

# *To Kill a Mockingbird*

## Worksheets

To support 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

## ***TKAM Worksheet Index***

Worksheet Number	Title	Description	Suggested Assignment Points
1.1	KWL Warm-up	Seek student prior knowledge and engagement in TKAM	3
T1.2a	Intro to Great Depression	Teacher notes and copy master to provide one student research group 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
T1.2b	Causes of Great Depression	Teacher notes and copy master to provide one student research group 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 and copy master to provide one student research group 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
2.1 Dill	Character Map for Dill	Student worksheet to record observations of Dill during reading of TKAM	10
2.1 Jem	Character Map for Jem	Student worksheet to record observations of Jem during reading of TKAM	10
2.1 Scout	Character Map for Scout	Student worksheet to record observations of Scout during reading of TKAM	10
2.3	Laws of Life in TKAM	Questions to seek student understanding, application and evaluation using <i>laws of life</i> in TKAM	5
3.1	Stepping into Someone Else's Shoes	Drawing activity to help students reflect beyond outside appearances	3
3.4	Think-Pair-Share	Collaborative reflection on TKAM quote	3
3.5	Family Maxim	Interview activity to seek maxims outside of TKAM	10
4.1	Concept Map for Courage	Analysis of TKAM examples and definitions of courage	5
4.3	Quick Write	Writing prompt to personally identify and evaluate examples of courage	10
T5.1	Scottsboro Notes	Copy master background notes for Scottsboro Boys trial	
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
6.2	Outlining Your Essay	Worksheet to begin <i>laws of life</i> essay outline	5
7.2	Drafting a Letter	Worksheet to begin <i>laws of life</i> essay as a letter written during TKAM	10
7.3	Editing Rubric	Rubric for writing, peer editing and final grading	3
	Final Essay	Student's final essay	20
		<b>Total Points for each Student</b>	<b>100</b>

## ***To Kill a Mockingbird KWL***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

## ***Introduction to the Great Depression***

Student Directions: In your small group, review the questions on this worksheet below and then read *Great Depression in the United States* copied here from MSN Encarta. Discuss the questions and provide your responses with supporting evidence from the text.

Questions	Supporting narrative from article
<p>1. Provide a definition of the Great Depression and include examples of what happened in the US economy.</p> <p>The Great Depression (1929-early 1940's) was the "worst and longest economic collapse in the history of the modern industrial world."</p> <p>The depression resulted in (a) declines in production and sales, (b) failures of businesses and banks, (c) lost jobs, (d) lost savings, and 25% of the nation unemployed.</p>	<p>1<sup>st</sup> paragraph</p>
<p>2. Who was the US President during the depression and how did the role of the Federal government change during this time.</p> <p>President Franklin Delano Roosevelt</p> <p>The federal government's role expanded during the depression and created many new social assistance programs.</p>	<p>3<sup>rd</sup> paragraph</p>
<p>3. Describe the "political alliance" that formed as a result of the depression.</p> <p>An alliance of minorities, unions and small farmers was created during the depression that has lasted as a base of the modern Democratic party.</p>	<p>4<sup>th</sup> paragraph</p>
<p>4. Describe how some people's values changed as a result of the depression.</p> <p>From the experience of great loss and hardship, some people developed habits of saving and preserving wealth to avoid the shortages of the depression experience again.</p>	<p>5<sup>th</sup> paragraph</p>

## **Great Depression in the United States**

From: [http://encarta.msn.com/text\\_761584403\\_11/Great\\_Depression\\_in\\_the\\_United\\_States.html](http://encarta.msn.com/text_761584403_11/Great_Depression_in_the_United_States.html) (accessed 9/4/09)

### I. INTRODUCTION

Great Depression in the United States, worst and longest economic collapse in the history of the modern industrial world, lasting from the end of 1929 until the early 1940s. Beginning in the United States, the depression spread to most of the world's industrial countries, which in the 20th century had become economically dependent on one another. The Great Depression saw rapid declines in the production and sale of goods and a sudden, severe rise in unemployment. Businesses and banks closed their doors, people lost their jobs, homes, and savings, and many depended on charity to survive. In 1933, at the worst point in the depression, more than 15 million Americans—one-quarter of the nation's workforce—were unemployed.

The depression was caused by a number of serious weaknesses in the economy. Although the 1920s appeared on the surface to be a prosperous time, income was unevenly distributed. The wealthy made large profits, but more and more Americans spent more than they earned, and farmers faced low prices and heavy debt. The lingering effects of World War I (1914-1918) caused economic problems in many countries, as Europe struggled to pay war debts and reparations. These problems contributed to the crisis that began the Great Depression: the disastrous U.S. stock market crash of 1929, which ruined thousands of investors and destroyed confidence in the economy. Continuing throughout the 1930s, the depression ended in the United States only when massive spending for World War II began.

The depression produced lasting effects on the United States that are still apparent more than half a century after it ended. It led to the election of President Franklin Delano Roosevelt, who created the programs known as the New Deal to overcome the effects of the Great Depression. These programs expanded government intervention into new areas of social and economic concerns and created social-assistance measures on the national level. The Great Depression fundamentally changed the relationship between the government and the people, who came to expect and accept a larger federal role in their lives and the economy.

The programs of the New Deal also brought together a new, liberal political alliance in the United States. Roosevelt's policies won the support of labor unions, blacks, people who received government relief, ethnic and religious minorities, intellectuals, and some farmers, forming a coalition that would be the backbone of the Democratic Party for decades to come.

On a personal level, the hardships suffered during the depression affected many Americans' attitudes toward life, work, and their community. Many people who survived the depression wanted to protect themselves from ever again going hungry or lacking necessities. Some developed habits of frugality and careful saving for the rest of their lives, and many focused on accumulating material possessions to create a comfortable life, one far different from that which they experienced in the depression years.

The depression also played a major role in world events. In Germany, the economic collapse opened the way for dictator Adolf Hitler to come to power, which in turn led to World War II.

### **Contributed By:**

Robert S. McElvaine, B.A., M.A., Ph.D.

Elizabeth Chisholm Professor of Arts and Letters and Chair of the Department of History, Millsaps College, Mississippi. Author of *The Great Depression: America, 1929-1941*.

"Great Depression in the United States," Microsoft® Encarta® Online Encyclopedia 2009

## ***Introduction to the Great Depression***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: In your small group, review the questions on this worksheet below and then read *Great Depression in the United States* copied here from MSN Encarta. Discuss the questions and provide your responses with supporting evidence from the text.

Questions	Supporting narrative from article
<p>1. Provide a definition of the Great Depression and include examples of what happened in the US economy.</p>	
<p>2. Who was the US President during the depression and how did the role of the Federal government change during this time?</p>	
<p>3. Describe the “political alliance” that formed as a result of the depression.</p>	
<p>4. Describe how some people’s values changed as a result of the depression.</p>	

## ***Causes of the U.S. Great Depression***

Student Directions: In your small group, read *Great Depression in the United States* copied here from MSN Encarta and identify four points that the article suggests were causes for the U.S. Great Depression. Discuss these causes and determine if your group can agree on what cultural values might be linked to the causes you identified.

