

Character Based Literacy Program

Independent Study Lesson Plan

To Kill a Mockingbird, Week 1



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. While the terms "colored" and "Negro" were appropriate in 1930, they are not in the twenty-first century, and it's important for you 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.

Community Connection

Each day, you have the opportunity to read and study about a Supreme Court case that affects the educational system. 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. 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 your 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, you will write an article for an opinion column of a newspaper. In this piece, you will analyze Tom Robinson's case and argue whether or not he should have been found innocent. You 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 your claims.

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.)

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

What is an Indian-head penny?

What was the Second Battle of the Marne?

What is Appomattox?

Word Wall Here are vocabulary words to add to the Word Wall.

taciturn (3)	ambled (5)	detachment (6)	contentment (8)	malevolent (8)
condescended (15)	deliberately (17)	revelations (18)	assurance (20)	sufficiently (20)
tyranny (34)	cowardice (38)	heroism (38)	phenomena (39)	reluctantly (40)

benevolence (43)	peril (45)	inquisitive (49)	peep (51)	pilgrimage (57)
baffled (59)	ascertaining (61)	aberrations (63)	caricatures (67)	perplexity (73)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 3-74

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Map of Maycomb

Create a map showing the layout of Maycomb, Alabama and identify the locations where the major events of the text take place. You will add to your map every day. You should draw pictures of all of the locations, using your imaginations to create the town of Maycomb, Alabama.

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

After you have read today's reading, begin your 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 you should make a note of that event next to that location.

- Add the school to your map of Maycomb. Be sure to include both the school building and the playground. Perhaps find a picture of an Alabama school and compare it to your hometown/neighborhoods. How is Maycomb different or similar to the environment that you are used to?
- 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.

- Add Miss Rachel's fishpond, and the Radleys' collard patch to your maps.
- Update Miss Maudie's home. What might it look like after the fire?

EXPLORE

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

1g6 Setting Chart

Complete a setting chart for the story. The narrator gives the reader much information about Maycomb, Alabama at the time of the story.

Postcard

Pretend you are Scout and write a postcard to Dill. On one side of the postcard, draw a picture of an event or person you met at school today. On the other side, write a note to Dill explaining to him what your first day of school was like.

Story Sketch

Draw a picture of the most important moment from today's story. You might sketch Scout's and Miss Calpurnia's conversation, Dill ringing a bell in Atticus' face, or Jem running away without his pants.

Change Require Effort Community Bookmark

What is your vision for your community? On one side of the bookmark, write a paragraph or draw a picture of what you would like your neighborhood, city, or county to be like ten years from now.

On the other side, list at least 5 things you could do to make your community more like the one in your vision. Each day, update the bookmark with one step you've taken toward reaching that vision. Remember that change requires a vision, a plan, and effort. How can these three things help you achieve your ideal community?

Discussion

Key Questions (p. 3-15)

1. Who is the narrator of the story?
2. What is the point of view of the narrator?
3. Where is Macomb 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?

Key Questions (p. 15-32)

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 a 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?)

Key Questions (p. 32-41)

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?

Key Questions (p. 41-57)

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)

Key Questions (p. 57-74)

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?

EXTEND

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

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).

Writing Prompt

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.

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).

Writing Prompt

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?

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).

Writing Prompt

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?**

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).

Writing Prompt

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.

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).

Writing Prompt

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

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, you should examine a different Supreme Court case that deals with education. Suggestions are provided daily. You might research these individually.

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

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

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program

Independent Study Lesson Plan

To Kill a Mockingbird, Week 2



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?

What is rabies?

What are the Quarters?

What was Reconstruction?

What is a lynch mob?

Word Wall Here are vocabulary words to add to the Word Wall.

ingenuous (77)	harbored (77)	provocation (79)	deportment (81)	impaired (84)
inconspicuous (89)	simultaneous (96)	melancholy (99)	antagonized (104)	oppressive (106)
altercation (115)	persisting (117)	innate (120)	artillery (121)	aggravates (122)
formidable (128)	prerogative (129)	persevered (133)	infallible (140)	fortitude (144)
placid (144)	inaudible (145)	ominous (146)	venerable (150)	lingering (152)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 74-155

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why.
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Map of Maycomb: Add to a map showing the layout of Maycomb. You should draw pictures of all of the locations, using your 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.
- Add the site of Tim Johnson's death and Mrs. Dubose's house to your map of Maycomb.
- Add Calpurnia's church – First Purchase – to your map of Maycomb. You might also add the Quarters, where many from the congregation live.
- Add Atticus' office, *The Maycomb Tribune* building, and the courthouse to your map of Maycomb.

