

Name: _____

Date: _____

Homeroom: _____

Class: _____

To Kill a Mockingbird (3-10) "...it was a tired old town when I first knew it."

Lesson Objective: Describe the novel's narration and consider details from the narrator's childhood.

Do Now **10-11 mins total**

Directions: Read the text and review the images on the following page to answer the questions.

* *Complete independently. At about 4 minutes, encourage students to move to answer Q2 on back - bullet point to support pacing*

To Kill a Mockingbird
Adapted from pbs.org and guardian.co.uk

Harper Lee published *To Kill a Mockingbird* in 1960. By 1961, it had won the Pulitzer Prize, awarded for distinguished fiction by an American author. By 1962, it had been developed into an Academy Award-winning film. Since then, it has been translated into more than 40 languages, has sold more than 40 million copies, and was made into a Broadway play in 2018.

It is the story of two years in the life of Scout Finch, who begins as a 6-year-old child living in the fictional town of Maycomb, Alabama during the **Great Depression**. Wayne Flynt, a friend of Harper Lee, says the book stands out for its **subtle** descriptions of "the innocence of childhood and about the **corruption** of most of the institutions that were important like the church, the courts, the school."¹

In an interview she gave in 1964, Harper Lee described the setting of the novel: "This was my childhood. If I went to a film once a month, it was pretty good for me, and for all children like me. We had to use our own devices in our play, for our entertainment. We didn't have much money. Nobody had any money. We didn't have toys, nothing was done for us, so the result was that we lived in our imagination most of the time. We devised things; we were readers, and we would transfer everything we had seen on the printed page to the backyard in the form of high drama."²

* *Do Now Review:
At minute 6, Turn and Talk for Q1. After T+T,*

subtle: indirect, not obvious at first
corruption: breakdown or decay

1. Think about Harper Lee's description of her childhood. In what ways was her childhood similar to yours? In what ways was it different? *Ask: Hold up 1 finger if Harper Lee's childhood is more similar to yours; hold up 2 fingers if her childhood is different.*

[Students should reference some of the details: a film once a month / use our own imaginations to play / didn't have much money / didn't have toys / we were readers / we would act out plays.]

1 min ~~Correct~~ one stu to share a sim; one stu. to Take Hands: share a difference.

¹ Joshua Barajas, "How Newspapers Reviewed *To Kill A Mockingbird* in 1960," PBS.org, July 13, 2015, <https://www.pbs.org/newshour/arts/newspaper-reviews-thought-kill-mockingbird-became-masterpiece>

² "Roy Newquist Interviews Harper Lee," Classic Web Archive, accessed January 5, 2021, <http://web.archive.org/web/20070630230531/www.chebucto.ns.ca/culture/HarperLee/roy.html>. Originally published in *Counterpoint*, 1964.

DN Review: Ask Stu. to read "Great Depression"

2. The setting of *To Kill a Mockingbird* is a small town in Alabama during the Great Depression. Note the description of this time period from your Knowledge Organizer:

Cold Call for Key ideas ↴

1 min

1929-1939	The Great Depression	Economy collapses as a result of the stock market crash and many lose their life savings; unemployment is widespread.
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The images below are from the set of the 1962 film adaptation of *To Kill a Mockingbird*.



What aspects of these photos capture the mood evoked or suggested by the description of the Great Depression or of Lee's childhood? Explain.

Take Hands to review 1-2 min

economy collapses
many lose their savings
unemployment

no one is out shopping or working; streets are deserted, w/ no cars/wagons
stores look closed

no money/toys/few movies
use their imaginations to play, because looks like very little is happening in this town.

Retrieval Practice **6 min total** (to make room for Reading)

This is our first Retrieval Practice of our new unit.

For today, you will be able to refer to your Knowledge Organizer to answer the questions. As the unit progresses, we'll increase the challenge by answering the Retrieval Practice questions from memory.