Possible Causes of the U.S. Great Depression	Supporting information from article
1. (Possibly several reasons here) Individualism with goal to get rich which is encouraged by increased marketing of new products	First three paragraphs
2. Growing income gap between rich and working person which left little room for worker to react to economic down turns	Paragraphs 4 & 5
3. Decline of farm income following WWI which resulted in economic stress in 25% of US population prior to stock-market crash and resulted in farm debt prior to the larger US bank crisis	Paragraph 6
4. International banking and trade issues (including high tariffs)that weakened ability of international community to respond to US decline	Paragraphs 7 & 8
5. Stock market speculation on over priced stocks and buying on margins which led to high debt loads when market crashed	Paragraphs 10-12
<p>What cultural values might be linked to the causes of the U.S. Great Depression?</p> <p>Possible student responses</p> <ol style="list-style-type: none"> <li>a. Move away from the value of “thrift” and saving to consumerism’s spending</li> <li>b. Move away from what is best for community to what I want as an individual</li> <li>c. Move away from work and save to “get rich quick”</li> <li>d. Move away from cooperation internationally to protective tariffs</li> <li>e. Others?</li> </ol>	

## **Great Depression in the United States**

From: [http://encarta.msn.com/text\\_761584403\\_11/Great\\_Depression\\_in\\_the\\_United\\_States.html](http://encarta.msn.com/text_761584403_11/Great_Depression_in_the_United_States.html) (accessed 9/4/09)

### II. CAUSES OF THE DEPRESSION

It is a common misconception that the stock market crash of October 1929 was the *cause* of the Great Depression. The two events were closely related, but both were the results of deep problems in the modern economy that were building up through the “prosperity decade” of the 1920s.

As is typical of post-war periods, Americans in the Roaring Twenties turned inward, away from international issues and social concerns and toward greater individualism. The emphasis was on getting rich and enjoying new fads, new inventions, and new ideas. The traditional values of rural America were being challenged by the city-oriented Jazz Age, symbolized by what many considered the shocking behavior of young women who wore short skirts and makeup, smoked, and drank.

The self-centered attitudes of the 1920s seemed to fit nicely with the needs of the economy. Modern industry had the capacity to produce vast quantities of consumer goods, but this created a fundamental problem: Prosperity could continue only if demand was made to grow as rapidly as supply. Accordingly, people had to be persuaded to abandon such traditional values as saving, postponing pleasures and purchases, and buying only what they needed. “The key to economic prosperity,” a General Motors executive declared in 1929, “is the organized creation of dissatisfaction.” Advertising methods that had been developed to build support for World War I were used to persuade people to buy such relatively new products as automobiles and such completely new ones as radios and household appliances. The resulting mass consumption kept the economy going through most of the 1920s.

But there was an underlying economic problem. Income was distributed very unevenly, and the portion going to the wealthiest Americans grew larger as the decade proceeded. This was due largely to two factors: While businesses showed remarkable gains in productivity during the 1920s, workers got a relatively small share of the wealth this produced. At the same time, huge cuts were made in the top income-tax rates. Between 1923 and 1929, manufacturing output per person-hour increased by 32 percent, but workers’ wages grew by only 8 percent. Corporate profits shot up by 65 percent in the same period, and the government let the wealthy keep more of those profits. The Revenue Act of 1926 cut the taxes of those making \$1 million or more by more than two-thirds.

As a result of these trends, in 1929 the top 0.1 percent of American families had a total income equal to that of the bottom 42 percent. This meant that many people who were willing to listen to the advertisers and purchase new products did not have enough money to do so. To get around this difficulty, the 1920s produced another innovation—“credit,” an attractive name for consumer debt. People were allowed to “buy now, pay later.” But this only put off the day when consumers accumulated so much debt that they could not keep buying up all the products coming off assembly lines. That day came in 1929.

American farmers—who represented one-quarter of the economy—were already in an economic depression during the 1920s, which made it difficult for them to take part in the consumer buying spree. Farmers had expanded their output during World War I, when demand for farm goods was high and production in Europe was cut sharply. But after the war, farmers found themselves competing in an over-supplied international market. Prices fell, and farmers were often unable to sell their products for a profit.

International problems also weakened the economy. After World War I the United States became the world’s chief creditor as European countries struggled to pay war debts and reparations. Many American bankers were not ready for this new role. They lent heavily and unwisely to borrowers in Europe, especially Germany, who would have difficulty repaying the loans, particularly if there was a serious economic downturn. These huge debts made the international banking structure extremely unstable by the late 1920s.

In addition, the United States maintained high tariffs on goods imported from other countries, at the same time that it was making foreign loans and trying to export products. This combination could not be sustained: If other nations could not sell their goods in the United States, they could not make enough money to buy American products or repay American loans. All major industrial countries pursued similar policies of trying to advance their own interests without regard to the international economic consequences.

The rising incomes of the wealthiest Americans fueled rapid growth in the stock market (see Stock Exchange), especially between 1927 and 1929. Soon the prices of stocks were rising far beyond the worth of the shares of the companies they represented. People were willing to pay inflated prices because they believed the stock prices would continue to rise and they could soon sell their stocks at a profit.

The widespread belief that anyone could get rich led many less affluent Americans into the market as well. Investors bought millions of shares of stock “on margin,” a risky practice similar to buying products on credit. They paid only a small part of the price and borrowed the rest, gambling that they could sell the stock at a high enough price to repay the loan and make a profit.

For a time this was true: In 1928 the price of stock in the Radio Corporation of America (RCA) multiplied by nearly five times. The Dow Jones industrial average—an index that tracks the stock prices of key industrial companies—doubled in value in less than two years. But the stock boom could not last. The great bull market of the late 1920s was a classic example of a speculative “bubble” scheme, so called because it expands until it bursts. In the fall of 1929 confidence that prices would keep rising faltered, then failed. Starting in late October the market plummeted as investors began selling stocks. On October 29, known as Black Tuesday, the worst day of the panic, stocks lost \$10 billion to \$15 billion in value. By mid-November almost all of the gains of the previous two years had been wiped out, with losses estimated at \$30 billion.

The stock market crash announced the beginning of the Great Depression, but the deep economic problems of the 1920s had already converged a few months earlier to start the downward spiral. The credit of a large portion of the nation’s consumers had been exhausted, and they were spending much of their current income to pay for past, rather than new, purchases. Unsold inventories had begun to pile up in warehouses during the summer of 1929.

The crash affected the economy the way exposure to cold affects the human body, lowering the body’s resistance to infectious agents that are already present. The crash reduced the ability of the economy to fight off the underlying sicknesses of unevenly distributed wealth, agricultural depression, and banking problems.

**Contributed By:**

Robert S. McElvaine, B.A., M.A., Ph.D.

Elizabeth Chisholm Professor of Arts and Letters and Chair of the Department of History, Millsaps College, Mississippi. Author of *The Great Depression: America, 1929-1941*.

"Great Depression in the United States," Microsoft® Encarta® Online Encyclopedia 2009

## ***Causes of the U.S. Great Depression***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: In your small group, read *Great Depression in the United States* copied here from MSN Encarta and identify four points that the article suggests were causes for the U.S. Great Depression. Discuss these causes and determine if your group can agree on what cultural values might be linked to the causes you identified.

Possible Causes of the U.S. Great Depression	Supporting narrative from article
1.	
2.	
3.	
4.	
What cultural values might be linked to the causes of the U.S. Great Depression?	

