

Table of Contents

Introduction	3
Sample Lesson Plans	4
Before the Book (<i>Pre-reading Activities</i>)	5
About the Author	6
Book Summary	7
Vocabulary Lists	8
Vocabulary Activities	9
Section 1 (<i>Chapters 1–5</i>)	10
• Quiz Time!	
• Hands-On Project— <i>Anticipation Guide</i>	
• Cooperative Activity— <i>Myths and Urban Myths</i>	
• Curriculum Connections— <i>The Great Depression</i>	
• Into Your Life— <i>Reading Response Journals</i>	
Section 2 (<i>Chapters 6–11</i>)	17
• Quiz Time!	
• Hands-On Project— <i>Who-I-Am Collages</i>	
• Cooperative Activity— <i>Idioms</i>	
• Curriculum Connections— <i>The Scourge of Rabies</i>	
• Into Your Life— <i>Role-Play</i>	
Section 3 (<i>Chapters 12–17</i>)	22
• Quiz Time!	
• Hands-On Project— <i>Southern Cooking</i>	
• Cooperative Activity— <i>Growing Up a Lady</i>	
• Curriculum Connections— <i>Similes and Metaphors</i>	
• Into Your Life— <i>Allusions</i>	
Section 4 (<i>Chapters 18–24</i>)	27
• Quiz Time!	
• Hands-On Activity— <i>Characterisation Chart</i>	
• Cooperative Activity— <i>Setting</i>	
• Curriculum Connections— <i>Character Analysis</i>	
• Into Your Life— <i>Adult Conversations</i>	
Section 5 (<i>Chapters 25–31</i>)	32
• Quiz Time!	
• Hands-On Activity— <i>Bookworm</i>	
• Cooperative Activity— <i>Themes</i>	
• Curriculum Connections— <i>Racial Hatred and Discrimination</i>	
• Into Your Life— <i>Boo’s Diary</i>	
Supplemental Activities	37
• The Five-Paragraph Essay	37
• Symbols in <i>To Kill a Mockingbird</i>	38
• Sample Journal Questions and Sentence Starters.....	39
After the Book (<i>Post-reading Activities</i>)	40
• Any Questions?.....	40
• Book Report Ideas	41
• Research Ideas	42
Culminating Activity	43
Unit Test Options	44
Bibliography of Related Reading	47
Answer Key	48

Introduction

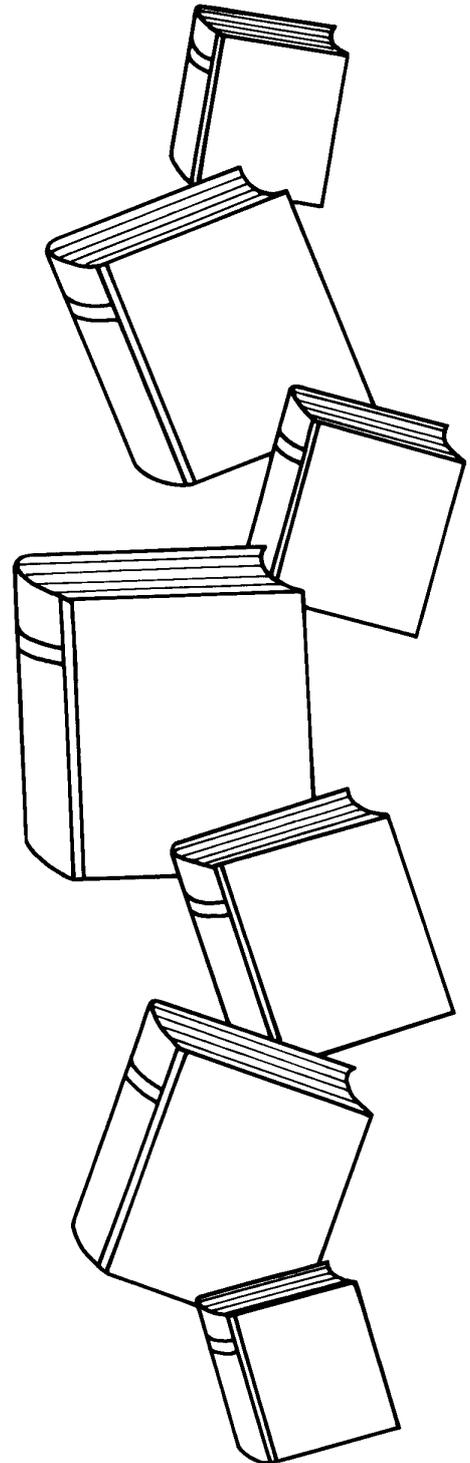
Good literature never dies; it just gets better with age. *To Kill a Mockingbird* has everything a reader could want in a book: wonderful characters, an engaging plot, and inspirational and transforming ideas. Over and over we can turn to it for enjoyment, saying each time we do, “Oh, I never read it that way before! How wonderful!”

