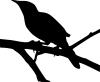
**To Kill a Mockingbird – Unit 6**

**Chapter Reading Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  |  | **27**  Mockingbird Intro  *Reading Time* ☺ | **28** Chapter 1/2 | **29** Chapter ¾  *Stamp 1 - 3* |
| **1** Chapter 5/6  Group 1 Activity  (1- 6) | **2** Chapter 7/8  *Stamp 4 - 7* | **3** Chp 9/10  *Stamp 9 – 10* | **4** Chp 11/12  Group 2 Activity (1 – 12) | **5** Chp 13/14  *Reading Time* ☺ |
| **8** Chapter 15/16  *Stamp 13 – 16* | **9** Chp 17/18  Group 3 Activity  (13-18) | **10** Chp 19/20  *Reading Time* ☺ | **11** Chp 21/22  *Stamp 17 - 20* | **12** Chp 23/24  Group 4 Activity  (19 – 24) |
| 2nd Winter Break | | | | |
| **22** Chp 25  *Reading Time*☺ | **23** Chp 26/27  *Stamp 21 - 26* | **24** Chp 28/29 | **25** Chp 30/31  *Stamp 27 - 31*  Group 5 Activity (25 – 30) | **26** |

**Group # \_\_\_\_\_\_ My Group members are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TKM Major Assessments**

Chapter Activities, Study Guide, Multiple Choice Test, Essay, Symbols Creative Project

**TKM Study Guide**

Chapter 1-3

1. What does Scout mean when she says that Walter is "a Cunningham"? How does Atticus describe the Cunninghams? How does Mr. Cunningham pay Atticus?
2. Give three examples of things we know about Boo Radley. How do Jem, Scout & Dill show their curiosity about Boo?

Chapters 4-6

1. What does Scout find in the knothole of the Radley oak tree? Who might have put those things there, and why?
2. What does she (Miss Maudie) mean when she says that Atticus is "the same in his house as he is on the public streets"?
3. Summarize the events that led to Jem sneaking into the Radley yard to retrieve his pants. Who is blamed for the trespassing?

Chapter 7

1. What is a possible connection between Jem's pants (specifically, after they're sewn up and folded on the fence) and the knothole? How does this connection challenge Jem & Scout's assumptions about a particular neighbor?

Chapters 8-10

1. Who puts the blanket around Scout's shoulders? Why doesn't Jem want Atticus to return the blanket to its owner?
2. Why does Scout get into a fight with Cecil Jacobs? What does Atticus mean when he says that if he didn't defend Tom Robinson, "I couldn't hold up my head in town"?
3. Who is Tim Johnson? What happens to him? Why are Jem and Scout surprised by Atticus’s actions towards Johnson in Ch. 10?

Chapters 12-16

1. What does Atticus mean when he tells Jem and Scout that they should “behave like the little lady and gentleman that you are”? Are those his words, or Aunt Alexandra’s?
2. Who is hiding under Scout’s bed? How did he get to Maycomb? Why did he “run off”?
3. Why does Atticus sit outside the jailhouse? How do Scout and Jem end up helping him?
4. Who is Mr. Dolphus Raymond? Why is he different than most white residents of Maycomb?
5. Where do Jem, Scout & Dill sit in the courthouse? Why do they sit here?

Chapter 18- 20

1. Why is Tom’s left arm important to his defense? What does this have to do with how Bob Ewell signs his name?
2. What does Tom say to Mr. Gilmer that makes the crowd angry? Why does this anger them?
3. Why, according to Atticus, does Mayella want Tom to be found guilty?

Chapters 21-24

1. Why does Jem say, "Maybe [Boo Radley] wants to stay inside"? What does this have to do with Aunt Alexandra & the trial?
2. How do the women of Aunt Alexandra's tea party reveal their hypocrisy, specifically about race?
3. According to Atticus, why did Tom try to escape from prison? Explain how he was killed.

Chapters 25-26

1. What does the roly-poly bug have to do with Tom Robinson? How is it symbolic?
2. What does Mr. B. B. Underwood have to say about Tom's death? How does this relate to the title of the novel?
3. Why is it hypocritical of Miss Gates to teach a lesson on Hitler's persecution of the Jews?

