

American Values through Film

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Lesson Plans for English Teaching and American Studies

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American Values Through Film: Lesson Plans for Teaching English and American Studies

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HOW TO USE THIS CD-ROM

This CD-Rom has a collection of PDF files that require Adobe Acrobat Reader (AAR). The AAR is loaded on this CD and should launch or install automatically when you put the CD in. You will need the AAR your computer in order to use the CD.

Here is how to use the CD-Rom:

Insert the CD into the CD drive of your computer. The program should launch/turn on automatically and you should use the File, Open command to open any of the PDF files you wish to use.

If the CD does not automatically launch when you insert it into your CD drive, please launch it manually by clicking on the PDF files that look like this on your screen

The CD has 7 individual PDF files, each with some material related to the teaching of English through film and individual lesson plans. Each PDF file has a selection of lesson plans written by teachers of English in Russia. The PDF files are organized according to the title of film.

The lesson plans in each PDF file correspond to the movies listed below. You may open each PDF file and print the pages you wish to use.

To print any material from the PDF files, it is essential to look at the page numbers that appear in the middle of the screen when you are in the PDF files: They will say, for example, 1 of 100. You may print all lesson plans or just the individual ones you want from different universities/authors. BEWARE! If you do not select specific pages to print, you may end up printing all contents of the CD --usually 100 pages or more.

American Values through Film: Lesson Plans for the English Teaching and American Studies

By Bridget F. Gersten, Ph.D.
English Language Officer for the Russian Federation
Embassy of the United States of America
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No matter where in the world, film has an enchantment all of its own, uniting people from many walks of life and forming a creative cultural space. Growing up in the American Southwest, in Arizona, I saw my first Hollywood movies with my family. I still cherish memories of those outings to see life writ large on the big screen. As a teenager, my friends and I use to make it a point to get to any “sneak preview” we could, namely so we’d be among the lucky few to see a premiere before it made its way to the masses. Then, we sometimes would see the same film over and over, creating our own cult classics. Later, in college, I enjoyed getting away to the movies, both in English and in other languages, at local movie theatres with friends. During that time, a whole other world of cinema opened up to me and I created my own circle of cherished screen favorites, trying to become well-versed in the contributions of directors, producers, and other dimensions of film. To this day, I eagerly look forward to the release of new films starring my favorite actors, especially “indies” or independent films that distinguish themselves as a genre that is a different breed than Hollywood blockbusters.

Most of us have our own connections with cinema, a magical world through which we can live out our dreams and aspirations, a place where we can get away from it all, one where we can face our fears and contemplate new possibilities, somewhere we can escape to, into a Technicolor world that allows us to create and recreate the world and even ourselves.

In educational circles, much has been written about the value of film in the classroom. In fact, there are scores of books, journal articles, and web sites devoted to the topic of how to integrate film into the classroom successfully. From my earliest days of teaching, I remember how the idea of showing a film in class “as is” was not considered pedagogically sound teaching. I learned the importance and value of pre-viewing, while-viewing, and post-viewing activities to engage students actively in the learning process.

In this CD-ROM collection, you will find a wealth of lesson plans written by teachers of English across Russia. These authors are teachers and scholars that come from 23 institutions from 18 cities across this vast nation, including Abakan, Belgorod, Irkutsk, Izhevsk, Kazan, Krasnoyarsk, Krasnodar, Moscow, Omsk, Saransk, Saratov, Togliatti, Tomsk, Tver, Vladimir, Voronezh, Yekaterinburg, Yoshkar-Ola. The authors who collaboratively worked on this project spent many hours viewing and reviewing films, compiling a set of lessons for classroom use with other colleagues at their institutions. The project, sponsored by the English Language Office of the Embassy of the United States in Moscow, was a first-of-its-kind one, focusing on the many ways to explore themes and values through film. Though the title of this project

was *American Values through Film*, the main objective was to use American values as the springboard for discussion about values in general and values specific to communities within the Russian Federation.

I hope you will have a chance to use the films and resources presented in this CD-ROM collection, together with the lesson plans put together by ELT colleagues in Russia.

Happy Viewing,
Bridget F. Gersten, Ph.D.
May1, 2006

Letter of Thanks

A special note of thanks should go to the following authors of the lesson plans on this CD ROM. Without their contributions and dedication, this project would not have been possible.

Abakan: *Katanov State University of Khakasia*

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American Values through Film Project

Checklist for Review of Lesson Plans for Classroom Use

Prepared by Bridget F. Gersten, Ph.D.
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Here are some ideas that you may find useful when putting together lesson plans or when reviewing these prior to use with colleagues.

Format and Components of the Lesson Plan. Does your lesson plan include the following, at the beginning of the plan:

- what level or type of students (majors) it is intended for
- themes, objectives and skills to be focused on in each lesson/section of the film
- duration of each lesson (in minutes/class blocks)
- sections devoted to the topic of study, e.g., values

Do you use a **specific font or numbering system (e.g., bullets)** to show other teachers using the plan where exercises and activities appear, for ease of readability?

Is the format easy for another teacher to use? Does the plan make use of headings, bold, spacing, and/or italics, to make it easy to use by another person?

Spell check/Language Revision. Have you run a spell check on your lesson plans? Have you checked for consistency in the use of American and/or British English?

Vocabulary/Memorization. How is vocabulary handled in the lesson plans: Are words listed? Is translation provided? Are these reviewed before, during, and/or after the plan? Do vocabulary activities go beyond the “word” level, asking students to do something other than translate and/or recognize words? What other reading or vocabulary skills can be addressed in your plan via an activity related to the film? To enhance reading and/or vocabulary skills, is there something beyond “memorization” that can be given as a task when memorization is an activity you give in the lesson plan?

Sources/Copyright. Are all sources used in the lesson plan properly noted/cited if full text is borrowed from another source and not the lesson plan authors’ own words? For example, if you have taken any text from the Internet or a printed source, have you included the **author, title, date, and page number** as a bibliographic reference, whether taken verbatim (word for word = quote) or paraphrased? Encouraging correct source citation will provide students with the opportunity to avoid plagiarism. Images (photographs, graphics, tables, etc.) taken from another source should be cited as well, giving the website or other source of the source.

If you have included **Appendices, scripts, or other material** beyond what you yourself composed/authored/wrote in the lesson plan, have you acknowledged the source in a bibliographic reference?

Discussion of Values + Cross-Cultural Comparisons: Does your plan have exercises/tasks/activities that ask students to focus on or respond to the themes, values, and content of the film as a springboard for cross-cultural (Russia-America, global, etc) comparison of values, the theme of this film project? Would this be useful to add?

Pre-, While-, and Post-Viewing Activities. Does your plan include activities that have students actively engaged and commenting on or reacting to the information in the film and/or class before they view, while they view (stopping the film), and after they view? Do these appear in each lesson? Are they focused on speaking, reading, listening, vocabulary, grammar, writing and/or a combination of these? Why?

Complexity of Questions Asked/Use of Yes-No Questions/ Critical Thinking. Including “Why”, “How”, and “Imagine” questions vs. “What”, “Where”, “When”, and “Who” questions. Using *why, how, and imagine*... questions, together with questions that ask students to judge, evaluate, and critically analyze, will allow for more critical thinking/higher order thinking skills vs. recall and memorize. Questions that ask students to “put yourself in the shoes of” or “Imagine you...” enhance critical thinking and creativity as well. Does your plan include why and how questions? How often are yes/no and True/False questions used? Do these generate as much language and thinking that you would like to get?

Here are some ideas on tasks/activities you might include in your plans that enhance critical thinking and language use. You may want to pay attention to the action verbs that could be the basis for activities:

<http://schools.sd68.bc.ca/coal/pg/canada/bloompic.JPG>

<http://www.biology.lsu.edu/heydrjay/Bloom's%20Taxonomy.gif>

<http://www.maslibraries.org/infolit/samplers/images/bloom.gif>

<http://www.apa.org/ed/circle.gif>

Four Skills: How well does the plan integrate the four skills: reading, writing, listening, and speaking?

Integration of Skills. Can any of your activities in the lesson plan be used as a springboard for another activity that involves another skill? For example, after a writing assignment, students could be instructed to give a summary of their report to the whole class, a small group, or a partner (in pairs). What is the advantage of doing this?

Cultural Thinking: How much does the plan give students an opportunity to examine cross-cultural issues and compare to their own personal experience? Does this incorporate discussions about values or things that matter in their personal or professional lives?

Group and Pair work. How well does the lesson plan incorporate activities where students work in small groups and pairs, even if for a fraction of the lesson time when the plan is used?

Internet Research. Are students required to do additional reading or research on the internet, related to the topic or language in the film(s)?

Web Sites: Are full URLs provided in the plan? Would it be useful to annotate (provide a short description of) each site?

Using the Counter on the VHS machine: Consider using the counter settings from the VHS to help other teachers locate specifically which where the segment of the film appears that is associated with a particular exercise or set of exercises.

Drama/Skits. Do your lesson plans ask students to act out any part of the script or improvise based on the script? What value would it have to include exercises of this type?

Personal Experience/Parallels. In your lesson plans that focus on values, do you have an activity that allows students to bring in their personal experience and opinion or reflect on the application of what is discussed in the film to realities in Russia or in your community?

