

To Kill a Mockingbird

A unit of study for Harper Lee's American classic with a focus on developing an appreciation for how ethical principles or *laws of life* can help people live successfully.

September 2009



The School for Ethical Education

Milford, CT 06461 ©

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Dear Educator,

Welcome to The School for Ethical Education's (SEE) unit to teach Harper Lee's American classic, *To Kill a Mockingbird*. SEE is a non-profit teaching organization based in Milford, Connecticut, with the mission to provide learning experiences that advance ethics and character.

The following *To Kill a Mockingbird* (TKAM) unit is designed to be taught to students in middle or high school. The teaching objectives of this unit will enable students to:

- Complete the reading of TKAM with an understanding of the setting and cultural factors impacting the characters,
- Recognize how ethical principles, values or *laws of life* can help a person live a meaningful and successful life,
- Learn to evaluate characters and situations by applying *laws of life*,
- Complete a writing process to identify *laws of life* demonstrated by a TKAM character and reflect on the importance of that *law of life* to them personally,
- Discuss their *law of life* with peers, parents and other adults.

While our TKAM unit provides you with activities to complete throughout the reading of the novel, you can choose to make individual selections of some or all the activities as it fits your time and schedule. Our main goal is for students to be given the opportunity to think, reflect and write about ethical principles and values that are found in the characters of TKAM and allow your students to use a full writing process that includes peer editing to complete a *Laws of Life* essay. At a minimum, we would encourage the use of Activities 2, 6, 7 and 8 to complete this process.

SEE's *Laws of Life* essay writing program and this TKAM unit specifically helps students "develop criteria for making informed judgments and decisions, and uphold their beliefs in order to conduct themselves in a moral, ethical and legal manner;" as stated in Connecticut's Common Core of Learning for Aspects of Character.

This teaching unit also provides students the opportunity to master multiple Connecticut State Teaching Standards that include:

CT Standard	Description of Standard from 2006 CT English Language Arts Curriculum Framework	SEE's TKAM Unit Supports
1.1	Students use appropriate strategies before, during, and after reading in order to construct meaning	Pre and post reading activities to help construction of meaning
1.2	Students interpret, analyze, and evaluate text in order to extend understanding and appreciation	The opportunity for students to think at increasing levels of cognitive complexity by gaining knowledge, seeking understanding, making application, performing analysis,

		and evaluation
1.4	Students communicate with others to create interpretations of written texts	Respectful dialogue between students, teacher and others to analyze TKAM characters and their <i>laws of life</i>
2.2	Students explore multiple responses to literature	Student identification and analysis of themes with support from text and activity resources
2.3	Students recognize and appreciate that contemporary and classical literature has shaped human thought	Connection of themes of TKAM to <i>laws of life</i> and present day experience
2.4	Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts	Meaningful connections to TKAM unit with <i>laws of life</i> analysis
3.1	Students use descriptive, narrative, expository, persuasive and poetic modes	All modes of written expression as acceptable formats to write a <i>laws of life</i> essay
3.2	Students prepare, publish, and/or present work appropriate to the audience, purpose, and task	Implementation of a writing process that includes peer editing to help students reflect on personal applications of <i>laws of life</i> from the text and to publish their essay in a statewide writing program
4.3	Students use standard English for composing and revising written text	Peer and adult editing process for proof reading and exchange of ideas

Thank you for your consideration to use this TKAM unit to help students understand and cultivate their own *laws of life*. We welcome your comments and feedback as you support students in their reading, reflecting and writing.

All the best,

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Executive Director

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14,15	Activity 7	Students will use their outline and begin drafting a <i>law of life</i> Essay in a letter format while using TKAM as a resource.
15,16	Activity 8	Students will edit their letter (essay) with the help of their peers and a scoring rubric. Students will recognize alterations that need to be made and discuss with one another the <i>laws of life</i> they believe help people live successfully.
16	Activity 9	Students will be able to reflect and discuss their <i>law of life</i> by sharing their letters and discuss the importance of <i>laws of life</i> in TKAM and in life today.
	Worksheets	Worksheets and resource notes are provided for most of the activities as per the outline on the next page.

*Except for Activity 1, all activities are designed to be completed in 45 minutes.

