Grades: High School
Subjects: English
Time required: Three 45- to 60-min. periods
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OVERVIEW
This lesson explores the characterization of females in To Kill a Mockingbird. What female influences would Scout have been exposed to in this coming-of-age story? Students will create a “fakebook” profile of a female character they select from the classic novel. They will then compare textual evidence from the novel with real women from Alabama during the Great Depression.

UNDERSTANDING GOAL
Students will understand the variety of roles and experiences of women in Alabama during the Great Depression, and how these experiences intersect to portray complex motives and relationships in the novel To Kill a Mockingbird.

OBJECTIVES
The learner will
- cite evidence from To Kill a Mockingbird to support character analysis;
- analyze how complex characters develop over the course of a text and interact with other characters;
- use research skills to find sources from the Library of Congress’s online collections on the Great Depression and compare them to those described in the novel;
- use technology, including the Internet, to produce, and publish individual writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically; and
- make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

INVESTIGATIVE QUESTION
Compare the primary sources from Alabama women during the Great Depression with the characters of To Kill a Mockingbird. How are the women in the novel similar or different than those represented in the primary sources from the Library of Congress?

CURRICULUM STANDARDS
English I – IV Standard – Literature
9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

English I – IV Standard - Writing
9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Continued on page 2...
**CURRICULUM STANDARDS**

*Continued from page 1*

**English I – IV Standard - Writing**

9-10.W.RBP K.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

9-10.W.RBP K.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**English I – IV Standard – Speaking and Listening**

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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**MATERIALS**

- **PowerPoint**
- **Fakebook template** (from Classtools.net)
- **Fakebook checklist**
- **Access to Internet**
- **Library of Congress Web site**

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**SAMPLE PRIMARY SOURCES**

These are Library of Congress primary sources that can be used to illustrate the research process with Calpurnia as an example.

- **Hettie Godfrey at the home of Mrs. Ruby Pickens Tartt, Livingston, Alabama** [1940]
- **Aunt Harriett McClintock at the microphone with John A. Lomax, Sr., Mrs. Ruby Pickens Tartt, and Aunt Harriett's "great-grands" children in background, at crossroads near Sumterville, Alabama** [1940]
- **Mary Amerson at the home of Rev. Bell, Boyd, Alabama** [1940]
- **Mrs. Ruby Pickens Tartt at her home, Livingston, Alabama** [1940]
- **Aunt Harriett McClintock at her home near Sumterville, Alabama, with great grandchildren** [1940]
- **Bayou Bourbeau plantation, a FSA cooperative, Natchitoches, La. A Negro family (?) seated on the porch of a house** [1940]
- **Vera Hall at the home of Mrs. Ruby Pickens Tartt, Livingston, Alabama** [1940]
- **Come up, Horsey, Hey, Hey** [1939] (audio recording)
- **Amazing grace** [1939] (audio recording)

[Hettie Godfrey at the home of Mrs. Ruby Pickens Tartt, Livingston, Alabama] [1940]
**PROCEDURE**

**Day 1**

<table>
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<tr>
<th>Step 1</th>
<th>Before this process begins, students will read <em>To Kill a Mockingbird</em>. You may wish to use the PowerPoint to guide students through the procedure steps. Prompt them to select a female character to analyze as they are reading through the novel. They will need to cite evidence from the text, so the students will want to take notes as they read. They can pick from the following characters: Scout (Jean Louise Finch), Calpurnia, Aunt Alexandra, Mrs. Dubose, or Mayella Violet Ewell. They will make observations on the character’s appearance, personality, dialogue, motivations, and environment as they read.</th>
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<td>Step 2</td>
<td>Students will bring their notes from the novel and will search for primary sources that display similar attributes from the Great Depression in the South. Best places to start searching are in the Lomax Collection, the Farm Security Administration/Office of War Information collections (black-and-white photographs or color photographs), American Life Histories, the Fort Valley Music Festival collection, and Southern Mosaic. If your students are not already familiar with searching the Library of Congress Web site, you may wish to walk them through a sample search, such as the list of sources for Calpurnia suggested on page 2.</td>
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<tr>
<td>Step 3</td>
<td>The teacher will explain the project by introducing Fakebook, showing students the Fakebook template, and distributing a checklist of items for the evaluation.</td>
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| Step 4 | Then the teacher will demonstrate how character attributes can be pulled from the novel and inserted into the Fakebook, using Calpurnia as an example. The primary sources from the Library of Congress should fill the following details for the Fakebook page:  
⇒ Wallpaper  
⇒ Profile Picture  
⇒ Friends - Minimum of 4 (combine names from the novel with real pictures)  
⇒ “Blocks” to include Photos, Check-ins, Music, & Likes that the character might enjoy  
Make sure students are clear about all the components of the Fakebook page they are supposed to create, as listed in the checklist, how many points each is worth, and which must be filled by primary source images. |
| Step 5 | Now that students are clear about the project, give them time to search for character attributes in the novel and for primary sources on the Library of Congress Web site. Students are to create a folder on the computer, the "cloud," or on their jump drives to save the images and other items they find from their Library of Congress searches. |
| Step 6 | In the last 10 minutes of class, discuss what the students discovered or observed during their searches. Here are some suggested questions:  
⇒ What did you observe about available resources from the Great Depression?  
⇒ As you found primary sources in the Library of Congress collections, in what ways did they align with or differ from how Harper Lee described women in the novel?  
⇒ How has your investigation changed your thinking?  
⇒ In what ways did the primary sources from the women of Alabama align with your previous knowledge of the South during the Great Depression?  
⇒ Did you encounter anything surprising?  
⇒ What sort of resources can you add to the Fakebook that are not listed? |

