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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
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- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

To Kill a Mockingbird

based on the book by

Harper Lee

Written by

Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR  
HARPER LEE

LEE, HARPER. *To Kill a Mockingbird* is fiction, but it has at least a few similarities to Harper Lee's own life. Like her character Scout, Harper Lee attended public schools and her father was an attorney.

Harper Lee was born in Monroeville, Alabama on April 28, 1926. After attending public schools, she studied law at the University of Alabama, but she never completed her law degree. She moved to New York where she worked as an airline reservation clerk and pursued her writing career.

In 1961 Miss Lee won the Pulitzer Prize for fiction for *To Kill a Mockingbird*.

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *To Kill A Mockingbird* by Harper Lee. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel through a game-type activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer required or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a good understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

The **group activity** which follows the discussion questions has students working in small groups to discuss the main themes of the novel. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students write a letter from Dill to his mother telling her all about his new friend, Scout. The second assignment is to persuade: following the reports and discussion, students take a stance regarding one of the themes the class has discussed, based on the information given in class and the students' own personal reflections. The third assignment is to give students a chance to simply express their own opinions and be creative: students do a group writing assignment in which they either outline the plot for *To Kill a Mockingbird II*, or outline a plot for *To Kill A Mockingbird* set in a major city in the current year.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *To Kill A Mockingbird* (articles about prejudice or coming of age, trial transcripts, etc.). After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, multiple choice, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

## UNIT OBJECTIVES *To Kill A Mockingbird*

1. Through reading Lee's *To Kill A Mockingbird*, students will gain a better understanding of typically American views and conflicts regarding education, prejudice, bravery, and respect of the individual.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will define their own viewpoints on the aforementioned themes.
4. Students will be exposed to a different era of American life, showing many of today's conflicts are not new; they are rooted in our American past.
5. Students will see that each of our daily life experiences changes us and shapes our thoughts and feelings.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *To Kill A Mockingbird* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the novel
  - d. To encourage logical thinking



READING ASSIGNMENT SHEET - *To Kill A Mockingbird*

Date Assigned	Reading Assignments (Chapters)	Completion Date
	1-3	
	4-7	
	8-9	
	10-11	
	12-14	
	15-17	
	18-21	
	22-25	
	26-31	

UNIT OUTLINE - *To Kill A Mockingbird*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Introduction PV 1-3	Read 1-3 Orally	Study ?s 1-3 PVR 4-7	Quiz 4-7 PVR 8-9	Writing Assignment 1 PVR 10-11
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Study ?s 8-11 PVR 12-14	Study ?s 12-14 PVR 15-21	Working Session Writing Conf.	Study ?s 15-21 PVR 22-25 Assign PVR 26-31	Study ?s 22-31 Vocabulary
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Discussion	Group Activity	Reports & Discussion	Writing Assignment 2	Nonfiction Discussion
<b>16</b>	<b>17</b>	<b>18</b>		
Group Writing Assignment (3)	Review	Test		

Key: P = Preview Study Questions V = Vocabulary Work R = Read

## LESSON ONE

### Objectives

1. To introduce the *Mockingbird* unit
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-3
4. To familiarize students with the vocabulary for chapters 1-3

### Activity #1

Draw several figures on the board – a circle with some dots in the middle, a squiggly line, a square with two lines coming from it, two different sized rectangles adjacent to each other – any general figures that could be interpreted as several different things.

Have students take out a sheet of paper, and give them a few minutes to write down what each of the figures appears to be to them. Discuss their answers pointing out that a person's perspective or point of view influences how one perceives something. Two or more people can look at the same object and see two or more different things.

Transition: Point out that this is one thing to look for in *To Kill A Mockingbird*. Scout and Jem learn to "put themselves in other people's shoes," to try to see things from other people's perspectives, in order to begin to understand life and people.

### Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

## WRITING ASSIGNMENT #1 - *To Kill A Mockingbird*

### PROMPT

Sometimes when you are talking to people or writing to a friend who has moved away, just relating the events which happen isn't enough. Sometimes you'll want to tell about a specific person or place in great detail; you'll want the person you're talking or writing to to see in his mind's eye exactly what you saw in real life. That's what DESCRIPTIVE essays or paragraphs are. The purpose is to describe someone or something as clearly and vividly as possible. You could just say, "I saw an adorable puppy at the pet shop." Your audience thinks of a generic adorable puppy. If, however, you go on to tell about the brown spots that look like dimples on either side of its mouth and the way one little pointy ear flips over at the tip or you tell how it hops up and down like a bunny when it is excited, you draw a more vivid picture of a specific puppy.

Your assignment is to write a descriptive essay focusing on Scout. Use a letter format; that will help you get started a little more quickly for this in-class assignment. Pretend you are Dill and write a letter home to your mother telling her about this person you've met - Jean Louise (Scout) Finch.

### PREWRITING

A good way to start is to think of her physical appearance and jot down the characteristics which came to your mind. Next think of two other main personality characteristics. Jot those down. Beside each personality characteristic, jot down things she has done or said which have demonstrated those traits. Use your book if you have to for quick reference. You now have the makings for a least three paragraphs about your character: one for physical description and one each for two personality traits.

### DRAFTING

You should begin your letter with an introductory paragraph, perhaps giving your mother some background about the fact that Scout and Jem are your neighbors, etc. Then you proceed with your three paragraphs.

It wouldn't seem quite right to just sign your name after these paragraphs. You should write a final paragraph in closing to tie things up so your reader isn't left saying, "So what?".

This is the format of a basic five paragraph essay. Introduce your topic, give three main points supported by examples or details and use the final paragraph to tie up the ideas and close the topic. Some essays will have more paragraphs in the body, depending on the complexity of the topic and the writing style of the author, but the basic idea remains the same.

### PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.