## ***Life During U.S. Great Depression***

Student Directions: In your small group, review the questions on this worksheet and then read *Great Depression in the United States* copied here from MSN Encarta. Discuss the questions and provide your responses with supporting evidence from the text.

U.S. Great Depression	Supporting information from article
<p>1. How was the health and nutrition of people impacted by the depression?</p> <p>While there is no record of mass starvation, many people did not have enough to eat and malnutrition increased which led to increases in illness.</p>	<p>1<sup>st</sup> Paragraph</p>
<p>2. Describe how women’s and child employment changed during the depression.</p> <p>The employment of women and children increased as families were pressured to make up for lost work by men. Also, the “women’s” work fields (teaching, nursing...) were not has harmed by the national industrial decline.</p>	<p>2<sup>nd</sup> &amp; 3<sup>rd</sup> Paragraphs</p>
<p>3. What type of impact did the Great Depression have on minority populations?</p> <p>Minority populations were discriminated against and lost jobs first. Black unemployment reached 50%. The New Deal programs were suppose to resist discriminatory practices and along with support from First Lady Eleanor Roosevelt were the beginnings of the civil rights movement.</p>	<p>4 to 6<sup>th</sup> Paragraphs</p>
<p>What personal values would help a person successfully get through a situation like the Great Depression? Identify the values and describe how they would help a person.</p> <p>Optimism and perseverance would be helpful values to sustain someone during difficult economic times. Also, compassion would be a positive social value to assist others if you had the ability to do so.</p>	

## **Great Depression in the United States**

From: [http://encarta.msn.com/text\\_761584403\\_11/Great\\_Depression\\_in\\_the\\_United\\_States.html](http://encarta.msn.com/text_761584403_11/Great_Depression_in_the_United_States.html) (accessed 9/4/09)

### *Life During the Depression*

The Great Depression had a substantial and varied impact on the lives of Americans. Physically and psychologically, it was devastating to many people, who not only lacked adequate food, shelter, and clothing but felt they were to blame for their desperate state.

Although few people died from starvation, many did not have enough to eat. Some people searched garbage dumps for food or ate weeds. Malnutrition took a toll: A study conducted in eight American cities found that families that had a member working full time experienced 66 percent less illness than those in which everyone was unemployed.

Because society expected a man to provide for his family, the psychological trauma of the Great Depression was often more severe for men than women. Many men argued that women, especially married women, should not be hired while men were unemployed. Yet the percentage of women in the workforce actually increased slightly during the depression, as women took jobs to replace their husbands' lost pay checks or to supplement spouses' reduced wages. Women had been excluded from most of the manufacturing jobs that were hardest hit by the depression, which meant they were less likely than men to be thrown out of work. Some fields that had been defined as women's work, such as clerical, teaching, and social-service jobs, actually grew during the New Deal.

The effects of the depression on children were often radically different from the impact on their parents. During the depression many children took on greater responsibilities at an earlier age than later generations would. Some teenagers found jobs when their parents could not, reversing the normal roles of provider and dependent. Sometimes children had to comfort their despairing parents. A 12-year-old boy in Chicago, for example, wrote to President and Mrs. Roosevelt in 1936 to seek help for his father, who was always "crying because he can't find work [and] I feel sorry for him." The depression that weakened the self-reliance of many adult men strengthened that quality in many children.

The depression's impact was less dramatic, but ultimately more damaging, for minorities in America than for whites. Since they were "born in depression," many blacks scarcely noticed a change at the beginning of the 1930s. Over time, however, blacks suffered to an even greater extent than whites, since they were usually the last hired and first fired. By 1932 about 50 percent of the nation's black workers were unemployed. Blacks were frequently forced out of jobs in order to give them to unemployed whites. Yet the depression decade was one of important positive change for blacks. First lady Eleanor Roosevelt and several leading New Deal figures were active champions of black rights, and most New Deal programs prohibited racial discrimination. These rules were often ignored in the South, but the fact that they were included at all was a major step forward. Blacks were sufficiently impressed with the New Deal to cause a large majority of black voters to switch their allegiance from the Republican to the Democratic Party during the depression years. *See also* African American History.

Other minority populations had experiences similar to those of blacks during the depression. Native Americans were even less likely than blacks to notice a downturn when the depression began; they already fared poorly by virtually every social or economic indicator. But Native Americans, like blacks, were brought into New Deal relief programs that in theory did not discriminate, and an attempt was made, through the Indian Reorganization Act, to enable tribes to reestablish their identities and cultural practices. In industrial cities such as Detroit, Gary, and Los Angeles and in agricultural regions such as California's San Joaquin Valley, Mexican Americans were seen as holding jobs that should go to whites. Repatriation (meaning deportation) programs were instituted to persuade Chicanos to return to Mexico, often through intimidation.

Groups of white Americans also faced discrimination during this era. Poor farmers evicted from their land or fleeing the Dust Bowl were often despised and abused when they arrived in California and other western states. They were commonly labeled "Okies," whether they came from Oklahoma or other states.

#### VIII. END OF THE DEPRESSION

Although economic conditions improved by the late 1930s, unemployment in 1939 was still about 15 percent. However, with the outbreak of World War II in Europe in September 1939, the U.S. government began expanding the national defense system, spending large amounts of money to produce ships, aircraft, weapons, and other war material. This stimulated industrial growth, and unemployment declined rapidly. After the United States entered the war in December 1941, all sectors of the economy were mobilized to support the war effort. Industry greatly expanded, and unemployment was replaced by a shortage of workers.

---

**Contributed By:**

Robert S. McElvaine, B.A., M.A., Ph.D.

Elizabeth Chisholm Professor of Arts and Letters and Chair of the Department of History, Millsaps College, Mississippi. Author of *The Great Depression: America, 1929-1941*.

"Great Depression in the United States," Microsoft® Encarta® Online Encyclopedia 2009

