2 with a partner using pictures, a word bank and L1 support</td>
<td>Make a general statement about racial inequalities using language prompts</td>
<td>Describe differences using pictures and a phrase bank with a partner</td>
<td>Contribute to oral discussion in group work about racial segregation</td>
<td>Discuss findings in full sentences in class discussion</td>
</tr>
<tr>
<td>Writing: Create a story board on segregation</td>
<td>Assist in the illustrations for the story board with a partner and a word bank</td>
<td>Assist in the creation of story board with the help of a partner and a phrase bank</td>
<td>Draft captions for the story board</td>
<td>Peer edit and assist in creating captions for the story board</td>
<td>Create sections for the story board</td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td><strong>Situation</strong></td>
<td><strong>Expression</strong></td>
<td><strong>Words/Phrases</strong></td>
<td><strong>Grammar</strong></td>
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<tr>
<td>Describing</td>
<td>Racial segregation in the 1930s</td>
<td>African Americans were _________.&lt;br&gt;African Americans could not _______.&lt;br&gt;African Americans had to _______.&lt;br&gt;White people thought they were ________ African American people.&lt;br&gt;White people were ________ to African American people.</td>
<td>Poor, segregated, separated,&lt;br&gt;Drink from the same water fountain, vote, go to the same schools, go where white people went, shake white people's hands, choose their seats on the bus, go to white doctors&lt;br&gt;Obey white people, drink from separate water fountains, wait for the bus in separate rooms, sit in the back of the bus, give up their seats to white people, eat in separate dining rooms, go to their own theater&lt;br&gt;Better than, smarter than&lt;br&gt;Cruel, unfair, mean,</td>
<td>Adjectives&lt;br&gt;Past tense&lt;br&gt;Comparisons&lt;br&gt;adjectives</td>
<td></td>
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</tbody>
</table>
I will begin the lesson by asking students to respond to the quotes on the anticipation guide (p.15) by marking agree or disagree after each statement. As a group we will brainstorm over each of the quotes. While addressing each point on the anticipation guide, I will show an overhead with a picture that relates to the statement (pp. 6-9). For example, the statement “Girls should act like girls” is accompanied by a picture of a girl wearing overalls and a baseball cap. I will say “How do we feel about this statement? Then pause. “It says girls should act like girls”. “What does this mean?” “Do you think this girl is acting like a girl?” We will do this for each statement. I will talk to them about the different concepts addressed by the book we are about to read by asking them: “Have you ever been treated unfairly?” pause, “Have you ever felt like you don’t belong?” I will point to the picture of the yellow duck left out by the black ducklings (p.7). I will say that for many years in this country, African Americans were treated this way. This will lead into the brief 10 slide power point presentation which I prepared (pp10-13) in which basic Jim Crow laws are depicted. Students will be assigned in groups of 3. Each student will receive a slide handout (pp.10-13) so they can follow the presentation and also write their impressions for each slide. After the presentation, the students will remain in these groups of 3 and write statements that they will later include in a story board (p. 19-20) which they will illustrate. The groups should reach a consensus as far as which statements to include in their story boards and how to illustrate them. ELLs will be provided with cloze sentences, phrase banks, word banks, and pictures to facilitate communication.
My first lesson is an introduction to the unit in which we discuss the underlying theme of racism during the time To Kill a Mockingbird takes place. I have addressed sheltered strategies by providing students with modifications to suit their particular levels of performance such as pictures, word banks, language prompts, phrase banks, and graphic organizers. With these, students will have the necessary tools to participate successfully in the lesson. I will also introduce the lesson with overheads that illustrate the statements included in the Anticipation Guide. This way, I will ensure that the students have a visual representation of the topics we will discuss. I will adjust discourse by pausing often, rephrasing and making sure main ideas are visible to all students. Interaction will be enhanced by many small group activities in speaking and writing/multimedia domains. In small groups, students will create a story board summarizing Jim Crow laws that were addressed in the class. Students will be grouped making sure that those who are struggling with the language have support from their peers.
Anticipation Guide

Overheads
All men are created equal

Girls should act like girls
A hero is born not made

It's ok to be different
Some words are so offensive they should not be said

Nobody is all bad or all good
Sticks and stones may break my bones but names will never hurt me

Everybody should have the right to punish criminals

The law is always fair
Racial Segregation in the 1930s

African Americans could not go where white people went.

African Americans had to use separate drinking fountains.
African Americans had to use separate dining rooms.

African Americans had to go to their own theater.
African Americans had to wait for the bus in separate rooms.

White people were cruel to African Americans.
To Kill a Mockingbird - Racial Segregation in the 1930s

African Americans could not go where white people went

African Americans had to eat in separate dining rooms

African Americans had to drink from separate water fountains

African Americans had to wait for the bus in separate rooms

White people were cruel to African Americans
Resources

http://vidoesedux.vle.org/resources/vfbd/images/hrmv.jpg
http://vidoesedux.vle.org/resources/vfbd/png/images/hrmv.png
http://www.healdey.org/gemini/library_bagofchips/chips_root.jpg
http://www.nps.animalграфф/young/young1.gif
http://blog.ik.ums.edu/training/leer/leer/images/Chulah.png
http://www.americanfinch.com/images/pc13.png
http://www.americanfinch.com/images/pc15.png
Check the column under Agree or Disagree for each of the following phrases

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>All men are created equal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls should act like girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s ok to be different</td>
<td></td>
<td></td>
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<tr>
<td>Nobody is all bad or all good</td>
<td></td>
<td></td>
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<tr>
<td>A hero is born not made</td>
<td></td>
<td></td>
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<tr>
<td>The law is always fair</td>
<td></td>
<td></td>
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<tr>
<td>Some words are so offensive they should never be said</td>
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<td></td>
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<tr>
<td>Everyone should have the right to punish criminals</td>
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<tr>
<td>“Sticks and stones may break my bones but names will never hurt me” is true</td>
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</table>

http://members.access.net/~bradley/TKAMintroactivity.html/
Racial Segregation

Jim Crow Laws

African Americans could not ______________________ white people.

