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Pre reading activity legal terms to kill a mockingbird

students to interact with this information with maturity and sensitivity. Remind them that these jokes dehumanized African Americans and encouraged persecution and murder. Related post: Should I teach killing a thrush? It asks students to combine their visualization notes by identifying the main idea, support ideas, and key details as a class. If time allows, add to the brainstorming chart. Beyond: Summarize Dr. Pilgrim's analysis of the use of stereotypes. How were they used to spread and perpetuate persecution and segregation? Why were people so in love with these hateful depictions? Use your imagination and today's studio to guess what To Kill a Mockingbird might be all about. Think about the setting we've identified. Story starter: Everything really goes out When... 2) Talk about growth (and points of view). This pre-reading activity of To Kill a Mockingbird starts students thinking about the theme of growth. Students write a short personal essay event that changed their point of view. Title: An event that changed my Common Core Standard point of view: Writing 2.B (developing a topic in informational writing) In: Quick-write: What does it mean to be an adult? How do you know when you're an adult? What are the different points of view on the meaning of adulthood? Think about legal, cultural (rites of passage) and personal points of view. Through: Explain that a theme of the next novel focuses on growth. Children of history go through experiences that change their points of view. Tell students that they will write a short personal essay about an event in their life that has changed their point of view. Brainstorming events that made you think. Choose one to explore in detail. List important details: facts, definitions, quotes, or examples that help explain your change in point of view. Write your own essay explaining your change. If time allows, allow students to share their personal essay for points of participation. Besides: Make a prediction about children in history. How do you think their views might change over the course of the novel? 3) Review symbolism. Prepare students to think about symbols before they start reading. This is especially true if your culminating task focuses on how Lee uses symbols. This task asks student groups to present the meanings found in visual and literary symbols. Title: Common Core Standard Visual Symbols and Literary Symbols: Reading literature 2 (theme development) In: Use a presentation to show popular visual symbols (the Great Seal of the United States, the peace sign, bat symbol, Nike swoosh, etc.) Let the students scream what the symbol represents. Encourage them to express abstract ideas, feelings and connotations. For example, if they say the swoosh symbolizes Nike, urge them until someone says speed or agility. Explain that visual symbols can represent abstract thoughts or powerful feelings, but that literary symbols can be even more complex. Literary symbols can have multiple, complex, or even contradictory meanings. Through: make students work in groups to create posters. Each group must have a visual symbol and a literary symbol. The literary symbol can be of a book, poetry, song, short story, comic book, movie or even tv show. They could analyze mockingjay in The Hunger Games, apple in Snow White, onions in Shrek, edgar allen poes' crow, and so on. They must write a brief analysis of both symbols and present to the class. Remind them to think of multiple meanings, connotations, and even meanings (The bat in Batman represents the fear bruce wayne wants to instill but also (and secretly) his own fear.) In addition: Create a story plan that includes a symbol that helps you develop the theme. Briefly outline the setting, texture and theme. Conceive and explain a literary symbol that conveys a message about life. 4) Explore the controversy. This pre-reading activity of To Kill a Mockingbird makes students think of controversial literature. Students hold a debate on whether or not to study in class any text containing the n-word. Title: Common Core Standard Room Controversy: Writing 1 (writing topic) In: Quick Writing: What Makes a Book a Masterpiece? What types of books should be taught in schools? Who should decide? What types of books should be excluded from the class? Students share their ideas for points of participation. Explain that To Kill a Mockingbird contains the n-word and characters that espouse hateful and racist stereotypes. Although the book was written to discuss racism, many believe the book may be a bad influence on some and emotionally harmful to others. Through: hosting a debate on whether or not to teach in schools any book containing the n- Have students move to the PRO side of the room and the CON side of the room so that they can form small groups. You can end up with irregular groups, but it doesn't really matter. Proposal: No book containing the n-word should be taught in class. Each group must compose a topic that includes: Introduction (main idea and summary) Reasons and evidence Conclusive statement Anticipating arguments to the contrary and offering rebuttal. To ensure that the groups share their arguments. After all the groups have offered their arguments, give all groups the opportunity to refute (counter-arguments). Beyond: Did the debate make you question your point of view or assert your position? Explain your answer. Can you appreciate both positions? 