

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

TIME/ACTIVITY	BREAKDOWN	RESOURCES	HOMEWORK
<b>Lesson 1 &amp; 2</b>  To Kill a Mockingbird Chapter 1 – an introduction to the history of The Deep South Research	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>❖ Collect information – assess what we have learned from initial research.</li> <li>❖ Read chapter</li> <li>❖ Write notes                             <p>Introduction of Scout as narrator – child – she is writing as an adult thinking back. We hear about Jem’s arm - happens at the end of the novel- so this links the novel’s beginning to its ending. We also hear about the Finch family history. As a result of the Civil War, families looked to their roots – very insular people, all families are obsessed by their history.</p> <p>Scout said “Being Southerners it was a source of shame to some members of the members of the family that we had no recorded ancestors on either side of The Battle of Hastings” -</p> <p>e.g of Southern attitude and also Scout’s self reflective humour laughing at herself.</p> </li> <li>❖ Look at the Boo Radley legend draw up a class spidergram with notes on what we have learnt so far about Boo and about the children – active imagination / creating mystery. Gossip creates myth / distortion – reflection on our view of other cultures and disability – no understanding so we alienate them creating irrational fear – N. Ireland.</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>❖ Do the Harriet Tubman, poem p82-83 – read through.</li> <li>❖ Follow Deep South worksheet intro the area to be covered.</li> </ul>	To Kill a Mockingbird Deep South Worksheet Video of Gone With the Wind or Sommersby helpful. Oxford English 4a p82-83	Find a book or watch one of these films to report back – lesson 15

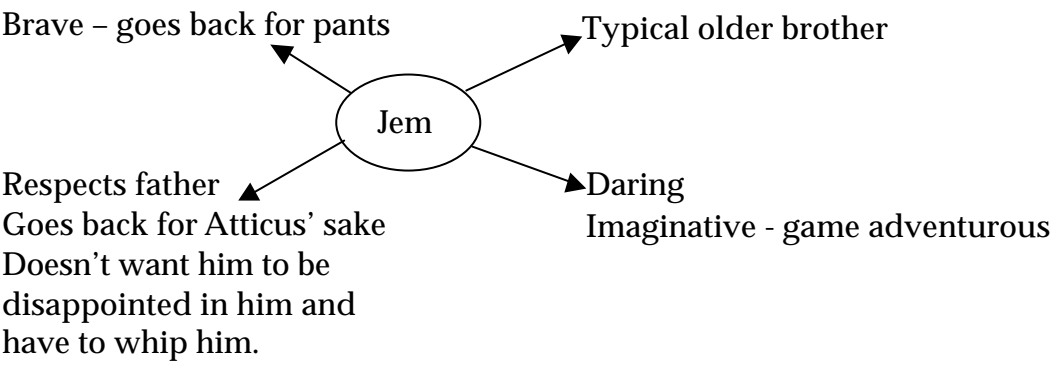
## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 3</b></p> <p>To Kill a Mockingbird Chapter 2</p> <p>Cunninghams School</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 2</li> <li>❖ Scout's first day at school. Miss Caroline and Scout argue about reading. Miss Caroline humiliates Walter. Scout explains.</li> <li>❖ Describe the Cunninghams.</li> <li>❖ What impression do we get of school? Narrow-minded, humiliating – family background influences people, constrictive- reading. Scout rebels against this – too innocent to realise that you've got to play the system. She is like the mockingbird in the legend – it teaches the others to sing.</li> <li>❖ Lead into personal anecdotes about first days at school.</li> </ul>	<p>To Kill a Mockingbird</p>	
<p><b>Lesson 4</b></p> <p>My first day at school – personal writing, lang folder</p>	<ul style="list-style-type: none"> <li>❖ Read Early memories of school and free dinners by Fred Rickard. Look at the idea of creating a scene, of a picture in words, an atmosphere. Think to important characters, a hated or much loved teacher, an incident that was particularly sad, funny, inexplicable to a five year old.</li> <li>❖ Weave them all together into an autobiographical account of "My Early School Days" – other writing language folder piece.</li> </ul>	<p>Oxford English 4a (blue) p10-11 class set</p>	<p>Start to plan it out</p>
<p><b>Lesson 5</b></p> <p>To Kill a Mockingbird Chapter 3</p> <p>Writing Style Comprehension Ewells Atticus</p> <p>Introducing how to write supported points</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 3.</li> <li>❖ Walter comes to dinner. Scout is rude. Miss Caroline meets Burris Ewell. Atticus talks to Scout about reading and Miss Caroline.</li> <li>❖ Look at how Lee makes Scout sound like a child – p27 "I'd go off and drown myself in Baker's Eddy and then they'd be sorry." "The Sam Hill". Preparing to spit.</li> <li>❖ Why does Walter pour syrup on everything and why is Atticus angry with Scout for drawing attention to this? No nourishment at home – extra calories.</li> <li>❖ Describe the Ewells.</li> <li>❖ What sort of man is Atticus? Give evidence for your opinions. Explain this use of proof – like a detective. Fiercely non-racist. Wise. Law is King – true democrat.</li> </ul>	<p>To Kill a Mockingbird</p>	<p>Finish Atticus question</p>

