

9<sup>th</sup> ELA Crow  
Pre-Interview

Interviewer: Why did you choose to teach this lesson?

Teacher: Okay. This lesson, again, focuses on the context of "To Kill a Mockingbird", getting the kids to understand the context of what's happening during that time period, the social and the cultural and the legal context of what was happening back then. Yeah, I thought this activity allows them to think about it, to think about the issues back then. Yeah.

Interviewer: What are the learning outcomes for this lesson, and how are they related to the [inaudible 00:00:39]?

Teacher: Okay. The learning outcome is trying to understand what was happening during that time period. We're doing the Jim Crow Law. Some of them are familiar with it, some are not. It's so important to understand where some of the laws that were happening and how it was impacting the people back then and then of course, bringing that in when we start to read "To Kill Mockingbird," and how it affected the characters.

Interviewer: How would you describe this lesson as meaningful, useful, or relevant to the students?

Teacher: Okay. The way I'm doing this activity obviously is basing it on their own personal experience, just the human nature of things. They don't need to know a lot of background information in order for them to make a connection or just to understand what someone would go through. In that sense, it is meaningful that they're putting themselves into that time setting, although it just seems so far-fetched. They're still humans, so it allows them to think about, again, what could someone feel if they were actually in this time period and this law was actually enforced?

Interviewer: What are the big questions that you're using to drive the student discussion?

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Teacher: I think the end question that I want them to think about after we look at all the different laws is if you lived in that time period, which law do you think would impact you the most and why? I think that allows to really put themselves in that situation and really empathize with the people who lived through that law. Yeah.

Interviewer: That's scary.

Teacher: Yes, it is, and that's something that they will figure out after we look at the different laws. Yeah.

Interviewer: How are you planning to check for student understanding or assess [inaudible 00:02:41]?

Teacher: Okay. A lot of what I want them to do is to just look at the law, summarize what they understand the law to be. They're going to ask a question. They're doing it in a group, so

I will be walking around just to assess their progress and checking to see if they understand the assignment. Then after that, each group will then present what their understanding is of that particular law. That would be for me to see if they understood it, we can have a discussion if not, but that would be the check for understanding.

Interviewer: How would you describe this lesson as engaging?

Teacher: Okay. Engaging in the way where they're going to be working in groups. This could be done where they're just looking at a bunch of laws, thirty six laws, looking at it, coming up with ideas, but having them talk about it, each student will get one law to really look at it, summarize it, ask a question. Having them just focus on that one law allows them to be a little bit more intimate and try to understand it, to engage a little bit more and just focus on that. Then they come together as a group to discuss their laws and then we'll come back as a whole group to discuss all of the laws. Yeah.

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Interviewer: How do you plan to manage student behavior throughout the lesson, starting with expectations?

Teacher: Okay. I do tell them just to remind them of our respect and when someone's speaking, we need to be listening. Just those basic rules, because I can see it where they're going to get really involved with the law. They're going to have a lot of comments. They're going to have a lot of reaction, and that's fine. I think that once that is encouraged but they know their boundaries of being appropriate, I think then the lesson will be fine. I will allow that, having those reactions. Yes, there will be outburst because of their reaction to it, and that, to me, is a sign of engagement anyway.

Interviewer: Awesome.