EXPLORE

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

Open Mind Portrait

Complete an Open Mind Portrait of Jack Finch. What is he thinking about his niece and nephews, about his brother, and about life in Maycomb in general?

4g6 Character Profile Chart

Complete a character profile chart for Atticus. What are the character traits that make him a unique father and citizen?

5g6 Character Interaction Chart

Compare the relationships of Jem, Scout, and Calpurnia. In many ways, they are closer to Calpurnia than to their own father; however, she interacts very differently with Scout than with Jem. Why is this so?

Suitcase Activity

Pack a suitcase for Dill. Make a suitcase out of construction paper. Cut out or draw pictures of items Dill would need to spend the summer in Maycomb.

Open Mind Portrait

Draw an open mind portrait for Atticus as he is sitting outside the courthouse. What is he thinking about as he faces the lynch mob unarmed? What does he think when he sees his children in this dangerous place?

Discussion

Key Questions (p. 74-89)

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?

Key Questions (p. 89-112)

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?

Key Questions (p. 113-126)

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?

Key Questions (p. 127-144)

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?

Key Questions (p. 144-155)

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?

EXTEND

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

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).

Writing Prompt

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?

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).

Writing Prompt

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?

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).

Writing Prompt

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?**

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).

Writing Prompt

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?

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).

Writing Prompt

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.

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, you should examine a different Supreme Court case that deals with education. Suggestions are provided daily. Research the following cases.

- *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.
- *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.
- *Ingarham v. Wright (1977)*. In this case, the Court ruled on the legality of corporal punishment in Florida schools.
- *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.
- *Stone v. Graham (1980)*. In this case, the Court rules on a law that requires the Ten Commandments to be posted in every classroom.

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character" in the middle. To its left and right are two trapezoidal shapes. Each trapezoid is divided into two horizontal sections. The top section is labeled "Trait 1" (left) and "Trait 2" (right). The bottom section is labeled "Trait 3" (left) and "Trait 4" (right). Each of these four trapezoidal sections is connected to two rectangular boxes. The top-left box is labeled "example 1" and the bottom-left box is labeled "example 2". Similarly, the top-right box is labeled "example 1" and the bottom-right box is labeled "example 2". All boxes are empty for user input.