TKAM Worksheets and Suggested Assignment Scoring

Worksheet Number	Title	Description	Suggested Points
1.1	KWL Warm-up	Seek students' prior knowledge and engagement in TKAM	3
T1.2a	Intro to Great Depression	Teacher notes to provide student research group with background on US Great Depression	
1.2a	Intro to Great Depression	Student worksheet to collect notes on introduction to US Great Depression during research time	10 ¹
T1.2b	Causes of Great Depression	Teacher notes to provide student research group with background on causes of US Great Depression	
1.2b	Causes of Great Depression	Student worksheet to collect notes on causes of US Great Depression during research time	10
T1.2c	Life During the Great Depression	Teacher notes to provide student research group with background on life in the US during the Great Depression	
1.2c	Life During the Great Depression	Student worksheet to collect notes on life in the US during the Great Depression during research time	10
2.1 Atticus	Character Map for Atticus Finch	Student worksheet to record observations of Atticus Finch during reading of TKAM	10 ²
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2.1 Jem	Character Map for Jem	Student worksheet to record observations of Jem during reading of TKAM	10
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5.1	Trials of the Scottsboro Boys	Research activity for students to understand historical context of TKAM and to analyze with <i>laws of life</i>	3
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	Final Essay	Students' final essay	20
		Total Points per Individual Student	100

¹ Individual students only complete 1 of 3 worksheets in Activity 1

² Individual students only complete 1 of 4 worksheets in Activity 2

Activity 1

Warm up for To Kill A Mockingbird

Main Objective: Students will be able to identify important elements of the U.S Great Depression to acquire background knowledge that pertains to Harper Lee’s novel To Kill A Mockingbird (TKAM)

Activity/Time	Supplies/ Activity Directions
Activity 1.1	Supplies: Worksheet 1.1- KWL
5 Mins →	Opening (Do Now): Students should fill out the K (What They Know) and W (What They Want to Know) columns of the KWL worksheet on the U.S Great Depression.

Suggested Teacher Script:

We are beginning a new unit today. We will spend the next ____ days reading and discussing the lessons from Harper Lee’s famous novel To Kill a Mockingbird. This American classic was published in 1960, but was written to describe life in the south during the Great Depression. This great book has many lessons for us today. From your history classes; remind me what years were included in the US Great Depression? (1929-mid 1940s). One of your small groups today will be able to give us an answer to that question. I would like to help you learn about this time period as it sets the background for To Kill A Mockingbird. To begin, please fill out the KWL sheet that was handed to you. On this sheet you will fill out the K portion and W portion regarding what you know and want to know about the U.S. Great Depression. By the end of the activity you will be able to complete the L portion based on what we learn in class today. You have 5 minutes to complete this worksheet.

Activity/Time	Supplies/ Activity Directions
Activity 1.2	Supplies: For Teacher: Teacher Worksheets: Intro to Great Depression T1.2a, Causes of Great Depression T1.2b, and Life During the Great Depression T1.2c These worksheets are based on three different sets of Encarta notes that need to be copied in advance to provide one set for each “research group” of three students. For students: Worksheet 1.2a, 1.2b, 1.2c need to be copied and one sheet provided to each student to participate in research groups of three students. Thus, a third of the class will receive worksheet 1.2a, a third will receive 1.2b, and the last third will receive 1.2c.
5 Mins →	Jigsaw Puzzle Activity : 1). Arrange students in groups of 3 that we will call “Presentation Groups”. Then, go to each group and assign students a number 1, 2, or 3 and have students leave their Presentation Group and join a research group. Each Research Group One should have one copy of the Encarta notes for Depression Intro and three student worksheets 1.2a. Each Research Group Two should have one copy of the Encarta notes for Depression Causes and three student worksheets 1.2b. Each Research Group Three should have one copy of Encarta notes for Depression Impacts and three student worksheets 1.2c. Each research group will have 20 minutes to complete their worksheet and return to their Presentation Group.
20 Mins→	2). While in their research groups, students should refer to Worksheet 1.2 a, b, or c and answer the questions regarding their topic. Each student will record the information they’ve learned.

Suggested Teacher Script:

1). Today, we will be doing a jigsaw cooperative-learning activity in which you will learn some basic background information about the Great Depression. This information will give you background knowledge of the time period described in Harper Lee’s To Kill A Mocking Bird. Before we begin, I am going to assign you to a presentation group. Once you receive your assignment please go to your presentation group and wait until I assign you a number. Once you receive that number, either a 1, 2, or 3, I want you to join a research group that shares your number and follow the directions on the papers I hand you.

2). (You can take time to read directions to the class and answer any questions or allow the students to read the directions quietly and then ask any questions). Once you get into your research groups you have 15 minutes to complete the assignment. It is __: __ (time) right now, please finish by __: __ and rejoin your Presentation Groups.