5) Show hypocrisy with the original skits. This pre-reading activity of To Kill a Mockingbird makes students think of hypocrisy. Student groups create short scroogers to demonstrate the hypocrisy they perceive. This task prepares students to look at hypocrisy in Maycomb (the teacher discussing against intolerance in Germany, trial, missionary society, honor of Egyptian civilization, etc.) Title: Hypocrites! Common Core Standard: Speaking and Listening 1 (collaborating to express ideas) In: Quick-write: Hypocrisy is when you claim to have moral standards that don't really follow (for example, a teacher who doesn't allow students to have drinks in class but is always drinking a cup of coffee). Write about a hypocrisy you see in life. Why is she a hypocrite? Student share-out for participation points. Through: Explain that students in cooperative groups to create a brief display of hypocrisy for the class. Perhaps a student gets into trouble for drinking a sports drink in class and claims the punishment is unfair as the teacher always drinks Tell students that they don't need to write a script as long as they're clear about the point of view, motivation, and actions in the scene. If the hypocrisy in the scene is not obvious, students may want to preface their s script with an explanation. Students perform. If time allows, give audience members a chance to argue after each scene. Explain that To Kill a Mockingbird uses examples of hypocrisy to help develop themes (messages about life). Beyond: Why is there so much hypocrisy in our lives? Why do people act in ways that contradict their stated beliefs? What kind of hypocrisy could occur in To Kill a Mockingbird? Related post: To kill a unitary mockingbird plan (grade 8 to rank 10) 6) Profile forms of courage. Lee wants the reader to think about meaning and forms of courage. This task encourages students to develop a more nuanced understanding by creating a poster about a form of courage. Title: One Form of Courage Common Core Standard: Speaking and Listening 1.D (considering different points of view), Speaking and Listening 5 (visual display) In: Quick-write: What is your definition of courage? Are there different kinds of courage? Use the examples to support your response. Create a class table of different forms of courage (courage to go against the crowd, courage to risk your life to help others, courage to try new things, etc.) Through: Students need to create a poster for the classroom on a kind of courage. You can organize the selection to get a variety of topics. The poster could include the following: Title (type of courage) Case study (example of this courage from history or real life) Individual (a person demonstrating this form of courage) Perspicuous quote Application (as others might show this kind of courage in their lives) Use a wall of class to create a gallery of courage and expose the work of students. If time allows, take a walk in the gallery and ask students to reflect on the examples. Beyond: Answer this quote from To Kill a Mockingbird: 'I wanted you to see what true courage is, instead of having the idea that courage is a man with a gun in his hand. It's when you know you're licked before you start, but you still start and see it through, no matter what. Do you agree? Make a guess about what this character might be talking about. Think about the gallery walk. What examples made you understand and why? Have you perfected your definition of courage? Explain. 7) Establish links with the Scottsboro affair. Students compare articles on The Scottsboro Affair in order to contextualize the novel consider the point of view and purpose in non-fiction texts. Title: Scottsboro Affair Common Core Standard: Reading Informational Texts 6 (point of view and purpose) In: Quick-write: What are some of the problems with our System? How can the system fail? Think about the influences of human prejudice and error. Present the Scottsboro: The Scottsboro Boys affair (video, 8 minutes) Professor Carol Anderson offers an overview of the case. Through: students will analyze and compare texts on the same topic to think about the point of view, purpose and prejudices. There are plenty of articles to consider, but here's an example of a part article in an Alabama newspaper at the time of rehearsals: outbound links: More on Scottsboro Affair articles Outbound link: The Scottsboro Affair (article, 6 pages) from Facing History and Ourselves. Have students analyze two or more articles in terms of... Purpose and public point of view Rhetoric and prejudice beyond: As consumers of information, why is it important to be aware of the point of view, purpose and audience? What are some of the ways we can be misled if we're not careful? How can disinformation lead to injustice? 