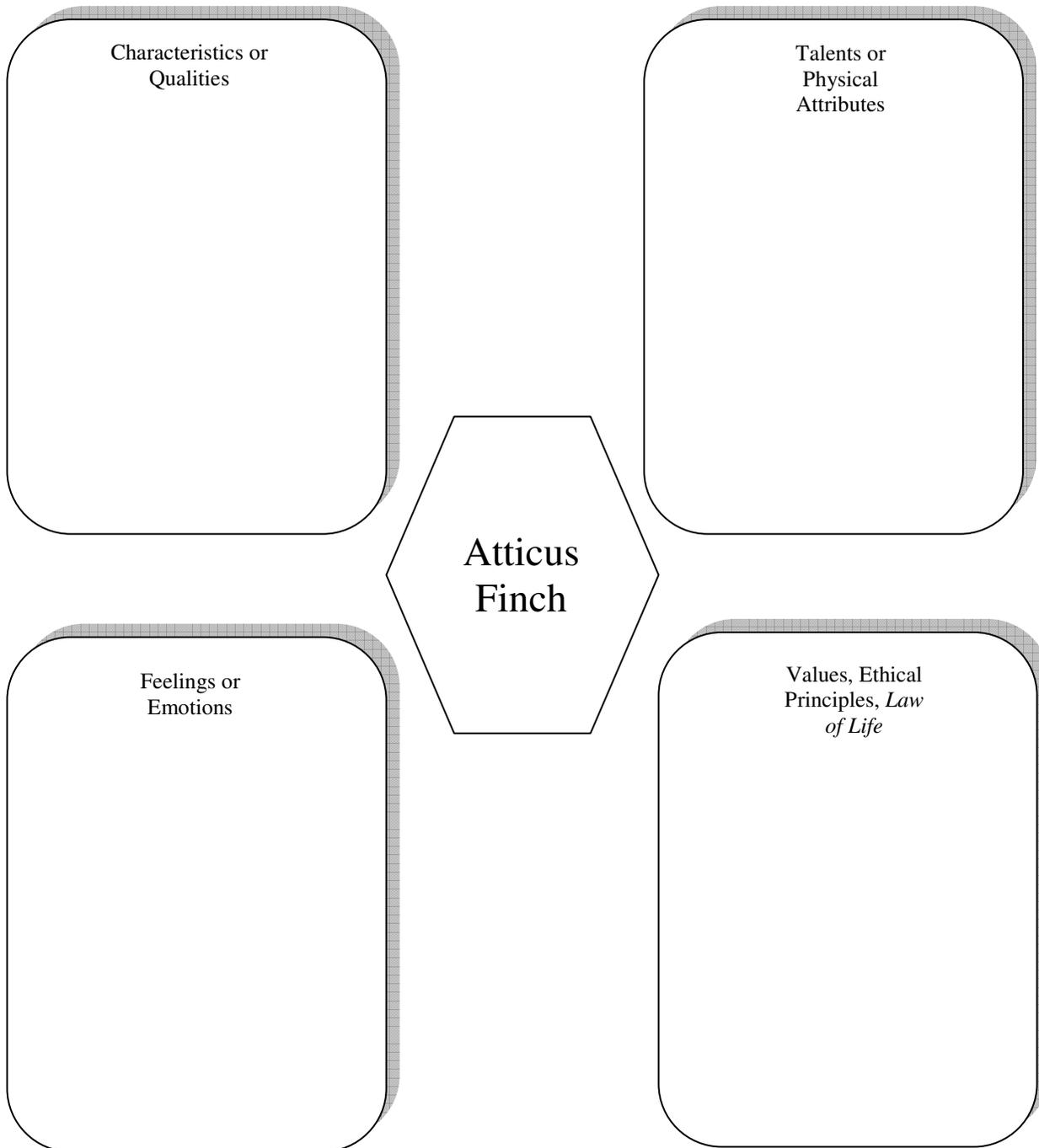


## Character Map for Atticus Finch

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: As you read the first five chapters of TKAM, look for the following four qualities of this individual: (1) Characteristics or qualities that describe his/her personality, (2) Talents and Physical Attributes, (3) Feelings & Emotions that are demonstrated by this person, and (4) his/her Values or Ethical Principles that one might call *laws of life*. Fill in the character map as you read and note the page number where you find your information for each of the four domains.

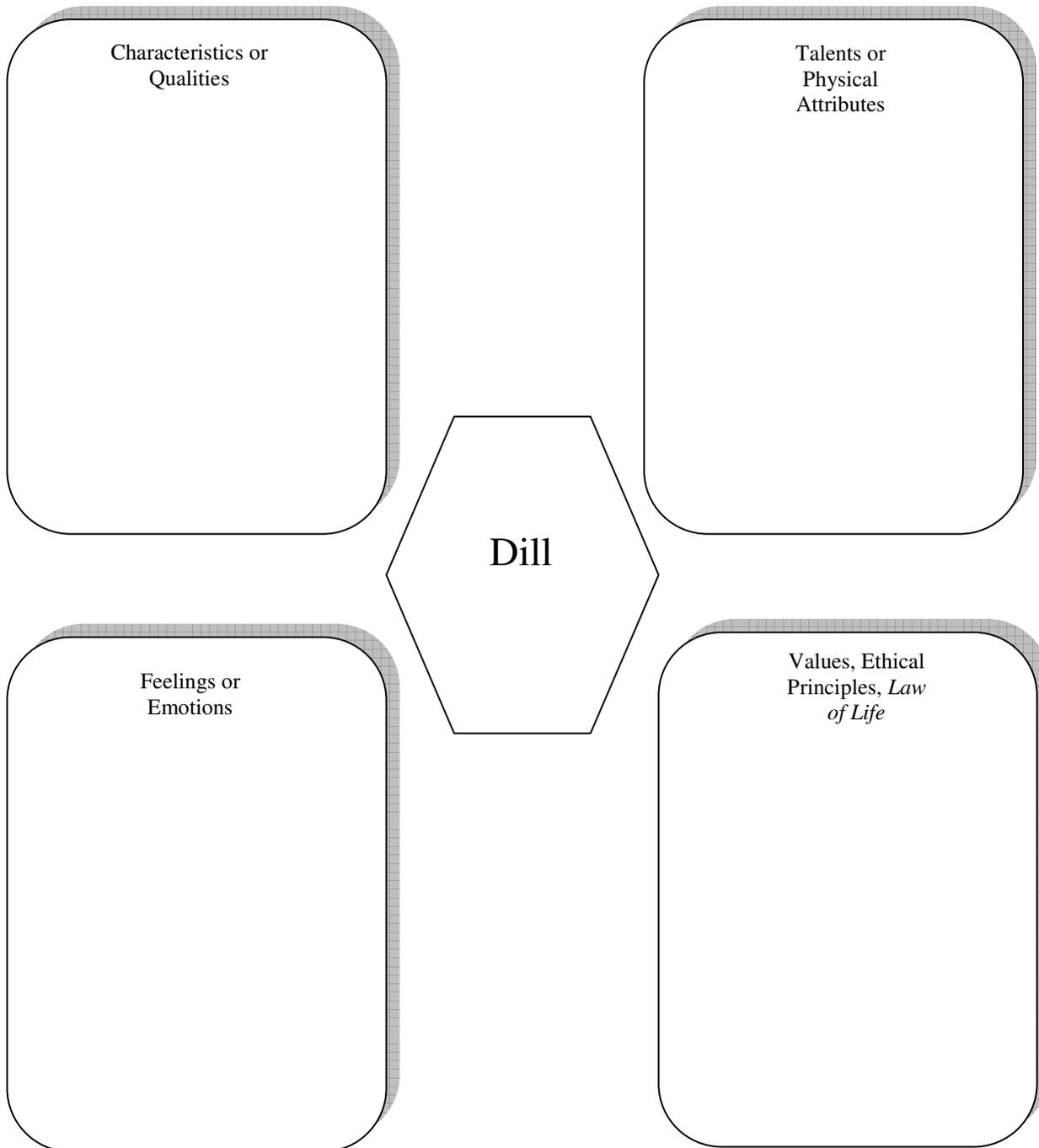


## Character Map for Dill

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: As you read the first five chapters of TKAM, look for the following four qualities of this individual: (1) Characteristics or qualities that describe his/her personality, (2) Talents and Physical Attributes, (3) Feelings & Emotions that are demonstrated by this person, and (4) his/her Values or Ethical Principles that one might call *laws of life*. Fill in the character map as you read and note the page number where you find your information for each of the four domains.

