**Possible Project Areas (check any boxes that interest you)**

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| **Music and Art**Music and Art elicit and represent strong emotions. They can both become symbols and representations of character, setting, theme, plot, suspense, point of view, conflict etc. * The 1930’s was a time rich in music and art, especially in the Southern United States. Research both the music and art during the time of TKAM. Create an anthology of songs and art that help reflect the time and mood.
* Compose and record your own “Music Score” for the novel.
* Prepare an “art showing” representing the major themes, characters etc of the novel through drawings, paintings, sculptures. The list could be endless.
* Take original photographs that represent the story. Characters or theme. Present them in an album, as a slide show, on easels, etc.
 | **Text-to-World Connections*** Make connections between the novel and events that are currently happening in the world, your community, or your school. (ex: Great Depression of the 1930s and current economic problems in NB/Miramichi, discrimination based on racism or social class)
* How could you present this? Video, slideshow, debate, role play, song, theme notebook, artwork, etc.

**History**This novel is set in a time and place that was very rich in history. Topics such as The Great Depression, The Ku Klux Klan, The Civil War, The Dust Bowl, The Jim Crow Laws, The Scottsboro Trials, Early Education Systems, and many other topics are brought up within the novel. All of these topics provide a rich base to begin a research project on.* How could you present this? Video, slideshow, debate, role play, song, theme notebook, artwork, etc.
 | **Residential Schools***To Kill a Mockingbird* is an excellent work in regards to discussing themes such as racism, prejudice, and assimilation through educational institutions. Canada has its own dark history of these themes with residential schools. There are many ways that you can make connections to these two topics.Some examples of presentations would be: * Videos:

- Interviews with local survivors of residential schools- The history of residential schools- Retelling of the residential schools* Murals:

- Themed on native culture- Draft proposal to school/district to have mural painted on a school wall* Display Case:

- An exhibition of native culture: the clothing, food, language, and material culture that was being erased by the residential schools- A recording of drumming, Micmac language playing- Accompanied by a scripted curators/tour guide discussion of the exhibition* Letter to the Government:

- A formally drafted letter to PM Stephen Harper, Premier David Alward asking for a true apology for the events that have happened.- Letter should have evidence of wrong-doings – research, interviews should be done.* Music:

- Write and perform a traditional Micmac song - Should be based around maintaining culture, history- Telling a story |
| **Creative Writing*** Create a short story that is inspired by a theme, character, plot event in the novel.
* Write and perform a moment from the book- reader’s theatre/play/video.
* Join a group that is interested in acting and become the primary screenwriter.
* Songwriting – write a song based on the novel – perform it yourself or grab a musician in the class to perform.
* Write poetry inspired by the novel – take it to the next level and do a reading of your poem, or ask someone in the class to perform it for you.
 | **Justice Denied**There are several very famous Canadian cases in which people have been wrongly accused and convicted of major crimes. These people had to serve prison time, while continuing to fight for their innocence.* Make connections with the character Tom Robinson’s situation and a wrongly convicted Canadian.
* How will you choose to present your research and connections? (Teach a class, presentation, mockumentary, magazine of stories, interviews, etc)

Wrongly convicted Canadians: David Milgaard, Donald Marshall Jr, Steven Truscott, Erin Walsh (and more). | **Video Confessionals**Video confessionals are interview style videos, where it is an individual person in front of the camera.* Take on the role of a character and speak about how you feel at certain parts of the story
* Go as yourself on camera and speak about how the novel connects to your life.
* Talk about why you feel the novel is still important today.

**Project areas that interest me most… or other possible projects..** |

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