

To Kill a Mockingbird

By Harper Lee



*"The one thing that doesn't abide by majority rule is a person's conscience."
- spoken by Atticus Finch,*

Submitted by:

Cheryl B. Washington ENG - 450

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Introduction

To Kill a Mockingbird by Harper Lee gives educators the perfect opportunity to explore areas like stereotypes and prejudice which lead to racism, social injustice, and intolerance. This kind of novel is fertile in the areas that make up a society and I am going to capitalize on the opportunity that Harper Lee has afforded me. She had the courage to stand up and be counted despite the personal injury to herself from those who did not share her point of view. She takes her story back before the Civil Rights Movement to the 1930's and because the story is being relayed through the eyes of a child, I am sure that students, who are adolescents themselves, can identify with her. The novel focuses on all the underlying factors of a society that go unnoticed until an event happens to cause a change in how one perceives life to be. It was the 2012 Presidential campaign for me where I came to see the real America. My friend of over 20+ years sent a mass email explaining how they were trying to keep her from voting by saying that she was not registered. She and I served this country for over 20 years and the thought that we woke up proud of a country who would now attempt to deny us the right to vote left me ill. It was not just in Georgia, that these voters' suppression laws were being enacted but all over. There was an attempt to suppress the votes of the poor, the young and the elderly. So, TKM is as relevant today as it was in 1930 because society is still being attacked from within.

I want my students not just be critical thinkers but great listeners. People will always tell you exactly who they are if you listen. I believe the theme of education that runs through the entire story is one of relevance. People bring their own experiences into situations so before judging we have to listen not only to the WORDS but from the underlying place from which they come. My students will be active and engaged in gathering data and interpreting the information to give them a better understanding of why people in the story behave as they do. TKM is a very provocative novel because it takes on some very mature subjects, but like Atticus I think you should answer questions when they are posed. I want my students to be able to engage in dialectical exchanges that come from an intellectual space and not an emotional one. Sometimes the points we want to make get lost because we get emotional and without very much of a fight the opponent is the winner. My job is to develop intelligent free-thinkers who will promote the health and welfare of society. However, with that responsibility comes something greater. It is never enough to look at one 's neighbors and know why they behave as they do, the real payoff is when students hold up mirrors and begin to look into their own hearts and minds.

Learning Goals for Students

1. Students will evaluate how both genders and various cultures and socio-economic groups are portrayed in mass media.
2. Students will be required to demonstrate “RESPECT” for cultural differences and opposing points of view.
3. Students will be required after reading and discussing *To Kill a Mockingbird* by Harper Lee to have a greater understanding of relevant racial issues, especially as they touch on economics, class, education, politics, and religion.
4. Students will be required to describe how tone and mood affect the drama of a story play or film.
5. Students will be required to make generalizations, supported by specific details and examples about key concepts, characters and themes.
6. Students will be required to identify and explain connection between what they hear, read, and view and provide their own personal ideas and beliefs through literary journals.
7. Students will be required to engage with new vocabulary terms and institute them into their writing.
8. Students will develop skills in the Socratic Method and demonstrate openness to divergent language, ideas, and opinions from a variety of cultural communities as expressed by mass media and literature.
9. Students will be required using all the information from the Unit to write a comprehensive essay on a given prompt.

Timeline for the To Kill a Mockingbird

To Kill a Mockingbird, for 10th grade English will be taught for four-weeks. Worksheets and any supporting documentations will be attached to the Lesson Plans. Grammar will be weaved into each class according to noted errors on writing assignments in this Unit.

Week One

DAY ONE:

Hand Out I-Pouch and explain activity to students

Divide Student into groups and complete the activity on Stereotyping.

Discuss their cliques and why they hang out with the people that they do.

Read Alexie's article and fill out worksheet

Give Homework Assignment to complete the I-Pouches by Friday

DAY TWO:

Hand out TKM Packets

Explain that they will be required to have a 3 ring notebook for this Unit. It has to be separated by Vocabulary, Journal, Literature Texts, Packet which has questions during reading.

