To Kill a Mockingbird STEAM Lesson Brief

State: MO

Students use knowledge from across the disciplines to strengthen their understanding of each subject’s content and its related careers through topic or theme oriented realistic problem-based activity-rich lessons.

Theme that this lesson would tie to: Acceptance/not stereotyping (racism, sexism, classism, ableism)

Specific Topic Concept within that theme: *To Kill a Mockingbird*

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<th>PROJECT IDEA + brief notes &amp; supplies</th>
<th>BASIC CONCEPTS</th>
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| Concept: The students will be able to read and analyze *To Kill a Mockingbird*. Students will research, experiment and design methods to increase validity of forensic science. Students will articulate the impact of technology on current and past time periods using data analysis to infer and justify conclusions. Students will analyze and graph this data. Students will analyze and report on the impact of music and art on the culture and documentation of culture as well as artistic expression. Students will recreate period photographs. Students will study and discuss effects of music in historical black face videos. Students will perform a skit involving characters from TKAM. Students will connect interpersonal relationships with TKAM and apply information to their personal relationships. | Science –
- **Concepts** – The history of forensic science
- **Goal / Objectives** – The students will know a basic history of forensic science and the way judges and juries use that information in court.
- **Standards** – Strand 8 Impact of Science Technology and Human Activity 3B – Analyze the roles of science and society as they interact to determine the direction of scientific and technological progress (e.g., prioritization of and funding for new scientific research and technological development is determined on the basis of individual, political and social values and needs; understanding basic concepts and principles of science and technology influences debate about the economics, policies, politics, and ethics of various scientific and technological challenges)
- **Careers** – CSI, judge, forensics or criminal lawyer, detective, forensics police officer, forensics historian, scientific journal or technical writer
- **Project** – The students will research the history of forensic sciences and the way judges and juries use that information in court. They will compare the ways courts used the medical elements in the early 20th century to today. Students would articulate based on the scientific evidence if TKAM would have the same result. Students will create a graphic organizer detailing the science that is involved in forensic investigations.
- **Assessment** – Students will present their graphic |
understanding of the court system through the study of forensic science methodologies and engineering a new methodology, technology or plan that would increase the reliability of these assessments. Additionally, students will analyze and graph statistics in regards to race from the time of TKAM as well as today to draw conclusions about the impact of race on society. This information will be brought together with the forensic research as students research and document the history of race in American Culture. Students will extrapolate their learning through the articulation of laws to address current American Issues. Students will develop an understanding of art and music not only as artistic pieces of expression but also as a historic record and will create pieces that allow them to conceptualize and express their own understanding of race and culture in American society. Students will also learn more about interpersonal relationships and the impact these might have on themselves and in the world around them, looking at the text for character relationships and then engaging in introspection to understand the impact of relationships on their own lives. Students will then perform a skit that features these character relationships.

Skill level (Grade Range): 9

Timing of Lesson: Spread throughout a 6 week unit. This would take approximately 30 class sessions of 50 minutes.

All Subjects:
Basic Supplies:
All Subjects: Laptops with internet access, handouts with the websites and thematic questions, the book To Kill a Mockingbird.

Individual Subjects:
Science – Research notes

organizer and engage in scientific studies to determine how results could be compromised. Students will be assessed on their ability to identify the impact of forensic science assessments on current court cases.

- Extension - Students will add to their graphic organizer connections to the TKAM to determine the impact that the inclusion of forensic science might have on the outcomes of the story.

Technology & Engineering –
- Concepts – How to properly research
- Goal / Objectives – The students will use proper research procedures in the other project and assessments on this Lesson Brief.
- Standards – ISTE 3 – Research and Information Fluency – Students apply digital tools to gather evaluate and use information.
- ITEEA 4 – the cultural, social, economic and political effects of technology
- Careers – archivist, librarian, any field that contains research, writer, teacher
- Project - Students complete research logs using internet resources, using proper research procedures. Students will find an example of when a forensic science test has failed and an innocent persons was incarcerated or endured another consequence. Students will design and create a plan to engineer a new methodology or process for forensic assessment. Students will articulate the uses for the test, specimen collection and assessment methodologies. Students will also include how this method or process will have a greater impact on the field by eliminating the compromise of materials.
- Assessment – Students will be assessed on their individual written reflection on the use of technology and engineering as it applies to properly conducting research and forensic science and validity.
- Extension – Students present/share digital resource tools and techniques with others to facilitate and expedite research. Students can create a prototype for their design.
Technology – Research log
Math – Research logs and data reports
ELA – Research mini logs, written reflection
SS – Research logs
Art – Historical Photography Sample, digital tools
Music – Digital videos and culturally relevant examples
PE/Health - Text

IT Resources:

Historical Perspective of TKAM
www.loc.gov/teachers/classroommaterials/lessons/mockingbird/procedure.html

New York Times Reviews of TKAM

Other Resources: An open mind

Misc:

Photos:
Analysis Rubric to guide Critical Thinking

Math –
• Concepts – Statistical Analysis
• Goal / Objectives – Analyze data to draw conclusions
• Standards – Make inferences and justify conclusions from sample surveys, experiments and observational studies.
• Careers – Census Bureau Worker, Statistician
• Project – Students conduct research to answer the following questions. What were the population ratios of “Whites to Blacks” in the early 1930’s? How much money did each socio-economic group make in the early 1930’s? What was the ratio of educated minorities to Whites during the time frame? What was the ratio of court cases involving “Whites to Blacks”? Students will graph the information and compare it to today’s statistics. Students will then develop inferences about the impact of Race in American Society using mathematical analysis to justify their conclusions. Students actively participate in a class discussion to articulate the impact of proportions and ratios on the justice system and court cases of the time of TKAM.
• Assessment – Students are able to answer questions orally, through graphic and in writing to document and analyze statistical data and make inferences about the impact of race on society.
• Extension - Students will review the data from current events and infer statistical evidence to determine if they would infer the same conclusions and findings.