8) Jigsaw research to explore the context. This pre-reading activity of To Kill a Mockingbird allows students to practice research methods while gaining an understanding of the novel's context. Students conduct research on the women's movement, segregation, and the Great Depression. NOTE: This task requires access to reference technology or materials. Title: 1930's America Common Core Standard: Writing 7 (Research Questions) In: Quick-write: Generate research questions on one or more of the following topics. Feminism in segregation in America of 1930 The Great Depression Chart student responses as a class. Explain that they could start by asking simple and simple questions, but eventually want to get to open questions that require a thoughtful answer. For example, could they switch from a black person to marrying a white person? to What were the factors hindering interracial marriage? Explain that we are building an understanding of the context of To Kill a Mockingbird. Through: Students must conduct a short research project based on a question of research of their choice. As the search progresses, it's typical to fine-fine-dispers, narrow, expand, or redirect search demand. Preliminary research application Preliminary research Final research application Formal research (Decide how formally you want this to be with regard to citation, etc.) Composition beyond: Students organize their research in a presentation for the class. 9) Discuss the jury system. This pre-reading activity of To Kill a Mockingbird leads students to discuss one element of our criminal justice system: the Students discuss whether or not this system is the best method of deciding guilt. NOTE: Access to search technology is useful but not essential for this to kill a mockingbird pre-reading activity. Title: Jury System on Trial Common Core Core 1 (writing topic) In: Quick Writing: Maybe you've heard people speak positively or negatively about jury duty. Do you want to be on a jury or would I try to find a way to get out of it? Explain your reasons. Explain that the U.S. criminal justice system decides guilt based on the conclusions of a jury of twelve ordinary people in the community. The two parties submit information and the jury must make a unanimous decision: guilty (beyond reasonable doubt) or not guilty. The judge then lies about the penalty. Outbound link: This is why juries shouldn't decide court cases from the outgoing business insider link: Why juries work best from The Guardian Through: Students will form groups to conduct a debate on the proposal. Proposed: The jury system is so flawed that the government must take action to implement a new system to decide guilt in criminal cases. Remind students that even if they personally aren't sure about their location, they can still discuss it effectively. Each group must compose a topic that includes: Introduction (main idea and summary) Reasons and evidence Conclusive statement Anticipating arguments to the contrary and offering rebuttal. Beyond: Which side did the debate win and why? Have you decided on the jury system? Explain. Recently added: To kill a Mockingbird Anticipation Guide Get students to think about key context and themes through lively discussion. The statements address the understanding of others, growth, prejudice, symbolism and more. The PDF handout is ready to go. 10) Reflect on inclusion. (How are you accepting?) Students practice some introspection in this pre-reading activity of To Kill a Mockingbird. They will use a lesson adapted from Teaching Tolerance to think they are more inclusive and understanding. Title: Cliques in Schools (from Tolerance.org) Common Core Standard: Speaking and Listening 1 (collaboration and discussion) In: How are you accepting? Quiz Evaluates each instruction on a scale of 1 to 5 (5 = very true). I don't have time for people who don't see things my way. I don't introduce myself to new people in my school or neighborhood. I always sit with the same people at lunch or during activities. I tend to judge people based on how they dress. My group of friends are close-knit and they don't like others. I don't associate myself with people if they're unpopular with my group. I worry about being seen with some people. They often make fun of others in the face. They often make fun of people behind their backs. I'm not worried about hurting people's feelings online. I feel that the people who choices bring him upon themselves. I don't need to understand others because others don't try to understand me. I can say everything I need to know about someone looking at them. I like it when others are mocked or criticized. I know my point of view is the right point of view. Discuss quiz results as a class and explain that a main theme of To Kill a Mockingbird is to accept others. Through / Beyond: Cliques in schools from Teaching Tolerance To Kill a Mockingbird pre-reading activities summary: Build on prior knowledge (Jim Crow and segregation) Growing up (point of view) Review symbolism Explore the controversial Hypocrisy skits Profiles in courage The Scottoboro Affair Jigsaw research Debate the Jury System How Accepting Are You? Thank you for visiting TeachNovels! I hope this post has given you some ideas that you can use to prepare students to read To Kill a Mockingbird. The book will mean more to students when they can contextualize the novel and interact with key elements. If you found To Kill a Mockingbird Pre-reading Activities useful, check out my Complete To Kill a Mockingbird unit and teacher guide. Related post: 15 To Kill a Mockingbird Project Ideas Related post: To Kill a Mockingbird Anticipation Guide Featured image of Hale Centre Theatre Theatre

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