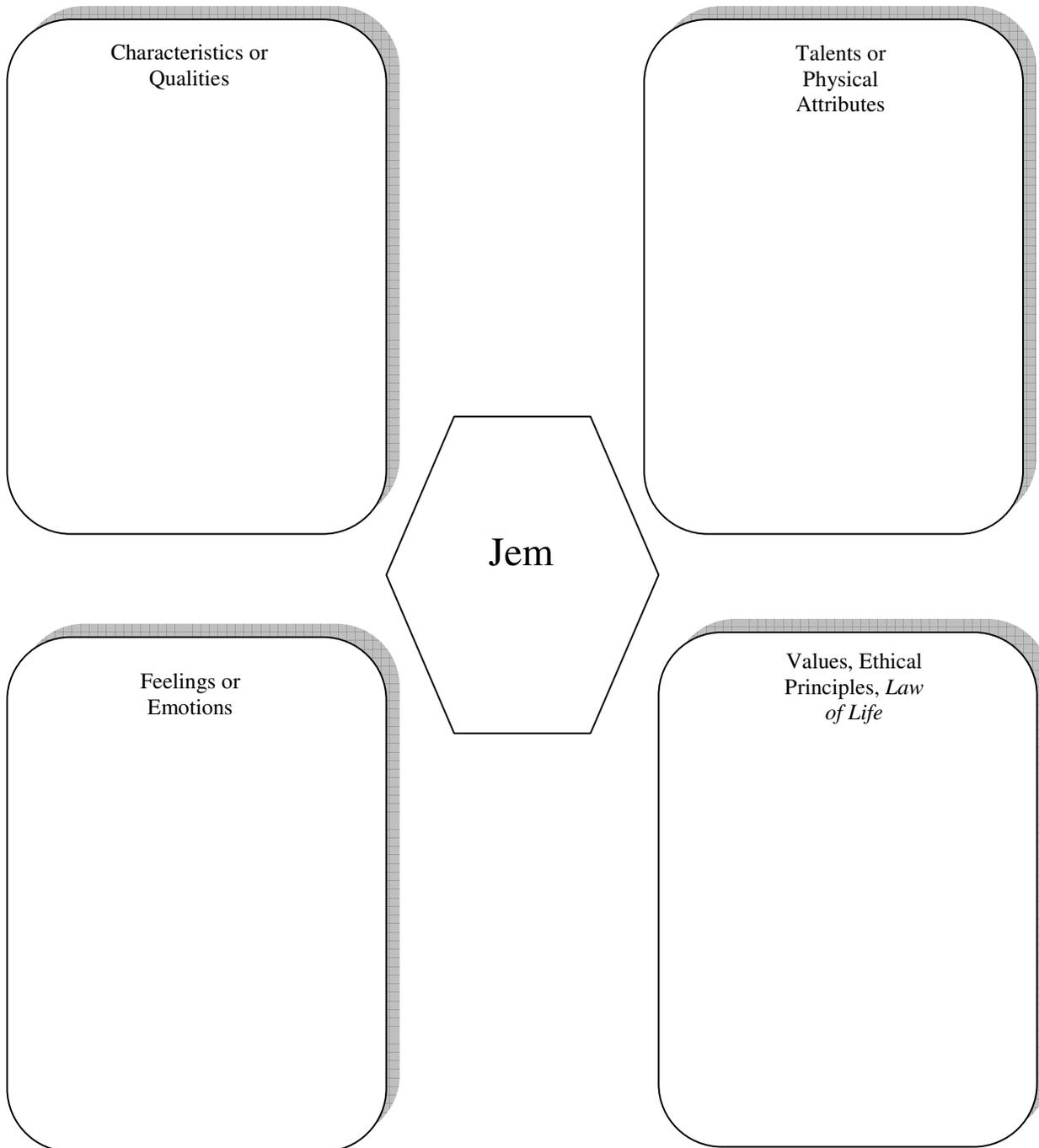


## Character Map for Jem

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: As you read the first five chapters of TKAM, look for the following four qualities of this individual: (1) Characteristics or qualities that describe his/her personality, (2) Talents and Physical Attributes, (3) Feelings & Emotions that are demonstrated by this person, and (4) his/her Values or Ethical Principles that one might call *laws of life*. Fill in the character map as you read and note the page number where you find your information for each of the four domains.

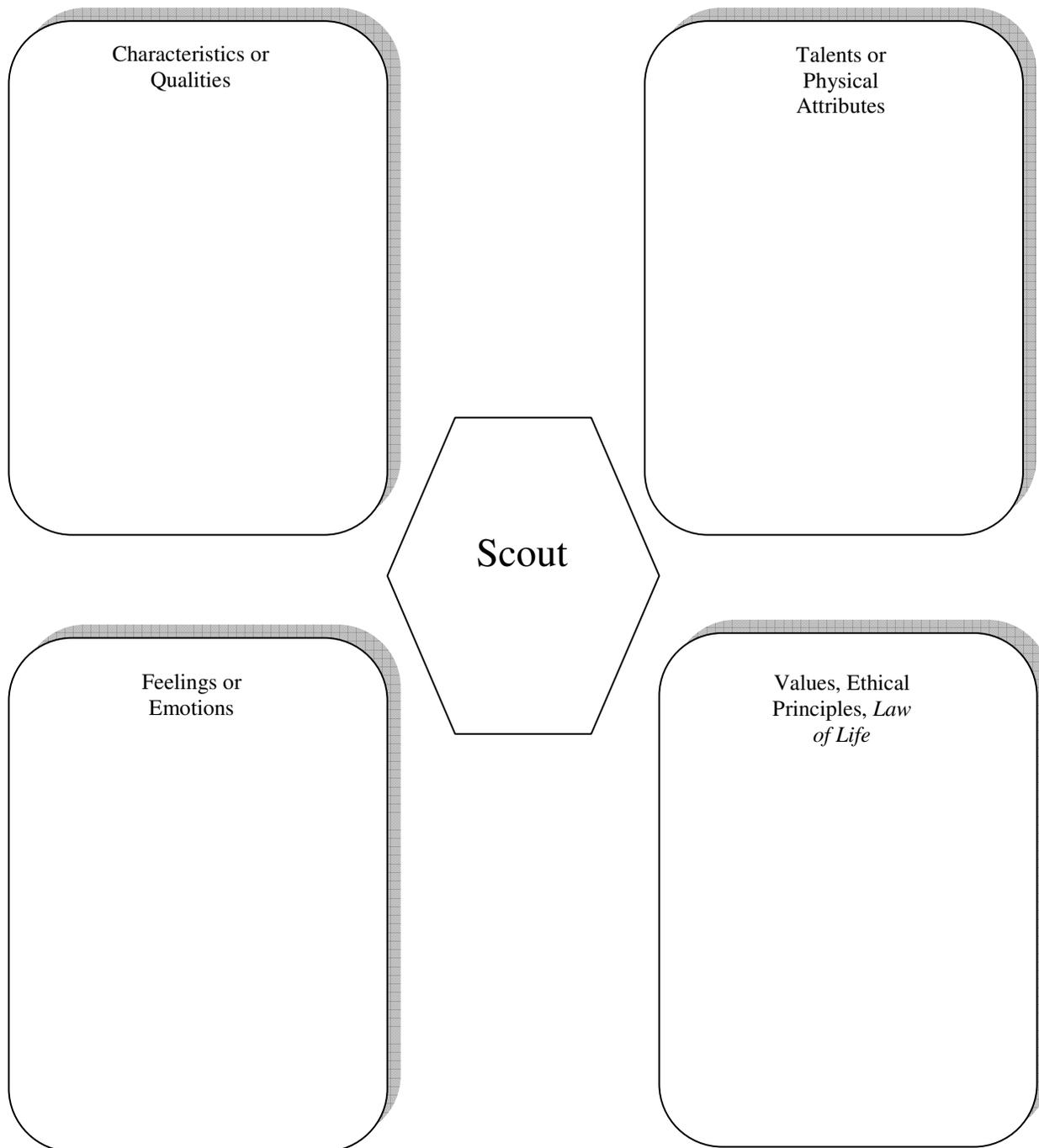


## Character Map for Scout

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: As you read the first five chapters of TKAM, look for the following four qualities of this individual: (1) Characteristics or qualities that describe his/her personality, (2) Talents and Physical Attributes, (3) Feelings & Emotions that are demonstrated by this person, and (4) his/her Values or Ethical Principles that one might call *laws of life*. Fill in the character map as you read and note the page number where you find your information for each of the four domains.