Before we start, review the definition for Great Depression and review the first four Literary Terms from the Knowledge Organizer.

2 minutes to Review KO **4 mins** for Q

T+T 1. What is a story called when it is told from the point of view of a character looking back on past events?
- Retrospective narration

CC 2. What tense is a retrospective narration usually told from?
past tense

Take Hands 3. What is irony? *the opposite of what is expected*

T+T 4. What do we call the type of irony in which a reader's awareness of what is happening exceeds a character's awareness?
dramatic irony

T+T 5. What was the Great Depression? *A period of time during which economies collapsed, people lost their money/savings, people were unemployed and couldn't find jobs*

then take hands
BACK POCKET RET. PRACT Qs IF TIME ALLOWS: Challenge Stu to turn over their KO if they feel ready!

6. Cold Call stu for Q 1

7. Turn + Talk for Q 2

CC 8. What literary term means "the opposite of what is expected"?

9. Take Hands: Define "Retrospective Narration."

CYCLE 1

Pages 3-5 25 min total

Annotation Task: As we read, annotate for details that describe the narrator.

Notes: Review 1 min

- Sister to Jem, four years older
- about 9 } add after #2
- her father = Atticus } Add After #3
- Southerner
- lives in Alabama
- Uncle (Jack)
- Aunt (Alexandra)

1. Turn and Talk: What are your first impressions of the book? What details does the narrator clearly reveal about herself? What questions do you have? Challenging to read; basically describes her family members

2. As you learned from the Knowledge Organizer, **retrospective narrative** is when a narrator tells a story by looking back on past events. What details from p. 3 are clues that this is an example of retrospective narration? 3 min Take 30 seconds to locate clues from #1-2. Cold call for Responses. Students then stamp in writing

• The phrases "when enough years had gone by" and "enable us to look back" indicate the narrator is relaying details that already happened.

• The narrator uses the past tense and first person pov. ("we sometimes discussed")

3. Turn and Talk: Reread this line from p. 4. 3 min

Being Southerners, it was a source of shame to some members of the family that we had no recorded ancestry on either side of the Battle of Hastings.

ancestry: all the people who were in your family since past times

The Battle of Hastings occurred in England during the year 1066. It is a crucially important battle in England because it changed England's rulers and language. BiD: Where does narrator live? Where was Battle of Hastings? - what time period does novel take place in? When was " "? - what seems odd about these disconnects?

a. Why might it seem odd that a family from Alabama is thinking about a battle in England? Turn and Talk: 30 sec - 1 min
It happened long ago + far away; it seems to have nothing to do w/ her life in 1930's Alabama

b. Challenge: What might the narrator believe about the importance of ancestry to Southerners? BiD - How much time does narrator devote to this history
Although this past history seems totally removed and unimportant, the narrator spends lots of time and goes into great detail about it, so it must feel relevant to the narrator. If it's embarrassing for someone to have "no recorded ancestry," the narrator seems to feel that ancestry matters to other Southerners.

* If time, note that this ancestry is only available to white Southerners - this might be a way to feel more important than Black Southerners, who cannot trace much ancestry as enslaved people.

c. What details does the narrator choose to introduce herself and her story? Why might this be? More important than Black Southerners, who cannot trace much ancestry as enslaved people.

Skip - fold into above

4. Turn and Task: Reread this description of the narrator's ancestor, Simon Finch (p. 4):

4 min

Simon would have regarded with impotent ^{fierce anger} fury the disturbance between North and the South, as it left his descendants stripped of everything but their land...

impotent: helpless or powerless

Turn + Talk (30 sec)

a. What is "the disturbance between North and South"? (Use your Knowledge Organizer if you need to!)

The "disturbance" is actually a 4-year long war - the Civil War.

Responding writing 1 minute: Cold call 1-2 students. If time, move to

b. Consider the use of the word "disturbance." Why might the narrator have chosen this word instead of "war" or "fight"?