<p>| | | |</p>
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<td>7</td>
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<td>9</td>
</tr>
</tbody>
</table>

| 1. Drink from the same water fountain as | 2. vote like | 3. go to the same schools as |
| 4. shake hands with | 5. eat in the same dining rooms as | 6. sit in the front of the bus |
| 7. use the same bathroom as | 8. use the same door as | 9. go to the same beach as |
Racial Segregation

Jim Crow Laws

African Americans had to ________________________________.

| 1. drink from separate water fountains | 2. go to separate doctors | 3. go to separate schools |
| 4. obey white people | 5. eat in separate dining rooms | 6. sit in the back of the bus |
| 7. use separate bathrooms | 8. use separate entrances | 9. go to separate beaches |
African Americans had to
Story Board

African Americans could not
Andrea Regan  
FLA 518  
Language and Content Goals Lesson Two  
To Kill a Mockingbird Introduction  

<table>
<thead>
<tr>
<th><strong>Language Goal (Content with language functions)</strong></th>
<th><strong>Content/Knowledge goal</strong></th>
</tr>
</thead>
</table>
| 1. In small groups, students will write definitions for vocabulary words for chapter one  
2. Students will play a vocabulary game | 1. Students will be able to demonstrate knowledge about vocabulary words for Chapter one  
2. Students will identify antonyms, homonyms and definitions for vocabulary words in a vocabulary game |

<table>
<thead>
<tr>
<th><strong>Task</strong></th>
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<th><strong>Intermediate</strong></th>
<th><strong>Nearly fluent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing-vocabulary words for chapter one</td>
<td>In small groups students will circle correct definition of vocabulary word using context cues</td>
<td>In groups students will match vocabulary words with their definitions</td>
<td>In groups students will fill in blanks with vocabulary words</td>
<td>In groups students will write sentences using vocabulary words</td>
<td>Students will write definitions of the vocabulary words and use them in a paragraph.</td>
</tr>
<tr>
<td>Speaking</td>
<td>With help from a partner, students will assist in playing vocabulary finding the correct picture or word that matches theirs</td>
<td>With a partner, students will assist in playing the vocabulary game by finding the correct picture or word that matches theirs</td>
<td>With help from a partner, students will be able to find the word that matches theirs.</td>
<td>Students will be able to find their partners with help when necessary.</td>
<td>Students will independently find the matching words or pictures</td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td><strong>Situation</strong></td>
<td><strong>Expression</strong></td>
<td><strong>Words/Phrases</strong></td>
<td><strong>Grammar</strong></td>
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</tr>
<tr>
<td>Identifying</td>
<td>Vocabulary for Chapter One</td>
<td>______ is another word for _________.</td>
<td>Allege-claim; taciturn-silent; vapid-bland; repertoire-collection; malevolent-wicked; culprit-guilty criminal; predilection-preference; foray-attack</td>
<td>Synonyms</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What does ______ mean?</td>
<td>Allege, taciturn, vapid, repertoire, malevolent, culprit, predilection, foray</td>
<td>Questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>______ is the opposite of _______.</td>
<td>Allege-deny; taciturn-talkative; vapid-lively; malevolent-kind; culprit-innocent; predilection-dislike; foray-defend</td>
<td>Antonyms</td>
<td></td>
</tr>
</tbody>
</table>
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Lesson Two Overview

I will begin the lesson by introducing the vocabulary words for chapter one. Together as a class, we will try to define these words or find synonyms for them by reading the words in context. I will have overheads and handouts for all students (p. 25). To fill in as we decide what each word means.

I will say “the first word on this list is alleged. Can anybody tell us what this means?” Pause. If I have volunteers who actually do know the meaning, I will ask them to use the word in a sentence. I will write the sentence on the board. If nobody knows, on the overhead I will have the following sentence:

Harry alleged that I ate the cake but he did not see me.

Then, as a group we will try to decide what the word means. We will write the definition we have arrived to.

Alleged means:

Said without proof

Then we will try to find an antonym for the word,

I will say: We have agreed that allege means to accuse or to say something about someone without proof or without really being sure that we are saying the truth. Can we think of the opposite meaning of this word?

I will write down the words they come up with and then we will vote for the best opposite word. They will write this in their vocabulary sheet (p. 25) and together we will use it in a sentence.

When we have finished with all eight words, students will be grouped in heterogeneous triads and fill out vocabulary worksheets (pp. 26-28). ELLs will have modified sheets when necessary and the help of group partners.

Finally, we will play a vocabulary game (pp. 29-31). Each student will be given a card with a picture, or a word. Students will be given time to read their cards. After a few minutes, students should find their matches by describing what is on their cards. Each group should be able to find the vocabulary word, synonym, antonym and picture. The first group to find each other wins the game.
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Narrative Lesson Two

Lesson two is an introduction to the vocabulary in Chapter one of *To Kill a Mockingbird*. I have addressed sheltered strategies by providing students with modifications to suit their particular levels of performance such as pictures, word banks, language prompts, phrase banks, and graphic organizers. With these, students will have the necessary tools to participate successfully in the lesson. I will also introduce the lesson with overheads that illustrate the vocabulary words and the graphic organizer. This way, I will ensure that the students have a visual representation of the words we will learn. I will adjust discourse by pausing often; rephrasing and making sure vocabulary words are visible to all students. Interaction will be enhanced by many small group activities in speaking and writing domains. In small groups, students will complete worksheets and finally all will engage in a vocabulary game. Students will be grouped making sure that those who are struggling with the language have support from their peers.
Vocabulary worksheet

Chapter one To Kill a Mockingbird

Word

Definition

Synonym

Antonym

Sentence
Susan **alleged** that I ate the cake, but she did not see me.

Mr. Owens is a very **taciturn** man. He never speaks.

Julie has a large **repertoire** of songs. She can play anything The Beatles ever sang.

The **malevolent** witch lives in that house.

Billy's **vapid** conversation put me to sleep. It was so long.

The **culprit** was sent to jail.

My father has a **predilection** for gray sweaters. He has three.

The **foray** into Mexico by the Spaniards was a success.
that I ate the cake, but she did not see me.

Mr. Owens is a very man. He never speaks.

Billy's conversation put me to sleep. It was so long.

Julie has a large of songs. She can play anything The Beatles ever sang.

The witch lives in that house.

The was sent to jail.

My father has a for gray sweaters. He has three.

The into Mexico by the Spaniards was a success.
Susan__________ that I ate the cake, but she did not see me.

Mr. Owens is a very ____________ man. He never speaks.

Billy's __________ conversation put me to sleep. It was so long.

She has a large __________ of songs. She can play anything The Beatles ever sang.

The __________ witch lives in that house.

The __________ was sent to jail.

My father has a ______________ for gray sweaters. He has three.

The __________ into Mexico by the Spaniards was a success.
<table>
<thead>
<tr>
<th>Alleged</th>
<th>Claim</th>
<th>Deny</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taciturn</td>
<td>Quiet</td>
<td>Talkative</td>
</tr>
<tr>
<td>Repertoire</td>
<td>Collection</td>
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<td></td>
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<tr>
<td>Malevolent</td>
<td>Wicked</td>
<td>Kind</td>
</tr>
<tr>
<td>Culprit</td>
<td>Guilty person</td>
<td>Innocent</td>
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<tr>
<td>Predilection</td>
<td>Preference</td>
<td>Dislike</td>
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<tr>
<td>Foray</td>
<td>Invasion</td>
<td>Defense</td>
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</tbody>
</table>
Lesson 3
**Language Goal (Content with language functions)**

1. In small groups, students will talk about the different characters that will be introduced in chapter one.

2. Students will be able to talk about what will happen in chapter one based on the first five paragraphs of the chapter.

**Content/Knowledge goal**

1. Students will be able to demonstrate knowledge about characters in chapter one and their relationships to one another.