Give every Student a book

Students will get 10 vocabulary words

Students will learn about the history of 1930 by looking a pictures and researching what they mean and using their KWL charts

Read aloud Chapter One to the class and then select someone to start popcorn reading

Read Chapters 2 & 3

DAY THREE:

Play Jeopardy to go over vocabulary and CH 1 -3 of the book.

Students will use KWL Chart for to annotate what they already know about Jim Crow.

Students will read Background Jim Crow Information Article and separate laws into categories

Explain to the students the importance of social commentary that they see it in the movies and in books.

They will be reporters writing an article on an injustice and drawing a cartoon in the spirit of a famous African American artist.

Each Group will Present their research and comic.

Read Chapters 4 & 5

DAY FOUR:

Group 1 Presents their write-up and comic

Now the students are no longer reporters but regular citizens who read the paper and are very concerned with an editorial in the paper about the shooting in Columbine. They will respond to the 3 responses that people gave him by writing their own letter.

Ask Students to name any current events that have them upset right now, that have to do with violence.

Give Students 2 articles to read and respond to in writing.

Pass out Characterization Charts and explain that we will be keeping a big chart so we can watch the characters as they grow and change. They fill in the chart and then we all brainstorm the following day.

Read Chapter 6-8

DAY FIVE:

I-Pouch Presentations

Pop Quiz on the Computer

Students will get in groups of 2 and create a poem using 2 of the characters from the story. After the poem is complete they will use Audacity/Storybook to present their poems.

If you are behind in reading or questions, the weekend is the time to get caught up.

Summary of Texts

I Hated Tonto (Still Do) by Alexie

Sherman Alexie’s poignant yet humorous and accessible essay, “*I Hated Tonto (Still Do)*.” It explores the negative impact that stereotypes have on the self-worth of individuals and the damage that these stereotypes inflict on pride in one’s heritage. The reading is supported by a short video montage of clips from Western films. The clips offer students the opportunity to evaluate primary sources for bias and bigotry, as well as providing context for the protagonists’ experiences in the essay.

To Kill a Mockingbird by Harper Lee

TKM highlights instances of heroism and courage in a small Alabama town riddled with the poverty and racial tensions characteristic of the south in 1935. The novel focuses on the Finch family over the course of two years—lawyer and father Atticus Finch; his ten-year-old son, Jem; and his six-year-old daughter, Jean Louise, “aka” Scout. Scout serves as the narrator of the book; her narration is based on her memories of the events leading up to, during, and after her father’s defense of a black man, Tom Robinson, accused of raping a white woman, Mayella Ewell. Through Scout’s inexperienced eyes (she is only eight at the conclusion of the novel), the reader encounters a world where people are judged by their race, inherited ideas of right and wrong dominate, and justice does not always prevail. Through the novel, Lee strives to illustrate the racial climate of the South in the 1930s, a time when Jim Crow was the law of the land, racial segregation was entrenched, and mob rule could chew up and spit out the individual.

Background Jim Crow Information Article

The article covers every area of activity where the tentacles of Jim Crow reached, dictating where and with whom one could live, study, work, travel, eat, sleep, play, assemble, or marry. For this edition Kennedy has written a new afterward that offers his impressions of today's "desegregated racism."

Lesson Plans

Day One: Prereading Activity

STANDARD	FRIENDLY MEANING
CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Being able to look at the Title of an Article and tell what it could be about without having read it.
CCSS.ELA-LITERACY.RL.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	What is the theme or what is the article about.

Objectives: The objectives for this lesson are to identify stereotypes that have been traditionally applied to American Indians in film and popular culture. It is important that students be able to analyze the impact that stereotypes can have on an individual’s self-concept by reading Sherman Alexie’s essay, “*I Hated Tonto (Still Do)*.” Additionally they should have an understanding of how popular culture perpetuates stereotypes to excuse systemic discrimination.

Materials:

- Copies of [Sherman Alexie’s essay](#)
- Equipment to play a short digital video and display it for the class
- A short compilation of movie clips such as [How Hollywood Stereotyped Native Americans](#) that captures how American Indians have been historically portrayed in popular films.