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 6</b></p> <p>To Kill a Mockingbird Chapter 4 Boo's diary</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 4.</li> <li>❖ <b>Jem and Scout find presents in the tree stump from Boo. Dill arrives for the Summer: children re-enact the Radley story. Scout's real name is shown to be Jean-Louise Finch.</b></li> <li>❖ What do the presents tell us about Boo? – kind or is it a trick? Idea of it being poisoned shows how bad-minded they are.</li> <li>❖ Describe Dill – pairs. How does Dill further the Radley story? Death in three days for Scout and the poisoned chewing gum. Hot steam.</li> <li>❖ Draw a flow chart of the Boo Radley story Boo attacked Mrs Radley with a pair of scissors, so now they keep him locked up.</li> <li>❖ Describe how Boo must feel seeing the enactment of his past and the scissors every day on the porch? Who was laughing at Scout – what does this tell us about what Boo is really like?</li> <li>❖ <i>Write Boo's diary after he has watched Scout, Jem and Dill re- enacting his past and write how he feels about them. Does he want to join them? Homework</i></li> </ul>	<p>To Kill a Mockingbird</p>	<p>Boo's diary</p>
<p><b>Lesson 7</b></p> <p>To Kill a Mockingbird Chapter 5 Boo – Jem and Dill</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 5</li> <li>❖ <b>Children talk to Miss Maudie. They try to put a note through the Radley letter-box. Atticus stops it. Atticus believes in living to the letter of the law – at all times a person's civil liberties must be respected</b></li> <li>❖ Improvise conversations between Dill and Jem about plans to meet Boo. Devise a plan to enter the house and meet him or to draw him out.</li> </ul>	<p>To Kill a Mockingbird</p>	

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 8</b></p> <p>To Kill a Mockingbird Chapter 6</p> <p>Jem's character</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 6</li> <li>❖ Children look into the Radley house. Jem's pants (trousers) get caught. Dill leaves. Jem goes back for his pants in the night.</li> <li>❖ Spidergram – as basis for notes. Draw a spidergram of Jem's character</li> </ul> <div style="text-align: center;">  <pre> graph TD     Jem((Jem)) --&gt; Brave[Brave - goes back for pants]     Jem --&gt; Typical[Typical older brother]     Jem --&gt; Daring[Daring]     Jem --&gt; Respects[Respects father Goes back for Atticus' sake Doesn't want him to be disappointed in him and have to whip him.]                     </pre> </div>	<p>To Kill a Mockingbird</p>	
<p><b>Lesson 9</b></p> <p>To Kill a Mockingbird Chapter 7</p> <p>Informal letter to Boo from Jem</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 7</li> <li>❖ Scout in second grade. The truth about Jem's trousers is discovered and more presents arrive from Boo. The tree hollow is cemented up by Mr Radley.</li> <li>❖ What does this final action tell us about Mr Radley?</li> <li>❖ Write a letter from Jem to Boo. What would you include? Try to find out about how he is being treated. Is he a prisoner? Are you moved to sympathy for Boo by his generosity?</li> </ul>	<p>To Kill a Mockingbird</p>	<p>Finish letter</p>
<p><b>Lesson 10</b></p> <p>To Kill a Mockingbird Chapter 8</p> <p>Newspaper article – part one of folder piece</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 8.</li> <li>❖ First snow. Fire at Miss Maudie's house. Boo Radley covers Scout with a blanket. Note Scout's reaction to kindness of Boo – parallel to later reaction to the kindness Tom shows to Mayella Ewell. Good deed is snubbed. This is an example of institutionalised prejudice – an irrational grudge against people.</li> <li>❖ Folder piece – part 1 Write an article for the Maycomb Tribune about the fire.</li> </ul>	<p>To Kill a Mockingbird</p>	<p>Draft for homework</p>