Images/Graphics. Have you incorporated any activities in the lesson plan that draw on images related to the questions or tasks at hand, as integral or supplementary parts of the lesson plan? A good source of images is Google.com Images. Please be sure to include any URL of an image you use from the Internet and *cite this source in your plan* (tell where you got it from).

Is there a clear task (and skills practice) associated with each use of an image?

Graphic Organizers. Does your plan include any graphic organizers, e.g., charts that are used by students to transfer and/or transform information for analytical purposes? These can be used to help students understand better both language and content.

Teachers' Tips. Do you include any instructions or guidelines for teachers who use the plan? What sorts of tips could you use?

Description of Films in American Values through Film Project

Source: Amazon.com film reviews

Film

Cultural Value/Contemporary Issue

Erin Brockovich (2000)
activism

Role of women in citizen environmental

Broke and desperate, the twice-divorced single mom Erin (Julia Roberts) bosses her way into a clerical job with attorney Ed Masry (Albert Finney), who's indebted to Erin after failing to win her traffic-injury case. Erin is soon focused on suspicious connections between a mighty power company, its abuse of toxic chromium, and the poisoned water supply of Hinkley, California, where locals have suffered a legacy of death and disease. Matching the dramatic potency of *Norma Rae* and *Silkwood*, *Erin Brockovich* filters cold facts through warm humanity, especially in Erin's rapport with dying victims and her relationship with George (superbly played by Aaron Eckhart), a Harley-riding neighbor who offers more devotion than Erin's ever known. Surely some of these details have been embellished for dramatic effect, but the factual basis of *Erin Brockovich* adds a boost of satisfaction, proving that greed, neglect, and corporate arrogance are no match against a passionate crusader.

Twelve Angry Men (1957)
law

Jury system; citizen participation in rule of

Sidney Lumet's directorial debut remains a tense, atmospheric (though slightly manipulative and stagy) courtroom thriller, in which the viewer never sees a trial and the only action is verbal. As he does in his later corruption commentaries such as *Serpico* or *Q & A*, Lumet focuses on the lonely one-man battles of a protagonist whose ethics alienate him from the rest of jaded society. As the film opens, the seemingly open-and-shut trial of a young Puerto Rican accused of murdering his father with a knife has just concluded and the 12-man jury retires to their microscopic, sweltering quarters to decide the verdict. When the votes are counted, 11 men rule guilty, while one--played by Henry Fonda, again typecast as another liberal, truth-seeking hero--doubts the obvious. Stressing the idea of "reasonable doubt," Fonda slowly chips away at the jury, who represent a microcosm of white, male society--exposing the prejudices and preconceptions that directly influence the other jurors' snap judgments. The tight script by Reginald Rose (based on his own teleplay) presents each juror vividly using detailed soliloquies, all which are expertly performed by the film's flawless cast. Still, it's Lumet's claustrophobic direction--all sweaty close-ups and cramped compositions within a one-room setting--that really transforms this contrived story into an explosive and compelling nail-biter.

To Kill a Mockingbird (1962)

Racial tolerance; jury system

Ranked 34 on the American Film Institute's list of the 100 Greatest American Films, *To Kill a Mockingbird* is quite simply one of the finest family-oriented dramas ever made. A beautiful and deeply affecting adaptation of the Pulitzer Prize-winning novel by Harper Lee, the film retains a timeless quality that transcends its historically dated subject matter (racism in the Depression-era South) and remains powerfully resonant in present-day America with its advocacy of tolerance, justice, integrity, and loving, responsible parenthood. It's tempting to call this an important "message" movie that should be required viewing for children and adults alike, but this riveting courtroom drama is anything but stodgy or pedantic. As Atticus Finch, the small-town Alabama lawyer and widower father of two, Gregory Peck gives one of his finest performances with his impassioned defense of a black man (Brock Peters)

wrongfully accused of the rape and assault of a young white woman. While his children, Scout (Mary Badham) and Jem (Philip Alford), learn the realities of racial prejudice and irrational hatred, they also learn to overcome their fear of the unknown as personified by their mysterious, mostly unseen neighbor Boo Radley (Robert Duvall, in his brilliant, almost completely nonverbal screen debut). What emerges from this evocative, exquisitely filmed drama is a pure distillation of the themes of Harper Lee's enduring novel.

Seabiscuit (2003)

Overcoming the odds; persistence through hardship

Proving that truth is often greater than fiction, the handsome production of *Seabiscuit* offers a healthy alternative to Hollywood's staple diet of mayhem. With superior production values at his disposal, writer-director Gary Ross (*Pleasantville*) is a bit too reverent toward Laura Hillenbrand's captivating bestseller, unnecessarily using archival material--and David McCullough's familiar PBS-styled narration--to pay Ken Burns-like tribute to Hillenbrand's acclaimed history of Seabiscuit, the knobby-kneed thoroughbred who "came from behind" in the late 1930s to win the hearts of Depression-weary Americans. That caveat aside, Ross's adaptation retains much of the horse-and-human heroism that Hillenbrand so effectively conveyed; this is a classically styled "legend" movie like *The Natural*, which was also heightened by a lushly sentimental Randy Newman score. Led by Tobey Maguire as Seabiscuit's hard-luck jockey, the film's first-rate cast is uniformly excellent, including William H. Macy as a wacky trackside announcer who fills this earnest film with a much-needed spirit of fun.

All the President's Men (1976)

Investigative journalism rooting out government corruption

It helps to have one of history's greatest scoops as your factual inspiration, but journalism thrillers just don't get any better than *All the President's Men*. Dustin Hoffman and Robert Redford are perfectly matched as (respectively) *Washington Post* reporters Carl Bernstein and Bob Woodward, whose investigation into the Watergate scandal set the stage for President Richard Nixon's eventual resignation. Their bestselling exposé was brilliantly adapted by screenwriter William Goldman, and director Alan Pakula crafted the film into one of the most intelligent and involving of the 1970s paranoid thrillers. Featuring Jason Robards in his Oscar-winning role as *Washington Post* editor Ben Bradlee, *All the President's Men* is the film against which all other journalism movies must be measured.

Dances with Wolves

A historical drama about the relationship between a Civil War soldier and a band of Sioux Indians, [Kevin Costner](#)'s directorial debut was also a surprisingly popular hit, considering its length, period setting, and often somber tone. The film opens on a particularly dark note, as melancholy Union lieutenant John W. Dunbar attempts to kill himself on a suicide mission, but instead becomes an unintentional hero. His actions lead to his reassignment to a remote post in remote South Dakota, where he encounters the Sioux. Attracted by the natural simplicity of their lifestyle, he chooses to leave his former life behind to join them, taking on the name Dances with Wolves. Soon, Dances with Wolves has become a welcome member of the tribe and fallen in love with a white woman who has been raised amongst the tribe. His peaceful existence is threatened, however, when Union soldiers arrive with designs on the Sioux land. Some detractors have criticized the film's depiction of the tribes as simplistic; such objections did not dissuade audiences or the Hollywood establishment, however, which awarded the film seven Academy Awards, including Best Picture.

High Noon

This Western classic stars [Gary Cooper](#) as Hadleyville marshal Will Kane, about to retire from office and go on his honeymoon with his new Quaker bride, Amy ([Grace Kelly](#)). But his happiness is short-lived when he is informed that the Miller gang, whose leader ([Ian McDonald](#)) Will had arrested, is due on the 12:00 train. Pacifist Amy urges Will to leave town and forget about the Millers, but this isn't his style; protecting Hadleyburg has always been his duty, and it remains so now. But when he asks for deputies to fend off the Millers, virtually nobody will stand by him. Chief Deputy Harvey Pell ([Lloyd Bridges](#)) covets Will's job and ex-mistress ([Katy Jurado](#)); his mentor, former lawman Martin Howe (Lon Chaney Jr.) is now arthritic and unable to wield a gun. Even Amy, who doesn't want to be around for her husband's apparently certain demise, deserts him. Meanwhile, the clocks tick off the minutes to High Noon -- the film is shot in "real time," so that its 85-minute length corresponds to the story's actual timeframe. Utterly alone, Kane walks into the center of town, steeling himself for his showdown with the murderous Millers. Considered a landmark of the "adult western," *High Noon* won four Academy Awards (including Best Actor for Cooper) and Best Song for the hit, "Do Not Forsake Me, O My Darling" sung by Tex Ritter. The screenplay was written by [Carl Foreman](#), whose blacklisting was temporarily prevented by star Cooper, one of Hollywood's most virulent anti-Communists. [John Wayne](#), another notable showbiz right-winger and Western hero, was so appalled at the notion that a Western marshal would beg for help in a showdown that he and director [Howard Hawks](#) "answered" *High Noon* with [Rio Bravo](#) (1959). *Hal Erickson*

Copyright and Fair Use Guidelines for Teachers

CLASSROOM COPYRIGHT CHART			
Medium	What You Can Do	According to	The Fine Print
Printed Material			
<ul style="list-style-type: none"> Poem less than 250 words Excerpt of 250 words from a poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10% of work or 1,000 words, whichever is less--but a minimum of 500 words) One chart, picture, diagram, graph, cartoon or picture per book or per periodical issue Two pages (max) from an illustrated work less than 2,500 words (like childrens books) 	Teachers may make multiple copies for classroom use.	United States Copyright Office <i>Circular 21</i>	No more than one copy per student. Usage must be: At the "instance and inspiration of a single teacher" and when the time frame doesn't allow enough time for asking permission. Only for one course in the school. No more than nine instances per class per term (current news publications such as newspapers can be used more often). Don't create anthologies. "Consumables" can't be copied. Don't do it every term (if time allows, seek permission). Can't be directed by "higher authority." Copying can't be substitute for buying. Copies may be made only from legally acquired originals.
<ul style="list-style-type: none"> A chapter from a book An article from a periodical Short story, short essay, or short poem Chart, graph, diagram, drawing, cartoon, picture from a book, periodical or newspaper 	Teachers may make a single copy for teacher use for research or lesson preparation.	United States Copyright Office <i>Circular 21</i>	Same as above.