## *Laws of Life* in TKAM

(After reading chapters 1-5)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Identify a character in TKAM that you respect and list three qualities, ethical values or *laws of life* that you admire about that character.

2. Describe a situation in which Atticus went out of his way to help someone else.

3. Who has been most important in your life in helping you establish your *laws of life*? Explain.

4. If you become a parent and have children, what are the three most important *laws of life* that you hope your children will demonstrate?

## Stepping into Someone Else's Shoes

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Directions: Study the shoes you have been assigned and sketch (stick figures are fine!) an image of the shoes' owner using the shoes. You do not have to be an artist to participate. Our goal is to predict what we think the owner does in these shoes. For example, are you looking at athletic shoes, what might the owner use them for? Are they dress high heels, where might the owner go with these? When drawing this picture please remember one of our class *laws of life* is to always be respectful.



## ***Family Maxim***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Interview a parent or other respected adult and ask, “Is there a quote or saying that you believe expresses an important value, ethical principle or *law of life* to live by?” Example: “Do unto others as you would have others do unto you.” If they have a quote or maxim, record it here. In addition, ask if they have had an experience or know a story that helped demonstrate to them the accuracy or “truth” of the quote or maxim. Outline the story here and turn this worksheet back into class.

(Optional) *You can define this quote as a maxim and explain the definition from our work in class today.*

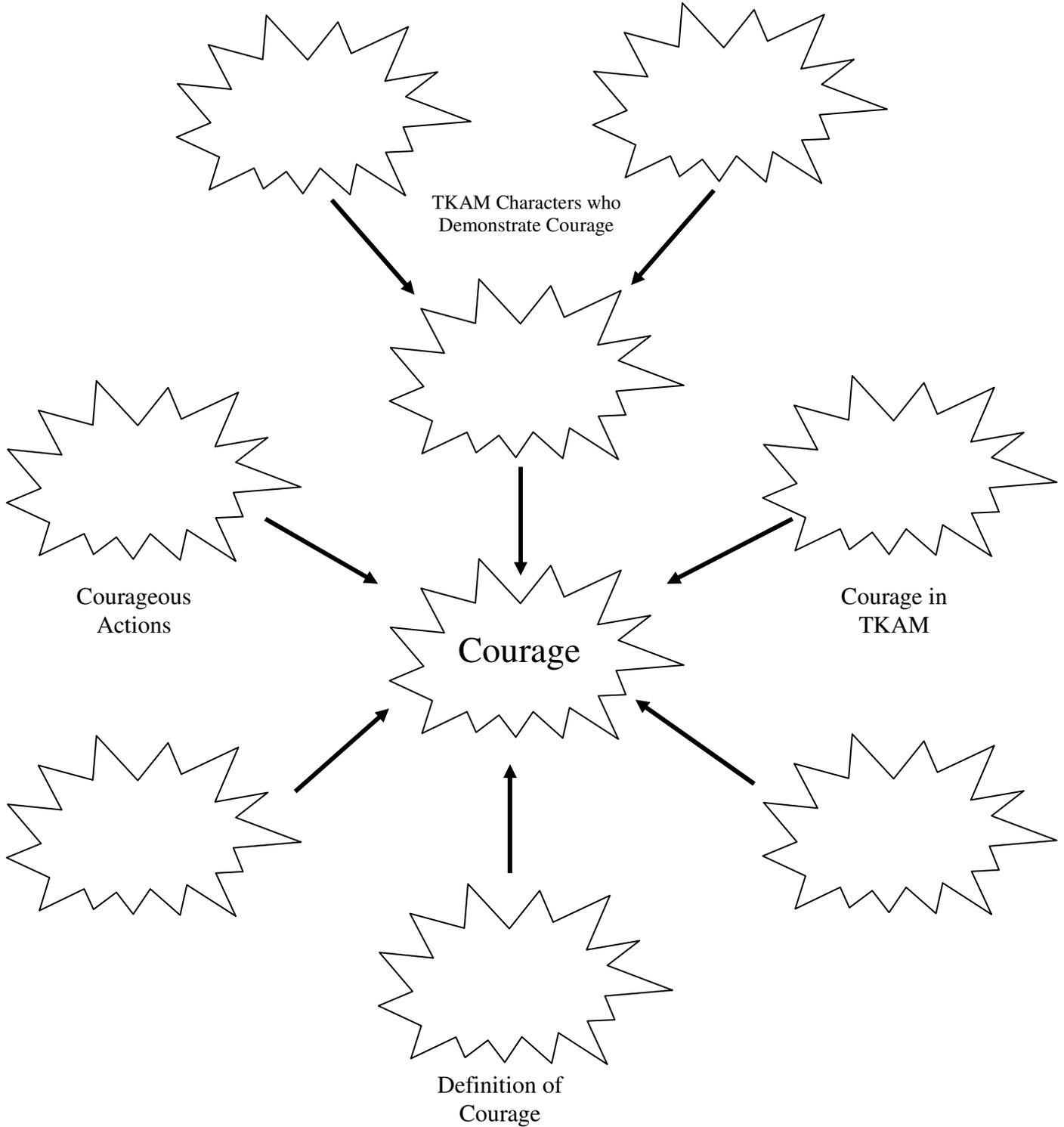
# Concept Map

(After TKAM Chapter 11)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Write in and around the exploding stars your responses to each of the four domains that describe courage.



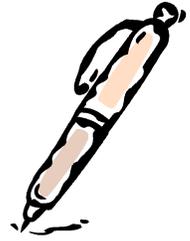
## ***Quick Write***

(Write after reading TKAM Chapter 14)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Write a description of a person you know who, like the characters in TKAM, demonstrates courage. Provide one example of their courage, support why you believe it is ethical courage, and why it is an important quality to possess.



## Scottsboro Boys

Abbreviated notes from: [http://en.wikipedia.org/wiki/Scottsboro\\_Boys](http://en.wikipedia.org/wiki/Scottsboro_Boys) (accessed 9/9/09)

The **Scottsboro Boys** were nine black defendants in a 1931 rape case initiated in [Scottsboro, Alabama](#). The case was heard by the [United States Supreme Court](#) twice and the decisions established the principles that criminal defendants are entitled to effective assistance of counsel<sup>[1]</sup> and that people may not be *de facto* excluded from juries because of their race.<sup>[2]</sup>

Nine young black defendants were accused of [raping](#) two fellow homeless white women on a freight train, and eight were quickly convicted in a mob atmosphere. The juries were entirely white, and the defense attorneys had little experience in criminal law and no time to prepare their cases. As each of the nine cases successively went to the jury, the next trial was immediately begun. All but one of the defendants was found guilty, and these eight were sentenced to death on rape charges. These eight, however, later had their death sentences lifted by the Supreme Court, serving instead between six and nineteen years in prison.