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 11</b></p> <p>To Kill a Mockingbird Chapter 9 ATTICUS' MOTIVATION IN TAKING THE CASE</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 9.</li> <li>❖ Scout tries to hit Cecil Jacobs for calling Atticus a “nigger lover”. Atticus talks to Scout about racism. Christmas at Finch’s Landing. Introduced to Aunt Alexandra and Uncle Jack. Atticus explains to Uncle Jack why he is taking the Tom Robinson case.</li> <li>❖ Why is Atticus defending Tom – class disc then spidergram</li> </ul> <div style="text-align: center; margin: 20px 0;"> <pre> graph TD     A[Reasons for Atticus' defending of Tom Robinson] --&gt; B[Honour – defends an innocent man regardless of colour]     A --&gt; C[To attack racist attitudes in society]     A --&gt; D[To show that a good deed shouldn't be shunned if society is to prosper.]     A --&gt; E[Justice for Tom - far more decent a person than cheating Ewells]             </pre> </div> <p>What problems do you think that they will face? Friends turning against them, school problems, personal safety, KKK, loss of business and professional credibility.</p> <ul style="list-style-type: none"> <li>❖ Should Atticus still take the case on? Give your reasons.</li> </ul>	<p>To Kill a Mockingbird</p>	
---	--	------------------------------	--

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 12</b></p> <p>To Kill a Mockingbird Chapter 10 Newspaper article – part two of folder work</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 10</li> <li>❖ Atticus as a father, and the mad dog incident</li> <li>❖ Write down all your impressions of Atticus’ character – prove with examples from the text. Law is the ruler –true democrat Wise – only one who can handle Scout – Uncle Jack incident. Understands folly of society but doesn’t preach – tries to step inside their skin instead. The mad dog incident shows that he is no wimp – he has the power to be a deadly marksman, if he so wishes. This chapter is here to show Atticus’ true power if he chooses to use it. Of course he won’t, he upholds the rule of law and democracy. Decisions over people must take place in the courtroom, not on the street like the mad dog. He is gentleman and knows that vigilantism is wrong. He has the power but will not use it.</li> <li>❖ In groups discuss the meaning of p100 quote below. He also says “it is a sin to kill a mockingbird” p100, which means that it is wrong to kill something that can’t defend itself and does only good things. This is a metaphor for Tom Robinson, a decent law-abiding family man who helped and felt sorry for a poor white girl.</li> <li>❖ Write a short article for the Maycomb Tribune on the mad dog incident – part two folder work.</li> </ul>	<p>To Kill a Mockingbird</p>	<p>Finish draft of article for homework</p>
<p><b>Lesson 13</b></p> <p>To Kill a Mockingbird Chapter 11 Obituary – part three for folder</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 11</li> <li>❖ Jem is twelve years old. Mrs Lafayette Dubose is described. Jem cuts off her flower heads. Atticus makes him read to her. She dies. Look at Atticus’ wisdom.</li> <li>❖ Write an explanation and discuss the Mrs Dubose / Jem relationship.</li> <li>❖ Write an brief obituary of Mrs Dubose’s life and her death for the Maycomb Tribune – part three for folder.</li> </ul>	<p>To Kill a Mockingbird</p>	<p>Finish draft for homework</p>