<ul style="list-style-type: none"> • Portions of a work • An entire work • A work if "the existing format in which a work is stored has become obsolete" 	<p>A librarian may make up to three copies "solely for the purpose of replacement of a copy...that is damaged, deteriorating, lost or stolen"</p>	<p>Section 108 Copyright Act (1976) as amended by the Digital Millennium Copyright Act</p>	<p>The library must first determine that after "reasonable investigation that copy...cannot be obtained at a fair price" or that the format is obsolete.</p>
<p>Text for Use in Multimedia Projects</p>			
<ul style="list-style-type: none"> • Same rights as "Printed Material" above 	<p>Students may incorporate text in multimedia projects. Teachers may incorporate into multimedia for teaching courses.</p>	<p><i>Fair Use Guidelines for Educational Multimedia</i></p>	<p>Teachers may use for two years, after that permission is required. Students may keep in portfolio for life.</p>
<p>Video</p>			
<ul style="list-style-type: none"> • Videotapes (purchased) • Videotape (rented) • DVD • Laser Discs 	<p>Teachers may use these materials in the classroom without restrictions of length, percentage, or multiple use</p> <p>May be copied for archival purposes or to replace lost, damaged, or stolen copies.</p>	<p>Section 110 of the Copyright Act</p>	<p>The material must legitimately acquired (a legal copy). It must be used in a classroom or similar place "dedicated to face-to-face instruction". Not for use as entertainment or reward. The use should be instructional. The place should be a non-profit educational institution.</p> <p>If replacements are unavailable at a fair price or are available only in obsolete formats (e.g., betamax videos).</p>
<p>Video ("Motion Media") for Use in Multimedia Projects</p>			

<ul style="list-style-type: none"> • Videotapes • DVD • Laser Discs • QuickTime Movies • Encyclopedias (CDROM) 	Students "may use portions of lawfully acquired copyrighted works in their academic multimedia", defined as 10% or three minutes (whichever is less) of "motion media"	<i>Fair Use Guidelines for Educational Multimedia</i>	"Proper attribution and credit must be noted for all copyrighted works included in multimedia, including those prepared under fair use." <i>Tina Ivany, UC San Diego 12/08/95</i>
Video for Integration into Video Projects			
<ul style="list-style-type: none"> • Videotapes • DVD • Laser Discs • QuickTime Movies • Encyclopedias (CDROM) 	Students "may use portions of lawfully acquired copyrighted works in their academic multimedia"	<i>Fair Use Guidelines for Educational Multimedia</i>	The material must legitimately acquired (a legal copy, not bootleg or home recording).
Illustrations and Photographs			
<ul style="list-style-type: none"> • Photograph • Illustration • Collections of photographs • Collections of illustrations 	Single works may be used in their entirety but not more than 5 images by an artist or photographer. From a collection, not more than 15 images or 10%, whichever is less.	<i>Fair Use Guidelines for Educational Multimedia</i>	Older illustrations may be in the public domain, but the collection may be copyrighted.
Music for Integration into Multimedia / Video Projects			
<ul style="list-style-type: none"> • Music 	Up to 10% of a copyrighted musical composition may be reproduced, performed and displayed as part of a multimedia program produced by an educator or student for educational purposes.	<i>Fair Use Guidelines for Educational Multimedia</i>	Some authorities site a maximum length of 30 seconds. (www.indiana.edu), some do not mention a maximum (<i>Tina Ivany, UCSD, 12/08/95</i>). See below.

Computer Software			
<ul style="list-style-type: none"> • purchased software • licensed software 	<p>Software may be lent by the library.</p> <p><i>Software may be installed at home and at school.</i></p> <p>Software may be installed on multiple machines.</p> <p><i>Software may be copied for archival use to replace lost, damaged, stolen, copies.</i></p> <p>Software can be distributed to users via a network.</p> <p><i>Librarians may make archival copies.</i></p>	Section 107 and 108 of Copyright Act and subsequent amendments.	<p>Take aggressive action to monitor that copying is not taking place (for retention).</p> <p><i>Only one machine at a time may use the program.</i></p> <p>The number of machines being used must never exceed the number of licenses.</p> <p><i>If unavailable at fair or is an obsolete format.</i></p> <p>The number of simultaneous users must not exceed the number of licenses. A network license may be required for multiple users.</p>
Internet			
<ul style="list-style-type: none"> • Internet connections • World Wide Web 	<p>Images may be downloaded for student projects.</p> <p>Sound files may be downloaded for use in projects (<i>see portion restrictions above</i>)</p>	<i>Fair Use Guidelines for Educational Multimedia & DMCA</i>	<p>Images may not be reposted onto the Internet without permission.</p> <p>Sound or music files may not be copied and posted on the Internet without permission.</p>
Television			
<ul style="list-style-type: none"> • Broadcast • ABC • NBC • PBS • Tapes made from broadcast 	<p>Live "off the air" broadcasts may be used for instruction.</p> <p>Tapes made from broadcasts may be used for instruction.</p>	Congress	<p>Things get interesting when you want to retain tapes.</p> <p>Minimum rights allow for 10 school days. Enlightened rights holders often allow for much more. PBS series <i>Reading Rainbow</i> offers three year retention rights, for example. If you like it enough to keep it more than three years, buy it!</p>

Cable Television			
<ul style="list-style-type: none"> • CNN • MTV • HBO (etc.) • Tapes made from cable. 	May be used with permission. Many programs may be retained for years --depending on the program. Check with Cable in the Classroom. http://www.ciconline.org/main.cfm	Cable Systems (and their associations)	The guidelines for television programs were defined by Congress before cable television was a factor. Cable programs are not technically covered by the same guidelines as broadcast television.
Film or Filmstrip			
<ul style="list-style-type: none"> • 16 millimeter films • filmstrips 	"Teachers may duplicate a single copy of a small portion...for teaching purposes"	<i>Copyright Policy and Guidelines for California's School Districts, California Department of Education</i>	These must be films or filmstrips that you own.
Return for updates to:	http://www.mediafestival.org/copyrightchart.html	Hall Davidson	hall@ccd.edu

Note: In the letter to Congressional Subcommittee Chair Kastenmeier dated 3/19/76 summarizing many of the above agreements, representatives of the Ad Hoc Committee of Educational institutions and Organizations of Copyright Law Revision and the Authors League of America, Inc., and the Association of American Publishers, Inc., state that these guidelines were **"not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."**

[For more detailed information and references to excellent books on copyright.](#)

[For information on workshops, keynotes, seminars about copyright and other topics regarding technology and education visit http://www.mediafestival.org/halldavidson.html](#)

[pdf. version of this chart](#)

SAMPLE LESSON PLAN BY GABRIEL SKOP, ENGLISH LANGUAGE FELLOW

Twelve Angry Men – Plan 1

The following outline is intended for use in a university-level American Studies course. This outline is necessarily broad, but can easily be adapted for courses in Sociology, Film, Legal English, English Composition, Gender Studies and other subjects.

- Topic:** Citizen participation in the rule of law
- Themes:** What do juries do and why is that important?
What is involved in group decision making?
What is the effect of prejudice on society?
How has the idea of “citizen participation” changed since the 1950s?
- Activities:** Screening of *Twelve Angry Men*
Internet research
Pre- and post-film discussion
Mock trial
Report writing
- Timeline:** Eight to ten hours of in-class activity over a period of one to two weeks

Lesson One

- Whole-group discussion on the background of rendering verdicts

Society has many different approaches for sitting in judgment of those accused of crimes. Some cases are heard solely by judges; others are decided by juries. Still others take place before a tribal council or group of village elders. In some countries, all of these forms of adjudication coexist.

What are the advantages and disadvantages of each of the above forms of decision making?

What exactly is the job of people empowered to decide on the defendant’s innocence or guilt? What skills does this job demand? What challenges are posed in making these types of decisions? Is it possible to ensure fairness in this decision-making process? How?

- Home task

Research the following three questions as they relate to practices in the United States.

- 1) What is the difference between cases heard only by judges and those which are trials by jury?
- 2) In some cases, a defendant may choose between trial by judge and trial by jury? What factors influence such a decision?
- 3) What is the process for empanelling a jury? (In other words, how are jurors found and what steps must they go through before they actually sit on a jury?)

