

Course Title: **Connecting Behavioral Health and Social Emotional Learning to Success in School**

Exemplar: Lesson Plan

Title: Cyberbullying in *To Kill A Mockingbird*: A Modern Twist

Class: Freshman English CP-1

Length of time: 70 minutes

Unit: Harper Lee's *To Kill A Mockingbird*

Objectives:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Formative Assessment:

In the end of the lesson, students will demonstrate mastery of the content and the objectives by rewriting sections of chapters two and three in *To Kill A Mockingbird* – specifically, when Scout beats up Walter Cunningham, mocks him at dinner, and is scolded by Atticus. To show mastery of the content, students will “modernize” the material by changing Scout’s physical attack and teasing of Walter to her cyberbullying him. The purpose of this modern creative writing piece is for students to reflect on what cyberbullying means and how it feels for the perpetrator and the victim; hopefully, the activity will be educational and cathartic for the students.

In addition, they will incorporate the theme from the novel – show compassion to others – by rewriting Atticus’s scolding of Scout to include the same messaging – “You never really understand a person until you consider things from his point of view; until you climb into his skin and walk around in it” – but with an updated and more relatable theme for current students. Finally, students will write a brief rationale where they explain their reasoning for writing the piece the way they did and how they incorporated the theme from the text; as evidence, they will include quotations from the chapters and compare the effectiveness of the quotes to quotations from their original piece. In their rationale, they will also reflect on how they felt about this assignment and what they learned about cyberbullying, its repercussions, and potential solutions.

Lesson Structure:

- (Activator, 10 minutes): As a warm-up, students will reflect on their homework assignment (to read chapters 2 + 3 in *TKM*) by responding to the following question in their journals: *With whom does Harper Lee want readers to sympathize in the conflict between Scout and Walter? How do you know? Include text evidence.* Once students finish writing, we will discuss their responses and I will prompt them to acknowledge that Scout has more **power** than Walter in this situation due to her family's status in the town and her education, so Walter is the more sympathetic figure. The point of the activator is for students to begin to see the conflict between Scout and Walter as bullying.
- (Teacher-centered Activity, 20 minutes): After the discussion, I will ask students to define bullying and we will discuss the definitions. I will then post on the board the following: *Bullying is a repeated aggressive behavior where one person (or group of people) in a position of power deliberately intimidates, abuses, or coerces an individual with the intention to hurt that person physically or emotionally. Acts of bullying can be physical or verbal.* We will briefly discuss how Scout's treatment of Walter fits this description. Then, I will ask them if this text is outdated in its depiction of bullying; I will prompt them to discuss **cyberbullying**, which we will define as: *willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.* I will ask students to consider how the text would be different if Scout were to cyberbully Walter, which will transition nicely into discussing Atticus's treatment of Scout's misbehavior.
- (Student-centered Activity, 20 minutes): Students will be paired up and they will analyze how Atticus responds to Scout's bullying and what **theme** his response supports. Once students have completed their work, we will discuss their responses and I will prompt them to focus on the theme that one should show others compassion. We will evaluate the text evidence that different pairs found to support this theme and put the evidence on the board.
- (Closer, 20 minutes): I will introduce the formative assessment (creative writing piece) and rubric to students and provide them with a graphic organizer to help them organize their ideas. Each student will show me his or her completed organizer by the end of class, so that I can ensure that they are on the right track and handling the delicate subject matter of cyberbullying appropriately.