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 14</b></p> <p>To Kill a Mockingbird Chapter 12 – character description/ function</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 12</li> <li>❖ Scout explains Jem’s adolescence. Jem and Scout go to Calpurnia’s church. Racial incident. Calpurnia describes her own family and community. We learn that Tom’s crime is a rape. Helen, Tom’s wife is suffering and no-one will employ her to pick cotton.</li> <li>❖ In pairs - Make a list of the black characters in this chapter and describe them and what they do in the chapter. Calpurnia Rev Sykes Lula Zeebo</li> </ul>	<p>To Kill a Mockingbird</p>	
<p><b>LESSON 15</b></p> <p>Black Boy – Richard Wright extract – the history / incident of black oppression</p>	<ul style="list-style-type: none"> <li>❖ Look at the black and white photo on the worksheet– impressions about America at that time – openly racist.</li> <li>❖ Compare to South Africa’s apartheid and Hitler’s persecution and ghettoisation of the Jews – is it any different?</li> <li>❖ Read through Black Boy extract.</li> <li>❖ Could it ever be like this in Britain? – immigration control, Asian and Black areas of London and the big cities. What is the difference today?</li> <li>❖ Go through the questions and answer questions.</li> </ul>	<p>Black Boy extracts.</p>	
<p><b>Lesson 16</b></p> <p>To Kill a Mockingbird Chapter 13</p>	<p>Lesson1</p> <ul style="list-style-type: none"> <li>❖ Read chapter 13</li> <li>❖ Aunt Alexandra comes to stay. Maycomb is described. Atticus is instructed to glorify his family to his children. P141 – see growth in Scout’s understanding “one must lie under certain circumstances and at all times when one can’t do anything about it.”</li> <li>❖ Write Aunt Alexandra’s diary entry explaining her first opinions and impressions of Scout, Jem, Atticus and their lives. Look at the ideas of the Finch family history.</li> </ul> <p>Lesson 2</p> <p>Class discussion on how girls are treated differently from boys. Structure in terms of gender group ideas formulated with pros and cons of being a girl / boy and the differing expectations of each group. Formal reporting back and then class discussion.</p>	<p>To Kill a Mockingbird</p>	

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 17</b></p> <p>To Kill a Mockingbird Chapter 14</p> <p>Newspaper article – part four – Missing Boy</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 14</li> <li>❖ Atticus defines rape for Scout. Aunt Alexandra wants to get rid of Calpurnia. Jem &amp; Scout argue. Dill found under bed.</li> <li>❖ Why does Aunt Alexandra dislike Calpurnia? Knows her own mind. Threat kids like her better. Undermines her authority on how to behave. Equal in the household, rather than a servant.</li> <li>❖ Discuss “You’ve got a roomful of things. I-got-you-that-book-so-go-read-it.” p58 Discuss Dill’s problem.</li> <li>❖ Newspaper article - Missing Boy – Maycomb Tribune – part four folder work – continue next lesson</li> </ul>	<p>To Kill a Mockingbird</p>	
<p><b>Lesson 18</b></p> <p>To Kill a Mockingbird Chapter 15</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 15.</li> <li>❖ Sheriff Heck Tate comes to Atticus’ door with Maycomb men. Atticus guards Tom Robinson at the jail. Confrontation with Maycomb men, children diffuse the situation.</li> <li>❖ “Trouble at the Jail House” As Atticus record your account of the incident to Aunt Alexandra. Why did Mr Cunningham retreat? Explain what exactly Scout did.</li> </ul>	<p>To Kill a Mockingbird</p>	
<p><b>Lesson 19</b></p> <p>The history / incident of black oppression and the fight back</p>	<ul style="list-style-type: none"> <li>❖ Look at the downloaded material on black oppression in the 1950’s and in groups look at each one and make notes – discuss your response to what was happening in the deep south in the 1950’s. Remember that To Kill A Mockingbird was written in 1960.</li> <li>❖ Feed back.</li> <li>❖ Look at the similar experience of Nelson Mandela at the time in South Africa.</li> <li>❖ Encourage internet research – <a href="http://www.afroam.org/history">www.afroam.org/history</a> <a href="http://www.wmich.edu/politics/mlk">www.wmich.edu/politics/mlk</a></li> </ul>	<p>Extracts for stimuli Nelson Mandela worksheet.</p>	



## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 20</b></p> <p>To Kill a Mockingbird Chapter 16</p> <p>Looking at mob and also Dolphus Raymond</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 16.</li> <li>❖ Atticus explains racial tension and the reasons for confrontation over breakfast. Build up to trial: children describe Mr Dolphus Raymond. Trial begins. Is Aunt Alexandra racist? She says “it encourages <i>them</i>” them emphasises this sense of otherness / distrusts them and depersonalises black people by lumping them all together. Easy then to hate.</li> <li>❖ What is Harper Lee saying about the mob? Discuss.</li> <li>❖ Scout split up the mob by repersonalising the cause and reminding Mr Cunningham that this is Atticus the man who is helping him with his legal problems at no cost. These are human beings not a simple black bashing scenario. Walter is made to jump into Atticus’ skin.</li> <li>❖ Draw up a spidergram of Dolphus Raymond’s character.</li> </ul>	<p>To Kill a Mockingbird</p>	
<p><b>Lesson 21</b></p> <p>To Kill a Mockingbird Chapter 17</p> <p>Plotting events</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 17</li> <li>❖ Mr Heck Tate is the first witness. Mr Robert Ewell is rude as a witness – reflection on his character.</li> <li>❖ Plan out the events as recounted by each witness in a columned time line on one page.</li> </ul>	<p>To Kill a Mockingbird</p>	
<p><b>Lesson 22</b></p> <p>Native Son extract plus newspaper article</p>	<ul style="list-style-type: none"> <li>❖ Look at the extract Native Son by Richard Wright and answer the question.</li> <li>❖ Work on newspaper article</li> </ul>	<p>Native son extract</p>	<p>Continue next lesson but finish draft for homework</p>
<p><b>Lesson 23</b></p> <p>To Kill a Mockingbird Chapter 18</p> <p>Mayella’s testimony</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 18.</li> <li>❖ Miss Mayella Ewell is questioned as the plaintiff.</li> <li>❖ Explain terms plaintiff and defendant / the accused.</li> <li>❖ Plot out her story on the events flow chart. Are there any inconsistencies emerging?</li> <li>❖ Write down your impressions of Mayella Ewell. How do you feel about her? Give reasons for your response.</li> </ul>	<p>To Kill a Mockingbird</p>	

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 24</b></p> <p>To Kill a Mockingbird Chapter 19 Tom's testimony</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 19.</li> <li>❖ Mr Tom Robinson is questioned.</li> <li>❖ Look at the term "boy". Why is this used?</li> <li>❖ Why should Mayella be believed? White, girl, reason to lie?</li> <li>❖ Is Tom innocent? Write your reasons and support each one with evidence.</li> <li>❖ Class discussion based on this.</li> </ul>	<p>To Kill a Mockingbird</p>	
<p><b>Lesson 25</b></p> <p>The art of persuasion – oratory – linking to black prejudice &amp; Martin Luther King's I have a dream speech.</p>	<ul style="list-style-type: none"> <li>❖ Read the speech made by Martin Luther King – p103. Very famous and really led to the freedom for black people in the USA – made in 1963, three years <b>after</b> To Kill A Mockingbird. Look at the novel as a political text. Look at the history of Martin Luther King and his importance to America and black people the world over.</li> <li>❖ Look at the idea of the orator – good - Billy Graham, King Bad - Mussolini, Hitler – people who could work a crowd</li> <li>❖ Try to identify through quoting the different techniques in this speech.</li> <li>❖ Write down your response to the speech. Do you agree with Martin Luther King's ideas? Is it reasonable? How does it work up excitement in the crowd?</li> </ul>	<p>Oxford English 4b</p>	
<p><b>Lesson 26</b></p> <p>To Kill a Mockingbird Chapter 20</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 20.</li> <li>❖ Recess: children talk to Mr Dolphus Raymond. Atticus makes his summarising speech to the jury. Dolphus Raymond acts strangely by drinking coke in a paper bag every one writes him off as a low-life and so no-one is surprised that he marries a black woman. If he looked respectable to people then the marriage would be a scandal and they would experience resistance and trouble. Again look at society's lack of true understanding and how people are ready to form judgments about people with no real understanding of them – no one jumps into Dolphus' skin to understand him.</li> <li>❖ Is this case as simple as black and white? Explain in detail what Atticus means. Support each point with proof from the text.</li> </ul>	<p>To Kill a Mockingbird</p>	

