**Lesson I: Intro to prejudice and to "To Kill a Mockingbird"**

**Grade Level(s)**: 7-9  
  
**Duration**: at least one 42-minute class period (may need more depending on length of discussion and student's time needed to reflect)  
  
**Objectives**: Students will be introduced to the theme of prejudice. They will reflect upon the concept of prejudice and view it in light of their own lives. Students will also be introduced through visual images to the history surrounding Lee's classic novel "To Kill a Mockingbird." They will pull themes and ideas from these photos and express their impact through written work (haiku).  
  
**Standards met:**

1. Make meaning through asking and responding to a variety of questions related to text
2. Explain and analyze how the context of setting and point of view impact a literary text
3. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors, or personal knowledge

**Materials**: Dr. Seuss' *The Sneetches;* markers/construction paper/drawing utensils; a variety of pictures that accurately depict the deep South during the 1930's (pictures should emphasize Jim Crow Laws, Racial segregation, and The Great Depression); a few example haiku poems; teacher's model of the haiku poem students will be creating  
  
**Procedures**:

1. Introduce unit (Who has heard of prejudice? What do you think it means? Explain that we will be starting a lesson with the theme of prejudice in "To Kill a Mockingbird.")
2. Read *The Sneetches* aloud to students asking them to respond to the text through drawing
3. Think/pair/share to discuss responses to the picture book
4. Introduce the concept of setting and how it impacts texts
5. Show pictures from the south during the 1930's \*students should take notes and record emotions while viewing photos
6. Introduce the haiku and show several examples
7. Model a haiku you have written that relates the theme of a chosen photo
8. Students will then write their own poems using a photo of choice

**Assessment**: The assessment for this lesson is primarily informal and involves the teacher's observation that meaningful insights are being made (participation points can be given if necessary). The students' artwork created during the reading of *The Sneetches* along with each student's haiku will prove informative enough on whether a meaningful connection was made.















