

“To Kill a Mockingbird – JEOPARDY!”

This lesson will be used as a final review for students before they take their testⁱ on Part 1 of *TKAM*. Rather than having students study on their own, the Jeopardy! gameⁱⁱ helps them go over material in a fun and non-threatening way. Since the class will be broken up into two teams, one person will never be put “on the spot”. It will be lead by the teacher and encourage all students to participate.

- 9th grade
 - 40 minutes
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Goals:

This lesson will address the following NYS Educational Standards:

NYS English Language Arts Standards

- Students will read, write, listen and speak for information and understanding.
- Students will read, write, listen, and speak for critical analysis and evaluation.
- Students will read, write, listen, and speak for social interaction.

NYS Social Studies Standards

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Prior Learning Necessary

- Students will have completed reading Part 1 in *TKAM*.
- They will have also taken a pre-assessment quiz on vocabulary from the novel, so the review words should be familiar to them.
- Students will have discussed every question, concept, theme, or idea presented in the game as they have read the book and completed packet questions.

Rationale:

After grading the pre-assessment vocabulary quizzesⁱⁱⁱ it was clear that many of the students did not have a strong grasp on the definitions. In addition, many of the students had difficulty when answering packet questions regarding plot, themes, and character identification. It was clear that they would need to review the material before taking any kind of formal examination on the text thus far. By making a game out of review students will be more likely to: pay attention, retain information, and feel

comfortable sharing their answers. It is also easier for the teacher to monitor what information needs to be reviewed more thoroughly. For example, if when asking a question the teacher notices that hardly any of the students respond with the answer she can take a few minutes to go back over that information. The Jeopardy! format is one that students are familiar with, and therefore little time will be needed for an explanation of procedures.

Additional Information

The teacher should be sure to promote an environment where students are *respectfully competitive*. The teacher should set up this expectation before the game is to begin. She should inform students that they will not taunt, mock, or make fun of the members of their team or the other team. This will need to be continually monitored during the game and students should be reminded of appropriate behavior when necessary.

Objectives:

1. Students will recall questions regarding plot, themes and vocabulary from part 1 of *TKAM*.
2. Students will review for their exam.

Materials and Resources

- a) TV with computer connectivity
- b) Jeopardy! PowerPoint
- c) Written list of vocabulary words to display
- d) Score card

BODY OF THE LESSON

<u>Time Required for Instruction</u>	<u>Teacher Action</u>	<u>Actions of the “Typical Student”</u>	<u>Actions of a Student with Special Needs</u>
	<i>*The teacher should set up the PowerPoint projection to the first slide, write the vocabulary words on the board^{iv} and have decided how students will be broken up into teams prior to their arrival.</i>		

<ul style="list-style-type: none"> ▪ 2 minutes 	<p>Teacher will instruct students to sit on one side of the room or another depending on which team they are on.</p>	<p>Student will listen to the teacher directive and sit where instructed to do so.</p>	<p>Student will listen to the teacher directive and sit where instructed to do so. Since students will never be required to answer questions individually, there is no need to place these students on one team over another—they will be able to participate when comfortable and listen when not.</p>
<ul style="list-style-type: none"> ▪ 5 minutes 	<p>Teacher will inform students that they will be playing Jeopardy! to review for their <i>TKAM</i> Part 1 exam. She will briefly go over the rules (One team will have a question directed towards them, anyone on the team may answer the question. The other team should not answer the question, as they will lose a turn. One member of the team will be the “recorder”. They will be the “official word” of the team. Only when they give an answer will it be accepted. Every team member is encouraged to input. Each member</p>	<p>Students will listen to teacher directive and ask for clarification when necessary.</p>	<p>Students will listen to teacher directive and ask for clarification when necessary.</p>

	on the team will get to pick a question and a category at some point.)		
<ul style="list-style-type: none"> 1 minute 	<p>Teacher will assign a member of each team to be the recorder. She will then ask these two people to pick a number from 1-10. Whomever is closest will earn the first turn for their team.</p>	<p>Students will listen to the teacher. If they are the recorder they will guess a number 1-10.</p>	<p>Students will listen to the teacher. If they are the recorder they will guess a number 1-10.</p>
<ul style="list-style-type: none"> 30 minutes 	<p>The teacher will lead the class by going through the game. She will select individual students on the team to pick a category and point amount. She will monitor the PowerPoint slide, and read the questions aloud to the students. In addition, during this time she will be monitoring student behavior and dealing with any issues or complications that result from this. Finally, when it seems that students are struggling with a certain question the teacher will review the material with them. If it is a plot</p>	<p>Students will participate in the game by answering questions as a team. The recorder will report the information to the class. If they are confused about a certain topic or issue they will ask for clarification. They will use this time to review the material.</p>	<p>Students will participate in the game by answering questions as a team. The recorder will report the information to the class. If they are confused about a certain topic or issue they will ask for clarification. They will use this time to review the material.</p>

	<p>question, she will review the part in the book where that occurred. If needed, she can re-read a passage to refresh them. For example, when it is a vocabulary word students are struggling with, the teacher will help them memorize it by giving mnemonic (or other) devices. In teaching them the definition of “benevolence” she will inform them that in Italian the word “bene” means “good”. At the end of the game, the teacher will report the “score” to the students and commend both teams for their hard work during the period.</p>		
<ul style="list-style-type: none"> 2 minutes 	<p>The teacher will review the procedure for tomorrow. She will remind students what they should review for clarification (this will be anything they weren’t 100% sure of the answer to). She will dismiss them by reminding them to take their packets with them</p>	<p>Students will listen to the teacher directions and take their packet home to study if they choose to do so.</p>	<p>Students will listen to the teacher directions and take their packet home to study if they choose to do so.</p>

	to study.		
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Evaluation and Assessment

Assessment for this lesson will take place the following day when students take their exam. It can also take place during the lesson as the teacher interprets which questions the students seem to know and which questions they seem to be unsure of. Since the goal of the lesson is to prepare them for the exam, the most important assessment will be their final grades^v.

Preparing students for an exam should not always be a task they must undertake on their own. However, review in class should not be a simple task of rote memorization and a simple read-a-question-give-an-answer process. By creating games where a competitive yet academic spirit can be maintained in the classroom, teachers will be sure that their students *are actually studying*. The way that the questions are worded should be worded similarly to how the questions are worded on the actual exam. This will avoid confusion when the questions are actually presented to them.

ⁱ See attached exam

ⁱⁱ See attached PowerPoint (Jeopardy! game)

ⁱⁱⁱ See Pre-Test/Post-Test assessment review

^{iv} See list of vocabulary words

^v See attached list of grades per class period