Character

Trait 1

Trait 2

Trait 3

Trait 4

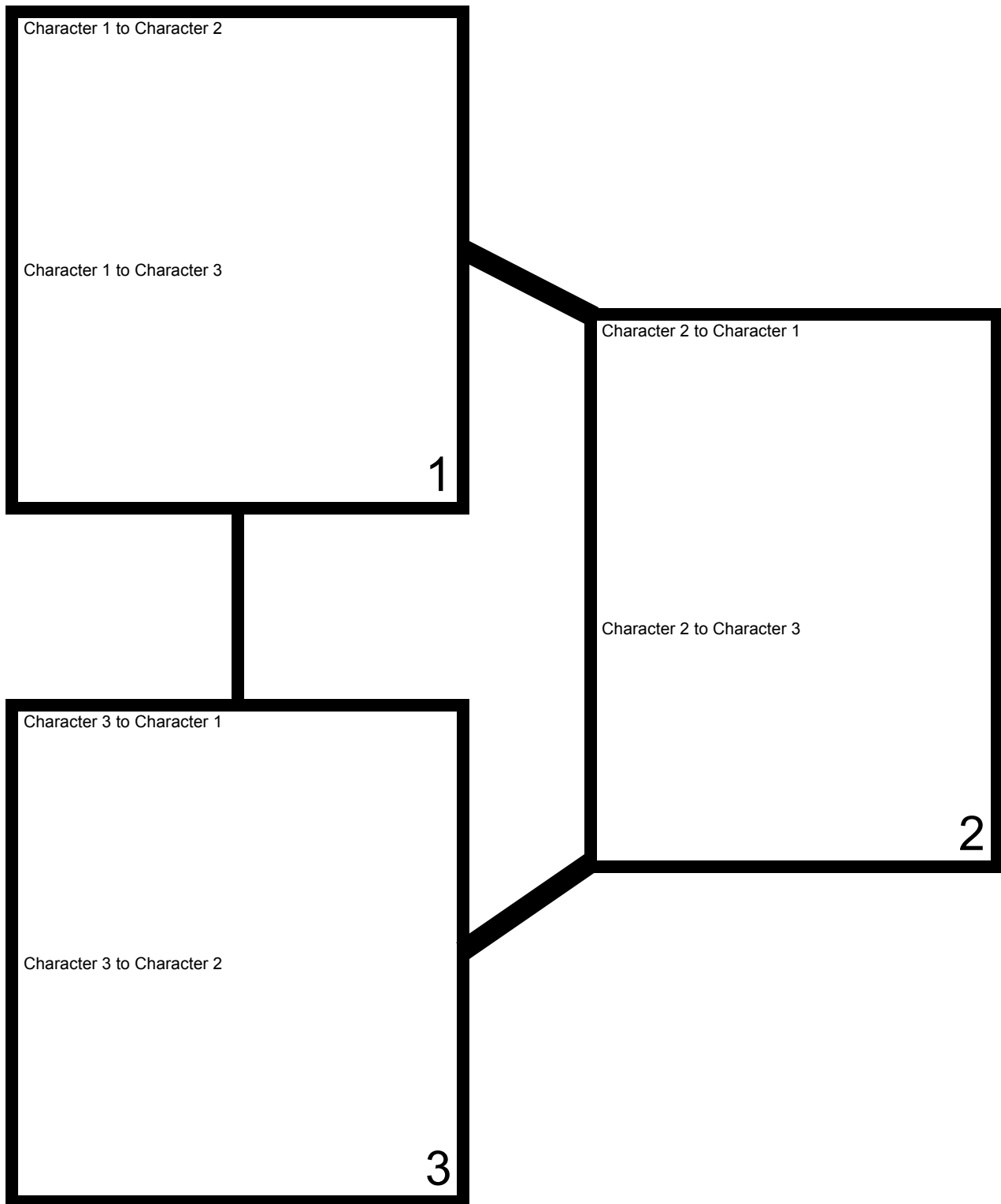
example 1

example 2

example 1

example 2

5g6 Character Interaction Chart



Character Based Literacy Program

Independent Study Lesson Plan

To Kill a Mockingbird, Week 3



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?

What was a Model T Ford?

What is a chiffarobe?

What is a cotton gin?

What was happening in the world in 1935?

Word Wall Here are vocabulary words to add to the Word Wall.

conceded (157)	affluent (160)	mingled (163)	extracted (165)	amiably (169)
convened (166)	surveying (173)	smugly (173)	tenant (177)	ambidextrous (178)
brash (181)	evoked (182)	perpetual (183)	browbeating (186)	exodus (189)
testimony (191)	volition (192)	unimpaired (195)	disregard (196)	impudent (198)
subsequent (203)	circumstantial (204)	levelers (205)	unmitigated (204)	indignant (207)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 155-211

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why.
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Map of Maycomb

Add to a map showing the layout of Maycomb. You 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.
- Be sure the Ewell place is on your map of Maycomb. Remember, it's near the dump. What does it look like?

EXPLORE

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

Newspaper Article

Jem, Dill and Scout carefully watched the people going to the courthouse. The trial is the social event of the summer. Write a sensational newspaper article detailing all the people who attended the trial. Write it in the style of a tabloid article, like a red carpet report.

Courtroom Sketch Artist

Draw a sketch of the courtroom based on today's proceedings. Perhaps sketch Atticus interviewing a witness, or Scout and Jem watching from the gallery.

Open Mind Portrait

Complete an open mind portrait for Tom Robinson as he sits in the courtroom listening to state's evidence. What does he think of the witnesses? Of the judge? Of Atticus? How does he feel?