Activity/Time	Supplies/ Activity Directions
Activity 1.2 (cont) 15 Mins →	Supplies: None 3). Students will return to their Presentation Groups. While in these groups each student will teach their other group members about their research topic. Students are required to record this information on their worksheets to insert in their notebooks.

Suggested Teacher Script:
Please finish what you are writing and rejoin your Presentation Group. During this time your group has 15 minutes, about 5 minutes a student, to teach the other members of your Presentation Group your research topic. Each Presentation Group will then be called upon to help us summarize what we have learned about the time period of the Great Depression. When you are not presenting to your peers you should be recording the information on your own worksheets, which will be graded and then placed in your notebook.

Activity/Time	Supplies/ Activity Directions
Activity 1.2 (cont) 35 Mins →	Supplies: Flip chart and marker Lead a discussion to illustrate student knowledge of facts and comprehension of their research on the Great Depression. Summarize their points on the flip chart paper for questions you select from the student worksheets.

Suggested Teacher Script:
Thank you for contributing to your research and presentation groups. Let's summarize what we have learned from our research. You can volunteer or I will call on Presentation groups to help us summarize some of the main points we've learned. [depending on your time, select questions from the worksheets that you want to summarize]

Activity/Time	Supplies/ Activity Directions
Activity 1.3 5 Mins →	Supplies: Worksheet 1.1- KWL Worksheet Closure: Students should finish the KWL by having them fill out the L (What They learned) portion so both you and the students can assess what they've learned about the U.S Great Depression

Suggested Teacher Script:
Now that we've briefly researched the U.S. Great Depression, let's complete your KWL worksheet. You will only need to complete the What You Learned portion of the sheet. This will allow you to see what you learned about the U.S. Great Depression and helps us have some historical background to begin Harper Lee's To Kill A Mockingbird Before you leave class, please turn in your KWL and TKAM worksheets and make sure your name is on each.

Activity/Time	Supplies/ Activity Directions
Activity 2.1 HW 5 Mins →	Supplies: Worksheet 2.1 There are four different character maps, each student should receive only one. Homework: Hand out character maps (worksheet 2.1) for students to fill out about the main characters introduced in the book: Scout, Dill, Jem, and Atticus and have students bring their completed character map to the next class. Students will be assigned only one character map. The assigning of the characters can be done randomly. Students should also read Chapters 1-5 in <i>To Kill A Mocking Bird</i> (TKAM)

Suggested Teacher Script:
For homework I am going to hand you a Character Map with a character's name from TKAM. Each of you should receive one worksheet, with one character's name. You will be following that character closely in tonight's reading assignment. Tonight you should read chapters 1- 5 in TKAM. When reading these chapters fill out the character map appropriately and include page numbers where you find your information.

Activity 2

Introducing Laws of Life

Main Objective: Students will be able to understand the term *Laws of Life* and begin recognizing the application of values, positive character, and ethical principles in TKAM and in their own lives.

Activity/Time	Supplies/ Activity Directions
Activity 2.2 10 Mins →	Supplies: Board space, overhead or flip chart (Opening) Do Now: 1). Write out the following statement to prompt student discussion and response. “Interpret and describe what you think defines a person’s ‘ <i>Laws of Life</i> ’.” 2). Have students pair up and share their interpretation or description of “ <i>Laws of Life</i> .” Give students 5 minutes to discuss in pairs and then call on them to share with the class. 3). You or a student should record responses from the class that describe or define “ <i>Laws of Life</i> .” After students share their interpretations, provide and compare to this definition— <i>Laws of life are ethical principles, core values, positive character traits that help people live life successfully. Laws of Life are typically defined by – love, service, perseverance, honesty, respect, responsibility and courage. These values are recognized to be life affirming, support positive citizenship, and transcend religion, culture and national borders.</i> Encourage student comparison between their interpretations and this definition. ** (Option) It is not essential that you explain the <i>Laws of Life</i> Essay program to students. If you choose to tell students about the program, explain that the TKAM unit will conclude with an essay in which you will choose the top essay, 1 essay per 100 students, and then you’ll notify that student that he/she will have the opportunity (with their permission) to be entered into the state writing contest.
Suggested Teacher Script: 1). For today’s opening please pair up with a neighbor and discuss the following statement that is written on the board (overhead, flip chart). (See preceding statement). Let me give you five minutes and then we will discuss this as a class. 2). Thank you for participating; let’s hear what you and your partner discussed, who can give me one interpretation and their description of a Law of Life? (Take responses and summarize main points). <i>Let’s compare your ideas to a formal definition-- Laws of life are ethical principles, core values, positive character traits that help people live life successfully. Laws of Life are typically defined by – love, service, perseverance, honesty, respect, responsibility and courage. These values are recognized to be life affirming, support positive citizenship, and transcend religion, culture and national borders.</i> <i>How does your interpretation and description compare to this definition? [encourage student response]Throughout our TKAM unit, we will be discussing how ethical principles or laws of life are demonstrated by the characters in TKAM. Our goal will be to think deeply about how laws of life helped characters in TKAM and how laws of life may help us live successfully today.</i>	