2. Students will be able to demonstrate knowledge about what will take place in chapter one.

<table>
<thead>
<tr>
<th>Task</th>
<th>Pre-Production</th>
<th>Early production</th>
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<th>Nearly fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing</td>
<td>In small groups students match pictures with sentences describing the characters in the story.</td>
<td>In groups students will describe the characters using pictures and cloze sentences.</td>
<td>In groups students will complete sentences describing each character with help from a phrase bank.</td>
<td>Students will write descriptions of characters with help from a word bank.</td>
<td>Students will describe the characters and their relations in full sentences.</td>
</tr>
<tr>
<td>character chart</td>
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<tr>
<td>chapter one</td>
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<tr>
<td>Reading</td>
<td>In small groups and with the help of a partner, students will read modified text for beginning of chapter one.</td>
<td>In small groups and with the help of a partner, students will read modified text for beginning of chapter one.</td>
<td>In small groups students will read modified text with help when necessary.</td>
<td>In small groups students will read text with assistance when needed.</td>
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<tr>
<td>Text chapter one</td>
<td></td>
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<tr>
<td>Speaking and writing</td>
<td>Make a drawing depicting group's prediction for chapter one with a partner and a word bank.</td>
<td>Assist in the illustration of the prediction drawing with help of a partner and a phrase bank.</td>
<td>Draft phrases for the group illustration.</td>
<td>Peer edit and assist in creating phrases for the group illustration.</td>
<td>Write complete sentences for the group prediction illustration.</td>
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### To Kill a Mockingbird Introduction

<table>
<thead>
<tr>
<th><strong>Function</strong></th>
<th><strong>Situation</strong></th>
<th><strong>Expression</strong></th>
<th><strong>Words/Phrases</strong></th>
<th><strong>Grammar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing</td>
<td>Characters for Chapter One</td>
<td>_______ is a _______.</td>
<td>Boy, neighbor, friend, son, older brother, woman, housekeeper, girl, tomboy, neighbor, friend, man, father, lawyer, man,</td>
<td>Present tense. nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jem is _______</td>
<td>Atticus's son, Scout's older brother, Dill's friend, Boo's neighbor</td>
<td>Use of apostrophe with possessives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scout is _______</td>
<td>Atticus's daughter, Jem's sister, Dill's friend, Boo's neighbor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Atticus is _______</td>
<td>Jem and Scout's father, Calpurnia's boss</td>
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<tr>
<td></td>
<td></td>
<td>Calpurnia is _______</td>
<td>The Finch family's housekeeper</td>
<td>adjectives</td>
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<td></td>
<td></td>
<td>_______ is _______.</td>
<td>Kind, mysterious, curious, intelligent,</td>
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<td></td>
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<td>_______ and _______ are______</td>
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Lesson Three Overview

I will begin the lesson by having a class discussion about characters. What makes a main character? We will brainstorm the nature of different characters and compare them. Examples might be familiar stories such as Cinderella. Who are the main characters? How are they related? We will make a character chart (p. 36) on the board. I will then distribute the character chart and place one on the overhead. We will discuss the characters in the upcoming chapter and their relationships to one another. Students will fill in blank character maps with modifications when necessary (pp. 36-38). Students will then work on identifying the characters on separate worksheets with modifications according to their level of proficiency. (39-43)

We will then begin to read the beginning of chapter one. Ells will follow along with modified versions (44-49). In groups, students will then make predictions about what will happen in chapter one. Each group should produce a drawing and a phrase depicting their prediction (p.50).
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Narrative Lesson Three

Lesson three is an introduction to the characters and the first five paragraphs in Chapter one of *To Kill a Mockingbird*. I have addressed sheltered strategies by providing students with modifications to suit their particular levels of performance such as pictures, word banks, language prompts, phrase banks, and graphic organizers. With these, students will have the necessary tools to participate successfully in the lesson. I will also introduce the lesson with overheads of the graphic organizer depicting the main characters and their relationships to one another. This way, I will ensure that the students have a visual representation of characters we will be introduced to. I will adjust discourse by pausing often; rephrasing and making sure graphic organizers are visible to all students. Modified versions of these will be handed out to ELLS depending on their level of proficiency. We will then begin reading the first chapter of the book. Modified versions of the text will be distributed to the students so they may follow along as we read. Interaction will be enhanced by small group activities in speaking and writing domains. In small groups, students will complete worksheets and finally in their small groups students will predict what will happen in the chapter and create an illustration about their prediction.
Characters To Kill a Mockingbird

Chapter One

**Atticus Finch.** Scout and Jem’s father. He is a widower. He is a kind and sensible man. He is a lawyer.

**Calpurnia.** The Finch family’s black housekeeper. She takes care of Scout and Jem.

**Scout Finch,**

**Narrator.** She tells us the story.

**Jem Finch.**

Scout’s older brother. He broke his arm.

**Dill.** A young boy who visits his aunt during the summers. He is Scout and Jem’s friend.

**Boo Radley.** A mysterious neighbor. He never goes out. Jem, Dill and Scout want to make him go outside.
Characters To Kill a Mockingbird

Chapter One

Atticus Finch is Scout and Jem’s _______. He is a _____. He is _______. He is a _______.

Calpurnia is the Finch family’s _______. She _______ of Jem and Scout.

boss

daughter

son

Scout Finch is Atticus’ _______.
She is Jem’s _______.
She is a _______. She is the _______.

Younger sister

friend

Jem Finch is Atticus’ _______.
He is Scout’s _______.
He broke his _______.

Older brother

friend

Dill is Scout and Jem’s _______.
He visits his _______ during the summer.

Neighbor

Neighbor

Boo Radley is a mysterious _______. He never goes out. _______ and _______ want to make him go outside.
Characters To Kill a Mockingbird

Chapter One

Atticus Finch

Calpurnia

Scout Finch,

Jem Finch.

Dill

Boo Radley..
Preproduction

Write the number of the picture that matches the sentence.

Atticus Finch is a man. ________ 1
Atticus Finch is Scout’s father. ________ 2
Atticus Finch is a lawyer. ________ 3

Scout is a girl. ________ 1
Scout is Jem’s sister. ________ 2
Scout is Atticus’ daughter. ________ 3

Jem is a boy. ________ 1
Jem is Scout’s brother ________ 2
Jem is Atticus’ son. ________ 3

Calpurnia is a woman. ________ 1
Calpurnia is the family’s housekeeper. ________ 2
Early production

Fill in the blanks with the word that matches the picture

housekeeper, sister, daughter, man, father, brother, lawyer, son, girl, woman, boy

Atticus Finch is a __________.

Atticus Finch is Scout’s __________.

Atticus Finch is a ________________.

Scout is a ________________.

Scout is Jem’s ________________.

Scout is Atticus’ ________________.
Jem is a ________.

Jem is Scout's ________.

Jem is Atticus' ________.

Calpurnia is a ________.

Calpurnia is the family's ____________.
TO KILL A MOCKINGBIRD

CHARACTER DESCRIPTION EXERCISE

Speech emergent

Complete the following sentences using the right phrases from the list.

