

Character Based Literacy Program 60-Minute Lesson Plan

To Kill a Mockingbird, Introduction



Summary

To Kill a Mockingbird (1960) is a modern American classic. Written by the previously unknown author Harper Lee, it won a Pulitzer Prize in 1961, and was hailed as a coming-of-age story like no other.

Set in Alabama in the 1930's, *To Kill a Mockingbird* is the story of Scout Finch, her father, Atticus, her brother, Jem, and the trials and tribulations of growing up in a small town. Scout faces prejudice and examines it through a child's eyes. After witnessing great injustice, she comes to the conclusion that people should be treated equally and judged on their actions, rather than on their backgrounds.

Content Warnings

As a novel that deals with racial issues, you can expect to find mature themes and language in the book. Have a frank discussion with your class about the appropriateness of these words in modern day language before beginning the book. While the terms "colored" and "Negro" were appropriate in 1930, they are not in the twenty-first century, and it's important for students to understand the evolution of terminology. Also, the word "nigger" is used repeatedly throughout the novel.

There are other mature issues in the novel: part of the book revolves around the trial of a man accused of rape, a prisoner is killed trying to escape from his guards, and a murder is committed at the end of the novel (though it is done in self-defense).

Map

For this novel, we suggest making a map of the fictional town of Maycomb and/or Maycomb County, AL. You can add to the map every day. This could be a project for small student groups, or one large class project.

Community Connection

Each day, students have the opportunity to read and study about a Supreme Court case that affects the educational system they populate. A different case is suggested for each day. While there are many sites that deal with Supreme Court cases, <http://www.law.cornell.edu/supct/cases/topic.htm> has a fabulous list of Supreme Court cases by topic and all of the referenced cases can be found at this site.

English Learner Connections/Support

This is a difficult book for English Learners. To support it well, teachers should use storyboarding and visual examples of this historical period. A Word Wall is essential, since the vocabulary in this novel is challenging. Ideally, the Word Wall should be illustrated.

Film Resources

A fabulous film starring Gregory Peck was based on this novel. *To Kill a Mockingbird* (1962) won 3 Academy awards and earned much critical acclaim. It is in black and white, but Peck's riveting portrayal of Atticus Finch should keep students' attention. It is available on DVD, or can be streamed at Amazon video-on-demand.

http://www.amazon.com/To-Kill-a-Mockingbird/dp/B000ID37RM/ref=sr_1_2?ie=UTF8&s=digital-video&qid=1256947554&sr=8-2

Final Writing Assignment

In the final writing assignment, students will write an article for an opinion column of a newspaper. In this piece, students will analyze Tom Robinson's case and argue whether or not he should have been found innocent. Students will draw on the racial prejudices that existed in the South at the time that the novel was written and also use evidence from the text to back up their claims.

Character Based Literacy Program 60-Minute Lesson Plan To Kill a Mockingbird, Day 1



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What does the narrator mean when she says the town “had recently been told that it had nothing to fear but fear itself?” (6).

Though the novel was published in 1960 as the Civil Rights movement was strengthening, Harper Lee chose to set her story in the middle of the Great Depression. The quote refers to President Franklin Delano Roosevelt's first inauguration speech, delivered on March 4, 1933. The U.S. was at the depth of the Great Depression, and Roosevelt had been elected in a violent backlash against the incumbent President Hoover. The actual quote is:

So, first of all, ***let me assert my firm belief that the only thing we have to fear is fear itself*** - nameless, unreasoning, unjustified terror, which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life, a leadership of frankness and of vigor has met with that understanding and

support of the people themselves, which is essential to victory. And I am convinced that you will again give that support to leadership in these critical days.
(Emphasis added)

It is often incorrectly remembered as a speech about World War II. In this case, Roosevelt was encouraging Americans to draw together to face the impending economic crisis. Atticus and Jem, like Roosevelt, are optimists who find themselves fighting a difficult battle that will never be fully won. By referring to this time of national hope, Scout reveals the innocent, quiet, and happy life she has lived in Maycomb thus far. As the story opens, our narrator is a believer in the promise of the American Dream.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

taciturn (3)	ambled (5)	detachment (6)	contentment (8)	malevolent (8)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapter 1, p. 3-15

Setting	Characters	Pages
Maycomb, Alabama	Scout and Jem Finch, the Ewells, Dill, Boo Radley	3
England, Philadelphia, Jamaica, Mobile, Alabama, Finch's Landing	Simon Finch	3-4
Finch's Landing	Atticus Finch, Alexandra Finch, John Hale (Jack) Finch	4
Maycomb, Alabama	Atticus, Haverfords	4-5
	Atticus, Uncle Jack	5
	Atticus, Scout Finch, Jem Finch, Calpurnia, people of Maycomb	4-6
Main Street, Maycomb	Scout, Jem, Dill (Charles Baker Harris)	6-9
The Radley House	Arthur (Boo) Radley, Mr. Radley, Mrs. Radley	9
Maycomb, before Scout was born	Mr. Radley, Mrs. Radley, Boo Radley, Mr. Connor	9-10
Main Street, Maycomb, Alabama	Jem, Atticus, Miss Stephanie Crawford	11
	Mr. Radley, Mrs. Radley, Jem, Scout, Atticus, Calpurnia	11-12
	Jem, Scout, Dill	12-15

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Scout Finch's brother, Jem, broke his arm when he was almost thirteen. Jem is four years older than Scout.
- Jem says that the events leading to the accident started when Dill first came and gave them the idea of making Boo Radley come out.
- Scout describes her family history. We learn that her father is a lawyer in Maycomb, her Uncle Jack is the town doctor, and their sister lives on the family farm at Finch's landing.
- Maycomb is a small town in Alabama. Calpurnia is the family's cook. Scout's mother died when she was two.
- When Scout was almost six, and Jem was almost ten, Dill arrived for the summer. Dill is Miss Rachel's nephew, and is a year older than Scout.
- Dill gave them the idea of getting Boo Radley to come out of the house.
- The Radleys never come out, and Jem and Scout have never seen Boo Radley.
- Arthur (Boo) Radley has been confined to the house since he got in trouble as a teenager.
- Boo Radley once stabbed his father with a pair of scissors.
- Eventually, Mr. Radley died and Boo's older brother, Mr. Nathan Radley, came to live in the house with Boo and his mother.
- Dill bets Jem that he won't go up and touch the Radley house.
- Jem touches the house, and the three run all the way back to the Finch porch.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Either as a class, or in small groups, create a map showing the layout of Maycomb, Alabama and identify the locations where the major events of the text take place. The students will add to their maps every day. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama.

If there are especially important events, students may illustrate that event where it takes place on the map.

After the students have read today's reading, they will get into their groups and begin their map of Maycomb, Alabama, most likely beginning with the Finch House. If there are any significant events that occur at any of the places on the map, then they should make a note of that event next to that location.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who is the narrator of the story?
2. What is the point of view of the narrator?
3. Where is Maycomb located?
4. Why does the narrator go into detail about the history of Maycomb?
5. Have you ever visited a town like Maycomb, Alabama?
6. Why does Charles Baker Harris (Dill) come to Maycomb?

7. What happened to the Finch children's mother?
8. What does Mr. Radley do for a living?
9. Why do you think Boo Radley stabbed his father with scissors?
10. Does Maycomb, Alabama remind you of a place you have lived?
11. Do Scout, Jem, and Dill remind you of yourself or anyone you know?
12. Would you want to live in Maycomb, Alabama? Why or why not?
13. Would you want to explore the Radley place if there was a house like that in your neighborhood?

Analyze Analyze the key paragraph.

Key Paragraph, p. 5

"People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself" (p. 5).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Scout describes Maycomb as a very relaxed, slow-paced town. The outside world feels very far away to its citizens, and no one is in a hurry to live their lives. Is this different from the town that you grew up in, or the town you live in today? Would you rather grow up in a town like Maycomb, or in a big city like Los Angeles?

Write a paragraph for or against the statement "Maycomb is a great place to grow up." What changes would you make in order for the town of Maycomb to better suit your needs? Be sure to support your argument with sufficient evidence from the text and relevant, real-world experiences.

Close Close by extending today's lesson to life and the world.

Community Connection

Early in the novel *To Kill a Mockingbird*, Atticus Finch acknowledges that Tom Robinson will lose his case, and that he will have to appeal.

The Supreme Court of the U.S. has heard thousands of cases, many of them regarding education. Each day, students should examine a different Supreme Court case that deals with education. Suggestions are provided daily. Students might research these individually, and present them to the class. Alternatively, a teacher might present the information for class discussion.

Today: research *Meyer v. State of Nebraska (1923)*. This case deals with an anti-German law banning the teaching of foreign languages prior to high school.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 2



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

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W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Did Winston County really secede from Alabama during the Civil War?

Scout and her classmates distrust their new teacher because she is from the infamous Winston County, which supposedly seceded from the rest of the State and supported the Union during the Civil War. Although the county never formally separated from the rest of the state, the legend has its foundations in truth. The citizens of Winston County met sometime in 1861 or 1862 to discuss their belief that Alabama's secession from the Union was wrong. They alleged that if Alabama could secede from the Union, then Winston County could secede from Alabama. The county expressed a desire to remain neutral, which was ignored by both Union and Confederate forces.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

condescended (15)	deliberately (17)	revelations (18)	assurance (20)	sufficiently (20)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapters 2-3, p. 15-32

Setting	Characters	Pages
The first day of school, on the way to school	Jem, Scout	15-16
First day of school, first grade classroom	Scout, Miss Caroline Fisher, students	16-18
First day of school, recess, playground	Jem, Scout	18
The past, at the Finch house	Scout, Calpurnia	18-19
First day of school, first grade classroom	Miss Caroline, Walter Cunningham, Scout	19-20
The past, the Finch house, the previous winter	Atticus, Mr. Cunningham, Jem, Atticus	20-21
First day of school, first grade classroom	Miss Caroline, Walter Cunningham, Scout, students	21-22
	Miss Blount, Miss Caroline, Scout, students	22
First day of school, lunchtime, the playground	Scout, Walter Cunningham, Jem	22-24
First day of school, lunchtime, the Finch House	Atticus, Calpurnia, Scout, Jem, Walter Cunningham	24
	Calpurnia, Scout	24-25
	Scout, Atticus	25
First day of school, first grade classroom	Miss Caroline, Scout, students, Little Chuck Little, Burris Ewell	25-28
	Miss Caroline, students	28
First day of school, the Finch house	Atticus, Jem, Scout, Calpurnia	28-29
	Atticus, Scout	29-32
Next Saturday, the Finch tree house	Scout, Jem	32

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Dill leaves at the end of the summer and Scout misses him.
- Scout goes to school for the first time and Jem tells her that they won't hang out at school.
- Scout is in Miss Caroline's first grade class.

- Miss Caroline is a first-year teacher and an outsider from a different part of Alabama.
- Miss Caroline is upset that Scout already knows how to read and tells her to stop reading at home.
- At lunch, Miss Caroline embarrasses Walter Cunningham by offering to lend him money for lunch.
- Scout explains to Miss Caroline that Walter is a Cunningham, a family that never takes any kind of charity, and that she's embarrassing him.
- Scout knows about the Cunninghams because Walter's dad pays Atticus for his services with produce instead of money.
- Miss Cunningham punishes Scout for being disrespectful.
- At lunch, Scout starts to beat up Walter, but Jem stops her and invites the boy to lunch.
- At lunch, Walter explains to Atticus that he was retained in first grade because he missed so much school to help on the farm.
- Scout makes fun of Walter's table manners and Calpurnia makes her eat in the kitchen.
- Atticus lectures her before sending her back to school.
- In the afternoon, a dirty boy named Burris Ewell shows up and announces that he's going home and not coming back.
- The Ewells come to school once a year because the truant lady makes them come.
- Miss Caroline gets upset when Ewell mouths off to her and the class comforts her.
- At home that night, Scout tells Atticus she doesn't want to go back to school because her teacher doesn't want her to read at home.
- Atticus and Scout make a deal that she can read, they just won't tell Miss Caroline.
- The next Saturday, Jem spends a whole day in the tree house just reading.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Today, have students add the school to their map of Maycomb. Be sure to include both the school building and the playground. Perhaps find a picture of an Alabama school and ask students to compare it to their hometown/neighborhoods. How is Maycomb different or similar to the environment that students are used to?