Venn Diagram

Complete a Venn Diagram comparing the Ewell's story to Tom Robinson's version of events. Where do they overlap? Where are they different?

2g6 Beginning Middle End Chart

Complete a BME Chart for the trial of Tom Robinson.

Discussion

Key Questions (p. 155-166)

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?

Key Questions (p. 166-178)

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?

Key Questions (p. 178-189)

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?

Key Questions (p. 190-199)

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*?

Key Questions (p. 199-211)

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?

EXTEND

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

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).

Writing Prompt

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?

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).

Writing Prompt

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?

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).

Writing Prompt

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?

Key Paragraph, p. 195

“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).

Writing Prompt

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 of 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.

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).

Writing Prompt

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.

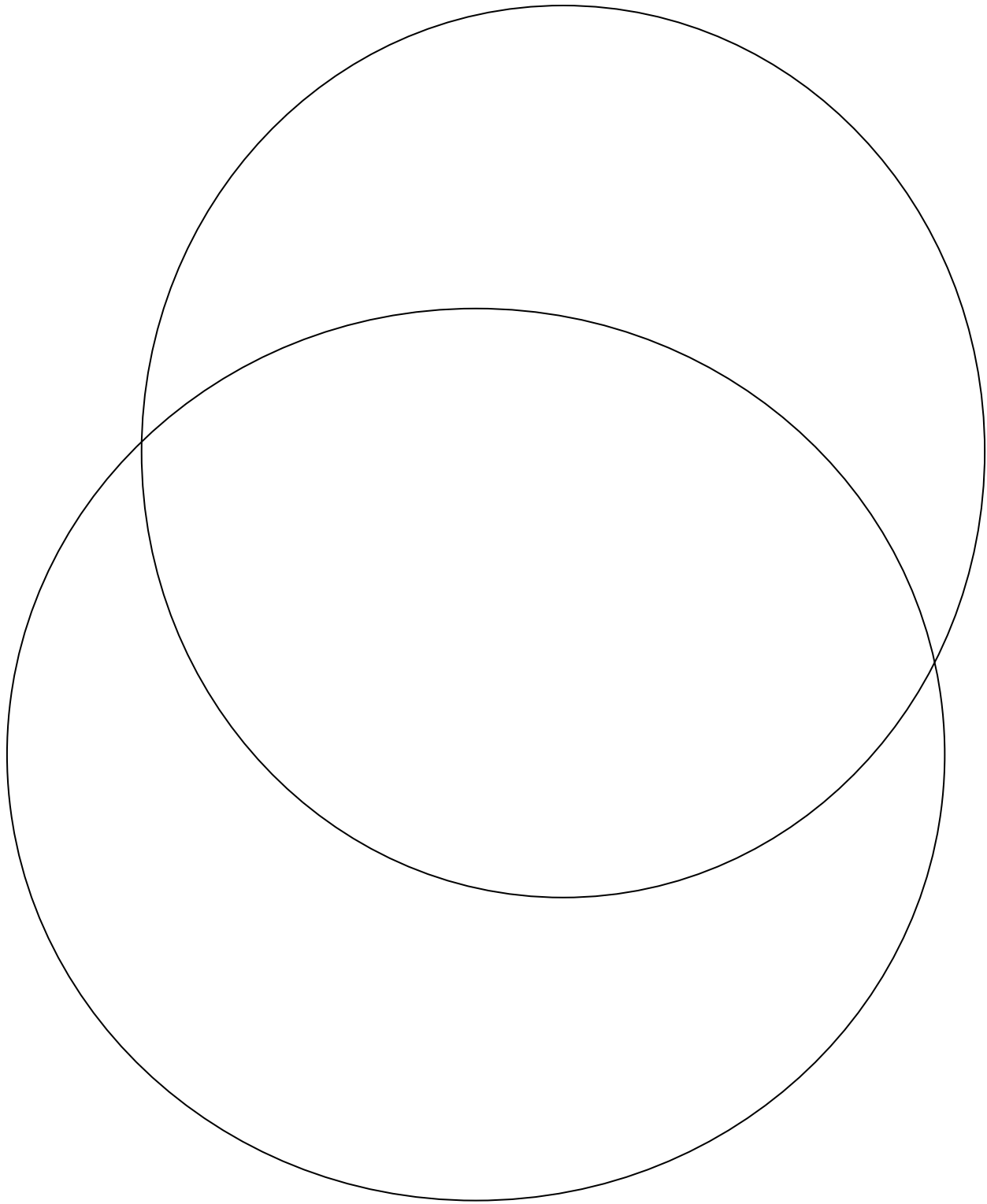
Community Connection

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, you should examine a different Supreme Court case that deals with education. Suggestions are provided daily.