Additional questions:

- 4) Compare and contrast the jury system in the US with the system in Russia.
- 5) Do you believe you would make a good juror? Are you interested in serving on a jury? Explain.

Study the following key vocabulary.

premeditated murder	reasonable doubt	abstain
verdict	unanimous	foreman
death sentence	slum	acquittal
motive	cross-examination	secret
ballot		
defense	prosecution	mandatory
hung jury	testimony	mercy
alternate juror	open and shut case	orphanage
circumstantial evidence	witness	forgery

Lesson Two

- Screening of *Twelve Angry Men*
- Post-screening discussion in small groups

Each group should consider the following, and prepare to report to the whole group on its conclusions.

In *Twelve Angry Men*, the jury rendered a verdict of “not guilty.” We know this does not assure that the defendant did not commit the crime with which he was charged. However, the jurors were ultimately unanimous that reasonable doubt prevented them from convicting the defendant.

What is reasonable doubt? Why is the standard of reasonable doubt so central to the decision-making process in a murder case? What would be the consequences if this standard of reasonable doubt were removed?

Lesson Three

- An examination of the influences on a jury

Divide the class into three groups. Assign each group one of the following tasks. At the end of a preparation period, each of the groups is to lead the entire class in a whole-group discussion on its assigned topic.

GROUP 1 – Jury Demographics

Looking at the jury depicted in *Twelve Angry Men*, a typical American might react to the lack of diversity represented. Despite the lack of diversity in race and gender, there were other types of diversity. Describe this.

Though there was diversity of experience and thought, is that sufficient? If not, why not? What is meant by the phrase “a jury of one’s peers”? Why is a jury of one’s peers crucial to a fair trial? How can such diversity best be achieved? What might a genuine jury of one’s peers look like in a Russian courtroom? On what do you base the composition of this hypothetical jury?

In the film, how did juror’s backgrounds and prejudices influence the decision-making process? One juror in particular was heard making references to “these people” and many similar comments. How does such behavior contradict the instructions given to a jury by the judge?

Finally, how do you believe either the process or the outcome might have been different had there been women as jurors in *Twelve Angry Men*? Does research on male and female participation on juries support your suppositions? Where might you find this information?

GROUP 2 – Group Process

In the film, the jury went through a remarkable transformation. Initially, eleven out of twelve jurors immediately proclaimed the defendant’s guilt. By film’s end, there was an acquittal by (required) unanimous vote. What factors influence the group decision-making process?

Several jurors at times seemed to feel pressured by others to change their votes. Other jurors were responsible for applying such pressure. Can fairness be maintained in the face of such pressure? If not, what can be done to ensure fairness?

In murder cases, a unanimous verdict is required. What methods did different jurors use to try to reach a unanimous verdict? What are some examples of different approaches used by the various jurors to try to get others to see – and accept – their point of view? Is there a difference between unanimity and consensus? How would you explain that difference? Why do murder cases generally require a unanimous decision?

At one point in the film, when the vote was evenly split, there was talk of a hung jury. They considered sending the case back to the judge because they were at an impasse.

What constructive measures can be taken to move a group forward when it appears to be stuck?

What is the role of the jury foreman? Evaluate the performance of the foreman in *Twelve Angry Men*. What suggestions would you have for performing his duties more effectively?

Finally, it may be jarring for a modern viewer to witness one juror reading a newspaper. Jurors are often prevented from reading the newspaper or watching television news. What is the reason for this? Why are juries sequestered? What might happen if these rules were relaxed?

GROUP 3 – The Purpose of Sentencing

Verdicts in a court case can have several effects; they may serve as punishment, rehabilitation, or a deterrent to future crime. How was this issue addressed in *Twelve Angry Men*? Give examples from the comments of different jurors to support your position.

What do you think is the major goal of sentencing, to punish, rehabilitate, or deter crime? Why? Can two of these goals be served simultaneously? How?

Certain countries – the United States among them – have very high rates of incarceration (both relative to other countries and relative to their own rates in previous decades). What are the effects of this on society – both positive and negative? While most agree that dangerous criminals should be locked away to protect society, can most of those currently incarcerated be reasonably considered dangerous? If not, why are they in prison? In Russia, does most sentencing better serve the purpose of punishment, rehabilitation, or deterrence? On what do you base your response?

Lesson Four

- Mock trial

Choosing a recent criminal case from the news that has not yet been tried, stage a mock trial. Assign the following roles: defendant, defense and prosecuting attorneys, judge, jurors, witnesses, courtroom observers, reporters.

- Home task

Write a summary of the mock trial based on your perspective from your assigned role. Include the following in your report:

In what ways did this jury behave differently from the one in the film?
What did you learn about the jury process from participating in the trial?
Why do you believe citizen participation in the trial process is important?

Lesson Five

- Culminating activity – Whole-group discussion

Reflecting on the activities of Lessons One through Four, what are the most important concepts you have learned? What questions remain? What suggestions do you have for reform of the educational system in order to better equip juries to render fair verdicts? What barriers exist to participations of Russians in processes designed to bolster the rule of law? How can such barriers be broken down? If this unit were to be taught to other groups, how could it be done more effectively in the future?

Follow-up activities

- Visit a courtroom trial to learn how juries work in your community
- Develop a consensus-building decision-making process to handle conflicts in your educational institution
- Choose a court case in the news, follow it as the case progresses, and report on the case's progress at a forum in your class

Suggested Study Materials

Burns, J.M., et al. *Government by the People*, 19th ed. Upper Saddle River, NJ: Prentice Hall, 2002. ISBN 0130315672.

Cheney, T.D. *Who Makes the Law: The Supreme Court, Congress, the States and Society*. Upper Saddle River, NJ: Prentice Hall, 1998. ISBN 0134930819.

Feagin, J.R. and Feagin, C.B. *Racial and Ethnic Relations*. Upper Saddle River, NJ: Prentice Hall, 1999. ISBN 0136747221.

Ginsberg, B., Lowi, T.J., and Weir, M. *We the People: An Introduction to American Politics*, 4th ed. New York: W.W. Norton, 2003. ISBN 0393979288 (full ed.).

Githens, M., Norris, P., Lovenduski, J., eds. *Different Roles, Different Voices: Women and Politics in the United States and Europe*. New York: Harper Collins College, 1994. ISBN 0065013069.

Ross, R.S. *American National Government: Institutions, Policy, and Participation*, 4th ed. New York: McGraw-Hill, 1996. ISBN 1561344095.

TO KILL A MOCKINGBIRD

Author: **Angelina Bezrukova**
Abakan, Katanov State University of Khakasia

Level –Intermediate, Advanced

KEY OBJECTIVES:

To discuss the values of American Democracy

To discuss the problems of race discrimination in 1930 and nowadays.

Topic: Race discrimination –past and present.

Themes: Parents and children
What is the effect of prejudice on society?
What do juries do and why is that important?
How has the attitude to colored people changed in the USA since the 1930s?

Activities: Screening of *To Kill a Mockingbird*
Pre- and post-film discussion
Mock trial
Report writing

Timeline: Eight to ten hours of in-class activity over a period of two - four weeks

Main characters:

Atticus Finch –widowed attorney with 2 young children

Jean Louise Finch – his daughter, nicknamed Scout who tells us a story

Jeremy Atticus Finch –(Jem), his son, 4 years Jean’s senior

Aunt Alexandra

Charles Baker Harris (Dill) – children’s friend

Calpurnia – the cook

Boo Radley – Mr. Arthur Radley – their neighbor

Tom Robinson – Negro, a field hand on trial for the rape of a white woman

Mayella Ewell and her father - Mr. Ewell

Judge Taylor

Heck Tate – sheriff

Pre-viewing activities:

I. Read the information about N.H. Lee, the author of the book *To Kill a Mockingbird*.

Nelle Harper Lee (1926-1975) was born in the town of Monroeville, Alabama. After she has finished college and received a degree from Alabama State University, she practiced law. Her first literary essays date back to the second half of the 1940s. The novel *To Kill a Mockingbird* was published in 1960. It won an overnight recognition, was awarded the Pulitzer Prize, translated into a dozen foreign languages and was made into a motion picture. The great success of the novel is above all, due

to the fact that it became a tangible contribution to the cause of struggle of white and black citizens of the United States of America against racial discrimination and for social justice. Harper Lee did not live to see her fiftieth birthday. But her only remarkable novel, which continued the best traditions of the American authors who wrote about America's South – Mark Twain, William Faulkner, Erskine Caldwell and many others. The film *To Kill a Mockingbird* has won 2 Oscar in 1962: Best Actor Oscar performance – Gregory Peck (Atticus Finch), Best Screenplay – screenwriter Horton Foote, and Mary Badham earned an Oscar nomination for her portrayal of tomboy Scout. The scene is laid in Maycomb, a provincial town in the American South State Alabama in 1935.

ii. Answer the questions:

- Have you seen this film? (If yes, what is your impression?)
- Have you read the book? (If yes, what do you think of it?)
- If you did both, which did you like better and why?
- Why do you think the book and the film is entitled *To Kill a Mockingbird*?
- What kind of a bird is *a Mockingbird*?
- What is the Russian for a Mockingbird? Can you draw the picture of this bird?