Activity/Time	Supplies/ Activity Directions
Activity 2.1 (Continuation of homework from night before) 10 Mins →	Supplies: Student Character Map HW sheets, Flipchart paper and markers for four groups Analyzing Character Maps: 1) Have students create four groups based on the character they were assigned for the Character Map. While in their small groups, have students summarize their Character Map on flip-chart paper to present to the class. Check on student understanding prior to moving into class discussion.

10 Mins →	2) Once students are finished discussing their character in a small group, ask a spokesperson from each group to share a summary of their Character Map.
<p>Suggested Teacher Script: <i>1). Please take out the character map you completed last night, and form groups with classmates who analyzed the same character. Jem groups can meet over (pick a location)...., Atticus groups can meet...., Scout groups can meet...., Dill groups can meet....</i> <i>When in these groups, I want you to create one Character Map summary that includes your groups consensus agreement (most agree) to present the finished Character Map. Record your summary on the flip chart paper. Before you share what you found with the class, pick a spokesperson that will represent your group. You will have 10 minutes to complete this activity before we discuss it as a class.</i></p> <p><i>2). Now that you have completed your group's Character Map, I would like to go around the room and have each spokesperson share with the class your finished Character Map. Make sure to clearly tell us where in TKAM you are finding the supportive statements for your summary. I encourage questions from other groups during each Character Map presentation. Please turn in all your individual Character Maps prior to leaving class today.</i></p>	

Activity/Time	Supplies/ Activity Directions
Activity 2.3 10 Mins →	<p>Supplies: Worksheet 2.3 Laws of Life in TKAM</p> <p>Laws of Life in TKAM: In class, have students fill out the <i>Laws of Life</i> in TKAM worksheet to become familiar with the <i>laws of life</i> that exist in TKAM and in their own lives. Once students have finished this worksheet, you can choose to have them share some of their answers to be discussed in class. Help the students move from a basic recognition and understanding of ethical principles/ <i>laws of life</i> to encouraging them to analyze and evaluate their reading of TKAM with <i>laws of life</i></p>
<p>Suggested Teacher Script: <i>Now that you understand the term laws of life, and have read chapters 1-5, I would like you fill out this worksheet in which you will be asked how laws of life are demonstrated by characters in TKAM and how you relate to laws of life. You will have 10 minutes to complete this worksheet individually then we will discuss the completed worksheet as a class.</i></p>	

Activity/Time	Supplies/ Activity Directions
Activity 3.1 HW 5 Mins →	<p>Supplies: Worksheet 3.1 Shoes HW Worksheet</p> <p>Homework: Request that students bring in a pair of shoes covered by an opaque bag for the next class. Students should attach the shoes together with their laces, straps or a string to keep them together and with a piece of paper or marker that discreetly labels the shoes so they can be returned to the correct owner at the end of class. Students should also read chapters 5-9 in TKAM.</p>
<p>Suggested Teacher Script: <i>For tonight's homework I would like you to read TKAM chapters 5-9. Also, for homework, please bring in a pair of shoes in a bag we cannot see through. The shoes do not have to be yours. Please tie the shoes together with their laces, straps or a separate string and attach a note with your name on it so the shoes can be returned to you. We will use these shoes in an activity tomorrow and relate this to TKAM.</i></p>	

Activity 3

Main Objective: Students will be able to apply a *law of life* recognizing what Atticus values in the following quote: “You never really understand a person until you consider things from his point of view [...] until you climb into his skin and walk around in it” p.33

Activity/Time	Supplies/ Activity Directions
Activity 3.2	Supplies: Worksheet 3.1 Shoes
3 Mins →	Opening (Do Now): 1). Set the shoes the students bring into class across the floor or in a spot that is clearly visible. Assign each student to study one pair of shoes (if some students don’t bring in shoes, more than one student may be assigned to one pair of shoes)
5 Mins →	2). <i>Quick Draw:</i> This activity (worksheet 3.1) enables students to apply their knowledge in a creative form. Have students sketch a picture of who they think are the shoe’s owner (stick figures work!) and what they might do while wearing the shoes. For example, if there is a pair of Nike® sneakers, a student may draw an athlete playing basketball. Remind students to keep all sketches positive and respectful as a class “ <i>law of life</i> ”.
5 Mins→	3). When time is up, have selected students (number depends on time you have) reveal their sketches and have the students claim their shoes and explain who really owns it and how they are or are not like the sketch. There should be some surprises during comparison of the sketches to reality. Use these surprises to introduce the Atticus’ quote.

