





Select a quotation from one of the characters of *To Kill a Mockingbird* (or other novel, if applicable) and write an argument that explains what the quotation reveals about the theme of honor in the book. State thesis clearly and include at least three pieces of evidence to support the thesis. (RL.9-10.1, RL.9-10.2, RL.9-10.3)

### **Essay**

Write an essay that compares primary source accounts of the “Scottsboro Boys” trial with Scout’s account of the trial in *TKAM*. Discuss how novels can reveal dimensions of history even though they are fictional. State thesis clearly and include at least three pieces of evidence to support the thesis. (RL.9-10.1, RI.9-10.7, W.9-10.2)

### **Essay**

Select a documentary photograph from the Library of Congress’s website of [Farm Security Administration - Office of War Information Collection](#) (FSA-OWI) or an excerpt from the primary or secondary source accounts of “The Scottsboro Boys” trial and explain in an essay how the image or the source account helps illuminate your understanding of life during the depression in the American south. State thesis clearly and include at least three pieces of evidence to support the thesis. (RI.9-10.7, W.9-10.2)

### **Speech**

Select a one-minute descriptive passage from *To Kill A Mockingbird* and recite it from memory. Include an introduction that states:

- What the excerpt is (i.e., title and author of book)
- Why the book is significant
- How the passage exemplifies one of the book’s themes. (RL.9-10.2, SL.9-10.4)

### **Seminar Question**

“Is Boo Radley [from *To Kill A Mockingbird*] an honorable man?” Begin by answering, “What is honor?” (RL.9-10.2, SL.9-10.1, SL.9-10.4, SL.9-10.6)

### **Seminar Question**

“Is Atticus Finch a hero, or was he just doing his job?” This seminar question may also be used as an essay topic. (RL.9-10.2, SL.9-10.1, SL.9-10.4, SL.9-10.6)

### **Seminar Question**

“Is Scout a reliable narrator? Why or why not?” This seminar question may also be used as an essay topic. (RL.9-10.3, SL.9-10.1, SL.9-10.3)

### **Oral Presentation**

Describe whether the 1962 film version of *To Kill A Mockingbird* is faithful to the novel. Cite evidence for why or why not, explaining why you think the film’s director chose to omit or emphasize certain events. State thesis clearly and include at least three pieces of evidence to support the thesis. (RL.9-10.7)

### **Oral Presentation**

Present several photographs of small southern towns during the depression from Dorothea Lange’s or The Library of Congress’ collections and compare them the description of Maycomb in *To Kill A Mockingbird*. Say

which rendering is more vivid to you and explain why. State your thesis clearly and include at least three pieces of evidence to support the thesis. (RL.9-10.4, SL.9-10.5)

[Scoring Rubric for Seminar](#)

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**ADDITIONAL RESOURCES**

[Harper Lee's To Kill a Mockingbird: Profiles in Courage](#) (National Endowment for the Humanities.) (RL.9-10.2, RL.9-10.3)

This lesson plan asks students to read To Kill A Mockingbird carefully, with an eye for all instances and manifestations of courage, but particularly those of moral courage.

[To Kill a Mockingbird and the Scottsboro Boys Trial: Profiles in Courage](#) (National Endowment for the Humanities) (RI.9-10.7, RI.9-10.8)

This lesson plan requires students to study select court transcripts and other primary source material from the second “Scottsboro Boys” trial of 1933, a continuation of the first trial in which two young white women wrongfully accused nine African-American youths of rape.

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**TERMINOLOGY**

1. antagonist
2. characterization
3. characters: major and minor
4. conflict
5. extended metaphor
6. motif
7. parallel plots
8. protagonist
9. setting
10. theme