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 27 &amp; 28</b></p> <p>To Kill a Mockingbird Chapter 21 Newspaper article 5 – folder work</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>❖ Read chapter 21</li> <li>❖ Calpurnia approaches judge to look for Atticus' children in the courtroom. They are sitting with the black people in the gallery – significant social point. They plead to hear the verdict. Guilty is returned. The black people stand as Atticus leaves the court.</li> <li>❖ Newspaper article – folder work - five. You have sat through the trial as a reporter for the Maycomb Tribune. From all the evidence given, the tension and the verdict; write an in-depth newspaper report on the trial. You may give your opinion either way on justice in Maycomb County and on Atticus.</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>❖ Carry on with it.</li> </ul>	<p>To Kill a Mockingbird</p>	<p>Finish for homework</p>
<p><b>Lesson 29</b></p> <p>To Kill a Mockingbird Chapter 22 Role of the children in the novel</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 22</li> <li>❖ Jem cries. Food from Black community. Miss Maudie talks to the children about Atticus' role. Bob Ewell spits in Atticus' face. "They've done it before and they did it tonight and they'll do it again and when they do it – seems only the children weep." Atticus</li> <li>❖ Groups of three. Discuss the quote. What do the children represent and stand for in this novel? Innocence, truth and the obvious – society has blinded people to the obvious.</li> <li>❖ "There ain't one thing in this world I can do about folks except laugh, so I'm gonna join the circus and laugh my head off." Dill. Explain what you think he means by this.</li> </ul>	<p>To Kill a Mockingbird</p>	

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 30 &amp; 31</b></p> <p>A poetry comparison exercise – C20th for folder</p>	<ul style="list-style-type: none"> <li>❖ Ain't I a Woman – Sejourner Truth and Maya Angelou's Woman work.</li> <li>❖ Read the two poems and try to assess the life of a black woman. What messages are they trying to convey to us?</li> <li>❖ Look at the white lifestyle of Aunt Alexandra, how does it compare to Calpurnia's?</li> <li>❖ <i>Analyse the two poems carefully in terms of style, theme, atmosphere and write a comparative essay on them for folder.</i></li> </ul>	<p>Ain't I a Woman – Sejourner Truth and Woman Work – Maya Angelou</p>	<p><b>Finish for homework</b></p>
<p><b>Lesson 32</b></p> <p>To Kill a Mockingbird Chapter 23 – family fate and snobbery</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 23</li> <li>❖ Atticus and Jem have a discussion about the trial. Atticus and Aunt Alexandra argue about the children. We learn about the Cunninghams. We see a new realisation about Boo from Scout. She thinks he wants to stay inside. She realises that society would persecute him for being a misfit and it is safer for him to stay out of public gaze. Not a prisoner but a refugee.</li> <li>❖ Explain the character and logic of the Cunninghams. What are they like and why are they now trying to help Tom and Atticus?</li> <li>❖ Look at Aunt Alexandra's view of people as opposed to Scout's view "Finch women aren't interested in that sort of people" – can't change your nature it is bred into you – "drinking streak" in the family – p249 pecking order idea. Scout "I think there's just one kind of folks. Folks." Class discussion about this – look at royalty and predestination / fate.</li> </ul>	<p>To Kill a Mockingbird</p>	