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why are Scout and her classmates suspicious of their new teacher?
2. What is the difference between the Cunninghams and the Ewells?
3. Is there a "Cunningham" or "Ewell" in your community or neighborhood?

4. Why do you think Harper Lee includes both a Cunningham and an Ewell in Scout's classroom? What do these families reveal about the community of Maycomb?
5. Do you think that Miss Caroline was right to tell Scout to stop reading and writing?
6. How would Scout have acted differently if Miss Caroline did not ask her to stop reading and writing? Would the events of the chapter unfold in a different way as a result?
7. Why does Calpurnia punish Scout for what she says to Walter Cunningham at lunch?
8. What lesson does Calpurnia teach Scout about how to treat others?
9. What is one character trait that Atticus and Scout share?
10. What do we learn about the citizens of Maycomb by the fact that they dislike Northern Alabama's "Liquor Interests, Big Mules, steel companies, Republicans, professors, and other persons of no background" (16?)

Analyze Analyze the key paragraph.

Key Passage, p. 20

"The Cunninghams never took anything they can't pay back – no church baskets and no scrip stamps. They never took anything off of anybody, they get along on what they have. They don't have much, but they get along on it" (p. 20).

Key Passage, p. 20-21

"One morning Jem and I found a load of stovewood in the backyard. Later, a sack of hickory nuts appeared on the back steps. With Christmas came a crate of smilax and holly. That spring when we found a cokersack full of turnip greens, Atticus said Mr. Cunningham had more than paid him" (p. 20-21).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Smilax is a slender vine with glossy foliage that is used in floral arrangements and decorations. Holly is also used during Christmastime as a festive decoration. Also, turnip greens are a staple in most Southern collards, and are used in many vegetable dishes. By leaving these items at the Finch's house, the Cunninghams work to repay the debt that they owe Atticus.

Throughout the novel, the Cunninghams are described as hardworking folks who are economically challenged. Unwilling to accept charity from Miss Caroline, or anyone for that matter, the Cunninghams find an alternative way to pay off their debt.

Write a paragraph arguing for or against the Cunninghams' method of paying back services. Do you think that the Cunninghams should put their pride aside and rely on the charity of others? How much effort does this family exert in order to repay their debts through serviceable acts? Do you feel that they should continue paying others by exchanging goods and services?

Close Close by extending today's lesson to life and the world.

Community Connection

Early in the novel *To Kill a Mockingbird*, Atticus Finch acknowledges that Tom Robinson will lose his case, and that he will have to appeal.

The Supreme Court of the U.S. has heard thousands of cases, many of them regarding education. Each day, students should examine a different Supreme Court case that deals with education. Suggestions are provided daily. Students might research these individually and present them to the class. Alternatively, a teacher might present the information for class discussion.

Today: research *Brown v. Board of Education (1954)*. This is probably the most famous Supreme Court case dealing with education; it addresses the constitutionality of segregated schools.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 3



Outcomes for Today

Standards for Writing:

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b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

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e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is an Indian-head penny?

From 1859 to 1908, the Indian-head was the official 1 cent piece produced by the U.S. Mint. On one side, it has a picture of an Indian wearing a feather head dress. On the other appear the words ONE CENT, surrounded by an oak wreath on most. Today, an Indian-head penny in recognizable shape can be worth anywhere from \$1 to several hundred dollars. Scout and Jem find two Indian-heads in the tree on the Radley place, which was a valuable find for two kids, even in the 1930s.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

tyranny (34)	cowardice (38)	heroism (38)	phenomena (39)	reluctantly (40)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapter 4, p. 32-41

Setting	Characters	Pages
Maycomb	Scout, Jem, her family	32-33
The edge of the Radley lot	Scout	33
The Finch home	Scout, Jem	33-34
The edge of the Radley lot, the first day of summer	Scout, Jem	34-35
Maycomb in summer	Scout, Jem, Dill	36-38
	Scout, Jem, Dill, Calpurnia	38
	Scout, Jem, Dill	38-40
	Scout, Jem, Dill, Nathan Radley, Miss Maudie Atkinson	40
	Jem, Dill, Scout, Atticus	40
	Jem, Dill, Scout	40-41

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The school year continues and Scout still does not enjoy school.
- One day, Scout finds some chewing gum in a knothole in an oak tree on the edge of the Radley lot.
- Jem finds out and makes her spit it out.
- On the last day of school, Jem and Scout find a box with two Indian-head pennies in the knothole.
- They decide to keep the pennies and try to find out whom they belong to when school starts again.
- Dill arrives and the three struggle to find something to entertain them.
- They decide to roll in a tire, and Scout rolls right up to the Radley house by accident.
- After this incident, Jem makes up an elaborate game called Boo Radley, where the three play out the drama of the Radleys.
- Atticus suspects the game, and tells them he hopes they aren't playing any game that has to do with the Radleys.
- Scout wants to stop playing, but Jem continues on.
- Scout wants to stop playing because on the day that she rolled into the front yard, she heard someone inside laughing.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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Today, add the Radley house and property to the map. Be sure to include the oak trees at the edge of the property where Jem and Scout found the chewing gum and the Indian-heads.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who do you think the chewing gum and Indian-heads belong to?
2. Why does Jem get mad at Scout for chewing the gum she found on the Radley place?
3. What kind of students are Scout and Jem? Do they remind you of anyone you know?
4. Why does Jem want to play the Boo Radley game?
5. What role do you think Boo Radley will play in the story?
6. Why would Atticus disapprove of their game?
7. What kind of games did you play with your friends during summer vacation when you were a child?
8. Do you think that the stories about Boo Radley are true? Why or why not?
9. Would you want to find out the real story about Boo Radley?
10. Do you think that there was really someone laughing inside the Radley house, or was it Scout's imagination?
11. Who do you think Scout heard laughing inside the Radley house?

Analyze Analyze the key paragraph.

Key Paragraph, p. 41

"Atticus's arrival was the second reason I wanted to quit the game. The first reason happened the day I rolled into the Radley front yard. Through all the head shaking, quelling of nausea and Jem-yelling, I had heard another sound, so low I could not have heard it from the sidewalk. Someone inside the house was laughing" (p. 41).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Scout hears laughter coming from the Radley house and becomes frightened. As readers, we can assume that Boo Radley's laughter is provoked by the Finch children's game, which suggests that he often watches them play.

Do you believe that Boo Radley is laughing out of malevolence or good-natured humor? **Write a short argumentative paragraph claiming that Boo is either mocking the Finch children or simply amused by their actions. How has your opinion of this character changed since the beginning of the story?**

Close Close by extending today's lesson to life and the world.

Community Connection

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The Supreme Court of the U.S. has heard thousands of cases, many of them regarding education. Each day, students should examine a different Supreme Court case that deals with education. Suggestions are provided daily. Students might research these individually, and present them to the class. Alternatively, a teacher might present the information for class discussion.

Today: research *Epperson v. Arkansas* (1968). This case involves the Court ruling on Arkansas' ban of teaching the theory of evolution in public schools.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 4



Outcomes for Today

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PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was the Second Battle of the Marne?

Scout compares Miss Cornelia's aggressive weeding to the Second Battle of the Marne. This refers to a World War I battle that lasted two months in the summer of 1918. This was the first major offensive involving the Americans, and became famous as the turning point of the war. After a fierce struggle, the American forces caused the Germans to retreat. This probably would have been the most famous battle children had heard of in the 1930's, and many might have known veterans who experienced it.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

benevolence (43)	peril (45)	inquisitive (49)	peep (51)	pilgrimage (57)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapter 5-6, p. 41-57

Setting	Characters	Pages
Maycomb, the summer	Jem, Scout, Dill	41-42
Miss Maudie's porch	Scout, Miss Maudie	42-46
Maycomb, the summer	Jem, Dill, Scout	26-48
	Jem, Dill, Scout, Atticus	48-50
	Jem, Dill, Scout	50-51
The Radley property		51-54
Maycomb	Jem, Dill, Scout, Nathan Radley, Atticus, Miss Stephanie Crawford, Miss Maudie, Miss Rachel, Mr. Avery	54-55
The Finch House, the middle of the night	Jem, Scout	55-57

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The three stop playing the Boo Radley game.
- Dill asks Scout to marry him, but spends all of his time with Jem.
- Scout hangs out with Miss Maudie, who loves her garden, and spends all her time taking care of it.
- Miss Maudie and Scout talk about Boo Radley.
- Miss Maudie thinks Arthur Radley has probably gone crazy and hints that bad things may have happened in that house.
- One day, Jem and Dill plan to stick a note through the Radley shutters for Boo, but Atticus catches them.
- On Dill's last night in Maycomb, Jem and Dill want to try to peep in the Radley window to get a look at Boo.
- Scout goes along, but doesn't want to.
- The three get to the porch, but can't see anything.
- They're scared off by a shadow, and hear a gunshot as they are running.
- Jem's pants get caught in a fence, so he leaves them there.
- The kids go around to the front of the house to pretend to be curious about the gunshot like the rest of the neighborhood.
- The neighbors all believe that Mr. Radley was shooting at a black person in his garden.
- Dill tells Atticus that Jem lost his pants in a game of strip poker.
- Later that night, Jem goes to get his pants, and Scout fears for his life until he returns.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Today, add Miss Rachel's fish pond, and the Radleys' collard patch to your maps.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Jem so fascinated by Boo Radley?
2. Why does Scout think that she and Jem are growing apart?
3. Why does Scout think that it is a bad thing that she is becoming more like a girl?
4. What role does Miss Maudie play in Scout's life? What kind of relationship do they have?
5. Why did Scout's "confidence in pulpit Gospel lessen at the vision of Miss Maudie stewing forever in various Protestant hells" (44)?
6. Based on this chapter, what is the author's opinion of religion?
7. How much truth is in the stories about Arthur Radley?
8. Why does Atticus object to the kids trying to contact Boo Radley?
9. Why does Jem insist on going back to the Radley place to get his pants?
10. What kind of figurative language is "Jem's white shirt-tail dipped and bobbed like a small ghost dancing away to escape the coming morning"? (57)

Analyze Analyze the key paragraph.

Key Passage, p. 45

"Do you think they're true, all those things they say about B—Mr. Arthur?"

'What things?'

I told her.

'That is three-fourths colored folks and one-fourth Stephanie Crawford,' said Miss Maudie grimly.

'Stephanie Crawford even told me once she woke up in the middle of the night and found him looking at her. I said what did you do, Stephanie, move over in the bed and make room for him? That shut her up a while'" (p. 45).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jem, Scout, and Dill were all terrified when they were running away from the Radley House. Everyone gets scared sometimes, whether it's of a person, a scary movie, a frightening real-life experience, or an imaginary creature under the bed. However, the more information one gains about a scary person or situation, it is easy to have a more balanced perspective and the fear is dispelled.

Write a paragraph that argues in favor of or against Boo Radley's character traits and overall personality, based on the information that has been provided to

us, as readers. Is he more mysterious than he is scary? If so, how do the conflicting/inconclusive descriptions of the character add to this perception? Has your opinion of Boo changed since the first chapter of the novel? Is he a figure that the Finch children should be frightened of? Or is he misunderstood? Using evidence from the text and personal experiences, support your claims.

Close Close by extending today's lesson to life and the world.

Community Connection

Today: research *Tinker v. Des Moines Independent Community School District* (1969). In this case, students were suspended for wearing black armbands to protest the war in Vietnam.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 5



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is Appomattox?