<table>
<thead>
<tr>
<th>A girl.</th>
<th>Scout’s father.</th>
<th>Jem’s sister.</th>
<th>The family’s housekeeper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scout’s brother.</td>
<td>A lawyer</td>
<td>A man</td>
<td>A woman</td>
</tr>
<tr>
<td>A boy</td>
<td>Atticus’ son</td>
<td>Atticus’ daughter</td>
<td></td>
</tr>
</tbody>
</table>

Scout is ______________________. She is ______________________. She is ______________________.

Jem is ______________________. He is ______________________. He is ______________________.

Atticus is _____________________. He is ______________________. He is ______________________.

Calpurnia is ___________________. She is ______________________.
## TO KILL A MOCKINGBIRD

### CHARACTER DESCRIPTION EXERCISE

**Intermediate**

Write sentences about the characters using the words from the list.

<table>
<thead>
<tr>
<th>girl.</th>
<th>father.</th>
<th>sister.</th>
<th>housekeeper</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother.</td>
<td>lawyer</td>
<td>man</td>
<td>woman</td>
</tr>
<tr>
<td>boy</td>
<td>son</td>
<td>daughter</td>
<td></td>
</tr>
</tbody>
</table>

Scout


Jem


Atticus


Calpurnia


TO KILL A MOCKINGBIRD

CHAPTER ONE

When he was nearly thirteen my brother Jem got his arm badly broken at the elbow. When it healed, and Jem’s fears of never being able to play football were assuaged, he was seldom self-conscious about his injury. His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles with his body, his thumb parallel to his thigh. He couldn’t have cared less, so long as he could pass and punt.

When enough years had gone by to enable us to look back on them, we sometimes discussed the events leading to his accident. I maintain that the Ewells started it all, but Jem, who was four years my senior, said it started long before that. He said it began the summer Dill came to us, when Dill first gave us the idea of making Boo Radley come out. We were far too old to settle an argument with a fist-fight, so we consulted Atticus. Our father said we were both right.

Being Southerners, it was a source of shame to some members of the family that we had no recorded ancestors on either side of the Battle of Hastings. All we had was Simon Finch, a fur-trapping apothecary from Cornwall whose piety was exceeded only by his stinginess. In England, Simon was irritated by the persecution of those who called themselves Methodists at the hands of their more liberal brethren, and as Simon called himself a Methodist, he worked his way across the Atlantic to Philadelphia, thence to Jamaica, thence to Mobile and up the Saint Stephens. Mindful of John Wesley’s on the use of many words, in buying and selling, Simon made a pile practicing medicine, but in his pursuit he was unhappy lest he be tempted into doing what he knew was not for the glory of God as the putting on of gold and costly apparel. So Simon, having forgotten his teacher’s dictum on the possession of human chattels, bought three slaves and with their aid established a homestead on the banks of the Alabama River some forty miles above Saint Stephens only once, to find a wife and with her established a line that ran high to daughters. Simon lived to an impressive age and died rich.

It was customary for the men in the family to remain on Simon’s homestead; Finch’s landing and make their living from cotton. The place was self-sufficient: modest in comparison with the empires around it, the Landing nevertheless produced everything required to sustain life except ice, wheat flour, and articles of clothing, supplied by river-boats from Mobile.

Simon would have regarded with impotent fury the disturbance between the North and the South, as it left his descendants stripped of everything but their land, yet the tradition of living on the land remained unbroken until well into the twentieth century, when my father, Atticus Finch, went to Montgomery to read law, and his younger brother went to Boston to study medicine. Their sister Alexandra was the Finch who remained at the Landing: she married a taciturn man who spent most of his time lying in a hammock by the river wondering if his trout lines were full.
Intermediate fluency

When he was nearly thirteen my brother Jem broke his arm at the elbow. Jem was happy when it healed because he could still play football. His arm was shorter than the other, but he never thought about it.

A few years after the accident, Jem and I would talk about what caused the accident. I think it all happened because of the Ewells. Jem says it happened when Dill told suggested we make Boo Radley come out. We were too old to fight, so we asked our father, Atticus to decide who was right. He said we both were right.

Our only ancestor from England was Simon Finch. He was a very religious man who practiced medicine. He was also very stingy. He saved a lot of money and bought three slaves. They helped him build a home on the banks of the Alabama River. He got married and had many children. He lived a long time and died rich.

The men in the Finch family lived in the Landing with their families. They grew cotton. They only had to buy ice, wheat flour and clothes from the river boats.

The war between the North and the South left the Finch family poor. The Finch men still lived on the Landing until Atticus went to Montgomery to study law, and his brother went to Boston to study medicine. Their sister Alexandra stayed the Landing. Alexandra married a quiet man who spent most of his time lying in a hammock by the river thinking about fishing.

After Atticus became a lawyer, he returned to Maycomb and began his practice. He did not like criminal law.

Atticus worked and saved his money. He helped his brother go to medical school.

Maycomb was an old town. It was very hot during the summer days.

Atticus and his family lived on the main street in town. He lived with me, Jem, and Calpurnia, our cook. Calpurnia lived with us and helped us. She was very thin. She couldn’t see very well. She always told me what to do.

Our mother died when I was two years old. Jem was six years old. I don’t remember her, but Jem misses her.

Our neighbors were Mrs. Henry Lafayette Dubose and the Radleys. We were scared of both houses. When I was six and Jem was ten, we met Dill.
My brother Jem broke his arm. He was almost thirteen years old. He was happy when he got better. He could throw the football.

Jem and I talked about the accident. We don’t agree about what caused the accident. We asked Atticus, our father to help us. He says we both are right.

We have one ancestor from England. His name was Simon Finch. He was a doctor. He was religious. He was rich. He built a house by the river.

The men in my family lived in the house with their families. My father did not live in that house. He went away. He studied law. My uncle did not live in this house. He went away. He studied to be a doctor. My aunt Alexandra lived in that house. She married a quiet man. He liked to fish.

Atticus became a lawyer. He began working as a lawyer. He did not like criminal law.

Atticus worked. Atticus saved his money. Atticus helped his brother go to medical school.

We lived on the main street in town. I lived with Atticus, Jem, and Calpurnia.

Calpurnia lived with us. Calpurnia helped us. She was very thin. She couldn’t see very well. She always told me what to do.

Our mother died when I was two years old. I don’t remember her.

Our neighbors were Mrs. Henry Lafayette Dubose and the Radleys. We were scared of both houses.

When I was six and Jem was ten, we met Dill.
Early production

Scout’s brother is Jem.
Jem broke his arm.
Jem and Scout talked about the accident.
Atticus Finch is their father.
Scout tells us about her family.
Scout’s father is a lawyer.
Scout’s uncle is a doctor.
Scout’s aunt is Alexandra.
Atticus does not like criminal law.
Atticus helped his brother become a doctor.
Scout lived with Atticus, Jem and Calpurnia.
Calpurnia helped them.
Calpurnia was very thin.
Calpurnia couldn’t see very well.
Calpurnia always told Scout what to do.
Scout’s mother died when she was two years old.
Scout does not remember her.
Scout lived next to the Radleys.
Scout lived next to Mrs. Dubois.
When Scout was six, she met Dill.
Early production

Jem broke his arm.

