



4-1-2014

# Examining Society's Evolution for the Disabled through 'To Kill a Mockingbird'

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## Recommended Citation

White, Rosalind, "Examining Society's Evolution for the Disabled through 'To Kill a Mockingbird'" (2014). *Lesson Plans*. Paper 59. <http://via.library.depaul.edu/tps-lesson-plans/59>

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## TPS – DePaul Level II Program

### Lesson Plan Format

Source: <https://condor.depaul.edu/tps/TPS Lesson Plan Format.htm>

- 1. Title:** Examination of society's evolution of knowledge; acceptance; treatment(s) and availability of facilities and services for the intellectually disabled, via fiction: Harper Lee's *TKAM* ; and, non-fiction: Research of Primary Sources : Library of Congress (Refer to #12) and Secondary Sources.
- 2. Overview:** My English I Honors students will read; annotate; discuss; and complete formative assessments of Harper Lee's *To Kill a Mockingbird*, prior to beginning the **research project**, which will culminate with an individually created Argumentative Essay and a group presentation that is based upon guiding questions, developed by the student(s)\*\* for researching and presenting at the end of the allotted time. I will provide my students with the overall focus, which is:

"The examination of society's evolution of knowledge; acceptance of ; treatment(s)for; and availability of facilities and services for the intellectually disabled in the 19<sup>th</sup>/ 20<sup>th</sup>/21<sup>st</sup> centuries.

I will ask and assign groups of students to focus on one of the four areas, that is society's: knowledge ; acceptance; treatment(s); and availability of facilities and services. They will research individually and collaboratively to present their findings (using multi-media – photographs; magazines; film vignettes) to the class. Their assessments will be provided via essay rubrics(individual); and presentation rubrics (group).

- 3. Goal:** My overall goal is to ensure that my students know; understand; and apply **CCSS skills** which comprehensively indicate growth in: **Research** (including the evaluation and validation of Primary and Secondary resources) ; **Creation and presentation of valid arguments** (both orally and in writing); **collaboration on discovery** and **creation of presentations** which engage and inform/instruct their classmates; **documenting (in writing)** the results of their findings in MLA-formatted Annotated Bibliography and Argumentative Essay(s).
- 4. Key Objectives:** The purpose of the assignment is to ensure that each of my E1Honors students acquires and is able to demonstrate the ability to:
  - A. Identify and utilize valid, applicable Primary Sources of the Library of Congress.
  - B. Identify, evaluate and validate Secondary Sources.
  - C. Prepare and formally present evidence in support of their critical analysis of resources (primary & secondary), **orally and in writing.**
  - D. Demonstrate acquisition and application of strong content knowledge.
  - E. Design and adapt their presentations which engage their classmates from beginning to the end.
  - F. Utilize technology and digital media strategically and capably.
  - G. Demonstrate comprehension/understanding of evolution of society (individuals) about the mentally/intellectually challenged and the role individuals and communities play in contributing to improvement in knowledge; acceptance; treatment(s) ; and availability of facilities and services in support of the mentally/intellectually challenged .

- 5. Investigative Question:** Each student/group will develop the specific guiding question which will drive the research of the individual and then the collaborating team. The overall question is: "Has society progressed

and/or evolved in the knowledge; acceptance; available treatments/behavior towards; and availability of facilities and support for the intellectually disabled in the last 100+years (19<sup>th</sup>/20<sup>th</sup>/21<sup>st</sup> centuries?)

Sample Questions provided in the assignment to my students include:

Over the past 100+ years, how has society coped with the mentally challenged/intellectually disabled?

Has society evolved in the acceptance and available treatments of the mentally challenged/intellectually disabled? Cite examples and sources of evidence.

What support has been available to individuals and /or families in the treatment/housing/education/medical facilities for the mentally disabled/intellectually challenged?

What educational/vocational/living/medical (health) facilities have been universally available to ensure the mentally disabled are effectively supported to lead productive lives, which complement their strengths?

## **6. Time Required**

There are three key skill focuses, and the time required to complete them is as follows:

**Research:** Each team (of 3) will develop the **guiding question** which will drive their research. The teams will have **1 class period\***, after receiving the assignment to develop and concur on the driving question.