Suggested Teacher Script:

- 2). *For today’s opening please examine the pair of shoes you are assigned and draw a sketch (stick figures are fine) of who you think owns these shoes. You do not have to be an artist. Only draw positive pictures, even if humorous, we are going to show respect (as a class law of life), to the owner of the shoe, whoever it is. For example, if there is a pair of cleats you may draw a soccer player. You have 5 minutes to draw your picture. [when sketching time is up]*
- 3). *Let me ask for some volunteers to share their sketch and compare them to the real owner of the shoes. [Any surprises?] Let’s use this exercise to introduce a quote from TKAM.*

Activity/Time	Supplies/ Activity Directions
Activity 3.3	Supplies: Definition of maxim on board or overhead
5 Mins→	Introducing Atticus Quote: 1). Define the word maxim so students can become familiar with the terms. According to the Merriam Webster online dictionary, a Maxim is “ <i>a general truth, fundamental principle, or rule of conduct.</i> ” You may want to write this definition on the board so students can record it in their notes.
5 Mins→	2) Discuss the definition and check for understanding. Once students understand the definition of a maxim, ask them to look at the following quote in TKAM on page 33. “ <i>You never really understand a person until you consider things from his point of view [...] until you climb into his skin and walk around in it</i> ” p.33 Have students evaluate whether this quote fits the definition of a maxim.

Suggested Teacher Script:

- 1). *Please look at the definition of a maxim and record this definition in your notes. (you may want to read the definition out loud)*
- 2). *Now, let’s compare the definition of a maxim to the following quote by Atticus Finch on pg. 33 in your TKAM books.*

Is this quote a maxim? Who would support the idea that this quote is a maxim? Why? Who disagrees? Why? For the sake of discussion, if we can agree that the Atticus quote is an example of a maxim, then what is the fundamental principle or rule of conduct he is trying to communicate? I would like to have you think about this and respond on the worksheet I am handing out.

Activity/Time	Supplies/ Activity Directions
Activity 3.4	Supplies: Worksheet 3.4 Think-Pair-Share
5 Mins →	Think-Pair-Share: 1). Handout worksheet 3.4 and request students individually complete item one.
5 Mins →	2). Once students have written their response to item one, have them pair up (or assign them to a partner) so the students can share with one another their ideas. While still in pairs, have students respond to items two and three.
5 Mins→	3). As a class have selected pairs share their observations from worksheet 3.4. Encourage respectful observations and disagreements if they exist. There should be some recognition of the <i>laws of life</i> of respect, tolerance, empathy...Write these on a board, overhead or flip chart.
5 Mins →	4). Have the class discuss the importance of the <i>laws of life</i> defined in the Atticus quote. How are these <i>laws of life</i> relevant today at home, school, or in the community? Inquire if students can provide examples.

Suggested Teacher Script:

- 1) *Reflecting on the Atticus quote, please respond to item one on this Think-Pair-Share worksheet. Any question about what we are looking for, let me give you 5 minutes to jot down some thoughts.*
- 2) *Now that you have answered item one, I want you to work with a partner to respond to items two and three. You will have 5 minutes to discuss and answer the question on the worksheet. Then I will ask some of you to share your responses with the class.*
- 3) *Let's discuss the laws of life you believe are supported by the Atticus quote. Can one group identify one law of life that you think is supported by this quote? [Take additional responses].*
- 4) *While looking at the list we compiled, which law of life is the most important value to you? [take individual responses] Please give me an example of how this law of life is relevant to us today—ex. at home, at school, or in the community?*

Activity/Time	Supplies/ Activity Directions
Activity 3.5 HW	Supplies: Homework sheet 3.5 Family Maxim
2 Mins →	Homework: Assign students to read chapters 9-11 TKAM. Also, have students ask a parent/guardian about any maxim their family lives by. For example “Do unto others as you would have others do unto you”. Then students should record the maxim and outline any supporting story on worksheet 3.5

Suggested Teacher Script:

For tonight's homework I would like you to read TKAM chapters 9-11. Also, please use the worksheet I am handing out to record the responses from a parent or other respected adult regarding a maxim they believe helps guide their life. For example, your parents may have always told you to “Do unto others as you would have others do unto you”, which means treat people how you would want to be treated. See if they have a story or experience that supports the maxim and outline their response on this sheet.