- *Plyler v. Doe (1982)*. In this case, Texas law denies educational services to undocumented immigrants.
- *Board of Education v. Pico (1982)*. In this case, the Court decides whether a school board can censor books in school libraries.
- *New Jersey v. T.L.O. (1985)*. This case outlines the rights school officials have to search students and their property.
- *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.
- *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.

6g6 Venn Diagram Chart



2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Character Based Literacy Program

Independent Study Lesson Plan

To Kill A Mockingbird, Week 4



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?

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

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

Who was Andrew Jackson?

How was Harper Lee's novel received in 1960?

Word Wall Here are vocabulary words to add to the Word Wall.

cynical (214)	credibility (218)	obscure (217)	acquittal (219)	sordid (221)
devout (230)	squalor (231)	brevity (233)	undetectable (234)	humility (236)
remorse (242)	shortcomings (243)	persecuted (245)	florid (248)	tactfully (253)
gait (255)	teeming (256)	mortification (259)	pinioned (262)	keenly (265)
conceive (269)	reprimand (270)	connived (273)	eluded (273)	shrewder (280)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read p. 212-281

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why.
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Map of Maycomb

Add to a map showing the layout of Maycomb. You 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

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

5g6 Character Interaction Chart

As Jem and Scout grow up, they are developing into very different people. They interact with each other and with their father differently. Complete another Character Interaction Chart, this time for Scout, Atticus, and Jem

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.

Newspaper Activity

Continue 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. Today, write Mr. Underwood's editorial on Tom's death. Use quotes from the novel. Fill in the blanks where Scout leaves out details.

Newspaper Activity

Continue 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. Today, write a story about the attack on Jem and Scout.

Create a new Title

To Kill a Mockingbird was not the original title of the novel. Create a new title for the novel that you feel would have been appropriate, and sketch a book cover to go with it.

3g6 Plot Profile Chart

Complete a plot profile chart for the novel. What were the ten most important events? Score them based on your interest in them, or how exciting you found them. What does this show you about plot?

6g6 Venn Diagram

Complete a Venn Diagram comparing Scout at the end of the novel to Scout at the beginning. How has she changed? How has she stayed the same? What has she learned? You will use the information to complete today's writing task.

Newspaper Activity

Finish 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. You might want to include a short obituary with the official version of Bob Ewell's death? How would the sheriff report it to the press?

Discussion

Key Questions (p. 212-227)

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?

Key Questions (p. 227-237)

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?

Key Questions (p. 238-254)

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?

Key Questions (p. 254-266)

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?

Key Questions (p. 267-281)

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?

EXTEND

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

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).

Writing Prompt

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.

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).

Writing Prompt

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.

Key Paragraph, p. 247

“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).

Writing Prompt

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.

Key Paragraph, p. 267

“‘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).

Writing Prompt

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?

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).