Mr. Avery says that it hasn't snowed in Maycomb since Appomattox, which was a very long time ago. He is referring to the historic meeting between Generals Grant and Lee, at which Lee signed the surrender that ended the Civil War in April of 1865. This took place in the McLean home in a town called Appomattox Courthouse in Virginia.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

baffled (59)	ascertaining (61)	aberrations (63)	caricatures (67)	perplexity (73)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Chapters 7-8, p. 57-74

Setting	Characters	Pages
School, 2 nd grade	Scout	57-58
Maycomb, the way home from school	Scout, Jem	58
The knot-holed tree by the Radley property		58-59
Maycomb, Scout's 2 nd grade year	Scout, Jem, Atticus	59
October, the knot-hole	Scout, Jem	59-60
Finch house	Scout, Jem, Atticus	61
	Scout, Jem	61-62
The knot-hole	Scout, Jem	62
	Scout, Jem, Mr. Nathan Radley	62
Finch house	Scout, Jem, Atticus	62-63
Maycomb, winter	Scout, Jem, Atticus	63-64
A snow day	Scout, Jem	64-65
	Scout, Jem, Miss Maudie	65-66
	Scout, Jem	66-67
	Scout, Jem, Atticus	67-68
	Scout, Jem, Atticus, Miss Maudie	68
The middle of the night, the streets of Maycomb	Scout, Jem, Atticus, Miss Maudie, Mr. Avery, the people of Maycomb	68-71
Finch house, that night	Scout, Jem, Atticus	71-72
Miss Maudie's yard, next morning	Scout, Jem, Miss Maudie	72-74

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- After his experience at the Radley house, Jem is quiet and moody.
- Scout starts second grade, which she likes no more than first.
- Jem tells Scout that when he went back in the middle of the night to get his pants, they were folded neatly, and the hole was sewn up.
- Over the next few weeks, Jem and Scout find treasures in the knothole, including a ball of twine, soap carvings of a boy and girl, a pack of chewing gum, an old spelling medal, and a pocket watch.
- They write a thank-you note to their benefactor.
- One day, they find that the knot-hole has been filled with cement.
- Mr. Nathan Radley tells Jem that he filled it because the tree was sick, but Atticus tells Jem that he thinks the tree is healthy.
- They have an unusually cold winter in Maycomb.
- Mrs. Radley dies, and Atticus goes to the house, but does not see Mr. Arthur.
- Scout wakes up and is afraid because it is snowing.
- Jem and Scout go to visit Miss Maudie, and watch her cover her flowers.

- They decide to build a snowman, which ends up looking just like Mr. Avery.
- In the middle of the night, Atticus wakes the children up because Miss Maudie's house is on fire.
- The townsfolk cannot save Miss Maudie's house, but no one is hurt.
- When the children return home, they discover that someone put a blanket over Scout's shoulders without her noticing.
- Atticus tells them that it must have been Boo Radley.
- The next morning, Jem and Scout go over to comfort Miss Maudie.
- Miss Maudie isn't upset about her house; instead, she's glad she will be able to have a bigger garden.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama. Today, update Miss Maudie's home. What might it look like after the fire?

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who repaired Jem's pants?
2. Who do you think is leaving gifts for Scout and Jem?
3. Do you think that the person who repaired Jem's pants is the same person who is leaving gifts for the Finch children?
4. Why do you think Nathan Radley plugged the knot-hole in the oak tree?
5. Have you ever lived in a place where it snows? Would you like to?
6. Why does Atticus care that the snowman looks suspiciously like one of their neighbors?
7. Why does Atticus make Jem and Scout leave the house the night of the fire?
8. What descriptive words does Harper Lee use to make the fire scene frightening for the reader?
9. Why isn't Miss Maudie more upset when her house burns down?
10. When he gives them the blanket, is Boo Radley trying to scare Scout and Jem, or is he trying to be friendly?

Analyze Analyze the key paragraph.

Key Paragraph, p. 57

"Jem stayed moody and silent for a week. As Atticus had once advised me to do, I tried to climb into Jem's skin and walk around in it: if I had gone alone to the Radley Place at two in the morning, my funeral would have been held the next afternoon. So I left Jem alone and tried not to bother him" (p. 57).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

When Scout is confused by Jem's moodiness, she tries to see things from his point of view by "climbing in his skin and walking around in it." Think of a time when you had a disagreement with someone or you had trouble understanding someone's point of view. Do you think it would have been helpful to try to see the situation from their side?

Think back to a conflict you have experienced with a family member or friend. Does looking at the situation from the other person's perspective help you to gain insight or help solve the conflict? How did it change your mind? Write a paragraph arguing in favor for or against this strategy as a problem-solving technique.

Close Close by extending today's lesson to life and the world.

Community Connection

Today: research *Wisconsin v. Yoder* (1972). In this case, the state of Wisconsin took Amish parents to court for pulling their children out of school after 8th grade, in violation of laws that required compulsory education until the age of 16.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 6



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is an air rifle?

Scout and Jem receive air rifles for Christmas. An air rifle is a gun that uses compressed air to propel a projectile, instead of gunpowder. In modern times, they are usually less powerful than standard rifles, though there are exceptions. The primary use for these weapons is pest control and hunting small game.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ingenuous (77)	harbored (77)	provocation (79)	deportment (81)	impaired (84)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapter 9, p. 74-89

Setting	Characters	Pages
School	Scout, Cecil Jacobs	74
Finch house	Scout, Atticus	75-76
School, the next day	Scout, Cecil Jacobs	76-77
Christmas break, Finch House	Scout, Jem, Atticus, Uncle Jack	77-79
Christmas, Finch's Landing	Scout, Jem, Atticus, Aunt Alexandra, Uncle Jimmy, Francis, Uncle Jack	79-82
	Scout, Francis	82-83
	Scout, Francis, Aunt Alexandra	83-84
	Scout, Francis	84
	Scout, Francis, Uncle Jack, Aunt Alexandra, Atticus, Jem, Uncle Jimmy	85
Finch house, Scout's room	Scout, Uncle Jack	85-87
Finch House	Atticus, Uncle Jack, Scout	87-89

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Cecil Jacobs taunts Scout by saying that her daddy defends niggers.
- Scout gets mad and wants to fight Cecil; however, she stops herself because she promised her father that she'd stop fighting.
- At home, Atticus tells her that he certainly does defend black people, and explains that he is defending a man called Tom Robinson.
- Atticus also tells her that there will be ugly talk about the case, and they won't win it.
- Uncle Jack comes to spend a week with them at Christmas.
- He gives Scout and Jem air rifles as Christmas presents.
- They go to Aunt Alexandra's home, the family plantation at Finch's Landing, for Christmas day.
- After dinner, Francis and Scout go outside, and Francis proceeds to make fun of Scout.
- Francis calls Atticus a nigger-lover, and Scout punches him hard enough to split her knuckles.
- Atticus takes them home.
- Uncle Jack talks to her and fixes her hand at home.
- Scout overhears Atticus and Jack talking.
- Atticus explains the case to Jack, and says he hopes that the town won't be too hard on Scout and Jem.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama. Add Finch's Landing to your map of Maycomb. Remember, it is a large plantation outside of town.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Atticus not want Scout to fight?
2. What do we learn about the Finch family from the author's description of their ancestral home?
3. What does the author *really* mean when she writes "The internal arrangements of the Finch house were indicative of Simon's guilelessness and the absolute trust with which he regarded his offspring"? (80)
4. What lesson does Uncle Jack try to teach Scout about the use of language?
5. Should Scout have fought Francis to stick up for Atticus, or should she have found another way to solve her problem?
6. Did Uncle Jack treat Scout fairly? Why or why not?
7. Why do you think Atticus wanted Scout to hear what he was saying to Uncle Jack?
8. What does Atticus mean when he talks about "Maycomb's usual disease" at the end of chapter 9?
9. How do you deal with racism when you hear about it?
10. What do you think Tom Robinson has been accused of doing?

Analyze Analyze the key paragraph.

Key Paragraph, p. 88

"But do you think I could face my children otherwise? You know what's going to happen as well as I do, Jack, and I hope and pray I can get Jem and Scout through it without bitterness, and most of all, without catching Maycomb's usual disease. Why reasonable people go stark raving mad when anything involving a Negro comes up, is something I don't pretend to understand...I just hope that Jem and Scout come to me for their answers instead of listening to the town. I hope they trust me enough.... Jean Louise?" (p. 88).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Atticus tells Scout that he isn't going to win Tom Robinson's court case, but he took the case anyway. Why do you think Atticus did that? Is it worth defending Tom Robinson even if Atticus knows that he will not win? Imagine you are Atticus' son/daughter. How does his decision to support Tom Robinson change the way others in Maycomb view you?

Write an argumentative letter to Atticus either supporting or criticizing his decision to take on Tom Robinson's case. What do you think is the right action for his family? How do you think this choice will affect his family? Why do you feel this way?

Close Close by extending today's lesson to life and the world.

Community Connection

Today: research *Lau v. Nichols* (1974). In this case, San Francisco schools were taken to court for neglecting to educate Chinese children who did not speak English.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 7



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is rabies?

When Jem and Scout see a "mad dog," they are seeing an animal that has been infected with rabies. This is a contagious infection spread through saliva. An infected animal or person will act strangely, often aggressively. During the 1930's, this would have been a deadly, untreatable disease, which is why Calpurnia urgently warns the neighbors to stay inside. Today, vaccinations and treatment are available to people who become infected with rabies.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

inconspicuous (89)	simultaneous (96)	melancholy (99)	antagonized (104)	oppressive (106)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapters 10-11, p. 89-112

Setting	Characters	Pages
Maycomb	Atticus, Jem, Scout	89-90
	Miss Maudie, Scout	90-91
	Atticus, Scout, Miss Maudie	91
	Scout, Calpurnia	91-92
	Jem, Scout, Tim Johnson	92
	Jem, Scout, Calpurnia	92-94
	Jem, Scout, Calpurnia, Atticus, Heck Tate, Tim Johnson	94-96
	Jem, Scout, Calpurnia, Miss Maudie, Miss Stephanie Crawford, Tim Johnson's body	96-97
	Jem, Scout, Calpurnia, Atticus, Heck Tate, Miss Maudie, Miss Stephanie Crawford, Tim Johnson's body	97-98
Finch house	Scout, Jem	98-99
Maycomb	Jem, Scout, Atticus, Mrs. Henry Lafayette Dubose	99-102
Mrs. Dubose's garden	Jem, Scout	102-3
Finch house	Jem, Scout, Atticus	103-4
	Scout, Atticus	104-105
	Jem, Scout, Atticus	105
Mrs. Dubose's house	Jem, Scout, Mrs. Dubose, Jessie	105-7
Finch house	Jem, Scout, Atticus	108
Mrs. Dubose's house	Jem, Scout, Mrs. Dubose, Atticus	109
	Jem, Scout, Mrs. Dubose	109-10
Finch house	Jem, Scout, Atticus	110-12

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jem and Scout are embarrassed that Atticus is older than their friends' fathers and "can't do anything."
- Atticus lets Uncle Jack teach them how to shoot, but tells them not to kill mockingbirds, because it is a sin.
- Miss Maudie tells Scout that Atticus has lots of talents, but Scout is not impressed.
- On one February day, Jem and Scout notice a neighborhood dog acting strangely while they're playing outside.

- They tell Calpurnia, who notifies Atticus and the neighbors that there's a mad dog on the street.
- Mr. Heck Tate, the sheriff, and Atticus show up.
- Mr. Tate asks Atticus to shoot the dog.
- Atticus shoots him right over the eye from down the street.
- Jem and Scout find out that Atticus was the deadeast shot in Maycomb County when he was younger.
- Jem and Scout avoid Mrs. Dubose because she is mean and frightening.
- One day, Mrs. Dubose insults Atticus as they walk by, and Jem gets back at her by cutting the flowers off her camellia bushes.
- As punishment, Atticus makes Jem go read to Mrs. Dubose every day for two hours for a month.
- Scout tags along with Jem to Mrs. Dubose's.
- He reads, but she has some kind of fit and drools, which frightens Scout.
- Not long after his punishment is over, Mrs. Dubose dies.
- Atticus tells Jem that she was a morphine addict, but wanted to get clean before she died.
- Jem helped her by reading every day until she slowly weaned herself off of the morphine.
- Atticus calls her "the bravest person I ever knew" (112).