In *Literature Units*, great care has been taken to select pieces of literature which the reader can come to appreciate and enjoy.

Teachers who use this unit will find the following features to supplement their own valuable ideas:

- Sample Lesson Plans
- Pre-reading Activities
- Biographical Sketch of the Author
- Book Summary
- Vocabulary Lists and Activities
- Chapters grouped for study with activities including the following:
 - a quiz
 - a hands-on project
 - a cooperative learning activity
 - a cross-curricular connection
 - an extension into the reader’s life
- Post-reading Activities
- Book Report Ideas
- Research Ideas
- A Culminating Activity
- Three Unit Test Options
- A Bibliography of Related Reading
- An Answer Key

We are certain that this unit will be a worthwhile addition to your planning, and we hope that as you use our ideas, your students will increase their appreciation of good literature.



To Kill a Mockingbird

by Harper Lee

(Warner Books, Inc., 1960, 1982)

(available in CAN, UK, & AUS from Warner Books, Inc.)

Jean Louise Finch, called Scout by her family, is six, and her brother Jem is ten when *To Kill a Mockingbird* begins. Set in the small town of Maycomb, Alabama, during the Great Depression days of the 1930s, the novel opens during summer. When Scout begins telling her story, she and Jem meet a new playmate, Dill, who has come to spend the summer with his aunt. Dill is a curious and mischievous child, fascinated by tales he hears of 'Boo' Radley, the neighbourhood recluse who unwittingly generates much conjecture about who he is and what he is like because no one has seen him for years. The children spend their summer devising games intended to get Boo to come out, but they have no success.

When school begins, Scout is disappointed. She learns her teacher is horrified that Scout can already read. Scout longs for summer to return so that she, Jem, and Dill can try again to see Boo Radley. The children begin finding small gifts—an old watch, some chewing gum, and other small things—left in the knothole of a tree on the corner of the Radley property.

When Dill returns the following summer, the children once again scheme to bring out Boo, but slowly they begin to realise Boo is not the monster they had imagined. They also discover that the gifts were left for them by Boo himself.

Meanwhile, the Finch children fear that their lawyer father, Atticus, is a coward because he does not like guns as do the other men in the county. Then they see him shoot a mad dog with one shot. They are confused when children begin calling Atticus 'nigger lover' because he is defending a poor black man, Tom Robinson, accused of raping a poor, ignorant, white woman named Mayella Ewell. Atticus knows Tom is innocent, and despite the name calling and intimidation from whites who think he should not try to get Tom acquitted of the crime, Atticus gives Tom his best defence as the children watch the trial from the 'coloured' balcony.

Atticus's efforts on Tom's behalf are to no avail due to the place and time period of the trial, and Tom attempts to escape prison. In doing so, he is shot to death. Scout, Jem, and Dill learn difficult lessons about the nature of injustice. In their time and place, the word of a despicable white man is taken against that of a hard-working, honest, and good-hearted black man, and even the best efforts of a gifted lawyer are not enough to save him.

However, the story does not end there. Scout, herself, is then placed in danger by the victorious and vicious white man who wants revenge on Atticus for showing him to be the truly evil person he is. Only the heroism of the least likely person in Maycomb saves Scout from being killed, and Scout learns the real meaning of courage, understanding, and tolerance.