Writing Prompt

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

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

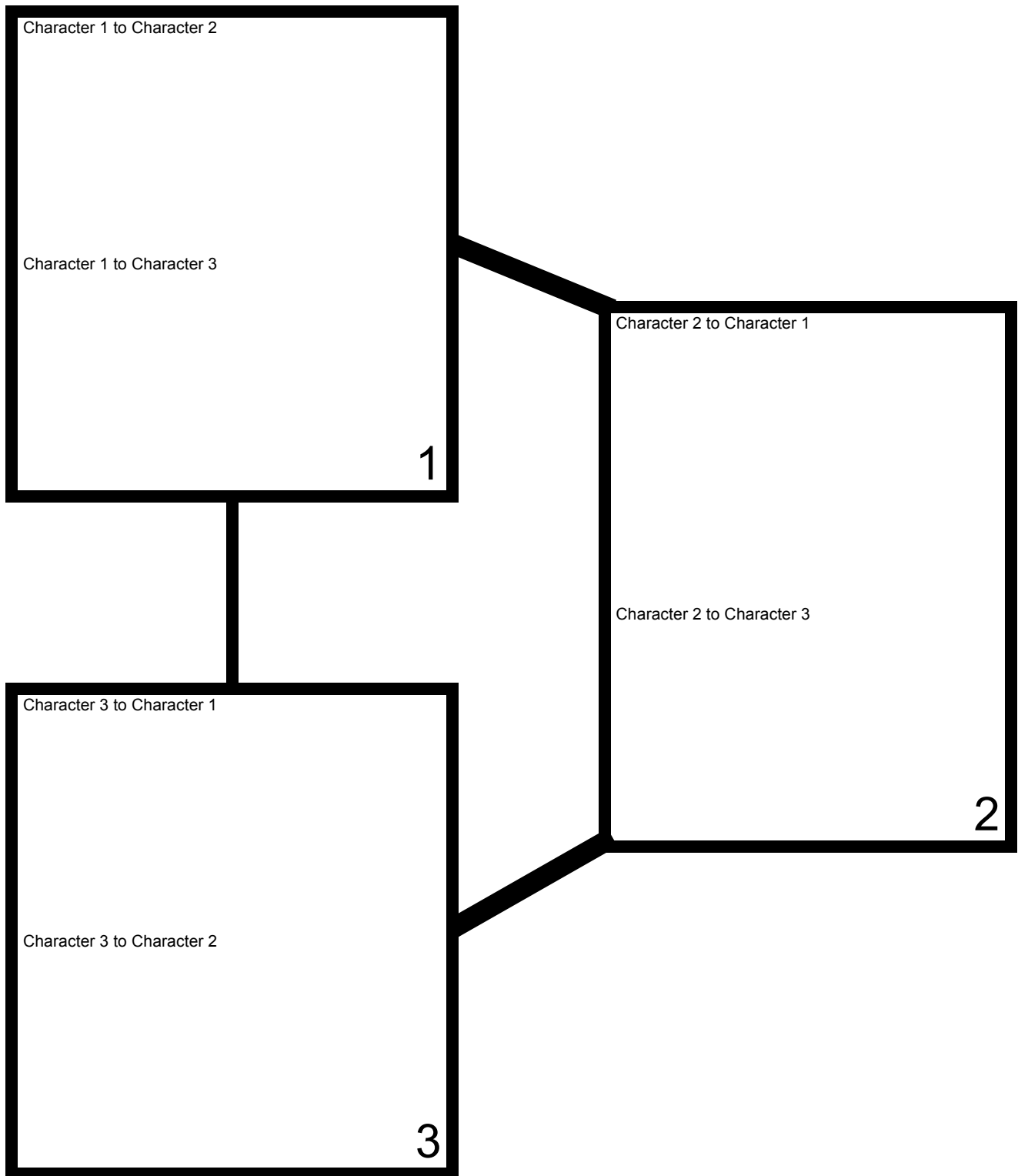
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Early in the novel *To Kill a Mockingbird*, Atticus Finch acknowledges that Tom Robinson will lose his case, and that he will have to appeal.