Jem and Scout talked about the accident.

Atticus Finch is their father.

Scout tells us about her family.

Scout's father is a lawyer.
Calpurnia helps Scout's family.

Scout's house is next to the Radley's house.

Scout is afraid of the Radley's house.

Scout meets Dill when she is six years old.
We think that this chapter is about ____________________________

Because__________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
The intrinsic motivators for me to take this course were selfish. I was three credits shy of obtaining a higher salary at the school where I teach. I could have taken any course, as long as it was at the graduate level. I had taken a class with Dr. Schmidt four years ago, and was quite impressed with her. I learned so much! I decided to talk to her and ask her for a recommendation. I also had been toying with the idea of furthering my education and pursuing another master’s degree or perhaps even a PhD.

Dr. Schmidt was as usual, extremely helpful and accessible. She recommended I take this class as an introduction to ESL. She said this might inspire me to continue with the program. I, of course said yes, and signed up immediately.

I am a Spanish teacher at the high school level, but I also have worked as a special education teacher. It was extremely interesting and rewarding to see that I already employed many of the strategies effective instructors use, but also, eye-opening when it came to focusing on sheltered instruction techniques. I had to think of my students as second language learners and realize how frustrating it must be sometimes to be my student! Although we have a tracking system at my school and students are leveled by ability, students learn differently and it never is enough to do things one way. This, of course is not news to me, but somehow, I wasn’t really paying attention to this. I realized how important it is to reach every one of the students in my classroom by approaching concepts in different ways. I do group work in class every day, and I sometimes orchestrate the groups heterogeneously depending on the outcomes I want, but I ran with the group work techniques I learned in class and put them to use immediately. We have done jigsaw for culture readings, I had students come up with acronyms, songs or poems to learn vocabulary and share them with the class, and yes, I have modified texts! I actually have modeled a summarizing technique on the board a few times and tomorrow, in their groups, students will paraphrase paragraph by paragraph of a very involved story we have been reading. I can’t wait to see the results. I also borrowed from you, the “I’ll give you two minutes to discuss this in your groups”. I have a very quiet class and have tried everything to promote spontaneous participation, and had not succeeded until I tried this. It’s wonderful. I think sometimes, for quieter, shier kids, a little reinforcement from their peers helps. Even the painfully shy are now feeling freer to talk.
I also learned the value of graphic organizers. I always took them for granted, and never saw what a powerful comprehension tool they are. We watched Motorcycle Diaries (a movie about Che Guevara and his travels through South America) and I wanted my students to focus on the transformation his personality underwent throughout the movie. I borrowed a character chart from the internet, adjusted it to my needs, and it helped the kids do wonders with their writing assignment and class discussion. Since then, I always am looking for different ways to adapt the tried and true graphic organizers.

All in all, this course has been an eye opener for me. I needed to have a different perspective on my students. I needed to see them as Second Language Learners and focus on helping them to acquire this second language of theirs. I know this was not what the class (FLA 518) was intended for, but I was able to take from it what my students and I needed. I needed to freshen up, for I was getting stale, and my students needed some differentiated instruction.
Checklists
<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Contextualized lesson</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Build and activate background knowledge</td>
<td>6-9; 15</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>I. B. Use extensive visuals, realia, manipulatives, gestures</td>
<td>4, 10-20</td>
<td>25-31</td>
<td>36-50</td>
</tr>
<tr>
<td>I.C. Model (instructions, processes)</td>
<td>4</td>
<td>23</td>
<td>34</td>
</tr>
<tr>
<td>I.D. Create opts. To negotiate meaning/check understanding</td>
<td>20</td>
<td>29-31</td>
<td>34-50</td>
</tr>
<tr>
<td><strong>2. Make text comprehensible</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. A. Intentional use of graphic organizers</td>
<td>15; 20</td>
<td>25</td>
<td>36-38</td>
</tr>
<tr>
<td>II. B. Develop vocabulary</td>
<td>16-18</td>
<td>25-31</td>
<td>39-42</td>
</tr>
<tr>
<td>II. C. Modify written text</td>
<td></td>
<td></td>
<td>44-49</td>
</tr>
<tr>
<td><strong>3. Make talk comprehensible</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. A. Pace teacher’s speech</td>
<td>4</td>
<td>23</td>
<td>34</td>
</tr>
<tr>
<td>III. B. Use of listening guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. C. Use of word walls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. D. Frame Main Ideas</td>
<td></td>
<td></td>
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<tr>
<td>III. E. Check for understanding</td>
<td>4-20</td>
<td>29-31</td>
<td>50</td>
</tr>
<tr>
<td><strong>4. Engage in opportunities for output</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. A. Use teacher questioning and response strategies</td>
<td>4</td>
<td>23</td>
<td>34</td>
</tr>
<tr>
<td>IV. B. Practice instructional conversation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V. Engage at Appropriate Proficiency Levels</strong></td>
<td></td>
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</tr>
<tr>
<td>V. A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>4. 16-18</td>
<td>23; 26-28</td>
<td>34; 36-50</td>
</tr>
<tr>
<td><strong>VI. Give students a voice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. A. Challenge students to produce extended talk</td>
<td>10-13-20</td>
<td>26-31</td>
<td>50</td>
</tr>
<tr>
<td>VI. B. Model language for oral and written production</td>
<td>4</td>
<td>23</td>
<td>34</td>
</tr>
<tr>
<td>VI. C. Use group/pr work to elicit student talk; students as researchers</td>
<td>10-13;20</td>
<td>26-31</td>
<td>34</td>
</tr>
<tr>
<td>Grammar Point</td>
<td>Lesson 1</td>
<td>Lesson 2</td>
<td>Lesson 3</td>
</tr>
<tr>
<td>------------------</td>
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<td>----------</td>
</tr>
<tr>
<td>Past tense</td>
<td>3, 17, 18</td>
<td></td>
<td></td>
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<tr>
<td>Comparisons</td>
<td>3, 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synonyms</td>
<td></td>
<td>25, 26</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Antonyms</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Present tense</td>
<td></td>
<td>6-9</td>
<td></td>
</tr>
<tr>
<td>Nouns</td>
<td>16</td>
<td></td>
<td>40, 42</td>
</tr>
<tr>
<td>Adjectives</td>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Possessives</td>
<td></td>
<td></td>
<td>37, 42</td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing</td>
<td>10-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>identifying</td>
<td></td>
<td>27-28</td>
<td>39-43</td>
</tr>
</tbody>
</table>
Original Lessons
Subject: English Literature

7th - 12th Grades

Day 1 of 10 Days

District or Colorado Model Content Standard(s):
1. Students will use an anticipation guide strategy to assess attitudes prior to reading the novel. During the seventh lesson, they will indicate their attitudes, based on their reading of the novel.
2. The Elements of Fiction chart introduces technical vocabulary.
3. The Exit Slip will be examined for difficulties with language mechanics.
4. The anticipation guide prompts initial evaluation of thematic points of view, and provides opportunity to express a position, to be defended in discussion. The Elements of Fiction chart includes characterization, plot, setting, etc.
5. Students will receive an introduction to reference materials and bibliography.
6. The Elements of Fiction chart lays a foundation for evaluating literature as "classic." The thematic issues of the anticipation guide introduces the issues of United States history of concern in this novel.