[Vera Hall at the home of Mrs. Ruby Pickens Tartt, Livingston, Alabama] [1940]
| Step 7 | Students will take the saved items from Day 1 and create their Fakebook pages with a mixture of details from the novel and primary sources from the Library of Congress online collections. Students will insert relevant images, facts, and music from the Great Depression that could represent the character attributes collected from *To Kill a Mockingbird*. Be sure that students include these details from the characters they selected:  
⇒ Name  
⇒ Posts (minimum of 6): fill with the dialogue from the novel spoken by or to the selected character. These posts can create a timeline of main events in the story arc for this character.  
⇒ About: choose 4 of the following to fill in: Work, Education, Family, Relationship, Movies, Books  
⇒ “Block”: create a new block for moments of the year with 3 highlights |
|---|---|
| Step 8 | The students will save their Fakebook pages. *Technical note:* After they supply a name to the character and make 5 posts, students will be able to save their Fakebook pages. It will give each user a unique URL address and will ask for a password.  
Any items on the “Fakebook” checklist not completed in class can be assigned as homework. Students will email the teacher the URL for their “Fakebook” before the start of the next class period. |
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<td>Day 3</td>
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<td>Step 9</td>
<td>The teacher will have the students’ Fakebook profiles open on the computer in separate tabs, ready to preview. Ask students to consider the most important things that they learned about their characters and about this project. Each student will then present his/her profile to the class within a 5-minute time limit. The teacher will evaluate the presentation with the Fakebook checklist provided.</td>
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| Step 10 | End the class with a discussion so that students can reflect on what was learned:  
⇒ How can you use what you have learned?  
⇒ What were some of the ways in which Harper Lee portrayed female characters?  
⇒ What new questions do you have? |

**Evaluation**

Point values for different Fakebook components are specified on the checklist.

As an alternative to saving and presenting their profiles online, students can print and turn them in in hard copy format. These make for nice classroom artwork and display of student work. The profiles can be embedded on your teacher Web site, shared on social media, or accessed through a shared URL link.

**Extension**

This lesson can be expanded to include any character of *To Kill a Mockingbird* and not focus exclusively on female characters.

Students can further learn about gender roles during the Great Depression in an article, “*Women and the Great Depression,*” from the Gilder Lehrman Institute of American History.

Students can learn more about the important American musicologist Alan Lomax, and access a new collection of his manuscripts and field notes, at the Library of Congress. Teachers can also access teacher resources built around his field recordings through the Association for Cultural Equity’s Lomax pages.
Instructions: When you complete your Fakebook profile, email it to: ________________________________

You will present your findings to your classmates in a 5-minute presentation on the last day of the project.

Primary source photographs from the Library of Congress should be used for wallpaper, profile picture, and friends' pictures. (Be sure to select at least 4 friends from the novel.)

Wallpaper □ 5 pts
Profile Picture □ 5 pts
Friends □ 10 pts

Photos □ 5 pts
Check-ins □ 5 pts
Music □ 5 pts
Likes □ 5 pts

From *To Kill a Mockingbird*, include the name of the character you selected, and create 5 posts. Posts should consist of quotations that were spoken by the character or to the character. Use the posts to create a timeline of main events in the story.

Name □ 5 pts
Posts □ 5 pts

Work
Education
Family
Relationship
Movies
Books

Create an “About” section with a minimum of 4 of the following items: 20 pts

Create a new “Block” for Moments of the Year with 3 highlights (30 pts):

1. ________________________________
2. ________________________________
3. ________________________________

TOTAL: ________________________________ points