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama. Today, add the site of Tim Johnson's death and Mrs. Dubose's house to your map of Maycomb.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is the novel called *To Kill a Mockingbird*?
2. Who is "the mockingbird" in the novel? Is there more than one?
3. Are you impressed by your parents?
4. Why do you think that Atticus didn't tell Jem or Scout that he was the best shot in Maycomb County?
5. Why did Jem destroy Mrs. Dubose's plants?
6. What method does Mrs. Dubose use for breaking her addiction to morphine?
7. Do you agree with Atticus that Mrs. Dubose had great courage?
8. How do you define courage?

Analyze Analyze the key paragraph.

Key Paragraph, p. 112

“She was. She had her own views about things, a lot different from mine, maybe...son, I told you that if you hadn’t lost your head I’d have made you go read to her. I wanted you to see something about her—I wanted you to see what real courage is, instead of getting the idea that courage is 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. You rarely win, but sometimes you do. Mrs. Dubose won, all ninety-eight pounds of her. According to her views, she died beholden to nothing and nobody. She was the bravest person I ever knew” (p. 112).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Our theme for this quarter is Change Requires Effort. Mrs. Dubose made a giant change in her life before she died, and it certainly took a lot of effort, as well as the courage that Atticus described. She had a vision, a plan, and the effort necessary to free herself from her addiction, even though it was too late to save her life. Do you know anyone like Mrs. Dubose – someone who put forth great effort to change her or his life?

Write a letter to a person in your life whose effort to change has made an impression on you. In this letter, you will argue on behalf of this person’s dedication to a particular cause and defend them from criticism that they may have received from others. Describe the effort you have seen this person make and identify what they strive to change. Was it a positive change? Did it help his/her community in some way? How did this affect your life or your outlook on life?

11. Close Close by extending today’s lesson to life and the world.

Community Connection

Today: research *Goss v. Lopez (1975)*. In this case, students claimed that being suspended for 10 days or more without a hearing violated their right of due process.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 8



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What are the Quarters?

Scout mentions that Calpurnia's church was in the Quarters, but doesn't explain what that means. In slavery times, the Quarters was a term used to refer to the housing for slaves on a plantation. Usually, these were a series of shacks or poorly constructed cabins where slaves lived in sub-standard conditions. In the South, after slavery, it was common for black farm laborers to build or occupy former slave quarters, making it their own neighborhood. In many towns, this area was referred to as "the Quarters." While the condition of the Quarters in Maycomb is unclear, its mention hints at the segregated nature of life in the South long after Emancipation.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

altercation (115)	persisting (117)	innate (120)	artillery (121)	aggravates (122)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapter 12, p. 113-126

Setting	Characters	Pages
Finch house, summer	Calpurnia, Scout	113-116
	Scout, Jem	116-117
	Scout, Jem, Calpurnia	117-118
First Purchase African M.E. Church	Scout, Jem, Calpurnia, Lula, Zeebo, Reverent Sykes, the congregation of First Purchase	118-123
On the way back to the Finch house	Scout, Jem, Calpurnia	123-126
Finch house	Scout, Jem, Calpurnia, Aunt Alexandra	126

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- As Jem enters adolescence, Scout finds him difficult to live with.
- She looks forward to Dill coming for the summer, but Dill writes and says he can't come.
- Atticus, a member of the state legislature, is called to the capitol.
- Calpurnia is worried about Scout and Jem going to church alone, so she decides to take them to her church on Sunday.
- She makes sure they are clean and immaculately dressed.
- When they first arrive, a woman confronts Calpurnia and is angry that she brought white children to church.
- The rest of the congregation welcomes Jem and Scout.
- The hymns are done in an unusual style – one person sings the line, and the congregation repeats it.
- When Scout asks why they do that, Calpurnia tells her that only four members of the congregation can read.
- During the service, the congregation takes up a collection to help Tom Robinson's wife and children.
- Calpurnia tells Jem and Scout that Tom was accused of raping Mr. Ewell's daughter, but they'll have to ask Atticus what that means.
- Scout questions Calpurnia as to why she acts less educated around other black people.
- Calpurnia says it isn't ladylike to show off her level of education.
- When they arrive home, Aunt Alexandra is waiting on the doorstep.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama. Today, add Calpurnia's church – First Purchase – to your map of Maycomb. You might also add the Quarters, where many members of the congregation live.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Scout struggling to get along with Jem as he gets older?
2. What do you think Dill's life will be like with his "new" father?
3. What challenges do children face when their parents remarry, like Dill's mother?
4. What challenges do children face when their parents *don't* remarry, like Atticus?
5. Do you think this story would be different if it was told by Jem instead of Scout? Why?
6. Why don't some of the black people want Calpurnia to bring Jem and Scout to their church?
7. What did Scout learn from the experience of attending Calpurnia's church?
8. Do you think attending a "black church" would change the attitude of someone who is racist?
9. Why is Aunt Alexandra sitting on their porch when they arrive home?

Analyze Analyze the key paragraph.

Key Paragraph, p. 126

"It's not necessary to tell all you know. It's not ladylike – in the second place, folks don't like to have somebody around knowin' more than they do. It aggravates 'im. You're not gonna change any of them by talkin' right, they've got to want to learn themselves, and when they don't want to learn there's nothing you can do but keep your mouth shut or talk their language" (p. 126).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Scout notices that Calpurnia speaks differently around black people than she does when she is around white people. How does Calpurnia explain her "two languages"? Have you ever changed the way that you spoke depending on your audience?

Drawing on your own personal experience, **write a short paragraph that argues that people do, in fact, change the way they speak depending on their audience. For instance, take into account the way in which you speak at school.**

Is it different from the way you speak at home? At school? At work? Is having a different set of language “rules” for different situations a good idea? Is there a time when you’ve had to change what words you use? Did it take a lot of effort? Did the change accomplish the results you intended it to have?

Close Close by extending today’s lesson to life and the world.

Community Connection

Today: research *Ingarham v. Wright (1977)*. In this case, the Court ruled on the legality of corporal punishment in Florida schools.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 9



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was Reconstruction?

Reconstruction is the period after the Civil War when the government tried to rebuild and reunite the country. It lasted from 1866 to approximately 1877, though the process of reuniting Americans continued for more than 100 years. During Reconstruction, the country faced a myriad of problems, including a destroyed economic system in the South, thousands of freed slaves with no employment, and white Southerners who were angry and disenfranchised after losing a long, hard war.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

formidable (128)	prerogative (129)	persevered (133)	infallible (140)	fortitude (144)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapters 13-14, p. 127-144

Setting	Characters	Pages
Finch house	Scout, Calpurnia, Aunt Alexandra, Jem	127-128
	Scout, Jem, Atticus	128-129
Maycomb	Scout, Jem, Aunt Alexandra, Maycomb citizens	129-133
Finch house	Scout, Jem, Atticus	133-134
	Scout, Jem, Atticus, Aunt Alexandra	135-137
	Scout, Jem	137-138
	Scout, Jem, Atticus, Aunt Alexandra	138-139
	Scout, Jem, Dill	139-141
	Scout, Jem, Dill, Atticus	141-142
	Scout, Jem, Dill, Atticus, Aunt Alexandra, Miss Rachel	142
	Scout, Jem, Dill	142-144

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Aunt Alexandra announces that she has come to stay with them for a while.
- Atticus comes home and tells them that he's asked Aunt Alexandra to stay to take care of them because the summer is going to be difficult.
- Aunty knows all about the people in Maycomb, and their history.
- Although Jem and Scout are unhappy about her visit, Aunt Alexandra fits in well with Maycomb society.
- Atticus asks Scout and Jem to behave like a lady and a gentleman, on behalf of Aunt Alexandra, but he doesn't really mean it.
- One night, Scout asks Atticus what rape is, and he answers the question.
- Scout tells Atticus about her day at church with Calpurnia.
- Aunt Alexandra gets mad about Calpurnia being treated like one of the family, and wants Atticus to fire her.
- Atticus refuses to get rid of Calpurnia.
- Jem and Scout fight when Jem tries to order her to be nice to Aunty.
- After they sort of reconcile, they find Dill under Scout's bed.
- Dill ran away from home.
- Atticus calls Miss Rachel, who, after yelling at Dill, lets him stay the night.
- Dill explains that he ran away because his parents ignored him most of the time.
- They wonder why Boo Radley has never run away, but guess it's because he has nowhere to run to.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Atticus mean when he says “the summer’s going to be a hot one” (128)?
2. Do you think that Scout and Jem care about the reputation of the Finch family?
3. Why is Aunt Alexandra so obsessed with family history?
4. Is your family history important to you?
5. Do you wish you could change certain things your family members have done, or the paths they have chosen?
6. Why does Dill run away from home?
7. He says that his parents aren’t mean to him, so why does he leave?
8. How does Aunt Alexandra change Atticus?
9. Why do you think Aunt Alexandra had to come to give feminine influence, even though Calpurnia is always at the Finch House?
10. How do you think Scout will react to Aunt Alexandra as she continues to try to make her into a lady?
11. Do you think that Aunt Alexandra is right in trying to change Scout?
12. Are Aunt Alexandra’s efforts worthwhile? Do you think they will produce the desired change?

Analyze Analyze the key paragraph.

Key Paragraph, p. 134

“His curtness stung me. The comb was midway in its journey, and I banged it down. For no reason I felt myself beginning to cry, but I could not stop. This was not my father. My father never thought these thoughts. My father never spoke so. Aunt Alexandra had put him up to this, somehow. Through my tears I saw Jem standing in a similar pool of isolation, his head cocked to one side” (p. 134).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Aunt Alexandra seems to think that Scout needs to be turned into a lady. For a girl in the 1930’s, the standard of dress and behavior was radically different from that of a boy. Scout rebels against conforming to societal expectations from a very young age. Do you rebel against what others expect of you?

Think about a time when someone tried to change you into something you did not want to be, and write a paragraph either arguing for or against such interventions. What was the situation and how did you react? Were you willing to

put in the effort to change in this situation? Should people try to change others, or should they always accept them for the way that they are?

Close Close by extending today's lesson to life and the world.

Community Connection

Today: research *Regents of the University of California v. Bakke (1978)*. In this case, an applicant to medical school objects to the school's dual acceptance system that judges minorities under separate criteria.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 10



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a lynch mob?