Chapters 27-31

1. Why does Heck Tate insist that Bob Ewell's death was self-inflicted? In what way is this partially true?
2. Why does Scout say that exposing Boo as the hero would be like shooting a mockingbird?
3. How has Scout's perspective changed as she stands on the Radley porch?

**Symbols A very brief list. There may be other symbolic objects. Keep an eye out for them!   
Object = something larger than its literal meaning.)**

* In this story the author uses the **Mockingbird** as a symbol for innocence. The title seems to have very little to do with the actual book but it is highly symbolic to the plot. Throughout the book many innocent people are hurt or destroyed by evil. Probably Atticus' most famous quote is 'Shoot all the bluejays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird' pg 99. What Atticus meant by this statement was that mockingbirds aren't harmful at all, they only do one thing, sing their hearts out for people to enjoy and that is why it is a sin.
* **Knothole:** Boo, how he nice, attempt to communicate. When sealed: can’t, not allowed to talk to others, dreams, childhood/memories; one person can take it away. Hope for Jem and Scout; find something new each time; something new and they could learn. Closed off means they lost that excitement.
* **Soap figures**: kids are still being carved, forming their identities
* Also, **guns** symbolize false strength. Atticus says at one point that a man with a gun is not a brave man.
* The **mad dog** is a symbol for the madness of racism. It also bears some parallels to Bob Ewell.   
  The house fire that destroys Miss Maudie's **house AND importantly melts the snowman** is a symbol for the firey stance the town takes against the mixing of races since the snowman is made up of snow (white people) and dirt (black people)
* **Miss Maudie** is a classic example of the enlightened woman living in an age of suppressed womanhood. Miss Maudie hates staying indoors and is always seen pottering around her garden, working on her flowerbeds. She understands Atticus’ need to fight against the racial prejudices and believes in him absolutely. When her house gets burnt down, instead of moping about it, she is back on her feet the next day, restoring her house and her garden. She is thus a symbol of strength and integrity.
* **Mrs. Dubose** symbolizes the grit and determination of a woman, who though aware of the fact that she is going to die soon, wants to do so with all her wits about her. Her addiction to morphine is a negative factor and she attempts to overcome it appreciably.
* **Scout -** The characters in To Kill a Mockingbird portray stereotypes and classic roles. Scout is the epitome of an innocent child, and through her eyes we see events unfold that change her status and broaden her awareness of the world around her. Due to her innocence in the beginning of the novel, we have to view her as an unreliable narrator because her views on the situations in the novel are somewhat skewed by her inexperience with the evils in the world.
* **Bob Ewel**l symbolizes the evils of racism. He is uneducated, poor, and rude. He has an abusive parenting style and an adamant distrust of outsiders. His feelings toward Tom Robinson are misdirected as a result of his anger at Mayella for kissing a black man. His attempt to attack Scout after the school pageant shows that he is absolutely evil, because he has already destroyed one innocent life and is ready to take another simply for the sake of saving his pride.
* **Atticus** symbolizes logical thinking; he is able to act on the right thing while still trying to keep the peace in the small town he loves. His upstanding morality is characterized by a lack of pride, in stark contrast to Bob Ewell (we see this when his own children don't even know he's a perfect shot, for example). As he instructs Scout and Jem on the proper ways to behave, he symbolizes a teacher for all of the novel's readers as well.
* **Walter Cunningham, Sr.** can be used to symbolize the possibility of change. Mr. Cunningham's situation isn't all that different from Bob Ewell's; the main difference is that Ewell seems content to take handouts while Cunningham works for everything he has, even if it isn't much. Cunningham is a visible presence in the lynch mob that visits Tom Robinson in jail, but his conversation with Scout marks a turning point. If he is willing to see beyond his own hatred and listen to the voice of innocence and reason, perhaps Ms. Lee used him as a symbolic example to the rest of us that such a thing could be possible outside of Maycomb, too.

**TKM – Group Activity**You are teachers responsible for engaging your peers in an illuminating and professional learning experience!

**ENGAGING.** You have visual aids and creative elements which help bring the chapters alive. You have selected activities to engage, encourage, and challenge your peers in learning. Bring it beyond a basic lecture or just a quick quiz.

