

Just Buffalo Literary Center's The Big Read 2008
To Kill A Mockingbird Lesson Plan Template

One Man's Garbage is Another Man's Treasure

*Based on the Unit Plan "To Kill a Mockingbird" written by Mat Campione
Art Component written by Amber Groeller*

Overview

The students will complete a character list based on the book *To Kill a Mockingbird* by Harper Lee. Next, students will work in groups to discuss the characters and how they relate to each other. Then we will discuss the artist Joseph Cornell and how he relates to the characters in the book *To Kill a Mockingbird*. Students will then complete an identity web about themselves as a brainstorming activity for their boxes. Students will make their own identity box from found objects and have a critique.

Materials Needed

Book *To Kill a Mockingbird* by Harper Lee
40 index cards (20 used in session 1 & 20 used in session 7)
Computer lab (if possible to schedule a time)
Any found objects (students may want to use in their boxes.)
Boxes

Time & Population

Number of Sessions: 7-8
Minutes in a Session: 40
Grade Level: 9th grade
Number of students per class: 20

Instructional Plan

Session 1 *The students will complete a character list based on the book *To Kill a Mockingbird* by Harper Lee. Next, students will work in groups to discuss the characters and how they relate to each other.*

1. Students will first be assigned to read the book *To Kill a Mockingbird* by Harper Lee. While reading students will collect information about each character and make a character list.
2. After completing the book students will separate into four groups. Each group will receive a set of 5 index cards, each card having a different character's name on it. (The characters on the cards should be Atticus Finch, Jean Louise Finch/Scout, Jem Finch (Scout's brother), Dill (Scout's friend) and Arthur Radley/Boo). Next, students will have a group discussion about the characters they received. Have questions written on the board or on a separate worksheet to get the discussions going. *See Attached worksheet 1.*
3. With 10 minutes left in the session, have each group briefly discuss what they talked about with the rest of the class. Each group will have about 2-3 minutes. Let students know that we will continue discussing the characters of the book in the next session.

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Session 2 Then we will discuss the artist Joseph Cornell and how he relates to the characters in the book *To Kill a Mockingbird*. If possible try to do this session in a computer lab or by using a computer with a projector in the classroom.

1. Write on the board the quote "One man's garbage is another man's treasure." Ask students to think of which characters this quote relates to MOST in the book. Students should narrow their ideas down for the quote to relate most to Boo and Jem. Then discuss why. Talk about the tree hole and what Jem found in it. Then discuss why Boo would put these objects in the tree hole for Jem. Boo had never met Jem, so why was he leaving objects in a hole for him (a complete stranger)? Try to leave this question open-ended for now. We will answer it through doing our project.
2. At this point have students look up the webmuseum web page (www.ibiblio.org/wm/paint/auth/cornell/). Discuss who the artist is (Joseph Cornell) and how he would make boxes with found objects. Explain how he collected materials from flea markets, souvenir shops and junk stores. Also tell students how the materials he collected seemed like junk to the people getting rid of it, but to him it signified something special. He rearranged these objects inside different boxes and cabinets almost to create a 3-dimension art journal. Most of the boxes created he gave away as gifts, sometimes to people he didn't even know, just like Boo giving away his "garbage" to Jem. After discussing what kind of Artwork Joseph Cornell made and why, let students explore the museum site to find out more about Cornell's work. Before the class is over assign students to start collecting objects from their journeys that are significant to them, but that they would be willing to give away. For example, they may collect a napkin from their favorite restaurant or some small pebbles that they tripped over. Anything that is significant to their lives.

Session 3 Students will then complete an identity web about themselves as a brainstorming activity for their boxes. Students will then make their own identity box from found objects.

1. Have students begin by doing a quick spider web exercise. Have them start with their name in the middle and branch off with objects or ideas that represent themselves. Remind students that any ideas or emotions can be represented through objects. Have students think about what they like, what hobbies they have or even where they like to shop. This is supposed to be a 3-dimensional art journal so keep reminding students that this project is way for them to share their lives with others.
2. Next, briefly talk to students about boxes. Let them know that a box isn't necessarily a square container, but that it can be interpreted in many different ways. Brainstorm what a box really is. It is an object that holds something. Let students be creative with this idea! If wanted, put limitations on how big or how small their artwork can be. Then have students brainstorm some ideas of what they may want their boxes to look like. Have them sketch out their designs. All designs should be checked off with the teacher before the student begins to create their box. If possible have computers in the room set up to display Joseph Cornell websites for students to use as a reference while they are designing. Finish this session by telling students that we will begin to work on our journal boxes next class and to come prepared with the materials they will need.

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Session 4 & 5 *Students will then make their own identity box from found objects.*

1. We will begin by jumping right into it. Have extra supplies ready in case students need some inspiration, such as small containers, mini boxes, beads, buttons, and so on. Once again have some type of access to Joseph Cornell's artworks either through the web, books or handouts. Students may need extra time to sketch out their box designs and get them approved by the teacher. Allow students this time, but let them know that the projects will all be due on the same day, so they may need to come in during free periods to work on them.
2. While students work keep a close eye over the class. Be sure to visit each student and get an idea of what he/she is doing in his or her box. How does it represent them? You may even want to have this question up on the board for students to think about as they work.
3. Have students continue to collect objects that they can use in their projects for the next class.

Session 6

1. Students should be finishing up their projects on this day.
2. For the next class have students prepare a paper at least three paragraphs long on how they feel about their work. You can leave this open ended or supply students with a list of questions to answer. *See attachment 2.*

Session 7 *Class discussion on boxes*

1. When students come into class have them randomly place boxes around the room in a circle. It should resemble an around the world layout. Place one index card in front of each box, containing a number of 1-20. Then give students a worksheet with all the student's names. See Attached Worksheet 3.
2. Next give students approximately 20 minutes to circle around the room and write down who they think made which box and why.
3. Regroup students and go through boxes one at a time, briefly discussing whose box they think it is and why. Then have the student that made the box briefly explain their box. Through doing this, students will learn more about each other and how people can misjudge each other. If needed finish discussions in the next class.

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Class Discussion Worksheet

Were there any misconceptions of any of the characters?

Were you surprised by any of the character's actions?

Were there any parts in the book that were unclear for you? If so, what were they?

What do you think about the ending? Where you surprised?

Did you think that we would finally see Boo!?!?

What were your impressions of Boo?

Did your ideas of Boo change after completing the book? Why or why not?

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Reflection Worksheet

Prepare a paper at least three paragraphs long making sure to answer all questions.

PARAGRAPH 1-Based on the book *To Kill a Mockingbird* by Harper Lee

1. What did Jem and Scout think of Boo? Did they like him? Did they know him? Had they ever even seen him?
2. Why do you think Boo left gifts for Jem in the tree hole? Did Jem know where the objects were coming from? If not did he ever find out and when?
3. Do you think that Jem and Scout judged Boo fairly throughout the book? Why or why not?
4. After Boo saved Jem and Scout, do think that they had a different impression of who Boo really was? Do you think that any of the objects Boo left in the tree hole for Jem represented himself?

PARAGRAPH 2

5. What do you think about your artwork?
6. Does it represent who you are?
7. Do you like it?
8. Name specific materials (at least 2) you used in your box and explain why? How do the materials represent something? Do they tell a story about you?

PARAGRAPH 3

9. By looking at your box do you think others would know it was yours? Why or why not?
10. If you gave your box to an entire stranger what would they think of your box? Would they be able to describe you based on your box?
11. Do you think your box reflects a certain mood about yourself? Is it dark, light, fluffy?
12. Do you think that people may misinterpret you based on the contents of your box?