A lynch mob is a group of people who illegally hang a person they believe has committed a crime. These people act without evidence or a trial. Unfortunately, lynch mobs during this era were usually whites hanging black men, most of whom were innocent of any crime.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

placid (144)	inaudible (145)	ominous (146)	venerable (150)	lingering (152)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapter 15, p. 144-155

Setting	Characters	Pages
Finch house	Atticus, Aunty, Jem, Dill, Scout, Heck Tate, Mr. Link Deas, Dr. Reynolds, Mr. Avery, Maycomb men	144-146
	Atticus, Jem, Dill, Scout, Aunt Alexandra	146-147
	Jem, Scout	147
Church	Jem, Scout, Atticus, Mr. Heck Tate, Mr. Underwood	147-148
Maycomb, outside after church	Scout, Dill	148
Finch house, that night	Scout, Jem, Atticus, Aunt Alexandra	148-149
Streets of Maycomb, that night	Scout, Jem, Dill	149-150
Outside the courthouse	Scout, Jem, Dill, Atticus, a crowd of men including Walter Cunningham	150-155
	Scout, Jem, Dill, Atticus, Tom Robinson, Mr. Underwood	155

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Dill is allowed to stay in Maycomb for the summer.
- One night, a group of men come to see Atticus.
- Mr. Heck and others are uneasy because Tom Robinson has been moved to the local jail for the night.
- Jem fears that it's a gang to get Atticus, but Atticus doesn't seem worried.
- At church the next day, another group of worried men speak to Atticus.
- That night, Atticus leaves the house with a long electrical cord and a light bulb.
- After Aunty goes to bed, Scout and Jem sneak out, pick up Dill, and go into town to find Atticus.
- They find Atticus sitting outside the jail, reading.
- A mob of men show up, intending to take Tom Robinson out of the jail.
- Scout runs up to Atticus in the middle of the conversation, which frightens him.
- Atticus tells Jem to take the kids home, but he refuses.
- Scout talks to Mr. Cunningham, and he decides to leave with the mob.
- Atticus tells Tom Robinson, inside the jail, that the mob is gone.
- Mr. Underwood reveals that he has been sitting in a window with a shotgun, backing up Atticus the whole time.
- Atticus, Jem, Dill, and Scout walk home.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama. Today, add Atticus' office, *The Maycomb Tribune* building, and the courthouse to your map of Maycomb.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Is Atticus being honest with Jem when he tells him that no one is going to hurt him?
2. Why is Aunt Alexandra upset with Atticus?
3. Why do you think that Atticus feels that telling the truth is so important?
4. Why is Aunt Alexandra so worried about the Finch family name?
5. How does Scout get Mr. Cunningham to tell the mob to leave?
6. Had Scout and Jem not arrived, what do you think would have happened to Atticus and Tom Robinson?
7. Why do Scout and Jem call their father "Atticus" instead of "Dad"? Is that important to their relationship?
8. Why does Atticus not punish Jem for bringing Scout and Dill to the jail that night?

Analyze Analyze the key paragraph.

Key Paragraph, p. 147

"The Levy family met all criteria for being Fine Folks: they did the best they could with the sense they had, and they been living on the same plot of ground in Maycomb for five generations" (p. 147).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Scout describes her community's definition of what makes people "Fine Folks." In Maycomb, Fine Folks (or good citizens) are people who have lived in the community for a long time and are hard working. What do you think makes "Fine Folks?"

Write a paragraph arguing in favor of or in opposition against Scout's definition of "Fine Folks." What kind of people do you want in your community? Does their money, ethnicity, or gender matter? Do you think it is important to have qualities that would place you in the category of Fine Folks? How would you go about obtaining the qualities that make you Fine Folks? Do you personally know anyone you would classify as a "Fine Folk?"

Close Close by extending today's lesson to life and the world.

Today: research *Stone v. Graham* (1980). In this case, the Court rules on a law that requires the Ten Commandments to be posted in every classroom.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 11



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Who was Braxton Bragg?

Atticus does not think it appropriate to name people after Confederate generals, but who exactly was Mr. Underwood named after? Braxton Bragg was a controversial Confederate general. He had served in the U.S. Army prior to the war with distinction, but did not do well as a Confederate general. He instilled great discipline in his troops, but failed tactically on several occasions, leading to lost battles. After the war, he became a civil engineer in Alabama, which is probably what led to Mr. Underwood's being named after him.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

conceded (157)	affluent (160)	mingled (163)	extracted (165)	amiably (169)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapter 16, p. 155-166

Setting	Characters	Pages
Finch house, at night after the mob	Scout, Jem, Atticus	155-156
Finch house, the next morning	Scout, Jem, Atticus, Aunt Alexandra, Calpurnia	156-158
	Scout, Jem, Atticus, Dill	158
	Scout, Jem, Dill, Aunt Alexandra	158
	Scout, Jem, Dill, people going to the courthouse	158-160
Finch house, lunch	Scout, Jem, Atticus	160
Maycomb, after lunch	Scout, Jem, Dill, Dolphus Raymond, Maycomb citizens	160-162
Maycomb Courthouse	Scout, Jem, Dill, Maycomb citizens, Reverend Sykes, Judge Taylor, Heck Tate	162-166

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- When Scout starts to realize what happened at the jail, she starts to cry, and Jem comforts her.
- The next morning at breakfast, Atticus mentions that he's surprised that Mr. Underwood would defend Tom, because he hates black people.
- Aunt Alexandra says Atticus shouldn't talk about such things in front of Calpurnia, but Atticus points out she probably knows that some white people hate black people.
- Jem and Scout are mad at the Cunninghams, but Atticus reminds them that they are still their neighbors and friends.
- All morning, Jem, Scout, and Dill sit in the yard and watch the people going to the courthouse.
- Miss Maudie says she has no business at the courthouse.
- After lunch, the three children go to the courthouse, despite their Aunt's orders to stay home.
- Jem points out a man who has a black mistress, and mixed race children, who are accepted in neither the black nor the white world.
- The courtroom is crowded, so Jem and Scout go to sit upstairs in the gallery with the black people.
- Judge Taylor is presiding.
- Judge Taylor is a strict judge, who has a habit of eating cigars.
- Mr. Heck Tate is the first witness.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama. Draw the town square that the courthouse is located on. Add park benches, and make sure the courthouse appears.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is Aunt Alexandra's view towards black people?
2. Why do you think Atticus doesn't want his children at the trial?
3. Why does Miss Maudie choose not to attend the trial?
4. Why do you think so many people wanted to see Tom Robinson's trial?
5. What do you think Mr. Dolphus Raymond has in his paper sack?
6. What was Maycomb's attitude toward mixed-race children?
7. Are biracial children treated better in today's time?
8. When an old man at the courthouse says "Yeah, but Atticus aims to defend him. That's what I don't like about it" (163) what does he mean?
9. How does the author build up suspense leading to the trial?
10. What do you think Heck Tate will say on the witness stand?

Analyze Analyze the key paragraph.

Key Paragraph, p. 163

"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 to us about it—we could have used it many times in defending him and ourselves. He had to, that's why he was Doing it, equaled fewer fights and less fussing. But did that explain the town's attitude? The court appointed Atticus to defend him. Atticus aimed to defend him. That's what they didn't like about it. It was confusing" (p. 163).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

For the first time, Scout realizes that Atticus is Tom Robinson's court-appointed defender; in other words, he has no choice but to serve as Tom's attorney. At the same time, she is confused, because the townspeople are angry that Atticus is doing his best to defend his client.

Pretend you are Jem or Scout. **Write an argumentative letter to the editor of *The Maycomb Tribune* explaining why your father should do his best to defend Tom Robinson. What is Atticus' responsibility to his client? Does he have a moral obligation? What change is Atticus trying to make in the legal system? Why is it**

important to stand up for what is right, even though it might be difficult? Can you recall a time in your life when you stood up for something that you believed in? What kinds of challenges did you face? Were you successful in accomplishing your goals? What type of change occurred as a result?

Close Close by extending today's lesson to life and the world.

Community Connection

Today: research *Plyler v. Doe* (1982). In this case, Texas law denies educational services to undocumented immigrants.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 12



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was a Model T Ford?

The Model T Ford that the Ewells had in their yard was produced from 1909 to 1927. It was the first major automobile mass-produced on an assembly line, and revolutionized the automobile industry. Because of the Model T, more families could afford a car than ever before, and the U.S. became a car nation. Though the implication in the novel is that the Ewell place was more run down because of the car on blocks, it's hard to say how old the car was. If the novel took place in the mid-1930s, the car could have been anywhere from 8 years old to 25 years old.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

convened (166)	surveying (173)	smugly (173)	tenant (177)	ambidextrous (178)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapter 17, p. 166-178

Setting	Characters	Pages
Maycomb Courthouse	Jem, Scout, Dill, Reverend Sykes, Mr. Heck Tate, Mr. Gilmer, Judge Taylor, Atticus, spectators	166-169
	Mr. Ewell, Jem, Scout, Dill, Reverend Sykes, Mr. Heck Tate, Mr. Gilmer, Judge Taylor, Atticus, spectators	169-178

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Mr. Gilmer, the prosecuting attorney, begins to question Mr. Tate.
- Mr. Tate says that he was called one night to the Ewell house, where he found Mayella Ewell beat up.
- Mayella told Mr. Tate that Tom Robinson beat and raped her.
- Mr. Tate did not call a doctor.
- Mr. Tate says that Mayella's right eye was blackened.
- The narrator describes the Ewell house, which is a mess, except for Mayella's flowers.
- Mr. Ewell is at first rude on the stand, until Judge Taylor orders him to behave.
- Mr. Ewell testified that he came home, heard Mayella screaming, and witnessed Tom Robinson raping her.
- At this point, Jem tries to get Scout to go home, but she refuses.
- On cross-examination, Atticus asks Mr. Ewell why he didn't get a doctor for his daughter.
- Atticus asks Mr. Ewell to write something for the court, and shows that he is left-handed.
- Jem thinks this is significant, and will prove Tom's innocence, but Scout doesn't understand how.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama. Be sure the Ewell place is on your map of Maycomb. Remember, it's near the dump. What does it look like?

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Does Scout really understand the testimony that is being given?
2. How does Scout feel in the courtroom?
3. How is the mood of the spectators different when Mr. Tate is testifying from when Mr. Ewell is testifying?
4. Why do people believe the Ewells' story?
5. Do the Ewells seem trustworthy?
6. Why do you think that Atticus keeps asking what side of Mayella Ewell's face is bruised?
7. What is the significance of Mr. Ewell being left-handed?
8. What do you think really happened between Mayella and Tom?
9. Would this trial be as shocking to spectators today? Why or why not? How has society's perceptions of race and sexuality changed in the past 60 years?

Analyze Analyze the key paragraph.

Key Paragraph, p. 177

"I was becoming nervous. Atticus seemed to know what he was doing – but it seemed to me that he'd gone frog-sticking without a light. Never, never, never, on cross-examination ask a witness a question you don't already know the answer to, was a tenet I absorbed with my baby-food. Do it, and you'll often get an answer you don't want, an answer that might wreck your case" (p. 177).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Change Requires Effort. Change is possible. Change requires three things: A Vision; A Plan; Effort. Change requires changing bad habits to good habits. Change requires one step at a time. How does Atticus show that change requires effort?

Write a paragraph in which you describe the change Atticus is trying to bring about in his community; using specific examples from the text, argue in favor of his efforts. Do you think that Atticus is trying to change something that needs to be changed? Do you think that the people around him will accept that changes that he is trying to bring? Is change worth fighting for, even if the fight is hopeless?

Close Close by extending today's lesson to life and the world.

Today: research *Board of Education v. Pico* (1982). In this case, the Court decides whether a school board can censor books in school libraries.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 13



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a chiffarobe?

A chiffarobe is a piece of furniture that has area to hang clothes, as well as drawers. It's a cross between a closet and a dresser. Mayella Ewell claims that she wanted Tom Robinson to help her by cutting up a chiffarobe for firewood, and that she offered to pay him for the chore.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

brash (181)	evoked (182)	perpetual (183)	browbeating (186)	exodus (189)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Chapter 18, p. 178-189

Setting	Characters	Pages
Maycomb Courtroom	Mayella Ewell, Mr. Gilmer, Atticus, Judge Taylor, Tom Robinson, Mr. Ewell	178-185
	Mayella Ewell, Mr. Gilmer, Atticus, Judge Taylor, Tom Robinson, Mr. Ewell, Jem, Dill, Scout, Reverend Sykes	185-188
	Mayella Ewell, Mr. Gilmer, Atticus, Judge Taylor, Tom Robinson, Mr. Ewell, Jem, Dill, Scout, Reverend Sykes, Mr. Underwood, Mr. Heck Tate	188-189

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Nineteen-year-old Mayella Ewell testifies.
- At first, she is sobbing, because she says she's afraid of Atticus, but Judge Taylor comforts her.
- Mayella testifies that she asked Tom Robinson to chop up a chiffarobe to use as firewood for a nickel.
- When she asked him to come in, he attacked her and took advantage of her.
- She says that she fought him off, but he was too big to stop.
- When Atticus starts to interview her, Mayella thinks he's mocking her at first because he calls her "Miss" and "ma'am."
- Atticus asks Mayella questions about her home life, and we find out that her life is pretty empty and friendless.
- Her father drinks a lot.
- She says she never asked Tom Robinson in before.
- Atticus asks Tom to stand up, so Mayella can identify him.
- Everyone sees that Tom's left arm is badly damaged; he got it caught in a cotton gin when he was a child.
- Atticus continues to ask Mayella questions: where were her siblings during the attack? How did Tom hold her down with only one arm? Why didn't she scream?
- Mayella breaks down on the stand, and they take a ten-minute break.
- Mr. Underwood sees Scout and Jem in the gallery.
- The break ends, and Atticus is about to call his last witness.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How has Mayella been treated most of her life?
2. How would you describe Mayella's relationship with her father?
3. Do you believe Mayella's story? Why or why not?
4. Are there any clues in her story that tell us that she might not be telling the truth?
5. Based on Mayella's story, and Atticus' questions, what do you think really happened?
6. If Mayella is lying, why do you think she would do so?
7. What is the significance of Tom's damaged arm?
8. Who do you think is Atticus's next witness?
9. How do you think white readers would have reacted to this trial scene in 1960, when it was published?