**ILLUMINATING.** Helping your peers go beyond the study guide questions – developing theme & symbols. Modeling excellent analysis.

**PROFESSIONAL**. You have prepared note cards or memorized your part. You work together as a group to meet goals. Structure is easy to follow, visual aids are helpful and easy to understand/read.

Basic Requirements (B grade)

* Visual Aids – Presentation structure piece, creative element piece (ex. PowerPoint & drawing/handouts)
* Text Analysis – At least one quote, one symbol, one theme.
* Engagement – Going beyond a discussion, lecture, or quiz.
* Professionalism – Note cards. Practiced timing of presentation. Well organized.

Above and Beyond: In addition to the basic requirements above. The more you choose, the closer to an “A” grade)

* Assessment – Some way to check in with peers to make sure they have learned or retained the information.   
  (EX. Quiz, Reflection, Discussion. Your group grades/assesses to provide feedback to peers)
* Engagement/Illuminating – CREATIVE! The group brings the book alive in a creative way.
* Professionalism – Business attire. Seamless transitions. Well rehearsed. Memorized.
* Text Analysis – More than one symbol. An additional symbol not on the symbols sheet.

Rubric Scoring: Group Names & #’s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Chapters:\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | ***6 - Exceeds Standard*** | ***5- Standard*** | ***4 – Approach Standard*** | ***3 – Does not meet Standard*** |
| **Engagement (x2)** | CREATIVE! Illuminates the text, audience is almost always engaged. | Going beyond a discussion, lecture, or quiz. | Audience mostly engaged. Similar to lecture style. Attempt to engage. | Lecture format. Simple discussion. |
| **Visual Aids** | Thoroughly aids in learning. Both pieces support understanding. | Presentation structure piece, creative element piece. | Missing an element. Shown but not thoroughly used to support learning. Hard to read one of the visual aids. | Do not connect to presentation. Does not support learning. |
| **Text Analysis** | More than one symbol. An additional symbol not on the symbols sheet. | At least one quote, one symbol, one theme. Connected – used to help understanding of chapters. | Missing one of the elements. Connection could be clearer. | Missing multiple elements. Unexplained. Connection unclear. |
| **Professionalism** | Business attire. Seamless transitions. Well rehearsed. Memorized. Superb organization. | Note cards. Practiced timing of presentation. Well organized. | Some members missing note cards. Could use more practice. Organization could use another look. | Somewhat unorganized. Hard to follow. Almost all members missing note cards. |

***To Kill a Mocking Bird* – Creative Project (Culminating Grade)  
*Minimum requirements for each project (if not already stated) – written explanation/connection. One symbol. One theme. Obvious connection to the text. (think: culminating understanding)***

**1.  Music**:  Make a tape or a CD of at least 5 songs that represent the themes/characters/events in the story.  Make a cover for the CD or cassette.  Also, make liner notes that explain the relationship between the songs and *To Kill a Mockingbird*.  In short, make sure there is at least one paragraph written for each song.  Each paragraph should make connections between the song and the book.  It should be evident from these paragraphs that you have read and that you have fully understood the themes and how they are connected to the lyrics of the songs you have chosen.

**2.  Collage**:  On a sheet of poster board, make a collage that represents a theme, character, or an event in the story.  The collage should have attached a typed paper explaining the theme, character, or event that you have visually presented in your collage.

**3.  Poetry 1**:  Write at least three short poems or one long poem in the form of your choosing about the story, a theme from the story, or one or more of the characters.  The poem can be told from a narrator of your own creation, or it can be told from the perspective of one of the characters.  Write a short paper explaining how your poems are connected to the story.  Also, you will be required to read at least one of the poems to the class.

**4.  Poetry 2**: find a poem that shares a theme with *To Kill a Mockingbird*.  Memorize the poem.  Perform the poem in front of the class with some emotion and enthusiasm.  Then present an explanation of how the poem is connected to the book.  Your explanation needs to be typed and turned in on the day you present.

**5. Quotations:**  Analyze one or more of the following quotations and explain its significance in the story and its relationship to the themes in the novel.  Use a well-developed, multiple-paragraph response to explain the scene and analyze the quote.