III. Key words and expressions

A tree-house	Swear
Take the case	Courtroom
Case defense	To call a doctor
Defend smb (defendant)	Bruise(s)
Colored man	Take advantage of smb
Get to school	Feel sorry for sb
Necessity to go to school	This case should have never come to trial
A bargain	Take an oath
Mad dog	Chief witness
Big shot	Destroy the evidence
A sin to kill smb	Jury
You nigger-lover	Verdict
Forbid to fight	Halloween
Trial	Ham
Jail	

Watch the film. We shall make a pause after each episode and discuss the events together

#	Episode	Events
1		
2		
3	A mad dog	Necessity to go to School, Willy Cunningham, "Big shot"
4		
5		
6	Scene at the jail	Atticus is spending the night at the jail
7		
8		
9	Halloween	Mr. Ewell is after the children, Arthur Radley saves them

Episode 6. Scene at the jail

Answer the questions:

- Who came to Mr. Finch in the evening? What did he say?
- Why did Atticus ask Calpurnia to stay in the house that night? Did she agree?
- Where did Atticus decide to go? Why?
- Did the children stay at home after Finch had gone away?
- How did the children find him?
- Did they want to go home when they saw their father? Why did they stay?
- How many cars came to the jail? Who were there?
- What did the men ask Mr. Finch?
- What did Atticus say when he saw the children? Did they obey (why)?
- Whom did the girl recognize in the crowd? What did she say? What did Mr. Cunningham answer? Try to explain his behavior.
- Did the children understand the situation?
- Why did the men go away?

IV. Read the final speech of Atticus Finch. Discuss the American beliefs to the rights of men.

“One more thing, gentlemen, before I quit. Thomas Jefferson once said that all men are created equal, a phrase that the Yankees and the distaff side of the Executive branch in Washington are fond of hurling at us. There is a tendency in this year of grace, 1935, for certain people to use this phrase out of context, to satisfy all conditions. The most ridiculous example I can think of is that the people who run public education promote the stupid and idle along with the industrious – because all men are created equal, educators will gravely tell you, the children left behind suffer terrible feelings of inferiority. We know all men are not created equal in the same sense some people would have us believe – some people are smarter than others, some people have more opportunity because they’re born with it, some men make more money than others, some ladies make better cakes than others – some people are born gifted beyond the normal scope of most men.

But there is one way in this country in which all men are created equal – there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honorable court which you serve. Our courts have their faults, as does any human institution, but in this country our courts are the great levelers, and in our courts all men are created equal.

I’m no idealist to believe firmly in the integrity of our courts and in the jury system – that is no ideal to me, it is a living, working reality. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you gentlemen will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty.”

Now watch the episode and discuss the verdict of the jury.

V. Role- play. You are the members of the jury. Discuss the case of Tom Robinson.

VI. Write a report to a newspaper with the commentary of Robinson’s case.

TO KILL A MOCKINGBIRD

Authors: Natalia Ralyk, Yelena Musaeva
Irkutsk State Railway Transport University

The following outline is intended for use in a university level English course. This outline is broad but can easily be adopted for courses in American Studies, Sociology, History, Film, Legal English, and other subjects.

Topic: Racial Tolerance; Jury System

Level: Intermediate

Themes: 1. The American South during the Great Depression.
2. Carefree World of Childhood?
3. Racial Prejudice vs. Tolerance.

Activities: Screening of *To Kill a Mockingbird*
Internet Research
Pre and Post Film Discussion
Follow-up Activities
Conducting Role-Play

Goals: To teach students to discuss American history and to communicate cultural values, attitudes and behaviors, and to understand the jury system in the US.

Objectives: To encourage students to improve their English by watching film, observing what goes on, listening to what is said, describing what happens in their own words, and discussing the theme points.

Skills: attentive watching, listening, speaking, writing and working in a team, writing film reviews

Duration: Eight hours of in-class activity over a period of one to two weeks

Lesson 1 Theme: **The American South during the Great Depression.**

The plan focuses on the historical background of American society in the 1930's (racism in the Depression-era South).

Materials: texts on the history of the USA in the 1930's

Pre-viewing activities

1 Discussion: **What do you know about the USA in the years of the Depression? What films have you seen about this period?**

2 An outline of American Geography

1. a) Study the following key vocabulary:

cotton boll weevil	lumber mill
cotton crop	tree farming
diversification	to bring into balance
features of landscape	dairying
cultivating of resources	
peanuts	revitalizing
to raise the standard of living	put life into the soil

b) Make your own sentences with the words given above and make up a situation with these sentences. Share them with your group mates.

- 2. Read the text about the geographical situation in the State of Alabama (see the Appendix, Text 1).**
- 3. Answer the following questions:**

- 1) Why was a monument to the cotton boll weevil erected in the State of Alabama?
- 2) How do you understand the statement that the forest has become a "tree farm"?
- 3) What does the slogan "Balance Agriculture with Industry" imply?
- 4) Explain what the three-sided movement of diversification means.

3 The Judicial Branch

1. a) Study the following key vocabulary:

to reach a compromise	to appoint judges
federal court system	lawyers
inferior courts	legislative act
plaintiff	courts of appeal
defendant	courts of special jurisdiction

5 To Kill a Mockingbird

- 1) **The teacher writes the title “To Kill a Mockingbird” on the board and asks students to predict the film’s content from the title. The meaning of the title can be a mystery to students and should be explained both literally and figuratively.**

1.1. Note for the teacher (the teacher may use definitions from the dictionaries):

Mockingbird – a small white and grey North American bird that copies the song of other birds (English Dictionary for Advanced Learners. 2002. Macmillan Education)

Mockingbird – an American bird that copies songs of other birds (Dictionary of English Language and Culture. 2000. Longman)

1.2 Read the extract from the book “To Kill a Mockingbird” (Harper Lee. – To kill a Mockingbird. 2004. Антология. С. - Петербург, С.103) and say why it is a sin to kill a mockingbird.

“Atticus said to Jem one day, "I'd rather you shot at tin cans in the back yard, but I know you'll go after birds. Shoot all the blue jays you want, if you can hit, 'em, but remember it's a sin to kill a mockingbird."

That was the only time I ever heard Atticus say it was a sin to do something, and I asked Miss Maudie about it.

"Your father's right," she said. "Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin to kill a mockingbird."

- Why did the author entitle her book “To Kill a Mockingbird”?

- Did she mean something figurative?

1.3. Students make their predictions, the teacher doesn’t estimate them. The answer is at the end of the film and the book.

- 2) The teacher focuses the students on the character’s names, along with some basic background information about their personality traits and relationships with each other.

- *Jean Louise "Scout" Finch (9 year-old Mary Badham in her film debut)*
- *Ten-year-old son Jem (13 year-old Philip Alford in his film debut)*
- *Atticus Finch (Gregory Peck)*
- *Arthur "Boo" Radley (Robert Duvall)*
- *Judge Taylor (Paul Fix)*
- *Tom Robinson (Brock Peters)*

Irkutsk State Railway Transport University To Kill a Mockingbird

- *Robert E. Lee (Bob) Ewell (James Anderson)*
- *Mayella Violet Ewell (Collin Wilcox)*
- *Mr. Radley (Richard Hale)*

3) The teacher reviews with the students the basic plot line.

Note for the teacher:

To Kill a Mockingbird (1962) is a much-loved, critically-acclaimed, classic trial film. It exhibits a dramatic tour-de-force of acting, a portrayal of childhood innocence (told from a matured adult understanding), and a progressive, enlightened 60s message about racial prejudice, violence, moral tolerance and dignified courage.

The film begins by portraying the innocence and world of play of a tomboyish six year-old girl and her ten year-old brother, and their perceptions of their widower attorney father. They also fantasize about a recluse who inhabits a mysterious house in their neighborhood. They are abruptly brought out of their insulated and carefree world by their father's unpopular but courageous defense of a black man falsely accused of raping a Southern white woman. Although racism dooms the accused man, a prejudiced adult vengefully attacks the children on a dark night - they are unexpectedly delivered from real harm in the film's climax by the reclusive neighbor, "Boo" Radley.

<http://www.filmsite.org/toki.html>

While-watching activity

1. Watching clips from the film, try to get some additional information about the geographical situation, political and judicial systems of the American South. Make necessary notes.

Post-watching activity

1. Exchange the information with your fellow-students on the themes: "The Federal Court System", "The Supreme Court", "Courts of Appeals and District courts", "Special Courts".

Homework: watch the half of the film.

Text 1

DIVERSIFICATION

In a little town in the southern part of the State of Alabama, there is a monument honoring the cotton boll weevil! The people of that area erected the monument because, after the boll weevil destroyed their cotton crop in 1910, they were compelled to stop growing cotton and turned instead to dairying and to raising peanuts and melons. What was first viewed as a misfortune was a blessing in disguise, since the new farming was better suited to the land and raised their standard of living.

In 1934, in another place, in Alabama, three brothers acquired a lumber mill that had already depleted most of the surrounding forest. The remaining trees were enough to keep the mill busy only eight years longer. But the brothers had new ideas, and today the mill is cutting more wood than it ever did in the old days. The supply may continue forever because the forest has become a carefully managed “tree farm.” Not only have the brothers grown new trees to replace the old ones, but they have also been instrumental in spreading “tree farming” to land that could no longer grow cotton.