**Identify; evaluate; validate; document Primary and Secondary Resources :** Each team will utilize the Library of Congress database and secondary sources (URLs noted in Section 12 of this Lesson Plan) to conduct the research ; evaluate ; validate and document an “Annotated Bibliography”. The teams will have **2-3 class periods\*** to complete this part of the project.

**Develop Presentation:** Each team will develop a presentation, reflecting their discoveries and conclusions, which utilize multimedia (vignettes; music ; photographs; letters; newspaper and/or magazine articles). The teams will have **2-3 class periods\*** to create, edit and finalize the presentations.

**Presentations:** Each team will have **8-10 minutes to present.** (10 teams per class = approx. **2 class periods\***)

**Argumentative Essay:** Each English I Honors student will develop/document, per CCSS writing standards , an argumentative essay, based upon findings/research analysis.

Each student will be given **3-4 days \***of computer lab time to complete the typed Argumentative Essay.

**\*Total Time = 10 – 13 days**

## **7. Recommended Grade Range**

The assignment is specifically designed for **English I Honors (9<sup>th</sup> grade) and English II (10<sup>th</sup> grade) students.** Per CCSS, specified in Section 9 of this Lesson Plan.

**8. Subject/Sub-Subject:** The focus – subject of the project is Language Arts/Secondary Level English.

**9. Standards:** The Common Core standards that the lesson (project) is designed to meet are:

**Research – R9: “Draw evidence from literary or informational texts to support analysis, reflection, and research.”**

**R9.A: “Analyze how an author draws on and transforms source materials in a specific work...”**

R9.B:..."Delineate and evaluate the argument and specific claims...assessing whether the reasoning is valid and evidence is relevant and sufficient; identify false statements and fallacious reasoning.")

Speaking and Listening – SL1.: "Initiate and participate effectively in a range of collaborative discussions...with diverse partners in grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively."

SL2: "Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source."

SL4: "Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task."

SL5: "Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest."

Writing: W1: "Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."

W1.A: "Introduce precise claim(s), distinguish claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence."

W1.B: "Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns."

W1.C: "Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims."

W1.D: "Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing."

W1.E: "Provide a concluding statement or section that follows from and supports the argument presented."

**10. Credits:** The designer/writer of the lesson is M. Rosalind White, Secondary English Teacher at Oswego East High School, Oswego, Illinois.

### **PREPARATION**

**11. Materials Used:** (Assignment) The novel, *To Kill A Mockingbird*, by Harper Lee ; Rubric – "Argumentative Essay & Research; Typed Assignment (copy for each student). ( Students will be utilizing School Library facilities; Computer Labs; Library of Congress and Diigo data bases)

## 12. Resources Used:

Married Men Less Liable to Mental Disorders

<http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=3760>

Dr. Simon P. Goodhart

4/15/1905

Mrs. Blake Sent to Insane Asylum

<http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=9081>

Cleveland Advocate; unknown author

2/7/1920

Slayer Sent to Asylum

<http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=1049>

Union; unknown author

5/8/1920

Insane As Usual

<http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=7583>

Cleveland Advocate; unknown author

9/21/1918

Results for "Insane Asylum" Image Search

<http://www.loc.gov/search/?q=insane+asylum&fa=online-format%3Aimage&dates=1900-1999&sp=1>

Various Authors

Various time periods

Maniac Chase

<http://www.loc.gov/item/00694242>

Edison Manufacturing Company

1904

Additional Primary Sources Linked for students at:

<http://edu.symbaloo.com/mix/mentalillnesstkam>

## **PROCEDURE**

### 13. Description of Procedure:

1. Schedule Computer lab time.
2. Present Assignment to students (See attachment)
3. Be available at all times to coach; inquire; discuss; support students and teams.