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 33</b></p> <p>To Kill a Mockingbird Chapter 24</p> <p>Hypocrisy / irony and reasons for Tom's death.</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 24</li> <li>❖ Aunt Alexandra and her missionary circle meet. Tom Robinson's death is announced by Atticus who needs Calpurnia to go comfort Helen. Note how Scout is developing here. She learns to bite her tongue and not always tell the truth. She is made fun of by Miss Stephanie but retorts that she wants to be a lady.</li> <li>❖ Look at the concept of irony. Why is the Missionary Circle meeting ironic?</li> <li>❖ Raising money to help poor Africans but can't see that they are openly racist and are worsening the poor Afro-Americans' situation in a very unchristian regime. "There's nothing more distracting than a sulky darky. Their mouths go down to here. Just ruins your day to have one of 'em in your kitchen." Mrs Merriweather.</li> <li>❖ Look at the term hypocrisy</li> <li>❖ Why did Tom go mad in prison – collect reasons: Loss of faith in system / hopelessness of situation/ loss of faith in people / humanity that they could wrongly send a man to death – Mayella is a victim but by remaining silent she is killing an innocent father and breadwinner. Is he guilty really? He has become a social event – a reinforcement to the black man of his place in society.</li> </ul>	<p>To Kill a Mockingbird</p>	
---	--	------------------------------	--

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 34 &amp; 35</b></p> <p>To Kill a Mockingbird Chapter 25 Part six – folder – newspaper article</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 25</li> <li>❖ Dill and Jem recount what happens when they go to Helen Robinson's. Mr B.B. Underwood writes an article about Tom's senseless death. Look at the racist response to the death by the white community: "Typical of a nigger to cut and run. Typical of a nigger's mentality to have no plan, no thought for the future . . . when it comes down to the line the veneer's mighty thin. Nigger always comes out in 'em."</li> <li>❖ Explain the racist nature of this comment. That have legitimised their case against Tom – he ran so he must be guilty. Can't see that he ran because there was no justice, no escape.</li> <li>❖ <i>Part six – folder – "Senseless Death" An editorial – a personal view on the death of Tom Robinson and the racism at the heart of Maycomb society. Look in depth at racism and Tom's reason for running.</i></li> </ul> <p>Lesson 2 - Carry on with work</p>	<p>To Kill a Mockingbird</p>	<p><b>Finish for homework</b></p>
<p><b>Lesson 36</b></p> <p>To Kill a Mockingbird Chapter 26 Miss Gates – discussion / informal debate on institutionalised racism and right wing groups</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 26.</li> <li>❖ Scout gets into third grade. She reflects on Boo and is no longer frightened of him. She is developing in maturity. The trial has taught her to be more tolerant of difference. Miss Gates teaches Scout's class about Hitler. Contradiction as Scout remembers her racist comments at the trial.</li> <li>❖ Discuss the two quotes in groups: Cecil "they're supposed to change money or somethin' but that ain't no cause to persecute 'em. They're white ain't they." Miss Gates: "I heard her say it's time somebody taught 'em a lesson they're gettin' way above themselves."</li> <li>❖ Why does Lee mention Hitler? Are there any parallels to be drawn between the two countries?</li> <li>❖ Discuss what you understand by the term institutional racism.</li> <li>❖ Is Britain today a racist country? What should be done to stop racism at all levels?</li> <li>❖ Discuss as a class after group discussion.</li> </ul>	<p>To Kill a Mockingbird</p>	

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 37</b></p> <p>To Kill a Mockingbird Chapter 27</p> <p>Scout's devpt of character through the novel</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 27</li> <li>❖ Ewell gets and loses job, blames Atticus. Judge Taylor has a secret visitor. Helen Robinson is harassed on the way to work and Link Deas a decent man who has found her a job warns Ewell off. Scout and Jem start off for the Hallowe'en Party ironically organised by the Missionary Ladies at the High School.</li> <li>❖ In pairs try to find evidence of how Scout's behaviour has changed through the book. Board work</li> </ul> <div style="text-align: center;"> <pre> graph TD     S[Scout's] --&gt; C1[Calmed down]     S --&gt; C2[Stepping into other's skin now - Boo]     S --&gt; C3[Tries to account for how they must feel]     S --&gt; C4[Listens to Aunt Alexandra]     S --&gt; C5[Wears dress to her coffee morning]     S --&gt; C6[Realises that you have to compromise]     S --&gt; C7[Closer to Jem]     S --&gt; C8[Gives him space &amp; lets him look after her]             </pre> </div>	<p>To Kill a Mockingbird</p>	
<p><b>Lesson 38</b></p> <p>To Kill a Mockingbird Chapter 28</p> <p>Jem's diary – style and technique</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 28.</li> <li>❖ Hallowe'en pageant. Scout is dressed as a ham – in a wired mesh costume. She performs and is late on stage. Everyone laughs but she is embarrassed. After everyone has left Scout and Jem leave. Scout has forgotten her shoes. They go back for them and Jem and Scout are attacked on the way home.</li> <li>❖ Look at the contrast between the fictitious danger of “haints and hot steam” and Boo and the real danger of Bob Ewell. The use of Hallowe'en gives atmosphere of eeriness.</li> <li>❖ Here, Jem and Scout are the mockingbirds, the innocent victims of the trial.</li> <li>❖ Who stuck in the knife?</li> <li>❖ Was that person justified in killing Bob Ewell?</li> <li>❖ Write Jem's diary entry on the events of that night.</li> </ul>	<p>To Kill a Mockingbird</p>	<p>Finish for homework</p>

## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 39</b></p> <p>To Kill a Mockingbird Chapter 29</p> <p>The Ewells re examining other areas of the text</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 29</li> <li>❖ Bob Ewell is dead at the scene of the attack. See Bob Ewell had the knife and had intended to use it on Scout. Heck Tate sums up Bob Ewell's character: "Brave enough to kill children . . . to pester a poor colored woman."</li> <li>❖ Re examine Atticus' comments on the Ewells p33-35ish in the light of the ending. How do you feel about his comments on them now?</li> <li>❖ Write a description of Boo. Do you think that it is right for him to live this isolated and prison-like existence? Pale, not used to light, can't speak or walk properly.</li> </ul>	<p>To Kill a Mockingbird</p>	
<p><b>Lesson 40</b></p> <p>To Kill a Mockingbird Chapter 30</p> <p>The Compromise</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 30.</li> <li>❖ Boo Radley is introduced as Scout's saviour. Heck Tate orders Atticus to accept that Ewell fell on his knife. Atticus thinks that Jem stabbed him but Tate realises that Boo did it. This chapter is one where Atticus learns that courtroom justice isn't always applicable or the best thing to do.</li> <li>❖ Spidergram in pairs:</li> </ul> <div style="text-align: center; margin: 20px 0;"> <p>Why does Heck Tate want to cover it up?</p> </div> <p>Being mentally ill makes you as vulnerable as being black</p> <p>As Atticus says "It is a sin to kill a mocking bird." Bringing out the truth would be to punish someone who is essentially good and completely vulnerable.</p>	<p>To Kill a Mockingbird</p>	



## SCHEME OF WORK – YEAR 10 - to kill a mockingbird – LESSON PLANNER

<p><b>Lesson 41</b></p> <p>To Kill a Mockingbird Chapter 31</p>	<ul style="list-style-type: none"> <li>❖ Read chapter 31.</li> <li>❖ Scout stays with Boo and then walks him home. She imagines their story from Boo's viewpoint (she has now learnt how to jump into people's skin). Scout and Jem sleep; Atticus watches over them. Scout say; "Atticus was right . . . you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough"</li> <li>❖ Scout says to Atticus "He was real nice" Atticus replies, "Most people are when you finally see them."</li> <li>❖ Is Boo safe or is he a danger to the public? Discuss. He has stuck a knife into one and scissors into his mother. Is it just a coincidence that Scout was saved or Boo as psychopathic as Bob Ewell?</li> <li>❖ What sort of father is Atticus? Give reasons for your opinions</li> </ul>	<p>To Kill a Mockingbird</p>	
<p><b>Lesson 42 &amp; 43</b></p> <p>To Kill a Mockingbird Folder essay – climbing into skin</p>	<p>Lesson 1 and 2</p> <ul style="list-style-type: none"> <li>❖ Look at the essay:  <i>"You never really understand a person until you consider things from his point of view, until you climb into his skin and walk around in it." P35.</i>  <i>Show how Atticus possesses the ability to do this and how Scout develops the skill during the novel.</i> </li> </ul>	<p>To Kill a Mockingbird</p>	<p><b>Finish draft for homework</b></p>