Sequence

Material	Activity
Anticipatory Set: <i>The “I-Pouch”</i>	<p>This is the collage bag idea with a twist. The <i>I-Pouch</i> is a small brown paper bag.</p> <ol style="list-style-type: none"> 1. Pass out bags. Student’s names are on the bag. Enclosed are at least 6 pictures or words cut out from the bag that you think represent the student. It is imperative to add things that you know they don’t like or in no way reflects them. (For example if I know a student has a dog, I will put a picture cat in their bag) 2. Explain to students that they have heard of the I-Pod, I-Pad, and now we have the <i>I-Pouch</i>. It is not as high tech as the other two but is worth so much more. 3. “Inside these pouches are your personalities, “Please pour them out on your desks.” You have pictures and words that I believe identify you as a person.” 4. Have each student separate their identities by separating what people can see or tell about them from looking at them or know. The other set will be what they cannot see, by just looking at you or what

	<p>they think they know. You may have smart in your bag but a person cannot look at you and tell if you are smart. We will be gluing your seen or known traits to the outside of the bag, and putting your unseen characteristics back inside the bag.</p> <p>5. While they are busy separating, Explain: People cannot look at you and tell anything about you so they make assumptions...based on all kinds of things that are beyond your control. What you are waiting for is for any student to say that something in the bag IS NOT representative of them.</p> <p>6. This is when you ask, does anybody else have things in their bags, that don't represent them that they don't like?</p> <p>7. We cannot and should not ever allow someone to impose their sense of who we are on us. We will start reading TKM and one of the things I want you to keep in mind is how the people in the town let their stereotyped beliefs control how they behave toward one another.</p> <p>So our topic today is STEREOTYPING.</p> <p>Glossary stereotype 'sterēə, tīp; 'sti(ə)r- </p> <p>(<i>noun</i>) An often oversimplified or biased mental picture held to characterize the typical individual of a group.</p> <p>8. Tell students to keep their pouches because they will be doing a project with it later.</p>
<p>Before Reading Article I will give an overview of who Tonto is because they may have never seen the <i>Lone Ranger</i> before.</p> <p>Also show a picture of the actor who plays him so they can see that he in an American Indian.</p>	<ul style="list-style-type: none"> • Tonto was the trusted sidekick of the Lone Ranger, the star of the widely popular Western television show of the same name that aired on ABC in the 1950s. • Tonto was played by American Indian actor Jay Silverheels. (<i>Note: You may want to show an image of Tonto and the Lone Ranger. Click here for image.</i>) • Most “Indian” characters featured in other popular television shows and movies of the era were played by white actors.
	<p>Put them in Groups of 6.</p> <p>Ask a student to come to the board and Scribe what their classmates come up with.</p> <p>Have Students Take Out their “Why I hate Tonto (Still Do) Worksheet. Explore the Title.</p> <p>Ask Students why would the author “Hate” Tonto.</p>

	<p>After they give a few reasons let them in on the fact that the person who wrote the essay is an American Indian too. Does this new data change your theory about the title? Why or why not? As a class, determine if any new theories need to be added to your list and cross off invalid theories as needed.</p>
<p>Watch Video</p>	<p>You will first view a short video, <i><u>How Hollywood Stereotyped Native Americans</u></i>, which contains original footage from several Westerns, comparable to the films author Sherman Alexie would have seen as a child and teen. Notice that the American Indians interviewed here, not unlike Sherman Alexie, are displeased about the portrayal of American Indians. As you watch, take notes and focus on answering the following questions in their packet:</p> <ul style="list-style-type: none"> • How did Westerns commonly stereotype American Indians? • How did Westerns commonly stereotype whites? • Why are the American Indians interviewed in the video critical of Westerns? • Did the clip change your mind about why you think the author hates Tonto? • Do we need to update our list?
<p>Discussion</p>	<p>Move your desks so that they form a large discussion circle. Popcorn read Alexie’s essay. While reading, underline text that responds to the following questions:</p> <ul style="list-style-type: none"> • How did portrayals of American Indians contrast with portrayals of whites? • How did the stereotypes that Alexie saw in the films affect his self-worth? • How did stereotypes that Alexie saw in the films affect his feelings toward his people and heritage? • Why did the author hate Tonto? (He wrote about his childhood days of pretending, “But I never, not once, imagined myself to be Tonto.”)
	<p>Revisit your initial list of theories. Revise as necessary or simply star the “winners.”</p> <p>Ask them, “What did you discover? Did you learn anything new?” Explain.</p>
<p>Journaling/Reflection</p>	<p>Writing Prompt</p> <p>Which group in High School do you belong? Which other groups do you or would you associate with? Which groups would you never associate with and why? What characteristics or values do these</p>