Note-Utilize" Stripling inquiry cycle [a] described below[:] "Please note that the order in which students undertake various phases of the inquiry cycle is not always linear, and may not follow the order of the list below." (TPS-DePaul Level II Program Lesson Plan Format)

**“Connect:** Students connect new insights to self or previous knowledge; gain background and context; observe, experience”

**“Wonder:** Students develop questions and create hypotheses or predictions.”

**“Investigate:** Find and evaluate information to answer questions; test hypothesis; think about information to illuminate new questions and hypotheses.”

**“Construct:** Construct new understandings connected to previous knowledge; draw conclusions about questions and hypotheses.”

**“Express:** Apply understandings to a new context and new situations; express new ideas to share learning with others.”

**“Reflect:** Reflect on own learning; ask new questions.”

#### **14. Extensions (Not Applicable)**

### **EVALUATION**

**15. Evaluation:** Teacher should utilize to assess and provide feedback to students via a rubric for each of the sections of the assignment; that is: Research; Presentation and Writing.

Interim steps should be assessed and feedback given on the following:

- + Guiding Question
- + Annotated Bibliography
- + Initial draft of presentation
- + Final Presentation
- +Argumentative Essay: Outline; Rough Draft; Final

### **KEY CONSIDERATIONS**

The Lesson:

- Directly addresses both Illinois and Common Core standards
  - Uses primary sources to support inquiry and effective teaching practices
  - Explicitly includes and addresses all phases of the inquiry process
  - Presents primary sources in an historical accurate context
  - Requires students to use primary sources as evidence
  - Promotes the desired learning and skill development stated in its goal and objectives, as well as the learning standards specified
  - Builds historical [and] content understanding
  - Is clear, complete, and easy to follow
- [Copy of Student Assignment is an attached document]

February 3, 2014

English I Honors: Periods 3, 7, 8

### ***To Kill A Mockingbird* (by Harper Lee)**

**Synopsis of Assignment:** Based upon the reading, annotating, analysis and discussions of Harper Lee's *TKAM*, you are going to:

1. **Examine\* society's**(evolution of) knowledge; acceptance of; available treatment(s) and available facilities and services for\_ the intellectually disabled in the 19<sup>th</sup>; 20<sup>th</sup>; and 21<sup>st</sup> centuries. (**\*Research**)
2. **Collaborate and create a 8-10 minute group presentation** which shares the results of your findings with the class, using multimedia tools to enable the class to "connect" with the information that you ascertained through your research; and, which is based upon both **Primary Resources\***, (**Library of Congress**) & **Secondary Sources**.  
**\*Process includes identification; evaluation and validation of the resources.**
3. Individually develop a **1-1.5 page argumentative essay** , which reflects your conclusion of "society's evolution in the knowledge; acceptance; treatment(s); and education of the intellectually disabled."

### **Deliverables & Time Allocation:**

1. **Research** – Based upon your team assignment, develop the guiding question, which will "drive" your research. **(1 class period)**  
Be prepared to share and obtain Ms. White's concurrence on your question before proceeding with the research.
2. **Documentation of Research Results/Presentation** –  
Develop an "**Annotated Bibliography**" which includes 3-5 Primary Sources from the Library of Congress & other data bases\*. (Mrs. Mattson and I are here to help you.) **(2 -3 Class periods\*)**  
**\*Use Diigo and other tools to share/park information for team members.**
3. **Collaborate on Presentation** – Be creative! Have Fun! Utilize multimedia (vignettes; music videos, etc.) in your presentation to ensure the class is connected and fully engaged during your presentation. **( 2 class periods to create & "perfect"; 8 – 10 min/per team for presenting; 10 teams per class = approx. 2 class periods)**

4. **Develop/document Argumentative Essay\* – 3-4 days** (\*per CCSS writing standards)

Note: Exact due date will be given at beginning of the essay section of the project.

**Important Additional Information**

Although **Arthur (“Boo”) Radley** in Harper Lee’s **TKAM** is a fictional character and, the people of Maycomb are fictional, you should consider the insights imparted to the readers by Ms. Lee concerning societies’ treatment; attitude; and growth/lack of (growth) involving the intellectually disabled as a basis for this project.

