**To Kill a Mockingbird Jigsaw Group Activity Part 2** Just as in part one’s work, each piece—each student’s part—is essential for the completion and full understanding of the final theme. If each student's part is essential, then each student is essential. Without input from everyone critical thought will be missed. Students are required to present their findings to their group and class, revealing their own understanding of a theme in the novel and how you discovered that theme.

**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 Part 2:**

|  |  |
| --- | --- |
| **If you read** | **Now read** |
| Chapter 2 | 12 & 13 |
| Chapters 3 | 14-15 |
| Chapters 4 & 5 | 16-17 |
| Chapters 6 & 7 **If you read** | 18-19**Now read** |
| Chapter 8 |  20-22 |
| Chapter 9 | 23-25 |
| Chapter 10 | 26-27 |
| Chapter 11 | 28-31 |

**Jigsaw Activity Schedule**

**Day One** : Review part 1 annotations and worksheets. Discuss changes needed for part 2. Students will begin to read their sections, annotate, and take notes on different characters, connections, Big Questions, and significant quotes, phrases and words.

**Day Two** : Students will continue to read their sections, annotate, and take notes on different characters, connections, Big Questions, and significant quotes, phrases and words.

**Day Three:** 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 what they believe a possible theme in TKM is based on their group discoveries.

**Days Four and Five:**  **Presentation Days**-Each group will present their annotations and summary to the class and answer questions from the audience. Should include a basic summary of events, character analysis highlighting insight that leads to meaning; connection you made that seems to be relevant to the theme of the novel; One big questions you asked and answered that leads to theme; O significant quote that lead you to your theme.

Chapters:

Hour:

**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 **and answer it.** (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?

|  |  |  |
| --- | --- | --- |
| Citation- word, phrase, passage. Include page #. | Reason for selection | Deeper possible meaning |
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| --- |
| Based on all the information from this worksheet what do you believe one possible theme in *To Kill a Mockingbird* is? Write a complete sentence that does not include cliché’s. |
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