* I think there's just one kind of folks.  Folks.  ~Harper Lee, *To Kill a Mockingbird*, Chapter 23, spoken by the character Scout 227
* 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.  ~Harper Lee, *To Kill a Mockingbird*, Chapter 11
* I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.  It's when you know you're licked before you begin but you begin anyway and you see it through no matter what.  You rarely win, but sometimes you do.  ~Harper Lee, *To Kill a Mockingbird*, Chapter 11, spoken by the character Atticus
* Your father’s right. Mockingbirds don’t do one thing but make music for us to enjoy.  They don’t eat up people’s gardens, don’t nest in corncribs, they don’t do one thing but sing their hearts out for us.  That’s why it’s a sin to kill a mockingbird. ~Harper Lee, *To Kill a Mockingbird*, Chapter 10, spoken by Miss Maudie
* Secretly, Miss Finch, I’m not much of a drinker, but you see they could never, never understand that I live like I do because that’s the way I want to live. ~Harper Lee, *To Kill a Mockingbird*, Chapter 20, spoken by Mr. Dolphus Raymond 201

1. **Newspaper/Exploring Point of View:** - produce a newspaper that might have been published in Maycomb. The paper should include two articles about current events from the novel. Remember to answer the journalistic questions: who, what, when, where, and why. Your paper should also include an editorial about a controversial issue facing the people of Maycomb, a letter to the editor from a citizen of Maycomb, a church news article, and an obituary of someone from the novel who died. Articles should have headlines; the paper should have a name. Present in a newspaper format.
2. **Wanted Posters/Exploring Character:** Make three wanted posters for three of the characters in the book. Include a drawing of the character, a detailed physical description, a list of misdeeds, maximum penalty possible for the crimes, other important information such as places the character is likely to be found, last know physical address, and a reward for the capture. Take your details from the novel. Write a 3 paragraph explanation about whether or not you believe the character will be convicted if caught and why or why not. Present your posters and your verdicts, along with your explanations, to the class.
3. **Scrapbook/Exploring Character:** Prepare a scrapbook that Scout (or some other character) might have kept. You should have some representation of 10 items, and a written explanation of why you selected those particular items and what the item reveals about Scout's (or others') character. Present your scrapbook and explanation to the class.
4. **OPEN**: think of something that is creative and requires about the same amount of work as the projects above.  Then get my permission to do it. **Ideas**: Game board, movie trailer, dramatic representation of scenes, miniature scene diagram, create a puppet show, dress up as a character and perform an original monologue, create a travel brochure of Maycomb including a map of the neighborhoods that notes scenes from the book, create a mini-comic book relating a chapter or scene, use magazine photos to create a collage about the story, create a children’s book version, illustrate a poster-sized timeline of events, create a newspaper about the book, including ads, weather, comics, obituaries, etc.

**To Kill a Mockingbird Creative Project Rubric**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Project \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Standard** | **Meets Standard** | **Almost/Sometimes Meets Standard** | **Does Not Meet Standard** |
| Creativity  \_\_/15 | The book comes “alive” in a unique way. Goes way beyond class discussion and makes a bigger connection (15) | Attempt to creatively express elements of the book, goes beyond class discussion  (14-12) | Use mostly class discussion, shows some creativity  (11-9) | No creativity, does not go beyond simple ideas  (8-3) |
| Effort  \_\_/15 | Much effort went into the making of the project, well presented, seems “flawless” (15) | Fair amount of effort, some minor mistakes  (14 – 12) | Some effort, many mistakes. Feels like a draft form in some areas (11 – 9) | Little to no effort. Seems rushed and thrown together (8-3) |
| Requirements  \_\_/10 | Goes beyond the min. requirements (10) | Meets all minimum requirements (9-7)  *Written connection, one symbol, one theme* | Missing one or two requirements (6-3) | Missing many requirements  (3-0) |
| Paragraphs  \_\_/10 | Connections, rationale always clear. Fills up more than a page typed (10) | Connections/rationale are almost always clear. Almost makes up a page in length (9-7) | Connections/rationale are somewhat clear (6-3) | Connections are unclear  (3-0) |