**Mrs. Mattson** has enabled you to **maximize your research time** by Identifying and providing hyperlinks to the vast Library of Congress archives and to secondary resource data bases. Utilize the hyperlink below...:

[tinyurl.com/TKAMwhite](http://tinyurl.com/TKAMwhite)

**Rubrics are provided for: Research & Argumentative Essay**

**“Record of Team/Group Assignments” is provided. (Date & initials req.for ea. team)**

**CCSS are indicated for: Research; Presentation; & Argumentative Writing.**

**A few sample “driving questions” are:**

Over the past 100+ years, how has society coped with the mentally challenged/intellectually disabled?

Has society evolved in the treatment of the mentally challenged?

What facilities/support has been available to families’ in their treatment and dealing with the challenge of everyday life with the mentally disabled? Have the facilities/life support been sufficient throughout the life of the mentally disabled?

What educational/vocational/living/health facilities have been available to ensure the mentally disabled are able to lead productive lives, while complementing their Strengths?



M. R. White

English I Honors – Period \_\_\_\_\_

3 February 2014

***Record of Team/Group Assignments***

**Team Assignments:** **1.** Societies' acceptance of mentally challenged as viable members of a community; **2.** Societies' treatment(s) of the mentally challenged and the impact on the mentally challenged and their societies; **3.** The availability and evolution of **facilities and services\*** of the mentally challenged and impact on the communities and society-at-large.

**\*Includes housing; education; medical/hospital...**

**Team Member Names**    **Focus of Team**    **Driving Ques.Accepted**    **Annotated Bib. Accepted**

**English I/ English I Honors**  
**Argumentative Essay Rubric & Research**

Name: \_\_\_\_\_

6+1 Trait & Common Core State Standard	Not There Yet... ☹️ 2	Needs Work 3	Pretty Good 4	Awesome! 😊 5
<b>Organization:</b> Introduction (attention-getter and link) W.9-10.1a	No attention-getter, no link, lack of overall appropriate introduction	AG not creative or is very unclear; linking sentences to thesis not clear	AG relates to thesis; linking sentences help reader understand AG's relationship to thesis	Creative AG is clearly linked to thesis
<b>Ideas:</b> Driving Question(s) W.9-10.1a	Missing or so unclear it can't be defined	Unclear or does not define research	Apparent, but does not clearly define purpose	Clearly and effectively establishes purpose
<b>Organization:</b> Topic Sentences, Progression of ideas, transitions W.9-10.1a, 1c	Severely lacks organization; topic sentences are unclear or are off-topic; transitions not used	Lacks logical progression of ideas; jumpy within or between ideas ; weak topic sentences; ineffective transitions	Organized in a logical manner; topic sentences present but may be too general; transitions evident, but not most effective choices or use	Clear plan of development throughout; topic sentences tie clearly to thesis; transitions are effective and appropriately used
<b>Ideas:</b> Development (claim & counterclaim) W.9-10.1b	Clear claims and counterclaim not made; may be too unclear to determine	Claim and/or counterclaim made, but does not seem to clearly support with primary sources	Clearly stated claims and counterclaims based upon documented primary /secondary sources	Well-stated and clear claims and counterclaims support in thoughtful or insightful ways
<b>Ideas:</b> Evidence (claim & counterclaim) W.9-10.1b	Lacks minimum of 2 textual evidence per claim	Textual evidence used randomly - may not help support topic sentence	Includes 2 pieces of textual evidence that adequately support claim	Extremely well-developed textual evidence which clearly support adequate claim
<b>Ideas:</b> Analysis (warrant) - W.9-10.1b	Text evidence is missing or inaccurately analyzed	Explanation of support is weak or inaccurately analyzed	Support has minimal explanation for complete understanding of purpose or meaning	Support is effectively explained and analyzed for purpose/ meaning
<b>Presentation:</b> MLA Format W.9-10.1d,6	MLA format not used (heading, header, Works Cited, parenthetical citations)	Some elements of MLA format present, but may or may not be formatted correctly	MLA format followed; only minor errors exist	MLA format used correctly (heading, header, Works Cited, parenthetical citations)
<b>Conventions:</b> Mechanics, usage, spelling, punctuation L.9-10.1,2	Errors severely affect reader's ability to understand the essay	Errors somewhat interfere with readability; errors present are major grammatical errors	Needs to be proofread more carefully; errors are related to punctuation	Errors do not interfere with readability, no major errors present
<b>Sentence Fluency</b> Sentence construction, Quote integration L.9-10.1,2	Awkward or unclear sentences; basic sentence structure repeated	May have several awkward sentences that interfere with readability; limited sentence variety	Only a few unclear sentences; some variety in sentence structure attempted	Extremely clear sentences; sentences are varied in structure
<b>Word Choice &amp; Voice:</b> Tone, POV, Writer's Comment W.9-10.1d,e	Essay's tone is informal, repeated slang words, 1 <sup>st</sup> or 2 <sup>nd</sup> POV used; ineffective Writer's comment	Uses some 1 <sup>st</sup> or 2 <sup>nd</sup> POV (I, you, we, me, our, etc.) that interferes with readability; some slang words; underdeveloped Writer's Comment	3 <sup>rd</sup> person is used, but not consistently; formal tone used appropriately; Writer's Comment evident, but not fully developed	3 <sup>rd</sup> person is used (he, she, it, they, reader); formal tone used throughout; developed and effective Writer's Comment
<b>Writing Process</b> Participation W.9-10.5	Evidence of peer editing nor self editing submitted; no evidence available to gauge quality or effort.	Evidence of either peer editing or self editing not submitted; what is submitted may lack significantly in quality	Evidence of peer editing and self editing submitted, but one lacks in the quality of effort put forth; more attention to detail needed	Evidence of peer editing and self editing submitted; both are effective and quality in the amount of effort out forth
<b>Writing Process</b> Work Completion W.9-10.5	Significant portions of final product not in evidence or key deadlines not met	Portions of final product missing or so poorly developed they cannot be defined ; one deadline missed	Most of final product in evidence, some parts missing or poorly developed; deadlines met	Properly organized final product submitted; all deadlines met
<b>Writing Process</b> Participation W.9-10-5	Did not seek feedback during the writing process from Writing Center tutor	Sought feedback during the writing process from Writing Center tutor	<i>Not applicable</i>	<i>Not applicable</i>

