To Kill a Mockingbird: Symbols of Prejudice in Part One

ELA

Essential Question

How does the author use symbolism to develop characterization and theme?

Summary

In this lesson in the To Kill a Mockingbird Part One, students analyze the text for symbols of prejudice and will categorize evidence from the novel to support the claim that either the mad dog or the camellia were the ultimate symbol of prejudice.

Snapshot

Engage

Students watch a clip from the movie *Wreck-It-Ralph*

Explore

Students look for examples of power in the novel and build T-Chart

Explain

Students participate in whole group Tug of War activity.

Extend

Students contribute other symbols of power to a Collaborative Word Cloud

Evaluate

Students write a One-Pager describing symbols of prejudice from a favorite movie/tv show.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 10)

10.3.R.3: Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:
- character development
- theme
- conflict (i.e., internal and external)
- archetypes

10.3.R.4: Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:
- figurative language
- imagery
- tone
- symbolism
- irony

Attachments

- Lesson-Slides- You're Not Like Me.pptx
- T-Chart-Activity You're Not the Same as Me.docx
- T-Chart-Activity You're Not the Same as Me.docx.pdf
- Tug-of-War You're Not Like Me.pptx

Materials

- Lesson Slides (attached)
- T-Chart Handout (attached)
- Tug of War Slide (attached; optional)
- Collaborative Word Cloud generator
- Internet connectivity
- Tablet or laptop
- Sticky notes
- Pen/pencil
- Paper (for One-Pager)
- Crayons/colored pencils/markers (for One-Pager)

Engage

> **Teacher's Note**
>
> Before the lesson, you will need to queue up a Collaborative Word Cloud such as Mentimeter to share out with students so they can participate in the Extend activity.

Introduce the lesson by displaying the title **slide 2** from the attached Lesson Slides

Display **slides 3-4**. Review the essential question and the learning objectives.

Display **slide 5.** Play the following movie clip from the movie *Wreck-It-Ralph*

Embedded video

https://youtube.com/watch?v=3posPWuA9Ss

Explore

Display **slide 6.** Explain the T-Chart strategy to the class. Pass out the attached handout, T-Chart. Direct students to look through Part One of the novel for examples that prove the mad dog and camellia are both symbols of prejudice. Ask them to write their examples on their copies of the T-Chart.

If students struggle to locate examples, suggest they partner with a classmate or work collaboratively in small groups in order to formulate a stronger point of view by sharing evidence from the text.

Explain

> **Teacher's Note**
>
> On the board or a chart, draw two columns and label the left column "MAD DOG" and the right column "CAMELLIA." Project **slide 8** while students are explaining their rationale for selecting their support quotation.

Display **slide 7.** Share the instructional strategy, Tug-of-War, with students.

Display **slide 8.** Have students decide which of the two symbols of prejudice in Part One of the novel, the mad dog or the camellia, is the better symbol of prejudice.

- Have students select a quote from the novel to support their claim.

- Ask them to write their quotes on their sticky notes.
- Have students go to the board and place their sticky notes in either the column for the shell or the column for the glasses.
- Ask them to explain their reasons for choosing their particular quotes.

> **Teacher's Note**
>
> Using the attached Tug-of-War slide deck, share the Google slides with students so they can virtually move their sticky notes along the Tug-of-War rope.

Extend

Display **slide 9.** Pose the following question to students: *What are some other symbols of prejudice that appear in the text?* Remind students that these need to be concrete quotes from the text.

At this time, share the link to the [Collaborative Word Cloud generator](#) that you set up earlier with the class. As students type in their examples, guide them to make the observation that the larger the word in the cloud, the more consensus the class has on what the main symbols of prejudice are from the text. *Are there any words that surprise you? Stick out to you? Make you wonder?*

Evaluate

Display **slide 10.** Share the instructional strategy, [One-Pager](#), with the students. **Slide 10** illustrates what the students will create. Explain to them that they will be creating a One-Pager that illustrates a symbol of prejudice from one of their favorite movies.

Display **slide 11.** The labeled diagram demonstrates how the student example meets the criteria. Each criterion will appear as you continue to advance the slide to allow you to point out the student's work sample.

- Title (student example from Thor uses *Mjölnir)*
- Border around the page that includes the theme (student example from Thor uses the quote, *"Whosoever holds this hammer, if they be worthy, shall possess the power of Thor."* It is also highlighted in the color red.)
- Image of the symbol of prejudice (student example from Thor uses *Mjölnir*, Thor's hammer)
- Three or more questions with the answers included:
    1. *Why was Thor stripped of his power? A: Thor was stripped of his power after he refused to listen to his father and went after the Frost Giants. It was foolish and unsafe.*
    2. *What information can you infer from Loki's reaction to Thor being chosen as king? A: I can infer that Loki was jealous that Thor was chosen as king, because of his reaction following the decision. He tried to strip Thor of his power and remove him from Asgard for good!*
    3. *Draw and label a diagram of the 9 Realms.*
- A statement about why you believe this to be a symbol of prejudice (student example from Thor: *Mjölnir is a symbol of power in the movie Thor. Only the person who is worthy of it can lift it and therefore will have the power of Thor, the God of Thunder.*)

Display **slide 12** for students while they are working on their One-Pager. The slide shows both the example and the criteria.

Resources

- Salesky, M., Hackett, B., & Link, L. (2021). Lord of the Flies Unit - Lesson 6. K20 Center. 5E Lesson. https://learn.k20center.ou.edu/lesson/1633?rev=10022
- K20 Center. (n.d.). Collaborative Word Clouds. Strategies. https://learn.k20center.ou.edu/strategy/103
- K20 Center. (n.d.). One-Pager. Strategies. https://learn.k20center.ou.edu/strategy/72
- K20 Center. (n.d.). T-Chart. Strategies. https://learn.k20center.ou.edu/strategy/86
- K20 Center. (n.d.). Tug-of-War. Strategies. https://learn.k20center.ou.edu/strategy/98
- YouTube. (2017). *"Wreck It Ralph - Best Scene (Scene)* [Movie Clip Hd]. YouTube. https://www.youtube.com/watch?v=3posPWuA9Ss