Activity 4

Main Objective: Students will be able to define the *law of life* courage through a class discussion. This discussion will review how courage exists both in TKAM and how students’ experience it in their own lives.

Activity/Time	Supplies/ Activity Directions
Activity 4.1 5 Mins → 10 Mins →	Supplies: Worksheet 4.1 Concept Map for Courage Opening (Do Now): 1). Concept Map: have students fill out Concept Map for courage 2). After five minutes, ask students to share what they wrote in each category and discuss what defines courage.
Suggested Teacher Script: <i>I am going to hand out a concept map that will help us define courage from TKAM and from our own experience. Fill in and around each star burst a short response as requested about courage. For example, on the left side of the paper, you can provide a brief description of anything that might define a courageous action. This does not have to be taken from TKAM. On the right side of the page we are seeking courageous behaviors that have taken place in TKAM. Once you are finished I will call on some of you to share your observations and then you will turn this in for a class participation grade.</i>	

Activity/Time	Supplies/ Activity Directions
Activity 4.2 25 Mins →	Supplies: None Discussion: Discuss what Scout, Jem, and Atticus learn about courage and whether or not these characters are courageous. Draw examples from the text. (i.e. <i>“It was times like these when I thought my father, who hated guns and had never been to any wars, was the bravest man who ever lived”</i> (p. 115-116 Scout is speaking) Lead the class in a discussion that explores the character trait of courage. ▪ Please refer to the suggested questions below
Suggested Teacher Script: <i>Today we are focusing on the character trait of courage and how it is demonstrated in TKAM. Please remember that during a class discussion we demonstrate respect by waiting until someone is done talking before you speak in addition to respecting everyone’s responses to the questions. Before we begin the discussion let’s look at the quote on page 115 to 116 in TKAM</i> <i>“It was times like these when I thought my father, who hated guns and had never been to any wars, was the bravest man who ever lived”</i> (p. 115-116 Scout is speaking) <i>What do you think Scout is saying about Atticus?</i> (Depending on your time, use this and the following questions to prompt a class discussion with the goal for students to understand the demonstration of courage in TKAM and how courage is applicable to them in their own life.) ▪ <i>Do you consider Atticus courageous based on your reading and the concept map we completed? (why/why not?)</i> ▪ <i>What do Scout and Jem learn about courage?</i> ▪ <i>What are some examples of Scout, Jem, and Atticus, exhibiting courage?</i> ▪ <i>Is courage a Law of Life for you?</i> ▪ <i>Is courage always ethical? Why or why not? [Courage can sometime support terrible crimes (9/11 terror attacks), it requires other laws of life to help it be ethical- can the students cite examples?]</i>	

Activity/Time	Supplies/ Activity Directions
Activity 4.3 HW 5 Mins →	Supplies: Worksheet 4.3 Quick Write Homework: Students should read chapter 12-14 in TKAM and complete a <i>Quick Write</i> .

<p>Suggested Teacher Script: <i>For tonight’s homework, you should finish reading TKAM chapters 12-14 and then complete a Quick Write. The worksheet you are receiving has the directions for this quick write that should be about 200 to 250 words. You will be writing about someone you know who possesses ethical courage (courage in support of something that serves the greater good) and why it is an important quality to have. Please refer to the directions for this assignment.</i></p>	

Activity 5

Main Objective: Students will become familiar with the values that existed in the culture during the Scottsboro Trials as a way for them to understand the time period during TKAM.

Activity/Time	Supplies/ Activity Directions
Activity 5.1	Supplies: For Teacher: Scottsboro Notes and Worksheet T5.1
15 Mins → Reading and Responding.	For Student: Scottsboro Notes (copied for all, or just one copy/small group) and Worksheet 5.1
25-30 Mins → Class Discussion	Scottsboro Boys: Students (individually or in small groups) will read abbreviated notes from Wikipedia about the infamous Scottsboro Trial. While Harper Lee denied that the Scottsboro Boys trial led her to write TKAM, there are depictions in these notes that will help the students understand something about the time period and location for the upcoming Tom Robinson trial in TKAM. Also, students should identify the values/ <i>laws of life</i> that are challenged because of the trials. The students will be answering questions on Worksheet 5.1 once they are done reading the Scottsboro Notes. Lead a class discussion to check for understanding and student opinion on the fairness of the first trials and resulting US Supreme Court decisions.