"Disturbance" is far less intense or serious than "war." Simon Finch downplays the war. * If time allows, draw students attention to Simon's "fury": What was

Simon furious about? What does this tell you about his attitude? He was furious that the war took "things" from his descendants - their reliance on slavery, for sure. This shows he ~~was~~ would spend little time seeing the C.W.

5. Reread this description of Simon Finch's actions when arriving in Maycomb, Alabama (p. 4):

So Simon, having forgotten his teacher's dictum on the possession of human chattels, bought three slaves from and with their aid established a homestead on the banks of the Alabama River... the perspective of Black South-erners.

his teacher's dictum: John Wesley, the leader of the Methodist religion, preached against slavery

chattel: property

Teacher -> This is a clue

Do you think that Simon Finch "forgot" that his religious leader was anti-slavery? What do you think "with their aid" means?

this novel will deal w/ differences between Black + white perspectives.

Skip for pacing

CYCLE 2
Pages 5-7 (13 mins)

Annotation Task: As we read, continue to annotate details that help you understand the narrator's world. What is her family situation? How does she spend her days?

Notes

- hot, "tired" town; nothing much to do there.
- lives w/ father, brother, and cook, Calpurnia
- mother died when two
- played outside, seemingly allowed to play in streets of town

6. Turn and Talk: The narrator says she was almost six years old when the story starts. Does this sound like the narration of a six-year-old? Why or why not? (1 min Turn + T) (2 min Take Hands to Stamp)

The word choice, details of wars/generals/history, and long, complex sentences do not sound like a 6-yr.-old. This seems to be an adult's retrospective narration, looking back on the past.

7. Re-read these lines from p. 6.

People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County.

While (student) rereads, everyone annotated = speed (1 min) ambled: moved in a slow, relaxed pace

a. Circle the words or phrases that describe the pace of life in Maycomb, Alabama.

b. What are some reasons that the narrator might remember her town in this way? Try to use the phrase retrospective narration in your answer. For stu. who need support: "In her retrospective narration, ..."

(3 mins) to respond in writing. If you finish early, try the challenge

In her retrospective narration, the narrator sees days as long and unending. A six-year-old might feel that way, because they do not have many responsibilities of pressing things to do. Plus, in the 1930's, there were no phones or video games, and nothing much to do in a country town during the Depression

Circulate: Look for a strong answer - ask stud. to read aloud as stamp

c. Challenge: How is the narrator's description of Maycomb description similar to the description of Harper Lee's childhood from the Do Now?

- no toys, no money, no movies (1 min)

If time, take hands - send students back to DN #3

* Likely a skip for time. But, if pacing allows, divide class in

8. Turn and Task: Consider the depictions of Atticus and Calpurnia on p. 6.

two - half find details for Atticus, half for Calpurnia. 1 1/2 min

a. Choose two details from p. 6 that best characterize them.

Share out 1 min

Atticus	Calpurnia
<ul style="list-style-type: none"> • played / read to them • detached - liked them but stayed out of their lives • sided w/ (agreed w) Calpurnia when she punished narrator 	<ul style="list-style-type: none"> • hand = wide + hard • ordered narrator out of the kitchen • tells her to behave like her older brother • calls her home (when she's not ready)

Take Hands

b. From the descriptions of Atticus and Calpurnia, what can you infer about the narrator?

The narrator seems troublesome! She's kicked out of the kitchen and told to behave

↳ maybe she's treated unfairly

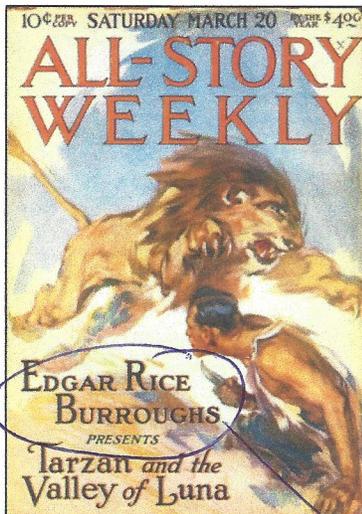
↳ likely she's a bit of a handful - acting like a 6-yr-old