The Scottsboro Boys with attorney [Samuel Leibowitz](#) under guard by the State Militia, 1932

The nine black youths, Olen Montgomery (age 17), Clarence Norris (age 19), Haywood Patterson (age 18), Ozie Powell (age 16), Willie Roberson (age 17), Charlie Weems (age 19), Eugene Williams (age 13), and brothers Andy (age 19) and Roy Wright (age 12) were accused of the rapes of Ruby Bates and Victoria Price on March 25, 1931, on the [Southern Railroad](#) line from Chattanooga to Memphis.<sup>[4][5]</sup> Several people were "hoboing" on the freight train including the nine black youths, two white women, and several white youths. Four of the blacks, Patterson, Williams, and the Wright brothers had hoped to find work hauling logs on the Missouri River. The other black youths on the train

were from Georgia and were unacquainted with the other four. The white hobos on the train were also in search of work and included several boys or men and Victoria Price and Ruby Bates. The women were [Huntsville, Alabama](#) residents who had gone to

[Chattanooga, Tennessee](#) to find work in cotton mills. Failing to obtain those jobs, they hopped this freight train back to Huntsville, completely without money.<sup>[6]</sup>

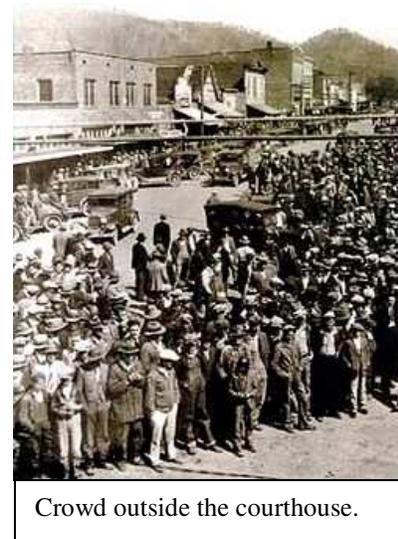
A fight began between the white youths and the black youths, allegedly when a white youth stepped on Patterson's hand as he hung on to the side of a tank car. The off-and-on fight involved name-calling, stone throwing and fisticuffs. Most of the white youths were forced off the slow moving train near [Stevenson, Alabama](#). Several of them told the Stevenson stationmaster about the fight and said they wanted to press charges.<sup>[7]</sup> The stationmaster called Jackson County Sheriff Matt L. Wann to report the incident. The Sheriff called Deputy Charlie Latham, who lived near the next scheduled stop for the train, [Paint Rock, Alabama](#) and told him to deputize as many citizens as he needed to "capture every negro on the train. I am giving you authority to deputize every man you can find."<sup>[8]</sup> A [posse](#) of some fifty white men armed with shotguns, rifles and pistols prepared for their arrival. Even before the slow moving train stopped about 2 p.m., the posse had searched all forty-eight cars. Within ten minutes they had arrested all nine of the "raggedly dressed" black youths at gun point. From the time of their arrest until the first trial twelve days later, none of the boys were permitted to call or speak to anyone, not even each other.<sup>[8]</sup> The initial arrest was for the assault and attempted murder of the white youths ejected from the train at Stevenson.<sup>[9]</sup>

The posse was surprised to find Ruby Bates and Victoria Price on the train, dressed in men's overalls covering dresses. When discovered, they scrambled out of the open [gondola car](#) used to haul gravel where they had been riding. They ran in the direction of the engine, where they ran into other members of the posse coming the other way. They turned and started to run back in the other direction where other members of the posse stopped them. Twenty minutes after the train left Paint Rock, its [station agent](#) W. H. Hill asked the women whether any of the "negroes" had bothered them. At that point, Ruby Bates told Hill that they had been raped by them.

In the [Jim Crow](#) South, a black male was said to risk lynching by just looking at a white woman.<sup>[13]</sup> Word quickly spread and a [lynch mob](#) gathered in front of the jail in Scottsboro and prepared to storm the jail. The crowd of farmers with many of their wives and children looking on grew into the hundreds.<sup>[note 2]</sup> The newly elected Jackson County Sheriff, Matt L. Wann barricaded the door to the jail. At 8:30 that evening, he decided to move the accused youths to a jail in another community, but could not, because the wires to the headlights on the squad cars had been cut. Mayor James David Snodgrass begged the crowd to leave. However, they refused and demanded that the youths be surrendered to them for immediate lynching.<sup>[14]</sup> At the request of Sheriff Wann, Alabama Governor [Benjamin M. Miller](#), called in the [National Guard](#) to protect the jail.<sup>[15]</sup> Authorities pleaded against mob violence by promising speedy trials and asking "the Judge to send them to the chair".<sup>[16]</sup> The editor of the local *Scottsboro Progressive Age* was very self congratulatory that Scottsboro had not lynched these defendants outright. The editor wrote, "If ever there was an excuse for taking the law into their own hands, surely this was one. Nevertheless, the People of Jackson County have saved the good name of the county and state by remaining cool and allowing the law to take its course."<sup>[16]</sup>

[without benefit of any research or preparation time by lawyers who were not experience or familiar with Alabama trial law, individual trials moved forward quickly with large crowds in the streets outside the courthouse.]

When the guilty verdicts were announced, the courtroom erupted in cheers and some of the celebrating crowd poured out into the street in front of the courthouse. Judge Hawkins' heavy gavel pounding did not restore order in the courtroom. He ended up ordering the national guardsmen to restore order, who ended up throwing eight of the shouting spectators out of the courthouse. When word of the guilty verdicts reached the crowd outside, another roar of celebration went up. The band, supplied for the occasion by the [Ford Motor Company](#) for a show of its cars outside, struck up *Hail, Hail the Gang's All Here* and *There'll be a Hot Time in the Old Town Tonight*.<sup>[39][40]</sup>



Crowd outside the courthouse.

The eight convicted defendants were assembled together on April 9, 1931 to be sentenced by the Court to death by electrocution, the first time Judge Hawkins had pronounced the death sentence in his five years on the bench. The Associated Press reported that the defendants were "calm" and "stoic", as Judge Hawkins handed down the death sentences one after another.<sup>[53]</sup>

Judge Hawkins fixed their executions for July 10, 1931, which was the earliest date Alabama law allowed. The defendants were immediately sent to [death row](#) in Kilby Prison in [Montgomery, Alabama](#). Their cells were next to the [execution chamber](#). While [appeals](#) were filed for them, the Alabama Supreme Court issued indefinite stays of executions for them only seventy-two hours before they were scheduled to die. During their wait on death row, another prisoner, Will Stokes, was executed on July 10, 1931, which they could hear. They later recalled that Stokes had "died hard".<sup>[54]</sup>

Many in the North were outraged by the decision of the Alabama Supreme Court and many in the South were outraged by the outrage, since, to their way of looking at it, the whole fuss was caused by "outside agitators." They had, after all, given these defendants a trial, rather than just lynching them the first night. Many in the South asked, "What more did those Communist trouble makers want?"<sup>[76]</sup> The ILD retained prominent constitutional attorney [Walter Pollak](#)<sup>[77]</sup> to appeal the case to the United States Supreme Court which appeal, the Supreme Court agreed to hear. [Twice the US Supreme Court heard and overturned convictions from the Alabama Courts.]