	<p>groups have that conflict with yours? Do those groups feel the same way about your group? Explain. Why does each group hold these views? What are the reasons for the feelings?</p> <p>Write a reflection in your journals on what you learned and how this new awareness may affect you.</p>
<p>Homework:</p>	<p>Take home the I-Pouch at cut out your own words and pictures that best describe you to come back and share what you came up at the end of the week.</p>
<p>Assessment:</p>	<p>Checking for bags for Day 5 they may not want to share theirs with the class but the pouches are worth a participation grade.</p>

Reflection: I taught this lesson in one of my classes and they were very excited about their pouches and it created such high energy especially when they realized that I knew things about them, I chose very positive uplifting words for personality traits because I think they need that extra positive boost. So when I introduced the lesson I let them on the secret of how I chose what to put in their pouches. They really liked that. It is very time consuming so once you get the surveys back from students it is a good idea to start noting ideas then, then everyday interaction and the answers they provide in class with help with the rest. *TKM* is a very provocative read and so the idea was to front load it as much as possible before we actually start reading the book. The focus with this lesson is getting them to know a little more about one another and so they can recognize when someone may be imposing what they think a character is like instead of how they really are. It was fun and when I saw them swapping their personality traits it made me happy. I wanted to create a feeling that says, “Whatever happens we are in this together.”

Day Two:

STANDARDS	FRIENDLY MEANING
CCSS.ELA-LITERACY.RL.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	Define words

Objectives: The objectives for this lesson are to provide a historical context for the students. In the 1930’s, which is the setting of TKAM, there was a lot going on in the United States. It is important that the students understand the racism and poverty that thrived in this time period.

Materials:

- Journals
- Pretest
- Pictures for Gallery Walk

Sequence

Material	Activity
ENGAGE	<p>VOCABULARY can seem kind of dry and boring so to remedy that I have come up with games and incentives to improve your word knowledge. On Wednesday there will be Jeopardy, which will give teams the chance to earn extra points on tests and quizzes. Every student will participate since it is taking the place of a regular quiz. The more you read and study your words the more chances you have for higher scores.</p> <p>The words for this week are:</p>
<p>Vocabulary Words Vocabulary Squares Worksheet</p> <p>Pretest</p>	<p>Start by introducing first 10 vocabulary words on the overhead Assuage, apothecary, chattel, unusually, detention, tyrannical, morbid, profane, compel, and scrawl.</p> <p>Student will write each word in the word squares and they will look up the word and fill out the 5 parts of the squares. http://www.englishcompanion.com/pdfDocs/vocabsquares.pdf</p> <p>Need to gauge where students are so I will know if there vocabulary is improving over time.</p>
<p>EXPLORE</p> <p>Gallery Walk</p>	<p>Hang 6 Pictures around the room. Assign groups of student to each picture. The same 6 from yesterday. Tell them they will be taking a gallery walk in clockwise motion around the room. They will stop and look at each picture for 3 minutes I will call TIME at which time they will move on to the next picture.</p>