Analyze Analyze the key paragraph.

Key Paragraph, p. 188

"Then she burst into real tears. Her shoulders shook with angry sobs. She was as good as her word. She answered no more questions, even when Mr. Gilmer tried to get her back on the track. I guess if she hadn't been so poor and ignorant, Judge Taylor would have put her under the jail for contempt she had shown everybody in the courtroom. Somehow, Atticus had hit her hard in a way that was not clear to me, but it gave him no pleasure to do so. He sat with his head down, and I never saw anybody glare at anyone with the hatred Mayella showed when she left the stand and walked by Atticus's table" (p. 188).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Atticus slowly and deliberately shows the jury and the observers in the courtroom that Mayella's story is inaccurate. As readers, we finally know more information about Tom Robinson, and we have heard Mayella's side of the story. Taking this information into account, what do you think will happen next in the novel?

Imagine you are Scout, corresponding with a pen pal who is not present at Tom Robinson's trial. Write a letter in which you predict what the outcome of the case will be. Using the information Mayella has presented, construct an argumentative claim to your pen pal in which you take a stance either supporting her testimony or rejecting her innocence. What do you believe should happen to Tom Robinson? What do you think will actually happen?

Close Close by extending today's lesson to life and the world.

Today: research *New Jersey v. T.L.O. (1985)*. This case outlines the rights school officials have to search students and their property.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 14



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a cotton gin?

We found out yesterday that Tom Robinson got his arm caught in a cotton gin as a boy, and almost died from the injury he received. Famously invented by African American Eli Whitney in the 1790s, the cotton gin removes the seeds from raw cotton. It allowed cotton crops to be produced in larger quantities with less labor, and revolutionized the cotton industry in the south. Some blame the cotton gin for the continuance of slavery in the South. It's ironic that an invention by an African American could lead not only to slavery, but to the maiming of a man who will be persecuted for his race – Tom Robinson. This is probably why Lee chose that particular machine to maim her sympathetic character.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

testimony (191)	volition (192)	unimpaired (195)	disregard (196)	impudent (198)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapter 19, p. 190-199

Setting	Characters	Pages
Maycomb courtroom	Tom Robinson, Judge Taylor, Atticus, spectators, Mr. Gilmer, Mr. Link Deas, Scout, Jem, Dill	190-198
The Maycomb town square	Scout, Dill, Mr. Link Deas	198-199
	Scout, Dill, Mr. Dolphus Raymond	199

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Atticus begins to question his client, Tom Robinson.
- Tom testifies that he walked past the Ewell place every day, and Mayella often asked him to help her with chores.
- Tom testified that on the day in question, Mayella asked him to come inside the house to help with something.
- She told Tom that she had saved up nickels so that all the children could go to town to get ice creams.
- Suddenly, she started to hug Tom, which startled him.
- She then kissed him, and he tried to leave, but Mr. Ewell saw them through the window and started to yell at Mayella.
- Tom ran, because he was afraid.
- In the middle of testimony, Tom's boss, Mr. Link Deas, stands up and says that Tom is a good employee and a good guy.
- On cross-examination, Tom says that he felt sorry for Miss Mayella, because she seemed lonely.
- Mr. Gilmer continues to point out that Tom ran, which he shouldn't have done if he was innocent.
- At this point, Dill starts to feel sick, and Jem makes Scout take him outside.
- Dill was angry with the questioning that Mr. Gilmer was doing, and it made him feel sick.
- Mr. Dolphus Raymond comes over and tells Dill that he understands.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did Mayella Ewell ask Tom Robinson into her home?
2. What would have happened if she did not invite him inside? How would the story have unfolded differently?
3. Why do you think that Mr. Gilmer is so mean to Tom Robinson on the stand?
4. Why did Tom run when Mr. Ewell saw Mayella kissing him?
5. Do you think that Tom Robinson is guilty?
6. Do you feel sorry for Mayella Ewell?
7. Why does Mr. Gilmer think that it is so strange for Tom Robinson to feel sorry for Mayella Ewell?
8. How does the mood of the spectators change when Tom says that he was sorry for Mayella?
9. Why does Dill feel ill during the trial?
10. What verdict do you think the jury will return?
11. How does Lee's depiction of African Americans compare to Hurston's depiction of blacks in the South in *Their Eyes Were Watching God*?

Analyze Analyze the key paragraph.

Key Paragraph

"It occurred to me in their own way, Tom Robinson's manners were as good as Atticus's. Until my father explained it to me later, I did not understand the subtlety of Tom's predicament: he would not have dared strike a white woman under any circumstances and expect to live long, so he took the first opportunity to run—a sure sign of guilt" (p. 195).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The realization that Tom might be convicted despite his innocence is too much for Dill to handle. Jem, on the other hand, seems quite sure that Tom will be acquitted. Who do you think is right? If you were a member of the jury in this case, who would you believe? Why?

Write an argumentative paragraph from the point of view of one of the jury members expressing your decision in the case. In this paragraph, use the information you've ascertained from the trial thus far and argue either for or against Tom's innocence. In your eyes, is Tom guilty or innocent? How should he be treated? Keep in mind the prejudices in the South against black people at the time, and also remember the reputation that the Ewells have in Maycomb.

Close Close by extending today's lesson to life and the world.

Community Connection

Today: research *Wallace v. Jaffree (1985)*. This case addresses the constitutionality of a minute of silence every morning in school, which was designed to allow students to pray or meditate privately.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 15



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was happening in the world in 1935?

As Atticus points out, the world in 1935 is changing outside of Maycomb, Alabama. Some interesting events from that year:

- Lie detector and blood evidence are first used in court in separate cases.
- The Monopoly game was invented.
- Germany reforms the Luftwaffe.
- Nylon is discovered.
- Hitler orders German re-armament, in violation of the Versailles Treaty.
- Nuremberg Laws are enacted in Germany, taking away the rights of German citizens.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

subsequent (203)	circumstantial (204)	levelers (205)	unmitigated (204)	indignant (207)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapters 20-21, p. 199-211

Setting	Characters	Pages
Outside the courthouse; Maycomb's town square	Mr. Dolphus Raymond, Scout, Dill	199-201
Inside the courthouse	Scout, Dill, Reverend Sykes, Jem, Judge Taylor, Mr. Gilmer, Atticus, spectators	201-206
	Scout, Dill, Reverend Sykes, Jem, Judge Taylor, Mr. Gilmer, Atticus, spectators, Calpurnia, Mr. Underwood	206-207
On the way home	Scout, Dill, Jem, Calpurnia	207-208
Finch house	Scout, Dill, Jem, Calpurnia, Aunt Alexandra	208
Courthouse	Scout, Dill, Reverend Sykes, Jem, Judge Taylor, Mr. Gilmer, Atticus, spectators, Mr. Tate, Tom Robinson	208-211

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Mr. Raymond offers Dill some of the drink in his bag, which turns out to be Coca-Cola.
- Mr. Raymond says he pretends to drink, because it is easier for people to think he's drunk than that he likes hanging out with black people.
- Mr. Raymond says that Dill is upset because he's a good person, and he is upset that white people persecute black people for no good reason.
- The two return to the courthouse to find that Atticus is in the middle of his closing argument.
- Atticus points out to the jury that there was no evidence of a rape, and that Mayella made the accusation to cover up kissing a black man.
- Atticus is honest with the jury – he understands that there are different rules for blacks and whites, but that they should be fair judges.
- Calpurnia arrives, frantic because Scout and Jem are missing.
- Mr. Underwood points out that both children are in the gallery, and Atticus sends them home for dinner.
- Atticus allows them to return after dinner to hear the jury's decision, but it is late when they come back.
- When the jury arrives, past eleven at night, none of them look at Tom Robinson, and Scout knows they found him guilty.

- As Atticus leaves the courtroom, the black people in the gallery stand to honor him.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is Dill upset about what is happening in the courtroom?
2. How does Scout's opinion of Mr. Raymond change after she meets him?
3. Do you agree with Atticus that "There is not a person in this courtroom who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman without desire"? (204)
4. Why is Jem happy when the jury is out for so long?
5. Does Atticus believe he has won the case?
6. With the phrase "it was like watching Atticus walk into the street, raise a rifle to his shoulder and pull the trigger, but watching all the time knowing that the gun was empty" (211). what is the author telling the reader about the outcome of the trial?
7. Why do you think Tom was found guilty?
8. Did he commit the crime?
9. Why do the black people in the courtroom stand for Atticus as he leaves?

Analyze Analyze the key paragraph.

Key Passage, p. 211

"A jury never looks at a defendant it has convicted, and when this jury came in, not one of them looked at Tom Robinson. The foreman handed a piece of paper to Mr. Tate who handed it to the clerk who handed it to the judge...

I shut my eyes. Judge Taylor was polling the jury: 'Guilty... guilty.... guilty.... guilty....' I peeked at Jem: his hands were white from gripping the balcony rail, and his shoulders jerked as if each "guilty" was a separate stab between them" (p. 211).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

How did you feel when you read that Tom Robinson was convicted of attacking and raping Mayella Ewell? Why do you think the jury convicted Tom Robinson?

Imagine that you are Jem and have been consistently keeping a diary throughout the hearing. Write a diary entry expressing your reaction to the outcome of the case. Argue why you feel Tom Robinson a) should be convicted

of physically assaulting Mayella Ewell or b) is innocent of the crime. Present your argument with clear and concrete details. How did you react to the news of Tom's conviction? Do you think it is just or unjust?

Close Close by extending today's lesson to life and the world.

Community Connection

Today: research *Bethel School District No. 403 v. Fraser (1986)*. In this case, a high school student gives a sexually explicit campaign speech and claims First Amendment protection.

Character Based Literacy Program 60-Minute Lesson Plan

To Kill a Mockingbird, Day 16



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Were women really not allowed to serve on Alabama juries?