Points \_\_\_\_\_ / 100

## Reflections on TKAM Research Assignment\* Utilizing the Library of Congress Teaching Primary Sources

**\*Developed by: M. Rosalind White, English Department**

**Oswego East High School, Oswego, Illinois 60543**

In order for the assignment to contribute to the development of my students' research skills, I knew it had to exceed a 45-minute "lesson"; therefore, I developed a comprehensive project which focused primarily and initially on the skill of research and culminated with the important skill of developing an argumentative essay. The essay demonstrates my students' ability to: "W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence" (CCSS). In the past, the research assignment did not focus on the *type of sources*, that is "Primary" nor "Secondary", so an important opportunity for skill development in this area was missed. Based upon taking the Level I and Level II Library of Congress Teaching Primary Sources classes, at DePaul University, I realize the importance of teaching to ensure my students always experience the advantages of identifying, evaluating, and validating primary and secondary sources. The skill(s) development of the aforementioned include: "R.9. Draw[ing] evidence from literary or informational texts to support analysis, reflection, and research. R.9.B....Delineat[ing] and evaluat[ing] the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify[ing] false statements and fallacious reasoning." (CCSS). The Library of Congress' massive, accessible, primary sources played an invaluable role in ensuring my students would continue to develop and enhance their research and argumentative skills. The Library of Congress data is either already digitized or quickly being converted to digital data, which also plays a significant role in my students' development in the area of research. My students were able to see and hear (experience) the primary sources without having to travel to Washington, D.C., and do so, via medium which is a part of the technological environment with which they are so familiar. It was actually a delightful experience for me, that is, being able to observe my students acquisition and application of Common Core skills (Research, using primary sources; Collaborating on the creation of presentation(s) based on the results of the research; and, Development of argumentative essay(s) which meet/(s) CCSS.), during the process of addressing and completing the project.