<p>EXPLAIN/ELABORATE</p>	<p>Discuss each picture and answer the questions provided. Discuss the social historical geographical and cultural aspects of the 1930's and the time frame of the novel they are about to read.</p>
<p>ELABORATE Introducing Novel</p>	<ol style="list-style-type: none"> 1. Start with the cover and write down what you think this book will be about just by looking at the cover. 2. Have students based on the title what the book will be about and what the images might me about. 3. Ask what they know of Harper Lee. 4. Have students read the synopsis on the back. What additional insight did they give? 5. Page 1 consists of reviews of the novel. Based on all the information gathered from those three sources what the author might have wanted readers to think about. <p>I will start off reading the book, and then we will pop-corn read.</p>
<p>Homework:</p>	<p>Read Chapters 2 & 3 and complete vocabulary worksheet and Character charts that you will bring back every day for Discussion Sessions. We will make a big board to track how our characters change as we read the story.</p> <p>2. Journal Entry 1: Most Cherished Childhood Experience</p>
<p>EVALUATE Assessment: Students are assessed based on classed participation. Reflection:</p>	

Day Three

Standards	Friendly Meaning
CSS.ELA-LITERACY.RL.9-10.6 6. Use technology, including the Internet, to produce and	Use the internet
CSS.ELA-LITERACY.RL.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently	Can analyze informational texts

Objectives: Students will become aware of the economic, political, legal and social issues of segregation and life in the Southern Black Community during the Jim Crow Era.

- Student will explore primary sources such as film, oral narrative, personal documents/letters and visual imagery regarding important issues, people and events of the time.
- Students will select and research a topic using knowledge comprehension, evaluation, synthesis and analysis to write a short paper and design an accompanying symbolic editorial cartoon in the style of an African American artist.

Material:

Background Jim Crow from the TKM Packet/Topics for Research

Computer w/internet

KWL Chart

TKM Powerpoint

Sequence

Concepts	Activity
Engage	Bring up PowerPoint with Jeopardy Board. Explain that behind the categories are this week's vocabulary words and questions on Chapters 1-3 of the book. Teams will get (2) extra credit points if they go over 1000 points, to be applied to their next written quiz. Both teams can receive points. Everyone must participate because this is an oral quiz.
Explore	Put student in groups of 6. They will use the KWL chart to write what they already knew about Jim Crow Laws. Then they will read the Background Jim Crow Information Article. Groups have to break the

	<p>rules up in categories like etiquette, marriage, or transportation.</p> <p>In the W column write down what your group wants to know.</p>
Explain	We will get into a circle to examine the findings. After discussion you will write down what you have learned.
Elaborate	<p>Explain student’s social commentary to the students.</p> <p>There is a list of subjects that you can research. All members of the team are responsible for choosing a subject and write 3 paragraphs about it for tomorrows headline. Each write-up will be occupanied by a cartoon illustration in the form of a famous African American artist’s style.</p>
Homework	Finish Articles and artwork and Read Chapters 7 and 8 and complete Study Questions.
Evaluate Through Assessment	Rubric

Reflection:

Day Four:

Standards	Friendly Meaning
CCSS.ELA-LITERACY.RL.9-10.7 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	We are going to use violence that still happens over the years to show that it is not just in the 30's but relevant now.
CCSS.ELA-LITERACY.RL.9-10.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the	Does the text support the claim

Objectives: In this lesson, students examine the role of the Letters to the Editor section of the newspaper as an outlet for the expression of opinions and ideas. Students analyze the motivation, purpose and value of Letters to the Editor by examining letters written in response to last spring's violence at Columbine High School. For homework, students write their own Letters to the Editor in response to the August 10, 1999 shooting at a Los Angeles day care center and submit them for possible publication on The New York Times Learning Network.

