

Harper Lee, *To Kill A Mockingbird* – Part Two

No	Chap/Pg	Plot	Ideas for activities
5	ch.12-14/ p.127-159	<ul style="list-style-type: none"> - Children go to the First Purchase church with Calpurnia. Aunt Alexandra arrives. - Aunt Alexandra entertains Maycomb's ladies. - Dill returns to Maycomb.* 	<ul style="list-style-type: none"> - While-reading task: Choose five short text passages which reveal Aunt Alexandra's character traits. Based on your selection, make five statements about her attitudes. Which ways of characterisation are used? - Imagine that Aunt Alexandra were in a job interview for a post as a nursery school teacher. What would the interviewer ask her, and how would she answer? Devise questions and answers which bring out her attitudes. - Introduce W.E.B. DuBois <i>The Souls of Black Folk</i> (1903) and read Chapter 10 "Of the Faith of the Fathers", excerpts on the Negro church as the social centre of Negro life in the US, and on the "double life" of American Negroes. - Discuss the situation of African Americans in Maycomb.
6	ch.15-17/ p.159-197	<ul style="list-style-type: none"> - The Old Sarum mob tries to lynch Tom. Scout intervenes and unwittingly saves him. - The trial begins. The children sit in the black people's balcony. - Heck Tate (sheriff) testifies, followed by Bob Ewell. 	<ul style="list-style-type: none"> - While-reading task 1: T creates a handout with all direct speech from p. 167 ("Atticus got up from his chair,...") to p. 170 ("...and they were gone.") with plenty of space in between statements. SS get together in groups of three. Student A: Make notes about Scout's thoughts. Student B: Make notes about Atticus' thoughts. Student C: Make notes about the men of the mob's thoughts. - While-reading task 2: Write a summary of chapter 16 and 17 of 100 words. - Students (in groups of six, consisting of two students A, B and C) create a comic of the (possibly shortened) scene with the aid of http://www.makebeliefscomix.com/. Use plenty of thought bubbles. - Enact comics in front of the class, with some students reading the lines actually said, and some students reading the thoughts. - Summarising the summary (Collie/Slater p. 58)
7	ch.18-21/ p. 197-233	<ul style="list-style-type: none"> - Mayella Ewell testifies. - Tom Robinson testifies. Dill cries at the cross-examination of Tom. - Scout and dill meet Dolphus Raymond outside. Atticus sums up for the defence. The children are found to be in the court. - The jury returns a verdict of guilty on Tom. 	<ul style="list-style-type: none"> - reading task: reread chapter 17, read chapters 18, 19, 20, NOT 21 - while-reading task 1: Is Tom Robinson guilty? Collect arguments speaking for and against Tom Robinson's guilt from your own point of view. - jigsaw group work: perspectives on Tom Robinson's guilt - in-class reading of the verdict (Chapter 21: p. 232 "What happened after that..." – end of chapter) - writing task: write a newspaper article about Tom Robinson's trial for a newspaper in the North of the US → details see lesson plan
8	ch. 22-26/ p. 234-273	<ul style="list-style-type: none"> - Jem cries at the verdict. Atticus receives presents from black community. Bob Ewell spits at Atticus and vows revenge. - Atticus is not frightened by Bob's threat. - The missionary circle meets for tea. News comes of Tom's death. - School starts again. Miss Gates 	<ul style="list-style-type: none"> - while-reading task 1: read a summary of the case of the "Scottsboro Boys" (nine black teenage boys accused of rape in Alabama, 1931) and highlight five words according to which you could retell the story - while-reading task 2: (1) What effects does Tom Robinson's trial have on Scout and Jem? (2) How are their reactions influenced by (a) the meeting of Aunt Alexandra's missionary circle and (b) Miss Gates's explanations and attitudes towards Hitler? - retell the case of the "Scottsboro Boys" to a partner. Compare and contrast it with Tom Robinson's trial in <i>To Kill a Mockingbird</i>. - Based on notes to questions: work on snowball activity on character development - write an epitaph for Tom Robinson (Collie/Slater p. 63)

		teaches about Hitler and the Jews. - B.B. Underwood writes an editorial on Tom's death.	
9	ch. 27-31/ p. 274-309	- Bob Ewell attempts revenge on Judge Taylor and Helen Robinson. Atticus is not worried. A pageant is planned. - Jem and Scout go to the pageant. Bob attacks them, but they are rescued. Bob is found dead at the scene. - Scout describes the attack – Boo is revealed as the children's saviour. - Atticus thinks Jem has killed Bob Ewell. Heck Tate proves that it was Boo. - Boo and Scout go to see Jem. Scout takes Boo home.	- while-reading task: prepare a set of three questions and three quotes that concern any issues students deem relevant <i>Student-run session: Reading circles</i> - Students work in groups of four people. They make a selection of questions and quotes and compile a worksheet for another group. - Groups exchange worksheets, try to find answers, make notes.
10	--- concluding session		- <i>To Kill a Mockingbird</i> as a coming-of-age novel. Task: think of three lessons Scout has learned. If possible, provide supporting passages. - In groups of four, students compare their choices, compile a new list of four lessons learned and justify their choices. Lists are compared in class. (Possible) written follow-up: each student in the group writes a short paragraph about one of the lessons learned, justifying their choice and showing its importance for the book as a whole. (similar to Collie/Slater 85, "Choosing highlights") - In pairs, students think of one theme that is important in the book and write it on e.g. five slips of paper. Students then form groups, and each group receives an envelope with a set of themes written on slips of paper. One student chooses a topic from the envelope and tries to speak on it for 60 seconds. (Collie/Slater 83, "Just a minute")

* Plot summaries taken from: <http://www.sanjuan.edu/webpages/rhaak/welcome.cfm?subpage=125932>