Objective/Purpose:
The objective of this first lesson is to introduce the unit and motivate careful reading of *To Kill a Mockingbird*. The objective of the anticipation guide is to introduce the themes of the novel via implications of the mockingbird imagery. The Elements of Fiction chart introduces the literary tools an author can employ to convey profound truth about human nature. Thus, this lesson invites discussion of book awards and "classic" literature.

Pre-Assessment:
this reduction in the average reading assignment is to meet the need, then all students must read at least 8 chapters over the weekend, and each day of Week 2 must require four chapters. However, because this book is so exciting, most students should have *To Kill a Mockingbird* read in time for Lesson 6. To engage this excitement, as well as to emphasize important passages in the novel, the first five minutes of class time each day will be devoted to reading selections from the novel. Each day students will provide an introduction to the lesson by reading these brief selections.

In anticipation of the study of plot structure, the students are to discover the name of the narrator and identify the occupation of Atticus and his relationship to the narrator. They are to identify the main characters and the setting of the story and include this information in their journaling sheets. They are each to write one question about something they want to understand better in this reading.

<table>
<thead>
<tr>
<th>Lesson Plan 1:</th>
<th>Lesson Plan 2:</th>
<th>Lesson Plan 3:</th>
<th>Lesson Plan 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipation</td>
<td>Plot</td>
<td>Author/Narration</td>
<td>Setting</td>
</tr>
<tr>
<td>Anticipation</td>
<td>Plot Chart</td>
<td>Title Quotes</td>
<td>Historical</td>
</tr>
<tr>
<td>Guide</td>
<td>Journaling Chart</td>
<td>Prediction Guide</td>
<td>Allusions</td>
</tr>
<tr>
<td>Elements of</td>
<td>Exit Slip</td>
<td>Exit Slip</td>
<td>Maps</td>
</tr>
<tr>
<td>Fiction</td>
<td></td>
<td></td>
<td>Exit Slip</td>
</tr>
<tr>
<td>Exit Slip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Plan 5:</td>
<td>Lesson Plan 6:</td>
<td>Lesson Plan 7:</td>
<td>Lesson Plan 8:</td>
</tr>
<tr>
<td>Language/Style</td>
<td>Characterization</td>
<td>Imagery</td>
<td>Big Idea/Themes</td>
</tr>
<tr>
<td>Courtroom</td>
<td>Venn Diagram</td>
<td>Know-Want-Learn</td>
<td>Thematic Quotes</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Character Chart</td>
<td>Concept</td>
<td>Understanding</td>
</tr>
<tr>
<td>Word Search</td>
<td>Exit Slip</td>
<td>Definition</td>
<td>Fiction</td>
</tr>
<tr>
<td>Exit Slip</td>
<td></td>
<td>Exit Slip</td>
<td>Exit Slip</td>
</tr>
<tr>
<td>Lesson Plan 9:</td>
<td>Lesson Plan 10:</td>
<td>Essay Rubrics</td>
<td>Chapter Quizzes</td>
</tr>
<tr>
<td>Drama/Film</td>
<td>Unit Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story Board</td>
<td>TKM Exam</td>
<td>Documentation</td>
<td>Chapter</td>
</tr>
<tr>
<td>Internet Links</td>
<td>TKM Exam Key</td>
<td>Portfolio Index</td>
<td>Summaries</td>
</tr>
<tr>
<td>Exit Slip</td>
<td>TKM</td>
<td>Portfolio Title</td>
<td>Minilesson -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Page</td>
<td>Elements/Theme</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Minilesson -Title</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Page</td>
</tr>
</tbody>
</table>

Colorado Model Content Standards: Reading & Writing
Colorado Model Content Standards: History
Pulitzer Prize in Letters (May 1, 1961)
Newbery Medal List, 1922 to the Present
Anticipation/Reaction to the Mockingbird Symbolism in 
Harper Lee’s To Kill a Mockingbird

Before you start reading the novel, decide how strongly you agree or disagree with each of the following statements. In the box immediately to the left of each statement (the Anticipation column), write “1” if you strongly agree, “2” if you somewhat agree, “3” if you somewhat disagree, and “4” if you strongly disagree. Some statements can be interpreted in more than one way. After you have read the novel, cover the Anticipation column and fill in the Reaction column. Have your attitudes changed?

<table>
<thead>
<tr>
<th>Anticipation</th>
<th>Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The saying, “Sticks and stones will break my bones, but names will never hurt me!” is true.</td>
<td></td>
</tr>
<tr>
<td>2. Since the Civil War abolished slavery, Blacks have easily integrated into all areas of society.</td>
<td></td>
</tr>
<tr>
<td>3. When the law does not succeed in punishing criminals, citizens should do so.</td>
<td></td>
</tr>
<tr>
<td>4. Parents shouldn’t give guns to their children.</td>
<td></td>
</tr>
<tr>
<td>5. I would swat mosquitoes that have landed on me, but I’d never kill animals or other creatures that are not harming me.</td>
<td></td>
</tr>
<tr>
<td>6. It’s wrong to kill another person.</td>
<td></td>
</tr>
<tr>
<td>7. All people, regardless of race, gender, economic status, or religion, have equal rights in our courts.</td>
<td></td>
</tr>
<tr>
<td>8. A person who has extraordinary skill with weapons has an unfair advantage over birds, animals, and other people.</td>
<td></td>
</tr>
<tr>
<td>9. A person found guilty in our courts of a violent crime should be killed.</td>
<td></td>
</tr>
<tr>
<td>10. A dog with rabies should be killed.</td>
<td></td>
</tr>
<tr>
<td>11. A prison guard should kill a convict attempting to escape.</td>
<td></td>
</tr>
<tr>
<td>12. Lawyers should defend persons accused of serious crime.</td>
<td></td>
</tr>
<tr>
<td>13. A child who insults another child’s parent should be taught a lesson.</td>
<td></td>
</tr>
<tr>
<td>14. It’s wrong to hate anyone.</td>
<td></td>
</tr>
</tbody>
</table>
Elements of Fiction in Harper Lee’s *To Kill a Mockingbird*

*As you are reading the novel, provide some examples of the elements of fiction:*