Materials:

- Pen
- Paper

Sequence

Concepts	Activity
	Group 1 shares their topic and cartoons
ENGAGE	12 People Killed at a Batman Premiere this summer.
EXPLORE	<p>Ask the class what other current events have really got them angry right now.</p> <p>Violence in the past, to explore these kinds of behavior and is it cultural? Students will be asked to Read and Editorial written about the Columbine incident.</p> <p>http://www.nytimes.com/learning/teachers/featured_articles/19990421wednesday.html</p> <p>Afterwards you will write a letter to the Editor responding to the editorial.</p>
Explain	<p>Use RAFT</p> <p>R =Role (Friend)</p> <p>A= Audience (My Friend)</p> <p>F-= Form (email)</p>

	<p>T= Theme</p> <p>Raise the issue of audience: What audiences do each of these methods reach?</p> <p>When would people want to reach a wide audience with their views?</p> <p>Which methods do students feel are most effective at reaching a wide audience?</p> <p>Which methods do students feel are the least effective?</p> <p>How do people respond differently to these different ways of expressing opinions?</p> <p>Explain to students that today they will be examining how and why people write letters to the editors of newspapers. Why might someone want to express his or her views in this way?</p>
<p>Elaborate</p>	<p>As a class, read and discuss “Suspect in L.A. Shootings Surrenders to F.B.I.,” focusing on the following questions:</p> <p>http://www.nytimes.com/learning/teachers/featured_articles/19990813friday.html</p> <p>a. A Federal officer said that Furrow told him he had targeted a Jewish day care center because “he was concerned about the decline of the white race and he wanted to send a message to America by killing Jews.” Who in America do you think Furrow intended to reach with his actions? What do you think he hoped to accomplish?</p> <p>b. What is it about the Furrow’s fatal shooting of a postal carrier which might make it a crime punishable by the death penalty?</p> <p>c. How has this incident affected people in Los Angeles?</p> <p>d. What details of Furrow’s actions on August 10, 1999 are offered in the article?</p> <p>e. What do police (and others) still not know regarding the events of that day?</p> <p>f. What different people are quoted in this article and what do they feel should be the next steps in dealing with this situation?</p> <p>They need to read the letters to themselves</p> <p>http://www.nytimes.com/learning/general/featured_articles/990813Afriday.html</p>

Homework	
Evaluate By assessment	Letters will be graded

Day Five

Standard	Friendly Meaning
CCSS.ELA-LITERACY.RL.9-10.6 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	Use the internet
CCSS.ELA-LITERACY.RL.9-10.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Use poem instead of articles

Objective: To teach students that there are different perspectives and their experiences create how they view the world. Multimodal teaching through the use of the internet to promote interest and creativity.

Materials:

Computers w/internet capabilities

Audacity

Photostory

Prerequisite Experience

Students should know and have accounts already:

- How to navigate the internet
- Use of Audacity
- Use of Photostory

Sequence

Material/Concept	Activity
Engage	Discuss how the perspectives of the student and teacher differ. How do you think your perspective of education would differ from that of your teachers? To what extent does a person’s life experience affect how he/she perceives a situation? To what extent is our behavior defined by

	<p>societal expectations?</p> <p>Discuss Scout’s interaction with Miss Caroline.</p>
Explore	<p>Break them up into Groups of 6. (They will break up in (2’s) in the group. 2 will be responsible for Jim Crow Laws/ 2 will be required for Minorities/ 2 will be responsible for Women.</p> <p>Students will complete a Webquest in which they find information on Jim Crow laws, life of Whites, minorities, and women during the 1930s, and the Scottsboro Trials. Each student studying a different aspect of the 1930s.</p>
Explain	<p>Students will share their findings with the other members of their group.</p> <p>Students will participate in a whole class fishbowl discussion in which they discuss reactions to their research.</p>
Elaborate	<p>Students will evaluate two characters from <i>To Kill a Mockingbird</i>. They will use their research to chart what society’s expectations for each of these characters would have been and specific actions of the character in the story that either goes against or supports these expectations.</p>
Evaluate	<p>Students will work in pairs to write a poem in two voices which focuses on two different perspectives of the 1930s based on their research of the 1930s and study of characters from <i>To Kill a Mockingbird</i>. They will record their poem using Audacity and upload it into a Photostory presentation which will allow them to illustrate the poem to bring out the tone and themes.</p>
Assessment/Grading Rubric	

