**To Kill a Mockingbird Jigsaw Group Activity**

The Jigsaw is a cooperative learning technique. The purpose of Jigsaw is to develop teamwork and cooperative learning skills within all students. Just as in a jigsaw puzzle, each piece—each student’s part—is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential. Students are required to present their findings to their group and class, revealing their own understanding of an assigned concept/ topic.

**How it works:**

* Each student in each squad is assigned a specific role (reader, writer, or presenter).
* Each squad will present a well-organized report to the class. Other students will listen closely and take notes during the presentation.

**Chapter Sections:**

* Squad One—Chapter two
* Squad Two—Chapters three
* Squad Three—Chapters four and five
* Squad Four—Chapters six and seven
* Squad Five—Chapter eight
* Squad Six—Chapter nine
* Squad Seven—Chapter ten
* Squad Eight- Chapter eleven
* Squad Nine- Chapter twelve

**Jigsaw Activity Schedule**

**Day One** : Students will read their sections, annotate, and take notes on different characters perception/point of view and any changes in perception/point of view

**Day Two** : Students will plan their presentations: a general overview of the chapter(s). What they discovered in their annotations? They will project their annotation worksheet on the ELMO. Then summarize the different perceptions in the chapters (who, what, how they were shaped) and any changes in perception and how those happened.

**Day Three:**  **Presentation Day**-Each group will present their annotations and summary to the class and answer questions from the audience.

🞻🞻Audience members will have to fill-in a worksheet during the presentations that will cover all the major information from each chapter.

**Squad leader\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Squad writer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Squad presenters\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Squad members who contributed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Squad members who left you hanging \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Based on your individual annotations of the chapters fill in the following as a group**

Character Analysis- Character’s description, words, and actions often give us clues to greater lesson the author want us to learn. What did or could the characters in this paragraph be hinting at?

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| --- | --- | --- |
| Name of Character | Information/observations | Possible meaning |
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Connections- what are connections you made to the text? (your lives, history, media, society)

Discussion question. What is one Big question you were left with after reading the chapter. (Big questions seek to answer the “Why’s” . Why did the character behave this way? Why did the author include this? Why does society do this?)

Significant quotes, phrases, word choice. Good readers look for symbolic meaning, figurative language, and thematic messages.

* How do similes, metaphors, hyperboles, allusion, irony, etc. provide more meaning?
* Are there key passages that support the idea of perceptions and how they can change.

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| --- | --- | --- |
| Citation- word, phrase, passage | Reason for selection | Why did the author select this word or phrase? What is the author trying to say? |
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| --- |
| Interesting points made by group members regarding the information above |
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