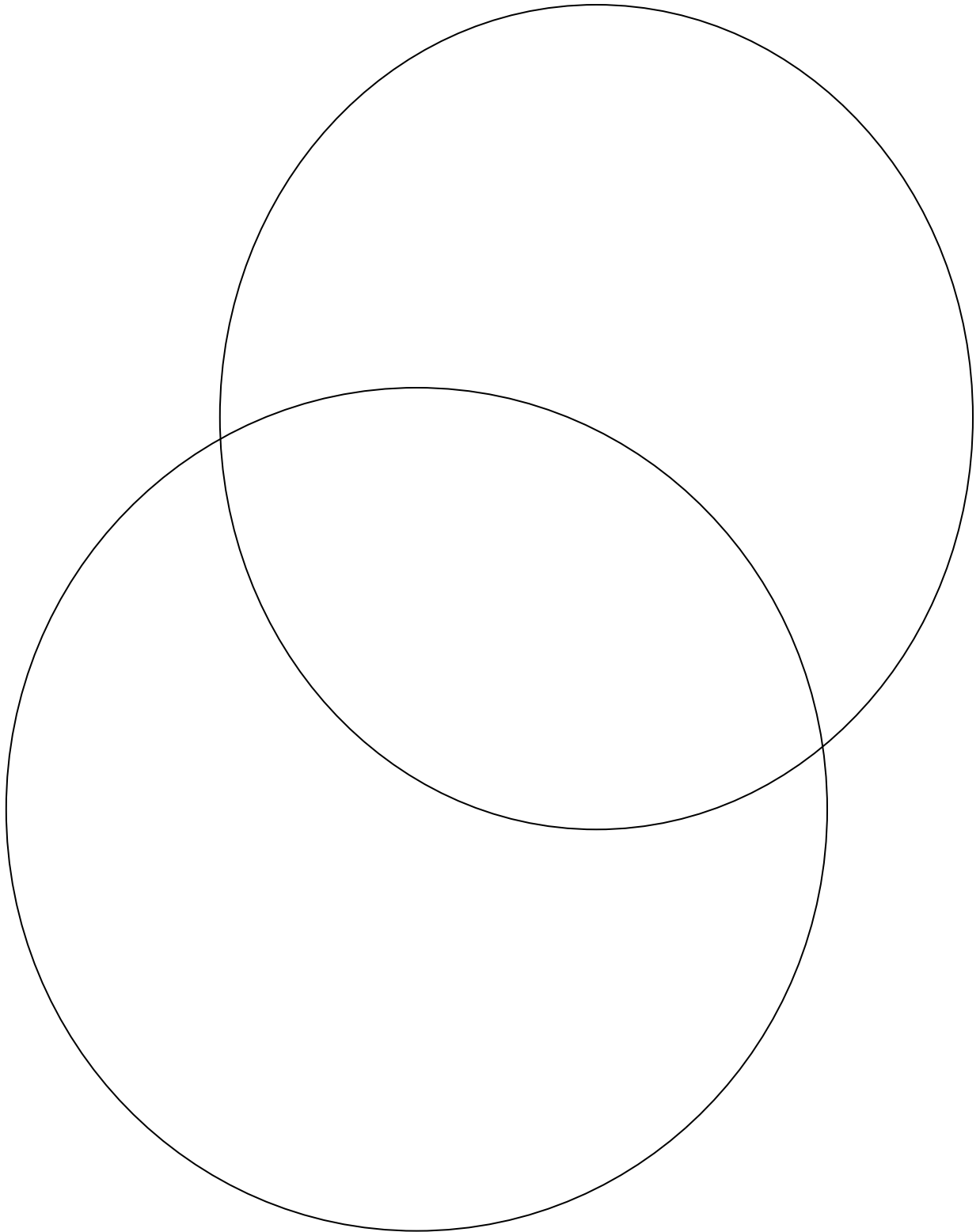
The Supreme Court of the U.S. has heard thousands of cases, many of them regarding education. Each day, you should examine a different Supreme Court case that deals with education. Suggestions are provided daily.

- *Edwards v. Aguillard (1987)*. In this case, the state requires creationism to be taught alongside evolution in science classes.
- *Lee v. Weisman (1992)*. In this case, the Court rules on whether or not schools can have a non-denominational prayer at graduation ceremonies.
- *Santa Fe Independent School District v. Doe (2000)*. In this case, students lead a prayer prior to football games.
- *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.
- *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.

5g6 Character Interaction Chart



6g6 Venn Diagram Chart



3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
	1	2	3	4	5	6	7	8	9	10
Event										

Character Based Literacy Program

Independent Study Lesson Plan

To Kill A Mockingbird, Final Writing Task



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 makes you a good citizen?

EXTEND

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

Final Writing Product:

What do you want to change in your community? 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. You may build off the ideas presented in the writing prompt from Day 18 as inspiration, or may chose to focus on a different option.