<p>Suggested Teacher Script: <i>Please read the notes about the Scottsboro Boys that are being handed out. Once you have finished reading these notes please (in small groups or alone) answer the questions on the worksheet. Once you are finished we will discuss your responses as a class. These worksheets will be handed in for credit at the end of class.</i></p>	
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Activity/Time	Supplies/ Activity Directions
Activity 5.2 HW	Supplies: None
2 Mins →	Homework: Students should read chapters 15-19 in TKAM.

<p>Suggested Teacher Script: <i>For tonight’s homework please read chapters 15-19 in <u>To Kill A Mockingbird</u>.</i></p>	
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Activity 6

Main Objective: Students will be able to recognize what *law of life* is most important to them as demonstrated by a TKAM character and begin outlining an essay to describe their *law of life*.

Activity/Time	Supplies/ Activity Directions
Activity 6.1	Supplies: Pen and Paper
10 Mins →	(Opening) Do Now: Put the following quote on the board and ask students to pair up and discuss what the quote means to them. “[A writer] should write about what he knows and write truthfully.” -Harper Lee

Suggested Teacher Script:

Please look at the quote on the board and with a partner; write your interpretation of this Harper Lee quote. Your response only needs to be 2 or 3 lines.[after discussing their responses] Like Harper Lee, you too will be completing a writing process about the characters, events, and laws of life that exist both in TKAM and in your everyday life. Use this opportunity to think deeply about your laws of life and write truthfully about them.

Activity/Time	Supplies/ Activity Directions
Activity 6.2 30 Mins →	Supplies: Worksheet 6.2 Outlining Your Essay Outlining a Laws of Life Essay: To begin a <i>Laws of Life</i> writing process, have students choose a character they respect from TKAM and create an outline of the <i>laws of life</i> that help this character live a successful life. Students should particularly look at Scout, Jem, or Atticus.

Suggested Teacher Script:

Today we are going to take our first step towards writing a Law of Life essay for the TKAM unit. You are going to outline your essay by choosing one of the major characters from TKAM that you respect and identify with based on the law of life/value that he/she demonstrates. Please review the directions on the handout you are receiving in order to begin your outline.

Activity/Time	Supplies/ Activity Directions
Activity 6.3 HW 5 Mins →	Supplies: None Homework: Assign students to finish their outlines and to read TKAM chapters 19-23.

Suggested Teacher Script:

For tonight's homework please read TKAM chapters 19-23 and finish your Laws of Life Essay outline that you began today in class. Extra credit points will be given to those who have an adult review and sign the completed outline.

Activity 7

Main Objective: Students will use their outline and begin drafting a *Law of Life* Essay in a letter format while using TKAM as a resource.

Activity/Time	Supplies/ Activity Directions
Activity 7.1 20-30 Mins →	Supplies: None (Opening) Do Now: Write the word JUSTICE in large bold letters on the board/overhead. Use the word to facilitate a class discussion regarding justice and the TKAM trial of Tom Robinson.

Suggested Teacher Script:

Please describe what justice means to you. [Give students a few minutes to respond] Now, define what justice looks like in a community? [take student responses write them on the board] Looking at our definition of justice, do you think justice was achieved during and as a result of the Tom Robinson trial? Please provide support from the TKAM text. [take student responses and help them clarify their positions with evidence from the text] What does justice look like in our society today? (school, community, nation)

Activity/Time	Supplies/ Activity Directions
Activity 7.2 15-25 Mins →	Supplies: Worksheet 7.2 Drafting A Letter, completed student <i>laws of life</i> outline, and <i>laws of life</i> grading rubric Worksheet 7.3. Writing the Essay: Have students get out their <i>laws of life</i> essay outline and check for completion. Using the completed outlined and worksheet 7.2 have the students imagine they were eye-witness neighbors of the events in TKAM. Assign students to write a letter to describe the TKAM character they selected and their <i>laws of life</i> . Provide them the grading rubric to be used by peer editors and final graders (worksheet 7.3).