In *To Kill a Mockingbird*, Harper Lee has created unforgettable characters and illustrated a time and place which will always be associated with this book. It has never been out of print since its first printing, and in 1995 it was re-released in a new, hardback, thirty-fifth anniversary issue. This truly is a book the reader can turn to again and again, gaining new insights and knowledge each time. It is one of a kind, and the reader is richer indeed for having read it.

Idioms

If you are reading something and cannot understand it, it may be that you do not understand the idioms. This is an especially common problem for a newcomer to a language. Idioms are phrases with meanings that do not fit exactly the definitions of the words in them. For examples, read the following paragraph:

Joe is a cool dude. He never loses it or gets mad, and he knows how to get his way. He is getting on in years and his face is a road map, but whenever he tuckers out, he takes it easy until he is back in shape. He takes care of himself, and handling things is a breeze for him.

Although you would not hand in this paragraph as part of an essay, many speakers of English talk like this when they are speaking to each other. Here is a more formal way of writing the paragraph:

Joe is a calm person. He never loses control of his emotions or becomes angry, and he knows how to get what he wants. He is getting old and his face is wrinkled, but when he gets tired, he rests until he feels well again. He follows good health practices, and he is easily able to do what he needs to do.

To Kill a Mockingbird contains many idioms. Here are some of them:

- made a pile
- related by blood
- bound and determined
- took his time
- money changed hands
- honest day's work
- get someone's goat
- had it coming to him
- reduce to dust
- mind his own business
- pitch dark
- you mind your mother
- keep in fits
- acid tongue
- born and bred
- bought cotton
- wear us out
- tell on someone
- give up
- in a blaze of glory
- high and mighty

With some of these, you can nearly tell what they mean by the words in them. With others, it is not so easy.

Activities

1. In groups of four or five, decide what you think each of the above idioms mean. Come back together as a class and share your opinions. What do they really mean?
2. Again, in groups of four or five, divide this section of the book into segments. Each person should take one segment and read through it. List any idioms you find.
3. Find more about idioms at this Internet site, the ESL idiom page:
<http://www.pacificnet.net/~sperling/idioms.cgi>

Role-Play

Sometimes it helps students to recognise more easily what is really happening in a situation when they are able to put themselves physically into a scene. Ask for students to volunteer for this activity. Do not require it of anyone because some students may be uncomfortable participating in such an activity. Even so, the students who do not participate can benefit by watching and listening to others do it.

Call two student volunteers to the front of the classroom. Tell them one should pretend to be a twelve-year-old brother and the other to be his eight-year-old sister. They will act as these people in one of the following situations:

- One night the older brother and his friend are going to spy on a neighbour who they think is a little strange. Their parents have gone to dinner. Since the brother is supposed to be in charge of the sister, he wants her to go with him and his friend, but she is afraid to do so. He does not want to leave her in the house alone, and she does not want to go with him.
- The brother and sister are walking home from school one day, and they see two sticks of chewing gum on the fencepost of the house where the ‘strange’ neighbour lives. The next day they find a watch, and the following day they find some shiny coins.
- The sister, who is a tomboy and likes to fight, is angry. A boy at school has called her father a bad name, and she does not like it one bit. The brother tries to calm her down, but she is determined to let the name-caller have it.
- The sister gets the BB gun she wanted for Christmas, and she is pointing it at a neighbour whom she does not like. She does not intend to shoot the neighbour and is just pretending; however, the brother does not think she should even be pretending to do such a thing.
- Standing on the porch one day the brother and sister notice a dog coming down the street. They recognise the dog as belonging to a neighbour, but the dog is acting strangely and walking funny with drool coming from his mouth.
- The children are caught playing a trick on a cranky old lady who lives down the street. Their punishment is to read to the old lady for an hour every day for over two weeks. They feel their punishment is unjust and want their father to change his mind about it.
- The brother wants to go to the video arcade with his friends, and his little sister wants to go with them.

After completing each role-play, discuss as a class what occurred. Would everyone have done the same things? Why or why not?