<table>
<thead>
<tr>
<th>Elements of Fiction</th>
<th>Significance</th>
<th>Examples in <em>To Kill a Mockingbird</em></th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot</td>
<td>Series of causal episodes: conflict, rising action, climax, falling action, resolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td>Place</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time</td>
<td></td>
<td></td>
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<tr>
<td>Characters</td>
<td>Protagonist(s)</td>
<td></td>
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<tr>
<td></td>
<td>Other important actors in the plot</td>
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<tr>
<td>Point of View</td>
<td>Narrative perspective: from the view of a character? Omniscient author?</td>
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<tr>
<td>Allusions</td>
<td>Reference to previous literary work or historical event</td>
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<tr>
<td>Images</td>
<td>Visual items that set a tone or convey ideas</td>
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<tr>
<td>Symbols</td>
<td>Primary image that serves as a vehicle for the theme</td>
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<tr>
<td>Style</td>
<td>Tone, language</td>
<td></td>
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<tr>
<td>Theme</td>
<td>Big Idea; the author’s “profound truth” conveyed through the story</td>
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Lesson Plan 2 – Plot

( Nelle ) Harper Lee

To Kill A Mockingbird

Subject: English Literature 7th - 12th Grades  Day 2 of 10 Days

District or Colorado Model Content Standard(s):
1. Students use strategies to understand novels. Students read stories about people from similar and different backgrounds.
2. Students will use technical vocabulary of the content areas. Students will recognize stylistic elements.
3. Students use standard edited English. Students will expand spelling skills to use more complex words.
4. Students determine literary quality based on elements such as plot development.
5. Students understand organizational features.
6. Students will use literary terminology accurately, including conflict, plot, resolution, and foreshadowing.

Objective/Purpose: Some students understand the value of suspense and that the plot of a novel is a sequence of actions. The students need strategies to summarize the plot and to organize the elements of the plot in order to analyze an author's style and strategies. A chapter organization helps the students to recognize shifts in chronology.

Pre-Assessment: On board: "Write a definition of 'plot.' Then continue reading To Kill a Mockingbird until class begins." Discuss the student definitions of "plot" to assess prior knowledge and misunderstanding.

Pre-Phase of Lesson: Discuss the Prediction Guide. Have the students identify the Boo Radley mystery elements and anticipate a possible solution as a class. Give the students copies of the form to insert in their portfolios as a record of this lesson, but to be used again with lesson three.

Phase 1 of Lesson:
Have the students write summaries of the chapters they have read. Identify which students have not completed the reading assignment. Instruct these students to read, as
well as write, during this class time.

**Phase 2 of Lesson:**
After each student has written their chapter summaries, instruct them to write a brief summary of all three chapters.

**Phase 3 of Lesson:**
Explain and have the students fill in the Sequence Chain.

**Post-Phase of Lesson:**
The prompt for Exit Slip 2 is "What are the major plot sections of a novel?"

**Post-Assessment:** Evaluate the exit slips and summaries.

**Reflection:** In what ways did the students develop their understanding of the typical plot structure of a novel? Did the attention to mystery regarding the Radley House help? What difficulties do the students experience in writing summaries? Did the strategy of writing a summary of the chapter summaries help?

**Anticipation:** The students are instructed to read chapters 4-8 (pages 32-74) of *To Kill a Mockingbird* and to write brief, one-sentence chapter summaries. Find answers to the following questions: "What is in the tree?" "Who provides a blanket?"

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Elements of Fiction Worksheet for Harper Lee's *To Kill a Mockingbird* © Ramona E. Pekarek  Last Revised: 2/19/2008
Graphic Organizer for Lesson 2 - Plot

Summarizing the Story. The graphic organizer below is used to show the sequence of events, or plot line, of a story. The plot line has five parts. The exposition introduces the main conflict in the story. The rising action includes the steps taken to solve the conflict and the events that make solving the problem difficult. These actions and events build up to the climax, or high point, in the story. The falling action includes the key events that lead toward resolving the conflict. The final resolution usually occurs at the story’s end. Complete the plot line to retell the story you have just read.

1. Exposition

2. Rising Action

3. CLIMAX

4. Falling Action

5. Resolution
Lesson Plan 3 –
Author/Narration

(Nelle) Harper Lee

To Kill A Mockingbird

Objective/Purpose:
After learning about plot complexities, the students are ready to reflect on narrative strategies in order to apply their discovery of narrative technique to other novels. First, the students will discern the flashback strategy of the adult narrator, Jean Louise Finch. The students will discover narrative point of view through a series of selected quotes. Next, the students will demonstrate knowledge of point of view by discussing Scout's flashback view of her youth. Then, the students will discover narrative strategy by analyzing direct and indirect quotes relating to the title.

Pre-Assessment:
Note on board: "Write a definition of point of view." Use these written definitions to assess students' prior knowledge of this generally misunderstood element of fiction.

Pre-Phase of Lesson:
Students will read short selections from TKM on narration. Have the students read the selected passages on narration in order to focus on the lesson.
Phase 1 of Lesson:
Use the Prediction Guide to assist the students to understand foreshadowing and the narrative technique of parallel passages in a novel.

Phase 2 of Lesson:
Draw attention to the narrator's reference to Jem "when he was nearly thirteen" in the first sentence of the book. Relate this reference to the closing sentences of the book, "Atticus ... turned out the light and went into Jem's room. He would be there all night, and he would be there when Jem waked up in the morning." Discuss the significance of the opening and closing statements of a novel, and discuss the story from the narrator's "point of view." Note that, on page 30, Harper Lee has Atticus tell Scout, "You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it." Then help the students to anticipate the goal of determining the theme of a novel as "walking around" in the author's "skin." Point out that all of the elements of fiction are "sculpted" by the author, but the narrative is especially valuable for determining the author's "point of view." In To Kill a Mockingbird, the narrative is in the first person, from Scout's point of view, but the narrative includes reflection on the events when she is much older. Note the statement that begins the second paragraph, "When enough years had gone by to enable us to look back on them, we sometimes discussed the events leading to his accident." This narrative technique provides opportunity for the author to convey messages about human nature that can reveal the theme of the novel. Because the title is generally a key to the theme, the image of the mockingbird is important. Draw attention to the description of Jem's arm in the first paragraph of the book: "His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles to his body, his thumb parallel to his thigh." What connections can be made between the title, the parallel between the opening and closing of the book, and the narrative description of Jem? Is the narrative suggesting human "mockingbirds"? Why?

Phase 3 of Lesson: Introduce the students to the Mockingbird Quotes chart. Instruct them to note appropriate quotes as they are reading, in anticipation of the lesson on imagery, but also to notice the narrative technique of repeated use of a key image.

Post-Phase of Lesson: Exit Slip 3 asks, "Is the point-of-view of To Kill a Mockingbird in the first person? If so, explain."

Post-Assessment:
Evaluate the exit slips.

Reflection:
What aspects of narrative technique do the students understand? Do they realize the "sculpting" of a novel evident in the title and in the opening and closing passages of a novel? Do they watch for narrative statements that convey the author's "point of view" in the sense of theme? Do these concepts need to be explained further during the discussion of imagery or other lessons? Was there enough time for all of the activities?