	<p>** Note: If you prefer the students not use a letter format for this summative activity, you can choose any writing form that fits your class objectives. Persuasive, narrative, expository analysis or descriptive essays could be assigned to replace the letter form. Do what works for you and your class objectives.</p>
<p>Suggested Teacher Script: <i>Today you will be using the outline you created to write a letter to a friend as if you were an eye witness to the events in TKAM. While writing this letter you will tell a friend about the positive example you have seen in the life of the character you have chosen in your outline. Follow the directions on the writing worksheet and begin to draft your Laws of Life essay. You have the remainder of class to finish this activity. Before you begin, let's review the grading rubric that will be used by your peer editors and the final grader for this assignment. [review grading rubric] Your first draft is due tomorrow along with the completion of TKAM chapters 24-27. I encourage you to have a parent or respected adult read your draft and if they sign it, I will offer you ____ extra credit points on the assignment. You may begin using your own computer to draft the essay as opposed to the worksheet provided today.</i></p>	

Activity 8

Main Objective: Students will edit their letter (essay) with the help of their peers and a scoring rubric. Students will recognize alterations that need to be made and discuss with one another the *laws of life* they believe help people live successfully.

Activity/Time	Supplies/ Activity Directions
Activity 8.1	Supplies: None
12 Mins →	<p>(Opening) Do Now: What is your most important <i>law of life</i>? Have students think for a minute and then share with the class what <i>law of life</i> is most important to them and why. This will lead into the peer editing process where students are encouraged to discuss their essays with their classmates.</p>
<p>Suggested Teacher Script: <i>Let's take a few minutes to respond to the question, What is your most important law of life? Who would like to share their law of life and why they consider it important?</i></p>	

Activity/Time	Supplies/ Activity Directions
Activity 8.2	Supplies: None
30 Mins →	<p>Pass Around Activity: There are several ways to conduct peer editing but one way is for students to participate in a pass around activity.</p> <ul style="list-style-type: none"> ▪ Students should get into groups of 3-4 and sit in a circle. ▪ The students in each group will pass around their essays to one another until each student has read all of them. ▪ Students should spend about 5-6 minutes on each essay and write 1-2 comments on each of them. Have students refer to the <i>Laws of Life</i> grading rubric so he/she can edit appropriately. (Worksheet 7.3) Peer comments can pertain to what the reader particularly likes about the essay or a suggestion to help students improve their writing. ▪ The activity is finished once the essay is returned to the owner. <p>At the end of the activity, have the students read the comments on their essay and ask any clarifying questions. Also, you can ask students what they have learned from this activity.</p>
<p>Suggested Teacher Script: <i>Today you will have an opportunity to share your letter with your classmates and practice the process of peer editing. To do this, you will get into groups of 3 or 4 and sit in a circle. In your groups you will pass your essays counter clockwise and read each one. Please use the Laws of Life grading rubric that you received yesterday and refer to those guidelines as you read your classmates' letter.</i></p>	

Activity/Time	Supplies/ Activity Directions
Activity 8.3 HW 3 Mins →	Supplies: None Homework: Have students finish their <i>laws of life</i> letter. You should encourage students to share their essays with a family member or close friend to further expand their editing process. Assign students to read TKAM chapters 27 to the end of the novel.
Suggested Teacher Script: <i>For tonight's homework please make any corrections to your essay and create a final draft. Bring your final draft to class tomorrow and be prepared to read your letter. Before finalizing your draft, I encourage you to have a parent or other adult read your letter and discuss your writing. Also, please read TKAM chapters 27 to the end of the novel.</i>	

Activity 9

Main Objective: Students will be able to reflect and discuss their *law of life* by sharing their letters and discussing the importance of *laws of life* in TKAM and in life today.

Activity/Time	Supplies/ Activity Directions
Activity 9.1 10 Mins →	Supplies: None Opening (Do Now): What is the most important thing that you have learned from our reading and activities for TKAM?
Suggested Teacher Script: <i>As we wrap up our reading of TKAM, I would like you to share with the class, what is the most important thing that you have learned from the novel and our class activities.</i>	

Activity/Time	Supplies/ Activity Directions
Activity 9.2 35 Mins →	Supplies: None Letter Read Aloud: Have students share the final draft of their letter with the class or small group. Once students have shared their essays, they should, as a class, identify the most important values they share and discuss why these values were important in TKAM and in life today.
Suggested Teacher Script: <i>Today we will be sharing our letters with one another. Each of you will read your letter aloud to the class (or in a small group). Once we are finished we are going to summarize our observations about laws of life in TKAM and in life today.</i>	

- ❖ **Final Note for Connecticut teachers in grades 5-12:** Once students have finished this unit, collect the essays and refer to the following information in order to submit your best essays (1 per 100 students) to The School for Ethical Education (SEE) annual *Laws of Life* Essay Writing Program and participate in the statewide essay judging. Essays are due into SEE in early March. Please refer to the appropriate form below as well as www.ethicsed.org and click on *Laws of Life*.

Student Essay Entry Form: <http://www.ethicsed.org/programs/lawsoflife/pdf/studententryform.pdf>