ELA –
• Concepts – historical literature & analysis
• Goal / Objectives – The students will be able to read and analyze To Kill a Mockingbird, while applying to other modern contexts and subject areas.
• Standards – Read and comprehend grade-level literature, “To Kill a Mockingbird” conduct short—as well as more sustained—research
• NCTE standards here: http://www.readwritethink.org/classroom-resources/lesson-plans/spend-shoes-exploring-role-265.html?tab=2#tabs
• Careers – Writers, journalists, critics, lawyers, educated citizen.
• Project – Students research what Harper Lee wrote and why she wrote it. Analyze how it connects to a modern context through mini research logs. Research logs consist of Supreme Court cases, Jim Crow Laws, and incidents of racial turmoil. Students will write a literature analysis detailing the impact of the novel on society at the time it was written. Students will create an analysis that includes text references and informational text sources.
• Assessment – Students will develop a presentation to share their research findings and as a group add to their understanding of the impact of the novel at the time it was written.
• Extension - Synthesizing the information to reflecting orally on the recent “race protests” in St. Louis extrapolating to make connections to the local community.

SS –
• Concepts – The Civil Rights movement
• Goal / Objectives – Students will be able to connect history with TKAM as well as contemporary times.
• Careers – an American citizen who knows the country's history (voter, tax payer, etc), historian, writer, journalist, lawyer,
• Project - Mini research logs over Supreme Court Cases, race riots, Jim Crow laws,
Scottsboro boys, Plessy v. Ferguson, Brown v. the Board of Ed. Students will create a new set of laws to meet the needs of current American culture. They will do an analysis of common laws to decide what issues to address. Students will conduct a school wide survey to find the needs that their laws will be based on.

- **Assessment** – Students will be assessed on the accuracy of the information gathered in their research logs. Also, they will be assessed on their ability to present and justify the laws they are recommending to meet the needs of current American Culture.

- **Extension** – The class will engage in a role-play activity to follow the procedures for law making and serve as the governing body to determine which of the suggested laws would in truth become a Law.

- Harper Lee announcing the release of a sequel


**Art** –

- **Concepts** – Historical photography

- **Goal / Objectives** – Students will be able to connect images with the written text of TKAM. This also ties with SS.

- **Standards** – Product and Performance 3 C – Create original artwork that communicates ideas through themes (e.g., identity, power, time, nature, illusion)

- **Careers** – Photographer, artist, art critic.

- **Project** – Examine historical photographs of the time period and discuss the historical context in how it applies to TKAM, history, and contemporary times. Students will create a “historical photograph” representing a key moment from TKAM to include in their presentation. Students will create their artwork
by creating a historically accurate photograph to artistically represent the TKAM setting and events.

- **Assessment** – Students will be assessed on their ability to create a photograph that would serve as a work of art. Students will consider historically accurate props, composition and selection of the moment to photograph as part of the self-assessment process. Students will present their photograph and describe why it serves as an artistic representation for TKAM.

- **Extension** – Students will work in small groups to create a photograph that would serve as an artistic representation of TKAM if it had occurred in an alternate time frame.

**PE/Health**

- **Concepts** – Relationships between family and community
- **Goal / Objectives** – Evaluate the impact of relationships on choices and reactions
- **Standards** – Functions of Interrelationships of Systems 2C – Predict how the dynamics of relationships with family groups and community change as the individual matures.
- **Careers** – Psychologist, Writer
- **Project** – Students will evaluate the relationships between characters in TKAM in a small group. Students will create a skit describing the relationships between the characters and how those relationships impacted the actions of the character. The skit is open to interpretation with students considering what might have occurred prior to TKAM and/or afterward with the relationships. Students will articulate in writing the impact of relationships on choices and reactions of individuals.

- **Assessment** – Participation in classroom discussion to connect learning and draw conclusions about the impact of relationships on teen choices. Students will postulate the impact of family relationships on the characters in TKAM and contrast those relationships with modern family connections. Students will evaluate the acceptance by community and describe the impact it has had on the choices of
citizens.

- **Extension** – Students will consider a situation in which they made a choice which did not have the result they desired because they made the choice because of their relationship with someone and then they will journal about how they can either improve the relationship or make other choices when faced with the same situation.

Music –

- **Concepts** – Interpret videos of blackface minstrel shows.
- **Goal / Objectives** – Students will be able to connect problematic images and music with the written text of TKAM. This also ties with SS.
- **Standards** – Artistic perceptions 1C – Characterize the use of music by its intended function (purpose) and its intended audience. Historical and Cultural Contexts 1C – Describe the effects of society, culture and technology on music
- **Careers** – director, film producer, writer, historian, musician, comedian, sociologist.
- **Project** – Look at historical blackface videos of the time period and discuss the historical context of the belittling of African Americans in Jim Crow South. See how it applies to TKAM, history, and contemporary times. Students will use this information to add to their SS project on evaluating the social inequity and how it was perpetuated in music. Students will site examples of this and can also site examples of how it came to an end and how it was at times reversed by black musicians.
- **Assessment** – Collaborative discussion and project presentation showing an analysis of music of the times and how it belittled black culture and the black culture music that countered it.
- **Extension** – Students will reflect on current musicians to articulate the current use of public performance to promote political agendas.
- **Students will find songs written to counter-act the prejudices.**