



To Teach A Mockingbird

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The Main Idea

- Learning about and understanding racism in the South and how it is important to reflect on our history to see where people began and where they are currently in regards to racism
- Compare and contrast racism during the early 1900s to now
- *To Kill A Mockingbird* written by Harper Lee



Introducing the Unit



- *This process would take about 5 class sessions*
- *Daily Journal Entries (For example “what is racism?” “has racism changed from the early 1900s till now, if so explain?” etc.)*



Day 1

- Two songs “Strange Fruit” by Billie Holiday and “Freedom” by Beyonce
- Highlight words they saw as important then discuss the most important word
- Discuss together the true meaning of the songs as well as compare the two
 - Billie Holidays' song was released in 1939 and Beyonce’s song was released in 2016



Day 2

- TedTalk titled “What Beyonce Taught Me About Race” by Brittany Barron as well as a video on Jim Crow laws
- TedTalk, students will fill out a worksheet to analyze and understand Oppression. There will be boxes titled ideological, Institutional, Interpersonal, and internalized that we will fill out together and will write down the definition and give examples we heard about in the video and/or that we can come up with on our own
- Jim Crow laws video- students will watch and take a comprehension check-in quiz asking them to name at least 4 laws that were input and what they were. They will then discuss with their tables the laws they found the most interesting and the laws that they see as still being subtly continued.



Day 3



- A broadcast video that discusses derogatory language called “the History of the N-word.”
- A poem towards the middle of the video would have the activity and it would be analyzing it
- Choose a max of three lines from the poem that resonates with them and why, what did the poet do that stood out to them and how did it make them feel? what does the poem suggest about the impact of racist and dehumanizing language on those who are targeted by it? Use lines from the poem to support your response, what message did she want to send and what can we learn to form it? and what if any impact did the video as a whole have on your views of derogatory and racist language?



Day 4/5

- A documentary called “Hey, Boo: Harper Lee & To Kill a Mockingbird” which explores the life of Harper Lee and her novel
- Assigned the night before to come up with at least 3 thought-provoking questions for their peers and thus be led into an open-ended discussion
- They will have the whole class period to discuss and must be able to continue conversation fluently throughout their time in the circle



The Main Text



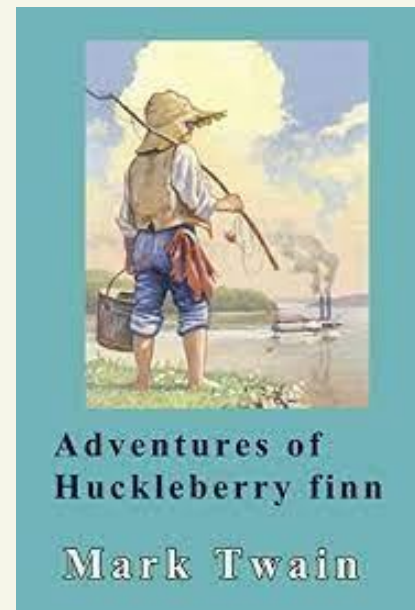
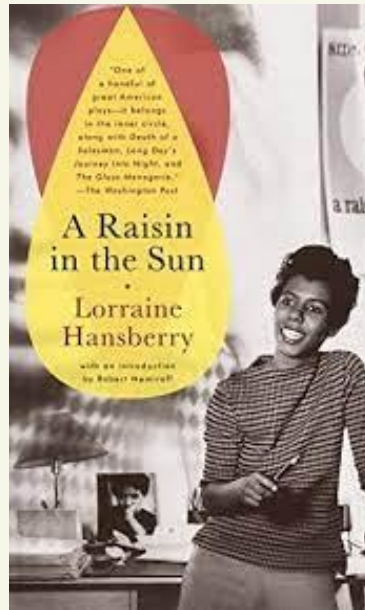
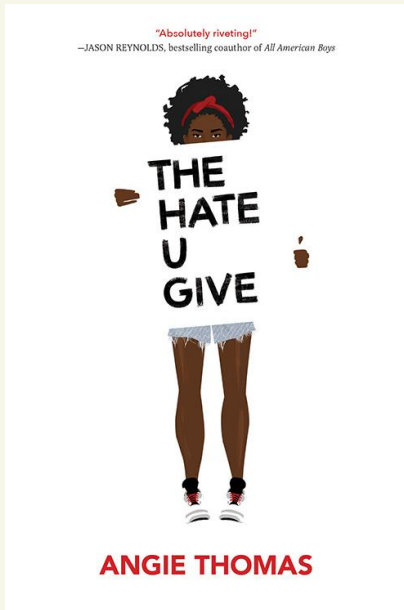
- *This process would take about 10 class sessions*
- Continue the journal entries before the reading begins each day answering questions regarding a theme that will be discussed in the chapter of the day
- Through an audiobook that will be played in class
- Periodically asking plot-based clarifying questions
- Periodically making statements on certain moments to highlight their importance and also explain ideas that could be found confusing



Concluding the Unit

- Two final assignments (30-question exam (multiple choice) on the plot of the novel and a literary analysis of the novel)
- Essay- they are free to write on anything but must run their thesis statements by me before the deadline for review is up
- They will be graded on the completion of journal entries, worksheets, participation, and the two assignments exam/essay).
- After all is completed there will be a movie day where I will provide popcorn/snacks

Working Beyond the Text





Thank You!