2 min

CYCLE 3 10 min
Pages 7-9: (On Your Own) - to expedite, Read Aloud/FASE to p. 8

Annotation Task: As you read, ~~annotate for details that make Dill a good playmate.~~ skip for pacing

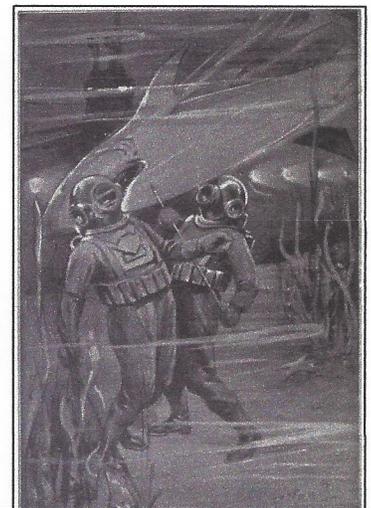
Words to Watch For					
Page	Word	Meaning in Context	Page	Word	Meaning in Context
7	puny	weak and small	9	pocket Merlin	Merlin is a legendary wizard; here "pocket" means little or small
8	linen	a kind of cloth	9	teemed	filled up and overflowing
8	curiosity	a strange or unfamiliar object	9	quaint	unusual in an attractive, appealing way
8	habitually	all the time, like a habit	9	repertoire	a list of things that a person can do or perform
8	cowlick	a piece of hair that sticks out from the rest	9	vapid	dull and boring



The cover of a weekly magazine that featured a Tarzan story.



Dracula, a 19th century horror novel, was released as a movie in 1931.



An illustration from the book Tom Swift and His Submarine, about a boy inventor.

the "picture show" Dill saw
some of their books

9. Turn and Talk: The narrator calls Dill a "curiosity" and a "pocket Merlin." Using the definitions of "curiosity" and "pocket Merlin" from the "Words to Watch For" table, explain why Scout calls Dill these things.

Skip for pacing

10. Think about the description of the relationship between Dill, Scout, and Jem (pp. 7-9). Then use this kernel sentence as a starting place to write one sophisticated, expanded sentence to capture what happens in this scene.

3-4 min to respond in writing
They play.

Who (name the children): Scout, Jem, Dill
 When (describe a place or time): During the summer / when Dill visits
 What (explain their specific actions): build a tree house / act out stories
 Why (give a reason for these actions): children play all day / nothing to do / no real toys / Dill has an active imagination

Expanded Sentence:

Every day during the summer, Scout, Jem, and Dill act out stories with each other, because children living during the Depression didn't have money for toys or activities.

1-2 minute : Circulate to find a strong answer to stamp.
 If there are 2-3 strong responses that vary details, ask students to read aloud several, and praise students' independent thinking/expression to end class on a positive note re: writing!

Name: _____

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Exit Ticket

10 minutes

Respond in writing

1. Recall this sentence from Harper Lee's interview:

We had to use our own devices in our play, for our entertainment. We didn't have much money. Nobody had any money. We didn't have toys, nothing was done for us, so the result was that we lived in our imagination most of the time. We devised things; we were readers, and we would transfer everything we had seen on the printed page to the backyard in the form of high drama.

To support pacing: Student's can bullet point answers.

Select two details from Harper Lee's memories of her actual childhood and explain how Lee fictionalized them (put them in the narrator's description of her childhood) in *To Kill a Mockingbird*.

- had to use own devices in our play/we lived in our imagination =
children telling each other about movies/acting books out in the yard
- we didn't have much money = Maycomb (p.6) "nothing to buy and
nothing to buy it with"
- readers/we would transfer...high drama = Atticus read to them; Scout
already knows how to read; kids act out their books