Atticus points out that women were not allowed to be on juries in Alabama in 1935. Despite gaining the right to vote in 1920, women were excluded from serving on juries in most of Alabama. This did not change until a federal court ruling in 1966 forced Alabama to allow both women and African Americans to serve on juries.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

cynical (214)	credibility (218)	obscure (217)	acquittal (219)	sordid (221)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapters 22-23, p. 212-227

Setting	Characters	Pages
On the way home from the courthouse	Jem, Atticus, Scout	212
Finch house	Jem, Atticus, Aunt Alexandra, Scout	212-213
Finch house, the next morning	Jem, Atticus, Aunt Alexandra, Scout, Calpurnia	213
	Jem, Scout, Dill, Aunt Alexandra	213-214
Outside, Maycomb	Jem, Scout, Dill, Miss Stephanie Crawford, Mr. Avery, Miss Maudie	214
Miss Maudie's	Jem, Scout, Dill, Miss Maudie	214-216
	Jem, Scout, Dill, Miss Maudie, Miss Stephanie, Miss Rachel	216-217
Maycomb	Jem, Dill, Scout, Miss Stephanie, Atticus	217-218
Finch House	Atticus, Jem, Scout	218
	Atticus, Jem, Scout, Aunt Alexandra	218-225
	Jem, Scout	225-227

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jem cries all the way home about the injustice that's been done to Tom.
- The next morning, they awake to find that many people have left food on the Finch doorstep as a thank you to Atticus.
- Dill comes over, and the three go to Miss Maudie's.
- She serves them cake.
- Miss Maudie points out that a lot of folks helped Tom Robinson, including Judge Taylor, by appointing Atticus as his attorney.
- Miss Stephanie and Miss Rachel arrive to give the news that Bob Ewell spat in Atticus' face on the way to town, and vowed revenge.
- Jem and Scout are worried, but Atticus is not.
- Atticus has hope that Tom will win his case on appeal; if not, he'll get the death penalty.
- Scout and Jem find out that Miss Maudie couldn't serve on a jury because she's a woman, and that many townspeople get out of serving on juries because they don't want their businesses ruined.
- Atticus reveals that one of the jury members on Tom's case, a Cunningham, fought for Tom to be acquitted.
- With this news, Scout resolves to invite Walter to dinner, but Auntie says she cannot.
- Jem thinks there are many kinds of people in the world, but Scout thinks there's just one kind.

- Jem believes that Boo Radley stays shut up in his house because he doesn't want to deal with the real world outside.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Atticus say that only children weep when people are unjust?
2. Does this imply that society has become desensitized to injustices? If so, how can this attitude change?
3. Why is Jem so affected by the outcome of the trial?
4. What does Jem realize about Maycomb that he never realized before?
5. Why does Atticus say "I wish Bob Ewell wouldn't chew tobacco" (217)?
6. Do you think that Miss Maudie would be a good juror? Why or why not?
7. What purpose does Aunt Alexandra serve in the Finch household?
8. Why does Aunt Alexandra think that Walter Cunningham is trash?
9. Do you agree with Scout that people are all the same, or with Jem, who thinks that there are different kinds of folks in the world?
10. What internal conflict is Jem dealing with as he enters adolescence?
11. Why does Boo Radley want to stay shut up in his house?
12. Do you ever feel like shutting yourself inside and ignoring the rest of the world?

Analyze Analyze the key paragraph.

Key Paragraph, p. 220

"If you had been on that jury, son and eleven other boys like you, Tom would be a free man," said Atticus. "So far nothing in your life has interfered with your reasoning process. Those are twelve reasonable men in everyday life, Tom's jury, but you saw something come between them and reason. You saw the same thing that night in front of the jail. When that crew went away, they didn't go as reasonable men, they went because we were there. There's something in our world that makes men lose their head—they couldn't be fair if they tried. In our courts, when it's a white man's work against a black man's, the white man always wins. They're ugly, but those are the facts of life" (p. 220).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

As young people in Alabama, Scout and Jem will have the opportunity to affect great change in their community and society. If you were Scout or Jem, what would you like to change about the world in which you live?

Imagine that you are Scout or Jem, and write a letter to Tom Robinson in jail. What would you want to say to him about the trial? Outline for him your plan to change the community. What is your vision, your plan, and the effort you will put forth? As a concluding statement to Tom, create an argument as to why you believe his sentence is just / unjust. Provide your own opinions and support these ideas with evidence from the text and draw on personal experience.

Close Close by extending today's lesson to life and the world.

Community Connection

Today: research *Edwards v. Aguillard (1987)*. In this case, the state requires creationism to be taught alongside evolution in science classes.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 17



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Who are the Mrunas that Mrs. Grace Merriweather is talking about?

Mrs. Grace Merriweather is talking about a tribe in Africa that the missionary she supports is trying to convert to Christianity. It was very popular for churches of the time to support a missionary, and try to convert foreign people to Christianity. The irony is, of course, that the ladies have much sympathy for the plight of the Mrunas, who are quite possibly happy with their way of life, while they have little sympathy for the people of African descent living in their own community.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

devout (230)	squalor (231)	brevity (233)	undetectable (234)	humility (236)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapter 24, p. 227-237

Setting	Characters	Pages
Finch living room	Calpurnia, Aunt Alexandra, Miss Rachel, Miss Maudie, Miss Stephanie, Scout, Mrs. Grace Merriweather, Mrs. Farrow, Mrs. Perkins, the missionary circle ladies	227-235
	Missionary Circle Ladies, Atticus, Aunt Alexandra, Calpurnia, Miss Maudie, Scout	235
Finch kitchen	Aunt Alexandra, Miss Maudie, Scout	236
Finch living room	Aunt Alexandra, Miss Maudie, Scout, the missionary circle ladies	236-237

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Aunt Alexandra is hosting a missionary circle tea for the ladies of Maycomb, which Scout attends.
- The ladies have been talking about the Mrunas, who the missionary Mr. J. Grimes Everett is trying to save.
- The conversation turns to the Robinson's – Mrs. Merriweather says that they should go and help Helen Robinson and her children live a Christian life.
- The ladies complain that the trial got the local black community all worked up, and that it's impossible to educate and civilize them.
- Miss Maudie is rude to them, and Aunt Alexandra sends her a grateful glance.
- The ladies also criticize the President's wife for trying to help the African American community.
- Atticus shows up at home unexpectedly, and asks Aunt Alexandra and Calpurnia to join him in the kitchen.
- He wants Calpurnia to go with him to see Helen Robinson.
- Tom Robinson was killed trying to escape.
- After Cal and Atticus leave, Aunt Alexandra is upset about how the town is treating Atticus.
- Miss Maudie reminds her that Atticus is doing what's right, and that plenty of people in town support him.
- Scout resolves to be a lady, even when it is difficult, and follow her Aunt's example.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Newspaper Activity

Begin a four-page layout of a newspaper that describes the events that have happened in Maycomb during the novel. Include several illustrations. You may use your news articles and letters to the editor that you began on previous days. Include at least one story on the trial, and one on Tom's death.

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Miss Maudie mean when she says “His food doesn’t stick going down, does it” (233)?
2. The missionary ladies are talking about sin and squalor in foreign lands; do they know anyone who lives in sin and squalor closer to home?
3. Why is their concern for the tribal people in Africa so ironic?
4. Why does Scout begin to see the value of being a lady?
5. Why does Atticus come home early?
6. What is the contrast between the tea party at the Finch house and the scene that will soon happen at the Robinson home?
7. Why do you think Tom Robinson tried to escape from prison?
8. Had Tom lived, do you think he would have won his appeal in court?
9. How would things have been different if Tom had not tried to escape?

Analyze Analyze the key paragraph.

Key Paragraph, p. 233

“Mrs. Merriweather nodded wisely. Her voice soared over the clink of coffee cups and the soft bovine sounds of the ladies munching their dainties. ‘Gertrude,’ she said, ‘I tell you there are some good but misguided people in this town. Good, but misguided. Folks in this town who think they’re doing right, I mean. Now far be it from me to say who, but some of ‘em in this town thought they were doing the right thing a while back, but all they did was stir ‘em up. That’s all they did. Might’ve looked like the right thing to do at the time. I’m sure I don’t know, I’m not read in that field, but sulky.... dissatisfied.... I tell you if my Sophy’d kept that up another day I’d have let her go. It’s never entered that wool of hers that the only reason I keep her is because this depression’s on and she needs her dollar and quarter every week she can get it’” (p. 233).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Some of the women in Aunt Alexandra's missionary group seemed to think that defending Tom Robinson was a waste of Atticus' time. In fact, they believe it only made the black people in town more unhappy and difficult to work with.

Do you think that Atticus wasted his time defending Tom Robinson? Pretend you are Scout, and write an argumentative monologue in response to the above speech from Mrs. Merriweather. What should Scout say? How would you defend your father? How would you contradict her opinion of the black community? What kind of effort would you put forth in order to articulate and support your vision? Remember: Scout is trying harder to be a lady. Use words appropriate to the occasion and situation.

Close Close by extending today's lesson to life and the world.

Community Connection

Today: research *Lee v. Weisman* (1992). In this case, the Court rules on whether or not schools can have a non-denominational prayer at graduation ceremonies.

Character Based Literacy Program 60-Minute Lesson Plan To Kill a Mockingbird, Day 18



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is Atticus talking about when he refers to the NRA being killed by nine old men?

President Roosevelt created the National Recovery Act, a plan to control prices and wages. It was challenged in the Supreme Court in the case *Schechter v. United States* (1935). The nine members of the Supreme Court declared the NRA unconstitutional on the grounds that it overextended the President's authority. This was the beginning of an extended battle between FDR and the Supreme Court, which included Roosevelt increasing the number of justices to 12, and "stuffing" the court with his supporters.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

remorse (242)	shortcomings (243)	persecuted (245)	florid (248)	tactfully (253)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapters 25-27, p. 238-254

Setting	Characters	Pages
Finch house	Scout, Jem	238-239
The day of Tom's death, the Robinson home	Jem, Dill, Atticus, Calpurnia, Mrs. Robinson and her children	239-240
Maycomb	Mr. Underwood, the citizens of Maycomb	240-241
Maycomb; Scout's third grade year	Jem, Scout, Atticus	241-243
School, Scout's third grade class	Scout, Little Chuck Little, Miss Gates, Cecil Jacobs, their classmates	243-246
Finch house	Scout, Atticus	246
	Scout, Jem	246-247
	Scout, Atticus	247
Mid October, Maycomb	Mr. Ewell, Judge Taylor, Mrs. Taylor, Helen Robinson, Mr. Link Deas	247-250
Finch house	Atticus, Aunt Alexandra	250
End of October, Maycomb	Citizens of Maycomb, Jem, Scout, Atticus, Cecil Jacobs, Aunt Alexandra, Miss Maudie, Mrs. Merriweather,	250-251
Maycomb, Halloween the previous year	Misses Tutti and Frutti Barber, children, Mr. Heck Tate	251
Maycomb, Halloween	Jem, Scout, Mrs. Grace Merriweather, Mrs. Crenshaw, Atticus, Aunt Alexandra, Calpurnia	253-254

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jem won't let Scout kill a roly-poly because it doesn't bother anyone.
- Scout remembers what Dill told her about Atticus visiting Tom Robinson's wife.
- When Helen Robinson saw Atticus, she collapsed.
- The town gossips about Tom's death, and Mr. Underwood wrote an editorial criticizing the jailors for killing cripples, even if they were escaping.
- Mr. Underwood says that killing Tom was as senseless as killing a songbird.
- School starts, and Scout continues to wonder about Boo Radley.
- At school, students have to give reports on current events, and Hitler comes up.
- Scout is bothered because her teacher criticizes Hitler for his prejudice against the Jews, but she herself is prejudiced against black people.
- When she asks Jem, and brings up her teacher's attitude at the trial, Jem gets mad and tells her never to talk about it again.

- That October, Mr. Ewell gets a job, and loses it again for laziness.
- Judge Taylor's house is broken into.
- Mr. Ewell harasses Helen Robinson every day, until Mr. Link Deas goes and threatens to have Ewell arrested if he continues.
- Atticus doesn't believe that Ewell will actually do anything.
- Because of a Halloween prank the year before, the ladies of the town decide to occupy the children with a Halloween fair.
- Scout is going to play a ham in a pageant play about Maycomb's crops.
- Jem has to take her to the auditorium, because neither Atticus nor Aunt Alexandra wants to go.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama. Add the Robinson house to your map of Maycomb.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was Tom guilty the "minute that Mayella Ewell opened her mouth"? How do social norms and expectations allow this to happen?
2. How does Jem deal with the repercussions of the Robinson case?
3. How does Scout deal with the case? Which approach, Jem's or Scout's, is most effective, in your opinion?
4. Looking back at Mr. Underwood's editorial on page 241, why is the novel called *To Kill a Mockingbird*?
5. What is happening to the relationship between Jem and Scout as they both grow older?
6. What does Scout realize about her treatment of Boo Radley?
7. Who do you think tried to break into Judge Taylor's house?
8. Have you ever played a Halloween prank? If so, what were the consequences?
9. Is Miss Gates a hypocrite?
10. Do you know anyone who speaks against racism in one context, but is prejudiced in another way?
11. As Scout and Jem set off for the Halloween carnival, what is the setting of the story?
12. What do you think will happen next? How will the novel end?