Mississippi, the most thoroughly agricultural state of the South, began a program around 1940 to increase manufacturing and adopted the slogan, “Balance Agriculture with Industry.” The plan has helped create thousands of new industrial jobs.

These examples give but a glimpse of the three-sided movement of diversification that is revitalizing the South. First, Southerners are bringing their agriculture into balance, with crops that put new life into the soil, and with many types of plants and animals that are suited to the varied features of their landscape. Second, they are adding to the basic wealth of the region by using and cultivating their resources, instead of letting them lie idle or destroying them. Thirdly, they are bringing their whole economy into balance by adding industry to farming.

At first, diversification was slow and often happened by chance, as the example of the town in Alabama shows. But, over the years, it became a very broad movement, deliberately planned by individual farmers and manufacturers, and deliberately encouraged by local communities, states and the federal government.

The change in farming started in different ways in different places. Usually it began with one farmer, more daring than others, willing to experiment with new crops or a new way of plowing, or one adventurous enough to change from raising crops to raising farm animals. His success emboldened others to follow suit.

(An outline of American Geography – US Information Agency. - P.54-56)

Text 2

INTERPRETING THE CONSTITUTION

"... The judiciary is the safeguard of our liberty and of our property under the Constitution."— Charles Evans Hughes, Chief Justice of the U.S. Supreme Court, Speech at Elmira, New York, 1907

The third branch of the federal government, the judiciary, consists of a system of courts spread throughout the country, headed by the Supreme Court of the United States.

A system of state courts existed before the Constitution was drafted. There was considerable controversy among the delegates to the Constitutional Convention as to whether a federal court system was needed and whether it should supplant the state courts. As in other matters under debate, the delegates reached a compromise in which the state courts continued their jurisdiction while the Constitution mandated a federal judiciary with limited power. Article 111 of the Constitution states the basis for the federal court system: "The judicial power of the United States shall be vested in one Supreme Court, and such inferior courts as the Congress may from time to time ordain and establish."

THE FEDERAL COURT SYSTEM

With this guide, the first Congress divided the nation into districts and created federal courts for each district. From that beginning has evolved the present structure: the Supreme Court, 13 courts of appeals, 94 district courts, and two courts of special jurisdiction, Congress today retains the power to create and abolish federal courts, as well as to determine the number of judges in the federal judiciary system. Congress cannot, however, abolish the Supreme Court.

The judicial power extends to cases arising under the Constitution, an act of Congress, or a treaty of the United States; cases affecting ambassadors, ministers, and consuls of foreign countries in the United States, -controversies in which the U.S. government is a party, controversies between states for their citizens) and foreign nations (or their citizens or subjects), and bankruptcy cases. The Eleventh Amendment removed from federal jurisdiction cases in which citizens of one state are the plaintiffs and the government of another state is the defendant. It does not disturb federal jurisdiction in cases in which a state government is a plaintiff and a citizen of another state is the defendant.

The power of the federal courts extends both to civil actions for damages and other redress, and to criminal cases arising under federal law. Article III has resulted in a complex set of relationships between state and federal courts. Ordinarily, federal courts do not hear cases arising under the laws of individual states. However, some cases over which federal courts have jurisdiction may also be heard and decided by state courts. Both court systems thus have exclusive jurisdiction in some areas and concurrent jurisdiction in others.

The Constitution safeguards judicial independence by providing that federal judges shall hold office "during good behavior" – in practice, until they die, retire, or resign, although a judge who commits an offense while in office may be impeached in the same way as the president or other officials of the federal government. U.S. judges are appointed by the President and confirmed by the Senate. Congress also determines the pay scale of judges.

THE SUPREME COURT

The Supreme Court is the highest court of the United States, and the only one specifically created by the Constitution. A decision of the Supreme Court cannot be appealed to any other court. Congress has the power to fix the number of judges sitting on the Court and, within limits, decide what kind of cases it may hear, but it cannot change the powers given to the Supreme Court by the Constitution itself.

The Constitution is silent on the qualifications for judges. There is no requirement that judges be lawyers, although, in fact, all federal judges and Supreme Court justices have been members of the bar.

Since the creation of the Supreme Court almost 200 years ago, there have been slightly more than 100 justices. The original Court consisted of a chief justice and five associate justices. For the next 80 years, the number of justices varied until, in 1869, the complement was fixed at one chief justice and eight associates. The chief justice is the executive officer of the Court but, in deciding cases, has only one vote, as do the associate justices. The Supreme Court has original jurisdiction in only two kinds of cases: those involving foreign dignitaries and those in which a state is a party. All other cases reach the Court on appeal from lower courts.

Of the several thousand cases filed annually, the Court usually hears only about 150. Most of the cases involve interpretation of the law or of the intent of Congress in passing a piece of legislation. A significant amount of the work of the Supreme Court, however, consists of determining whether legislation or executive acts conform to the Constitution. This power of judicial review is not specifically provided for by the Constitution. Rather, it is doctrine inferred by the Court from its reading of the Constitution, and forcefully stated in the landmark *Marbury vs. Madison* case of 1803. In its decision in that case, the Court held that "a legislative act contrary to the Constitution is not lawful," and further observed that "it is emphatically the province and duty of the judicial department to say what the law is." The doctrine has also been extended to cover the activities of state and local governments.

Decisions of the Court need not be unanimous; a simple majority prevails, provided at least six justices – the legal quorum – participate in the decision. In split decisions, the Court usually issues a majority and a minority – or dissenting – opinion, both of which may form the basis for future decisions by the Court. Often justices will write separate concurring opinions when they agree with a decision, but for reasons other than those cited by the majority.

COURTS OF APPEALS AND DISTRICT COURTS

The second highest level of the federal judiciary is made up of the courts of appeals, created in 1891 to facilitate the disposition of cases and ease the burden on the Supreme Court. Congress has established 12 regional circuit courts of appeals and the U.S. Court of Appeals for the Federal Circuit. The number of judges sitting on each of these courts varies considerably (from 6 to 28), but most circuits have between 10 and 15 judges.

The courts of appeals review decisions of the district courts (trial courts with federal jurisdiction) within their areas. They also are empowered to review orders of the independent regulatory agencies in cases where the internal review mechanisms of the agencies have been exhausted and there still exists substantial disagreement over legal points. In addition, the Court of Appeals for the Federal Circuit has nationwide jurisdiction to hear appeals in specialized cases, such as those involving patent laws and cases decided by the courts of special jurisdiction, the Court of International Trade and the Court of Federal Claims.

Below the courts of appeals are the district courts. The 50 states and U.S. territories are divided into 94 districts so that litigants may have a trial within easy reach. Each district court has at least two judges, many have several judges, and the most populous districts have more than two dozens. Depending on case load, a judge from one district may temporarily sit in another district. Congress fixes the boundaries of the districts according to population, size, and volume of work. Some of the smaller states constitute a district by themselves, while the larger states, such as New York, California, and Texas, have four districts each.

Except in the District of Columbia, judges must be residents of the district in which they permanently serve. District courts hold their sessions at periodic intervals in different cities of the district.

Most cases and controversies heard by these courts involve federal offenses such as misuse of the mails, theft of federal property, and violations of pure-food, banking, and counterfeiting laws. These are the only federal courts where "grand" juries indict those accused of crimes and "petit" juries decide the cases. Each judicial district also includes a U.S. bankruptcy court, because Congress has determined that

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bankruptcy matters should be addressed in federal courts rather than state courts. Through the bankruptcy process, individuals or businesses that can no longer pay their creditors either may seek a court-supervised liquidation of their assets or may reorganize their financial affairs and work out a plan to pay off their debts.

SPECIAL COURTS

In addition to the federal courts of general jurisdiction, it has been necessary from time to time to set up courts for special purposes. These are known as "legislative" courts because they are created by congressional action. Judges in these courts, like their peers in other federal courts, are appointed for life terms by the president, with Senate approval. Today, there are two special trial courts that have nationwide jurisdiction over certain types of cases. The Court of International Trade addresses cases involving international trade and customs issues. The Court of Federal Claims has jurisdiction over most claims for money damages against the United States, disputes over federal contracts, unlawful "takings" of private property by the federal government, and a variety of other claims against the United States. (*Outline of U.S. Government*. Office of International Information Programs. - P.83-89)

Text 3

BLACK AMERICANS

"How should we punish Hitler?" a reporter asked a young American black girl towards the end of the Second World War. "Paint him black and bring him over here," was her bitter reply. It was the result of being treated as a second-class human being—of being told, "No, you can't attend this school, have this job, live in this house, or sit on this park bench". And the reason? Because your skin is black.

The official term for this view was segregation, that is, separating Blacks from the rest of the community and refusing them many of the rights enjoyed by other people.

In 1941 ten million of the country's total Black population of thirteen million still lived in the southern United States, most of them in great poverty. By 1970 the situation had changed. The country's total Black population was then about twenty-

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four million and twelve million lived outside the South, most of them in big northern industrial cities. A mass migration had taken place. More than 4.5 million Southern Blacks had caught buses and trains to the North and to California.