Essay Grading Rubric

Name _____

Essay # _____

CRITERIA	Points 1 to 5
<p>THESIS and CONTENT (Development) The essay has a thesis—a single, central point that is interesting, original, striking and substantial. The central idea is developed in the essay through well-chosen, appropriate, concrete details that show originality and freshness. Author shows rather than merely tells. Generalizations and assertions are defended. Arguments are logical.</p>	
<p>ORGANIZATION The essay is organized and well structured (there is a beginning, a body, and a conclusion). The essay exhibits a clear strategy for persuasion and pattern of development (chronological order, spatial order, comparison/contrast, etc.). The organization works with the thesis so that the thesis and the organization contribute to serving the purpose of the essay. Essay does not digress from central point. Transitions help the paper flow smoothly. Introductory paragraph(s) is (are) interesting and appropriate. Concluding paragraph is satisfying.</p>	
<p>PARAGRAPHS Paragraphs are organized, unified and coherent. Each supporting paragraph has a controlling idea (which may be expressed in a topic sentence). In supporting paragraphs, topic idea helps further the thesis.</p>	
<p>STYLE Sentences are mature and parallel. Writer avoids modifier problems. Sentences show variety of pattern and are rhetorically effective. The essay is written in a style and tone appropriate to the audience, topic and purpose. Words are appropriate and well chosen. Writer avoids jargon and sexist language. Writer seems to be speaking in an authentic voice. Paper is enjoyable and interesting.</p>	
SUBTOTAL	
<p>GRAMMAR, SPELLING, MECHANICS Subtract points for errors in grammar (comma splices, fragments, fused sentences, agreement, etc.), spelling, and mechanics (margins, format, etc.).</p>	
TOTAL	

REFLECTION

I approached the task feeling like Atticus “licked” before I ever started, but I stuck with it anyway. I have had everything happen from computer lockups to it literally eating my file and having to start completely over from scratch. My sister worked her magic long enough for me to email documents to myself, so I could work from anywhere. It has not been a pleasant experience. I knew how I wanted to approach my unit, and I have probably visited every teacher’s website listed trying to find lessons that expressed what it was I wanted to do with the unit. I decided I would put all my efforts into the lessons and figure out the rest later. I knew before I allow them even to touch the book that I wanted to get in front of the novel’s sensitive themes and prepare the students for the fact that mature and pejorative language is being used. I believe if prepared correctly it could greatly reduce the amount of angst and hostility in students who would otherwise find the material offensive. The first day I intend to create an environment that is of respect and trust by involving them in activities that first shows individualism then one that shows community. I think talking about stereotyping leads to other issues that is extremely important in helping them understand what they are about to encounter in the novel.

It is essential to me that vocabulary is given the respect and attention it is due, because without knowing what the words mean, it is very easy to misinterpret what is going on in the narrative. I do not believe that giving students vocabulary words and making them go home and memorize definitions will improve their word knowledge. What is needed is a system that breaks down the word so even if you see it you can make an educated guess by looking at the prefix or suffix or the origin of the word. Jim Burke has terrific word squares that I want to use in my classroom. Another source of contention are vocabulary test. I think students would get a lot more out of it if they are allowed to play word games and solve puzzles, then at the end of the week they are required to write a story using all of their vocabulary words. They have to be used in the right context in order to receive credit for a correct answer. The next thing that I thought was very important was the history of the 1930’s. They have to know this in order to get a real feel for the novel. I don’t want them to just read information, I need them to interact with it. One of the assignments is on social commentary, if you think something is wrong, then speak up and I have them pretending to be journalist and artist who are going to write about some kind of social injustice. Then I want them to become ordinary citizens reading the paper and come across an editorial and I want them to respond to it by writing letters. In every case I want them researching and taking action on the information they have gathered. I additionally wanted to add a multi-modal element, so on the last lesson I used technology. They will pick two characters from the book and write a poem and record themselves reading it, and using another site to illustrate it. This is just for five days, the whole thought of having to come up with three more weeks gives me a whole new appreciation for teachers. It is not just hard, but it is time consuming. I understand now

that it is not something that just gets done, it takes a lot of time of effort in coming up with thoughtful lessons, that will make students life-long learners. I am going to keep working on it until I finish it.