Anticipation:
The students are instructed to read chapters 9-14 (pages 74-144) of To Kill a Mockingbird and to write brief, one-sentence chapter summaries. Find answers to the following questions: "How is the setting of the novel related to the issue of racism?" "Where does Calpurnia take Scout and Jem, and what is Aunt Alexandra's response?" What important uses of the mockingbird image are
found in these chapters?

Lesson Plan 1: Anticipation
Anticipation Guide
Elements of Fiction
Exit Slip

Lesson Plan 2: Plot
Plot Chart
Journaling Chart
Exit Slip

Lesson Plan 3: Author/Narration
Title Quotes Chart
Prediction Guide
Exit Slip

Lesson Plan 4: Setting
Historical Allusions
Maps
Exit Slip

Courtroom Vocabulary
Word Search
Exit Slip

Lesson Plan 5: Language/Style
Lesson Plan 6: Characterization
Venn Diagram
Character Chart
Exit Slip

Lesson Plan 7: Imagery
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TKM Exam
TKM Exam Key
TKM

Chapter Quizzes
Chapter Summaries
Minilesson - Elements/Theme
Minilesson - Key Image

Colorado Model Content Standards: Reading & Writing
Colorado Model Content Standards: History
Pulitzer Prize in Letters (May 1, 1961)
Newbery Medal List, 1922 to the Present

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Last Revised: 2/19/2008
Chapter 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 needed a paint job. Somehow it got hotter then; a black dog suffered on a summer day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning, Ladies buttoned silked shawls and laced them at the throat with black satin cords."

Chapter 2

I remember that I was sorry and said: "Humid."

"And of all. I said. If you can learn a simple trick, Swain, you'll get along a lot better with all kinds of folks. You never really understand a"

"Funny,"

Chapter 3

attracted my attention.

"Men have never needed into the hole, and couldn't have done of choosing grass, unless their came to appear."

"So that's what you were doing, wasn't it?"

"No," said Atticus. "Putting life's history on display for the edification of the neighborhood."

Atticus smiled shyly. "You just told me he said: "You know life is never right now, every one of you."

"Then I saw the shadow. It was the shadow of a man with a hat on. At first I thought it was a tree, but there was no wind. Nothing like tree branches"

"I saw a tree. He put his hands to his face."

Chapter 4

morning, my mother would have been filling up his own. I left him alone and told me why her hair was "(57)

"Thank, what?" I asked.

"My brother turned to water and I nearly threw up when I saw that the man was in the crowd."

Chapter 5

"Now. Your daughter gave me my first lesson this afternoon. She said I didn't understand children much and told me why. She was quite right."

Chapter 6

you can hit him, but remember it's a sin to hit a mockingbird!"

"Your Father's right, she said. "Look, James. Don't you do things that make trouble for us to enjoy. They don't cut up people's gardens, don't need in"

Chapter 7

The war. She had her own views about things, but different from mine, maybe. I told you that if you hadn't lost your head, I'd have made a man with a gun in his hand. It's when you know you're licked before you begin but you begin anyway and you see it through no matter what.

Chapter 8

Recognition. You've not known change any other than by talked right. They've got to want to learn themselves. And when they don't want to"

Chapter 9

there could be with the same they had been, but Atticus Anderson was of the opinion, religiously expressed, that the tongue a family had been speaking on

Chapter 10

His neighboring superiorly was unbearable these days. He did not want to do anything but sleep and get off. Blood."

"What's the matter?" I asked.
Student:

'I'll tell him you said hey, little lady,' he said.

Then he straightened up and waved a big paw. 'Let's clear out,' he called. 'Let's get going, boys.'" (154)

Chapter 16

"This was news, news that put a different light on things: Atticus had to, whether he wanted to or not. I thought it odd that he hadn't said anything about it—we could have used it many times defending him and ourselves. He had to, that is why he was doing it, equaled fewer fights and less fussing." (163)

Chapter 17

"Mr. Ewell wrote on the back of the envelope and looked up complacently to see Judge Taylor looking at him as if he were some fragrant gardenia in full bloom on the witness stand, to see Mr. Gilmer half-sitting, half standing at his table. The jury was watching him, one man leaning over with his hands over the railing.

"What's so interesting?" he asked.

"You've left handed, Mr. Ewell," said Judge Taylor." (177)

Chapter 18

"Tell me, Mr. Taylor, what I'm going to tell you today is...do you remember him beating you about the face? Atticus' voice had lost its comfortableness; he was speaking in his usual, detached professional voice. "Do you remember him beating you about the face?"

"I don't recall it, he said, "I mean you do, he blushed." (183)

Chapter 19

"Mr. Gilmer smiled wistfully in the face. "You've a mighty sweet feminine, it seems. Did you hit her for not using it?"

"You said I felt right sorry for her, she seemed to try, more'n the rest of 'em."

"You felt sorry for her, you felt sorry for her," Mr. Gilmer repeated softly in the way he talked. (187)

Chapter 20

"The tricks and baubles were like hell, the evidence was going back, and even now it had been excluded from the testimony of two witnesses whose evidence has not been called into serious question at cross-examination, but has been thirty

Chapter 21

I looked around. They were all standing. All around us and in the hall on the opposite wall, the Negroes were getting to their feet. We reached

"Mr. Tom I didn't understand. Your father's gone, isn't he?"

"Tom and his mam, she came into court, which shows how ugly it is and how much he is judged.

"Judge, when Mr. Gilmer wanted to say something lengthy, he called her fingers on her mouth and called her judge, and she did, andT

"I most wanted to tell you that there are some men in this world who are born to do our inefficient job for us. Your father's one of them." (191)

Chapter 22

"Mr. Gilmer, you don't want to stay inside."

"That's dead."

"They shot him," said Atticus. "He was running. It was during their exercise period. They said he had broken into a blind running charge at the fence"

Chapter 23

"But missy, they don't hunt you, you're covered in the darkness. He had turned out his reading light."

"So many things had happened to us. Joe really was the least of our sins. Atticus said he didn't see how anything else could happen, that things happened, " (235)

"I don't like it, Atticus. I don't like it at all," was Aunt Alexandra's assessment of these events. "That man seems to have a running grudge against his way in court, didn't he?"

"Shut up, and you'll have some time to work with it. His temper was with him and steady. Then they stopped. He was running, running toward us.

"Run, Uncle! Run! Run!" I screamed.

"Run, Tom! Run, Tom!"

"When I raised his palms above his head, leaving my meaty hand on the ball, and he hooked his thumb in his belt. A strange small

"He fell into a third chair, and the neighbor's figure blotted my sudden tears."
"Atticus looked like he needed cheering up. I ran to him and hugged him and kissed him with all my might. 'Yes sir, I understand,' I reassured him. 'Mr. Tate was right.'

Atticus disengaged himself and looked at me. 'What do you mean?'

'Well, it'd be sort of like shootin' a mockingbird, wouldn't it?"' (276)

Chapter 31

"Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radly porch was enough." (279)