The big attraction for the migrants was well-paid jobs in the factories of cities like Chicago, Pittsburgh and Detroit. But there was another. Taking the road north or west promised an escape not just from poverty, but from the miseries and humiliations of segregation which were a part of every Southern Black's daily life. As one Black migrant wrote, "I don't care where so long as I go where a man is a man."

During the Second World War, segregation started to diminish, at least outside the South. Black workers earned more money than ever before working alongside Whites in the busy wartime factories. Black servicemen not only fought and died, but ate and slept alongside their white countrymen, White fellows. "One thing is certain," wrote an observer in 1946, "the days of treating Negroes like sheep are done with (ended)."

The Black struggle for equal treatment became known as the Civil Rights movement. An important legal turning point came in 1954. In a case called *Brown v. Tapaka* the Supreme Court declared that segregated schools were illegal and ordered that Black children should be allowed to attend any school. In September 1957, Black children tried to enroll at a previously all White high school in Little Rock, Arkansas. An angry mob gathered to prevent them. President Eisenhower sent troops to enforce the Supreme Court decision of 1954 and the children were admitted. So began a long struggle for equal rights in education. It was still going on more than thirty years later.

Another landmark in the Civil Rights Movement came on December 1, 1955. A Black woman named Rosa Parks got on a bus in the strictly segregated southern city of Montgomery, Alabama. She took a seat towards the back of the bus, as blacks were supposed to do. But then White workers and shoppers filled up the front section of the bus and the driver ordered her to give up her seat. Mrs. Parks decided that she would not be treated in that way. She refused to move.

Mrs. Parks was arrested, but the Black people of Montgomery supported her. The National Association for the Advancement of Colored People (NAACP) helped

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to persuade a judge to release Mrs. Parks from jail. Then they started a campaign to end segregation on buses. Led by a young clergyman named Martin Luther King, they began to stop using, or "boycott," the city's bus services. The boycott went on for a year. Finally, in November 1956, the Supreme Court declared that segregation on public buses was unconstitutional. Montgomery's public transport system was desegregated.

The success of the Montgomery bus boycott encouraged Blacks in other places to act together against segregation. They boycotted stores where Black workers were refused jobs, refused to pay rent until landlords improved housing conditions, and held "sit-ins" in restaurants that would not serve Black customers. They achieved many successes. A climax of the Civil Rights movement came in 1963. On a hot August day 200,000 people, Black and White, took part in a mass demonstration in Washington to demand full racial equality. In a moving and dramatic speech, Martin Luther King told millions of Americans watching their televisions all over the country:

"I have a dream that one day this nation will rise up and live out these truths that all men are created equal. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveholders will be able to sit down together at the table of brotherhood, I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

Black Americans at war

In 1940 the American army had only two black officers. The navy had none. That September, the United States began to draft young men into the armed forces. Before this, fewer than 4,000 Blacks were serving in the American army. Most were in support units, digging ditches, loading and unloading ships and trucks, or serving food. Many of the young Black recruits objected to this. "We want to be soldiers, not servants," they said.

The entire Black community supported the recruits. So did many Whites, including Eleanor Roosevelt, the wife of the President. The system was changed. On

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December 1, 1941, the American army and air force opened all types of positions to qualified Blacks. Six months later the Navy and the Marine Corps did the same.

During the Second World War Black combat units fought in both Europe and the Pacific. One Black unit in particular won great admiration. This was the 332nd Fighter Group of the United States Army Air Force. In the skies above France and Germany, its pilots destroyed 261 enemy aircraft and received a total of 904 medals for bravery. In March 1945, the whole group was awarded a Distinguished Unit Citation.

The 332nd Group came to symbolize the struggle of all Blacks for equality. Its wartime achievements helped to end segregation in the American armed forces. In July 1948, President Truman ordered "equality of treatment and opportunity for all persons in the Armed Forces without regard to race, color, religion or national origin."

(Bryn O'Callaghan. – *An illustrated history of the USA*. 1997. Longman Group UK Limited. P.112-113)

Lesson 2 **Theme:** Carefree World of Childhood?

The plan focuses on the world of the children's life and the moral lessons they get from their father.

Preparation: Make enough copies of the script.

Pre-viewing activity

a) Study the following key vocabulary:

dictum (n.): in this case, a formal statement of principle

foray (n.): When you make a **foray**, you go somewhere or do something that is unusual or not normal for you. It was certainly not Jem's usual behavior to go near the Radley house; thus, doing so was a **foray** for him.

predilection (n.): a **predilection** is a preference, or a preferred way of doing something. Thus, the Radley's preferred way of spending a Sunday afternoon was to keep the doors closed and not receive visitors

repertoire was vapid: (n. + adj.): a **repertoire** is all the special skills a person has; **vapid**, in this case, means boring or uninteresting. So, when Scout says that their

repertoire was vapid, she means that the games they had invented to pass the time had become old and had lost their interest.

condescended (vb.): To **condescend** is to agree to do something that you believe to be beneath your dignity. Jem condescends to take Scout to school, even though, as a fifth-grader, he feels superior to his first-grade sister.

subsequent mortification (adj. + n.): Something that is **subsequent** will follow closely after something else. **Mortification** is a feeling of shame or the loss of self-respect. If Scout had been able to explain things to Miss Caroline, she could have prevented her teacher from subsequent mortification.

monosyllabic (adj.): Mono means "one." A syllable is a word or a part of a word which can be pronounced with a single, uninterrupted sound. The name "Atticus," for example, is made up of three syllables: at + ti + cus. Thus, **monosyllabic** literally means "one sound." Scout's **monosyllabic** replies to Atticus's questions about her first day at school might have been made up of one-sound words like "yes" and "no."

tacit (adj.) An agreement, or, in this case, a "treaty" that is tacit is one that has been silently agreed upon. Thus, the children know that they can play on Miss Maudie's front lawn even though she never directly told them that it was all right to do so.

<http://www.filmsite.org/toki.html>

near libel (adj. + n.): When you commit **libel**, you harm someone's reputation. Atticus tells the children that they have committed a **near libel**; that is, their snowman is almost **libelous** because it so closely represents one of their neighbors and could harm that neighbor's reputation.

b) Pay attention to the situations given and try to predict the events you are going to watch in this part of the film.

I. What do the following phrases imply?

- 1) "The day was twenty-four hours long, but it seemed longer".
 - 2) "The crash hit them the hardest".
 - 3) "Sometimes the Bible in the hand of one man is worse than a whiskey bottle in the hand of your father".
 - 4) "She had an acid tongue in her head".
 - 5) "He said he was trying to get Miss Maudie's goat".
- While-watching activity

1. Correct your ideas about the phrases above. In what situations were they used? Who said them?

2. While watching, tick the traits, which characterize Scout and her brother best. Why do you think so?

Tomboyish	courageous	lazy
Carefree	coward	isolated
Imaginative	curious	thoughtful
Warm-hearted	friendly	impulsive

3. Mind the situations in which Atticus said the following:

- 1) "You never really understand a person until you consider things from his point of view – until you climb into his skin and walk around in it".
- 2) "Sometimes it's better to bend the law a little in special cases. In your case, the law remains rigid".
- 3) "If I didn't defend him, I couldn't hold up my head in town, I couldn't represent this county in the legislature, I couldn't even tell you or Jem not to do something again".
- 4) "Don't say nigger, Scout. That's common".
- 5) "You might hear some ugly talk about it at school, but do one thing for me if you will: you just hold your head high and keep those fists down".

Post-watching activity

1. Work in pairs. Exchange the ideas you formed while watching.
2. Compare a clip of the film with a given passage from the book.
Is there any difference? Which variant do you like best? Why?

Calpurnia opened the screen door, latched it behind her, then unlatched it and held onto the hook. She tried to block Jem and me with her body, but we looked out from beneath her arms.

"Take him, Mr. Finch." Mr. Tate handed the rifle to Atticus; Jem and I nearly fainted.

"Don't waste time, Heck," said Atticus. "Go on."

"Mr. Finch, this is a one-shot job."

Atticus shook his head vehemently: "Don't just stand there, Heck! He won't wait all day for you –"

"For God's sake, Mr. Finch, look where he is! Miss and you'll go straight into the Radley house! I can't shoot that well and you know it!"

"I haven't shot a gun in thirty years –"

Mr. Tate almost threw the rifle at Atticus. "I'd feel mighty comfortable if you did now," he said.

In a fog, Jem and I watched our father take the gun and walk out into the middle of the street. He walked quickly, but I thought he moved like an underwater swimmer: time had slowed to a nauseating crawl.

When Atticus raised his glasses Calpurnia murmured, “Sweet Jesus help him,” and put her hands to her cheeks.

Atticus pushed his glasses to his forehead; they slipped down, and he dropped them in the street. In the silence, I heard them crack. Atticus rubbed his eyes and chin, we saw him blink hard.

With movement so swift they seemed simultaneous, Atticus’s hand yanked a ball-tipped lever as he brought the gun to the shoulder.

The rifle cracked. Tim Johnson leaped, flopped over and crumpled on the sidewalk in a brown-and-white heap. He didn’t know what hit him.

Doors opened one by one, and the neighborhood slowly came alive.

Jem was paralysed. I pinched him to get him moving, but when Atticus saw us coming he called, “Stay where you are”.