[After multiple re-trials which included two hearings before the US Supreme Court, all the Scottsboro Boys were ultimately released (or escaped) from prison. Individual outcomes included]

1-Haywood Patterson: On January 23, 1936, in this retrial, Haywood Patterson was again convicted of rape but was sentenced to 75 years in prison rather than the death penalty—the first time a black man had been sentenced to anything other than death in the rape of a white woman in Alabama. There was a Methodist minister on the jury who persuaded the others to agree to this sentence as a "compromise." Victoria Price expressed her extreme disappointment that Patterson escaped the death sentence this time, pronouncing bitterly that it was extremely unfair that he would get off with only 75 years. Haywood Patterson escaped in 1948 and fled to [Detroit, Michigan](#).

2. On July 15, 1937, Clarence Norris was again convicted of rape and sexual assault and sentenced to death. Governor of Alabama [Bibb Graves](#) later reduced Clarence Norris' death sentence to life in prison. He was paroled in 1946. In 1979 his autobiography *The Last of the Scottsboro Boys* was published in which he described his ordeal. The last living Scottsboro Boy wanted to clear his name. Norris died January 23, 1989 when at 76.

3. On July 22, 1937, Andrew Wright was again convicted of rape and sentenced to 99 years. He was paroled, but returned to prison after violating his parole. He was finally released for good in 1950.

4. On July 24, 1937, Charlie Weems was convicted of rape and sentenced to 105 years in prison. He was paroled in 1943, having served 12 years in some of the worst prisons in the nation.

5. Ozie Powell pleaded guilty to assaulting a Deputy Sheriff named Edgar Blaylock with intent to murder him during an escape attempt and was sentenced to 20 years. Judge Callahan did not give him any credit for the six years he had already served on the rape charge. However, the state did drop the rape charges against him as part of this plea bargain. The incident happened on January 24, 1936. Powell was finally released for good in 1946.

6. On July 24, 1937, Roy Wright had all charges against him dropped; the state said that they felt that given his age, and time served, he should now be released. He joined the [United States Army](#). When he got out of the Army, he married and joined the [Merchant Marine](#). After Wright came back from a lengthy time at sea in 1959, he came to believe that his wife had been unfaithful to him during his absence. As a result, he shot his wife to death and then took his own life.

7. On July 24, 1937, Eugene Williams had all charges against him dropped, for the same reasons given for Wright.

8. On July 24, 1937, Olen Montgomery had all charges against him dropped, as the state announced that after consideration, it now believed him to be not guilty.

9. On July 24, 1937, Willie Roberson had all charges against him dropped, for the same reasons given for Montgomery.

While it has sometimes been suggested that the case inspired [Harper Lee](#)'s Pulitzer Prize winning *To Kill a Mockingbird*, Lee denied this, claiming it was a far less sensational case that moved her to write the novel.

Abbreviated notes from: [http://en.wikipedia.org/wiki/Scottsboro\\_Boys](http://en.wikipedia.org/wiki/Scottsboro_Boys) (accessed 9/9/09)

## ***Trials of the Scottsboro Boys***

Name: \_\_\_\_\_

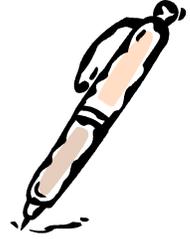
Date: \_\_\_\_\_

1. What were the Scottsboro Boys accused of and based on the notes provided what was the evidence against them?
2. How and why were the Scottsboro Boys and Ms. Bates and Price traveling?
3. Would you be willing to travel in a similar way? Why/why not?
4. Based only on the notes you received, can you make any judgment as to whether or not the Scottsboro boys' first trials were fair? (please support your position from information from the notes)
5. Based only on the notes you received, what *laws of life* did the US Supreme Court demonstrate and do you agree with their legal decisions?

## Outlining Your Essay

Name: \_\_\_\_\_

Date: \_\_\_\_\_



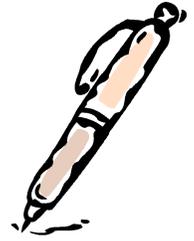
Directions: Choose a character you respect from TKAM-- Scout, Jem, or Atticus. Identify a *law of life* (value) that allows this character to live a successful life.

Thinking of this character and their *law of life*, create an outline to: 1. Introduce the character and their *law of life*, 2. Provide two to three examples from TKAM that support your recognition of this character's demonstration of a *law of life*, and, 3. Note your reasons for valuing this *laws of life* and how you could personally demonstrate this *law of life*. When your outline is finished, please share it and discuss your reasons to value this *law of life* with a parent or other adult. (*Extra credit may be given for students returning this outline with the signature recognizing their time of discussion with an adult.*)

## Drafting a Letter

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Directions: Imagine you have been a close neighbor to the characters in TKAM. Using the outline you have completed, draft a first person letter to a friend reflecting on the things you have observed about the character you selected and one of their *laws of life*. Provide two or three examples of how the TKAM character demonstrated their *law of life* and (1) explain why you think this *law of life* is important and (2) how you choose to demonstrate it yourself. Extra credit may be available if you have this draft signed by your parent or other adult. You may write on this worksheet, or begin your draft on a computer.

## SCORING FORM

NAME \_\_\_\_\_

Date: \_\_\_\_\_

Use the criteria on this page to (1) write your own essay and then (2) review and peer edit your classmates' essays in class.

<b>SCORING CRITERIA</b> (See definitions on back of this form.)				
<b>Essayist</b>	<b>Content</b> Score 1 to 10 (10 is best score possible)	<b>Presentation</b> Score 1 to 8	<b>Grammar &amp; Spelling</b> Score 1 to 6	<b>Essay Total</b> (add 3 scores)

### Scoring Criteria

<b>Content</b> Score 1-10 (10 is best score)	<b>Presentation</b> Score 1 – 8	<b>Grammar &amp; Spelling</b> Score 1-6
<p><b>Most important criterion—</b></p> <ul style="list-style-type: none"> <li>• Is the essay positive and life-affirming?</li> <li>• Does it have universal appeal?</li> <li>• Does it include a <b>clearly articulated</b> <i>law of life</i> that would make the world a better place if everyone practiced it?</li> <li>• Would most people agree that this is an important <i>law of life</i>?</li> <li>• Did the essay make you both think and feel?</li> <li>• Did the essay “move” you in some way?</li> <li>• Did you learn something special and compelling about the author?</li> <li>• Did the essay capture a value or an ideal in a unique and special way?</li> </ul>	<p><b>Important criterion—</b></p> <ul style="list-style-type: none"> <li>• Is the essay easy to read?</li> <li>• Is it clearly written?</li> <li>• Were you able to tell exactly what the author was trying to share?</li> <li>• Do the ideas and paragraphs flow smoothly?</li> </ul>	<p><b>Criterion—</b></p> <ul style="list-style-type: none"> <li>• Unless there are many glaring mistakes that suggest a sloppy and hurriedly written essay, proper grammar and spelling are least important. However, judges should determine to what extent poor grammar and spelling might distract a reader from understanding the basic message of the essay.</li> </ul>