Analyze Analyze the key paragraph.

Key Paragraph

“Well, coming out of the courthouse that night Miss Gates was – she was goin’ down the steps in front of us, you musta not seen her – she was talking with Miss Stephanie Crawford, I heard her say it’s time somebody taught ‘em a lesson, they were getting’ way above themselves, an’ the next thing they think they can do is marry us. Jem, how can you hate Hitler so bad an’ then turn around and be ugly about folks right at home—” (p. 247).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Scout is confused, because Miss Gates speaks against Hitler’s persecution of the Jews, but supports prejudice in her own hometown. Is Scout right in questioning Miss Gates’ statement about persecution? Is it okay for Miss Gates to dislike Hitler for her persecution of Jews, but then agree with prejudice against black people in America?

Despite our knowledge of history, in today’s time, injustice continues. Not only does prejudice exist, but genocide, starvation, and murder are still part of the modern world. How can you, as an individual, change an injustice in the world around you? **Pick one injustice that is present in your community and construct a plan aimed at changing it. Write a paragraph that argues in favor of your plan to change one injustice in your life. How can you fight against prejudice in your own community? What is your vision? Describe your plan in detail and also provide necessary the effort you will put forth to make your plan a viable and effective option.**

Close Close by extending today’s lesson to life and the world.

Community Connection

Today: research *Santa Fe Independent School District v. Doe (2000)*. In this case, students lead a prayer prior to football games.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 19



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Who was Andrew Jackson?

During her pageant, Mrs. Merriweather gives a long description of who Colonel Maycomb was, but doesn't explain her reference to Andrew Jackson. Andrew Jackson was the seventh President of the United States, from 1829 to 1937. He was a popular war hero, and received a larger percentage of the popular vote than any President before.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

gait (255)	teeming (256)	mortification (259)	pinioned (262)	keenly (265)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Chapter 28, p. 254-266

Setting	Characters	Pages
Maycomb	Jem, Scout	254-255
Outside the auditorium	Jem, Scout, Cecil Jacobs	255-256
Halloween fair	Scout, Cecil, Mrs. Merriweather, the people of Maycomb	256-258
On the way home	Scout, Jem	259-261
	Scout, Jem, an unseen attacker	261-262
	Scout, Jem, a mystery man	262-263
Finch house	Scout, Jem, Aunt Alexandra, Atticus	261-264
	Scout, Aunt Alexandra	264
	Scout, Aunt Alexandra, Dr. Reynolds, Jem, Heck Tate, Atticus, a mystery man	264-266

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Scout and Jem go to the high school for the fair.
- Cecil Jacobs jumps out and scares them in the dark.
- Scout and Cecil have fun at the fair, then go to participate in the pageant.
- Scout falls asleep, and consequently messes up her part in the pageant.
- Jem takes Scout home, but she stays in her costume because she's embarrassed and wants to hide.
- As they walk home, they hear someone following them, and assume it's Cecil messing around again.
- Soon, they think it isn't Cecil, and Jem has Scout take off the costume because it glows in the dark.
- Suddenly, Jem tells Scout to run, and they are attacked.
- Scout can't see anything, but she hears a fight, and Jem is unconscious.
- She finally makes out a man carrying Jem home, and follows.
- Atticus and Aunt Alexandra call the sheriff and the doctor.
- Jem has a broken arm, but will recover.
- Mr. Heck Tate comes in, and tells Atticus that he found Bob Ewell dead with a knife in his ribs.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama.

Add the high school auditorium, and the scene of Jem and Scout's attack, to your map of Maycomb.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. At the beginning of the chapter, Scout and Jem hear a mockingbird outside of the Radley house. What literary tool is the author using here?
2. What is the setting of this chapter?
3. As Jem and Scout are going home, did you expect anything exciting to happen?
4. How does the author create suspense during the chase scene?
5. At page 261, who do you think is following Jem and Scout?
6. Why do you think Aunt Alexandra brought Scout her overalls?
7. Who do you think the man from the country is?
8. Who killed Bob Ewell?
9. What do you think about Mr. Ewell attacking Atticus' children?
10. Who has more courage – Jem or Mr. Ewell?
11. Had Mr. Ewell survived, what should have happened to him?
12. How do you think the novel will end?

Analyze Analyze the key paragraph.

Key Paragraph

“‘Come in, Heck,’ said Atticus. ‘Did you find anything? I can’t conceive of anyone low-down enough to do a thing like this, but I hope you found him’” (p. 267).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Atticus, who rarely speaks badly of anyone, shows contempt for anyone who would harm children. If Bob Ewell was angry that Atticus had given him a bad reputation in Maycomb, why did he attack Jem and Scout? Wouldn't that just make him look even worse in the eyes of the community?

Construct an argumentative paragraph about your opinion of someone who takes revenge on an enemy's family, especially children. Is pride worth fighting for? Or in this case, dying for? Does anything justify harming a child? Would you consider Bob Ewell to be a bad person? Why or why not? What steps could Bob Ewell have taken to become a better person? What efforts could he have put forth to change?

Close Close by extending today's lesson to life and the world.

Today: research *Zelman v. Simmons-Harris* (2002). In this case, the Court rules on an Ohio state law that provides tuition aid to low-income students who wish to attend private schools.

Character Based Literacy Program 60-Minute Lesson Plan *To Kill a Mockingbird*, Day 20



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

How was Harper Lee's novel received in 1960?

Generally, there was much praise when the unknown Harper Lee published *To Kill a Mockingbird* in 1960. It was well-reviewed and received the Pulitzer Prize. Lee based the novel loosely on some of her childhood experiences – she was the daughter of a lawyer, had an older brother, and the character of Dill is supposedly based on her childhood friend, Truman Capote (a very famous author). While the novel dealt with issues of injustice and racism, it was at first seen as a book largely about growing up. Lee originally titled the book *Atticus*, but changed the title.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

conceive (269)	reprimand (270)	connived (273)	eluded (273)	shrewder (280)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Chapters 29-31, p. 267-281

Setting	Characters	Pages
Finch house, Jem's Room	Atticus, Aunt Alexandra, Mr. Tate, Scout, the mystery man – Arthur "Boo" Radley, Jem	267
	Atticus, Mr. Tate, Scout, the mystery man – Arthur "Boo" Radley, Jem	267-271
	Atticus, Mr. Tate, Scout, Arthur "Boo" Radley, Dr. Reynolds, Jem	271
Finch porch	Atticus, Mr. Tate, Scout, Arthur Radley	271-274
	Atticus, Mr. Tate, Scout, Arthur Radley, Dr. Reynolds	274
	Atticus, Mr. Tate, Scout, Arthur Radley	274-276
Finch house	Scout, Arthur, Aunt Alexandra, Jem	277-278
Outside, on the way to the Radley house	Scout, Arthur	278
Outside, on the way home	Scout	278-279
Finch house	Scout, Atticus, Jem	280

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Aunt Alexandra is so shocked by the news of Ewell's death that she asks to be excused.
- Mr. Tate asks Scout to tell her story.
- Mr. Tate examines Scout's costume, and notices that it was cut with a sharp knife.
- Scout points out the man who helped Jem, who is standing in the corner of the room.
- She suddenly realizes that the man is Boo Radley.
- On the front porch, Atticus and Mr. Tate fight about whether Jem should take the blame for killing Mr. Ewell.
- Mr. Tate insists that Ewell fell on his knife, so no one is to blame.
- Mr. Tate points out that if they tell the truth, the ladies in town will pester the man who killed Ewell with cakes and thanks.
- Scout understands that they have to stick to the story, because revealing that Radley killed Ewell would be "sort of shootin' a mockingbird" (276).
- Atticus thanks Arthur Radley for saving his children.
- Before he goes home, Boo looks in on Jem to make sure he's OK.

- Scout walks home with Boo, and reflects upon the past few years.
- She goes home, Atticus puts her to bed, and spends the rest of the night at Jem's bedside.

Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map of Maycomb

Add to a map showing the layout of Maycomb. Students should draw pictures of all of the locations, using their imaginations to create the town of Maycomb, Alabama.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Before Scout pointed him out, did you notice that Boo Radley was there the whole time?
2. Why does Scout start to cry when she realizes that Boo Radley is the one that saved her and Jem?
3. Why does Jem want Atticus to be tried in court for killing Bob Ewell?
4. Where did Mr. Tate get the switchblade?
5. What does Heck Tate mean when he says, "Let the dead bury the dead" (276)?
6. Why does Boo Radley ask Scout to take him home?
7. Why does she make him escort her instead of her leading him?
8. What lesson does Scout learn from meeting Boo Radley?
9. Do you agree with Scout when she says "we had given him nothing, and it made me sad"? (278)
10. What did the Finches give to Boo Radley?
11. Who is Atticus talking about on page 281 when he says "Most people are, Scout, when you finally see them" (281)?
12. What did you think about the ending of this novel?
13. Do you think *Atticus* would have been an appropriate title for this novel? Why or why not?

Analyze Analyze the key paragraph.

Key Passage, p. 278

"He had to stoop a little to accommodate me, but if Miss Stephanie Crawford was watching from her upstairs window, she would see Arthur Radley escorting me down the sidewalk, as any gentleman would do.

We came to the street light on the corner, and I wondered how many times Dill had stood there hugging the fat pole, watching, waiting, hoping. I wondered how many times Jem and I had made this journey, but I entered the Radley front gate for the second time in my life. Boo and I walked up the steps to the porch. His fingers found the front doorknob. He gently released my hand, opened the door, went inside, and shut the door behind him. I never saw him again" (p. 278).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

As Scout finally meets and befriends Boo Radley, she makes an important discovery about character. She has changed from a child to a young woman who is beginning to understand that people are more than what they seem on the outside. In what other ways had Scout changed throughout the book? Would you agree that this novel is a coming of age narrative for the Finch children?

Write a paragraph arguing that Scout has undergone a transformation Scout from the beginning of the novel to the end. How did she change? In what ways did she stay the same? What kind of effort did she put forth in order to achieve this change? Did she have a vision/plan, or did the change happen externally? What did she learn about people and the world? What kind of person will she become?

Close Close by extending today's lesson to life and the world.

Community Connection

Today: research *Board of Education of Independent School District No. 92 v. Earls (2002)*. This case examines mandatory drug testing for all students involved in extracurricular activities.

Character Based Literacy Program 60-Minute Lesson Plan To Kill a Mockingbird, Final Writing Task



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

What makes you a good citizen?

Final Writing Product

What do you want to change in your community? Do you want to improve something at school? Do you want to change a law? Do you want to make your community better by helping a specific group of people?

For your final writing task, write an argumentative letter to the opinion section of a newspaper. In this letter, a) identify an aspect of your community you wish to change, b) argue that the change you propose is necessary to promote a healthy and just society c) outline your idea and provide support for your argument, and d) provide a counterargument in the concluding statement.

Share with them your vision, your plan, and the effort you would be willing to put forth to make the change. What assistance might you need to carry out your plan? Who would your plan help? Be sure to keep the audience of your letter in mind, and be specific about what your readers can do to help you in your effort to make this positive change happen. Make sure you research the issue you wish to change and gather appropriate information that will further your argument before you begin your letter. Also, try to maintain a formal tone throughout your letter. Students may build off the ideas presented in the writing prompt from Day 18 as inspiration, or may chose to focus on a different option.