(Harper Lee. – *To kill a Mockingbird*. 2004. Антология. С. - Петербург, С. 109)

3. How can you comment on the relationships between Atticus and his children from this episode?

Follow-up activities

1. Imagine you are Scout and Jem. Discuss your father’s behavior, express your opinion about him. Are they the same?

2. Have you ever had communication problems with your parents? Were there any situations in your life, which made you change your mind about your father or mother for the better?

Homework assignment:

Be ready with the character sketches of Scout and Jem. Write down your ideas in the following worksheet.

Character Sketch	
Name of story: To kill a Mockingbird Name of character: Scout	
<p>Physical appearance What does Scout look like? Are these physical features important in understanding Scout? How do her clothes characterize her?</p>	
<p>Actions How does Scout behave in the story? How do these actions affect the viewer's understanding of Scout?</p>	
<p>Interactions with other characters How does Scout interact with other characters in the story? What do these reactions reveal about her character?</p>	
<p>Motivation What does Scout think about the situations and people around her? How do Scout 's actions affect what we know about her?</p>	

Susan Stempleski, Barry Tomalin. – Film. 2001. Oxford University Press. – P.117

Character Sketch	
Name of story: To kill a Mockingbird Name of character: Jem	
<p>Physical appearance What does Jem look like? Are these physical features important in understanding Jem? How do his clothes characterize him?</p>	
<p>Actions How does Jem behave in the story? How do these actions affect the viewer's understanding of Jem ?</p>	
<p>Interactions with other characters How does Jem interact with other characters in the story? What do these reactions reveal about his character?</p>	
<p>Motivation What does t Jem think about the situations and people around him? How do Jem 's actions affect what we know about him?</p>	

Lesson 3

Theme: **Racial Prejudice** or Tolerance

The plan focuses on the problems of racism and social injustice that existed in the American South in the Depression era.

Preparation: Make enough copies of the script “Atticus’ speech”.

Pre-viewing activity

1. a) Study the following key vocabulary:

verdict	a witness stand
jail	to take the oath = to swear
to be called on to testify	defendant
to pick the jury	to have sexual intercourse with smb. =to rape
occasion = case	objection
a circuit solicitor	cross-examination
a witnesses sat	corroborative evidence
to give testimony	to set somebody. free
prosecutor	defense attorney
to be charged with a crime	to commit a crime
solicitor	trial

b) Explain the meaning of the words given above in English.

2. Mind the following phrases. What meaning do they imply? Discuss your ideas with the group.

- 1) “Once you have a drop of Negro blood that makes you all Black”.
- 2) “Mixed children don’t belong anywhere. They are just in between”.
- 3) “Cheating a colored man is ten times worse than cheating a white man”.
- 4) “All men are created equal”.
- 5) “White people give colored folks the hell, without even stopping to think that they’re people too”.

While-watching activity

1. While watching the clip, match the name of the character to his (her) role in the court occasion.

- 1) Atticus (Mr. Finch), Tom Robinson, Mr. Robert Ewell, Mr. Heck Tate (Sheriff), Miss Mayella, Mr. Taylor, Mr. Gilmer.
- 2) Witness (2), victim, solicitor (prosecutor), defendant, defense attorney (lawyer), judge.

Note to the teacher: there is more than one witness in the list of names.

2. Fill in the scheme with the names of the trial participants in the right order.

Giving testimony	Asking questions	Cross-examination	speech
1)	1)	1)	
2)	2)		
3)	3)		

3. Agree or disagree with the following statements:

- 1) Miss Mayella wasn't sure who raped her and beat her up.
- 2) Sheriff testified that Miss Mayella had her left eye black.
- 3) Mr. Ewell turned out to be left-handed.
- 4) Tom Robinson didn't do any harm to Miss Mayella.
- 5) Mr. Ewell made Tom run when he saw him with his daughter.

Post-watching activity

1. Read the speech Atticus made in the court carefully. Analyze it from the stylistic point of view.

- 1) How does Atticus characterize the case?
- 2) What comparisons did you come across while reading?
- 3) Find the quotation, do you agree with this statement?
- 4) In what context does Atticus mention the names of Rockefeller, Einstein and Thomas Jefferson?

2. Find the equivalents of the following words and expressions in the text:

to be absolutely sure
to be very simple
to escape offence
unbelievable
to finish
as well as

3. a) Match the words in the left column to their synonyms in the right column.

Guilt	Complicated
To get rid of	Proof
Difficult	To take the oath
Evidence	Offence
To swear out a warrant	To feel pity
To feel sorry	To put away from

b) Find the sentences with these words **and expressions in the text, paraphrase them using the synonyms.**

(Harper Lee. – *To kill a Mockingbird*. – 2004. Антология. С. - Петербург, С.313).

Follow-up activity

Be ready to take part in the role-play. You are going to be:

- a) judge
- b) witness
- c) victim
- d) solicitor
- e) defendant
- f) defense attorney

Other students can play the role of spectators or the jury.

Act the scene of a trial.

Note for the teacher: Distribute the roles among the students. Give each of them a card with useful words and expressions.

Homework assignment: 1. Prepare you own speech as if you were Atticus.

Which arguments would you add to prove Tom Robinson's innocence?

Lesson 3

Appendix

Atticus' Speech

"Gentlemen," he was saying, "I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure beyond all reasonable doubt as to the guilt of the defendant. To begin with, this case should never have come to trial. This case is as simple as black and white.

The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination, but has been flatly contradicted by the defendant. The defendant is not guilty, but somebody in this courtroom is.

I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man's life at stake, which she has done in an effort to get rid of her own guilt.

I say guilt, gentlemen, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white. She knew full well the enormity of her offense, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent reaction is something that all of us have known at one time or another. She did something every child has done - she tried to put the evidence of her offense away from her. But in this case she was no child hiding stolen contraband: she struck out at her victim - of necessity she must put him away from her - he must be removed from her presence, from this world. She must destroy the evidence of her offense.

What was the evidence of her offense? Tom Robinson, a human being. She must put Tom Robinson away from her. Tom Robinson was her daily reminder of what she did. What did she do? She tempted a Negro.

She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don't know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr. Ewell did: he did what any God-fearing, persevering, respectable white man would do under the circumstances - he swore out a warrant, no doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses - his right hand.

And so a quiet, respectable, humble Negro who had the unmitigated temerity to "feel sorry" for a white woman has had to put his word against two white people. I

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need not remind you of their appearance and conduct on the stand - you saw them for yourselves. The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you gentlemen, to this court, in the cynical confidence that their testimony would not be doubted, confident that you gentlemen would go along with them on the assumption - the evil assumption - that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, an assumption one associates with minds of their caliber.

Which, gentlemen, we know is in itself a lie as black as Tom Robinson's skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men rare not to be trusted around women - black or white. But this is a truth that applies to the human race and to no particular race of men. There is not a person in this courtroom who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman without desire."

Atticus paused and took out his handkerchief. Then he took off his glasses and wiped them, and we saw another "first": we had never seen him sweat - he was one of those men whose faces never perspired, but now it was shining tan.

"One more thing, gentlemen, before I quit. Thomas Jefferson once said that all men are created equal, a phrase that the Yankees and the distaff side of the Executive branch in Washington are fond of hurling at us. There is a tendency in this year of grace, 1935, for certain people to use this phrase out of context, to satisfy all conditions. The most ridiculous example I can think of is that the people who run public education promote the stupid and idle along with the industrious because all men are created equal, educators will gravely tell you, and the children left behind suffer terrible feelings of inferiority. We know all men are not created equal in the sense some people would have us believe some people are smarter than others, some people have more opportunity because they're born with it, some men make more money than others, some ladies make better cakes than others - some people are born gifted beyond the normal scope of most men.

But there is one way in this country in which all men are created equal - there is one human institution that makes a pauper the equal of a Rockefeller,

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the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honorable court which you serve. Our courts have their faults, as does any human institution, but in this country our courts are the great levelers, and in our courts all men are created equal.

I'm no idealist to believe firmly in the integrity of our courts and in the jury system - that is no ideal to me, it is a living, working reality. Gentlemen, a court is no better than each man of you silting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you gentlemen will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty."

Atticus's voice had dropped, and as he turned away from the jury he said something I did not catch. He said it more to himself than to the court. I punched Jem. "What'd he say?"

"In the name of God, believe him, I think that's what he said."

Dill suddenly reached over me and tugged at Jem. 'Looka yonder!'"

We followed his finger with sinking hearts. Calpurnia was making her way up the middle aisle, walking straight toward Atticus.

(Harper Lee. – *To kill a Mockingbird*. 2004. Антология. С. - Петербург, С.229)

TO KILL A MOCKINGBIRD

Author: Vera Samarkina
Kazan State University

Topic: Racial tolerance

Themes: Racism in the Depression-era South

Jury system

Family values: Parenthood & Childhood

Activities: Pre -and - post movie activity

Social opinion research

Mock trial

Timeline: From 6 to 8 hours of in-class work

Lesson One:

Pre-movie activities:

In-class discussion of racial tolerance problem in present-day world politics. Racial tolerance in the East and in the West. Problems of racial tolerance in today's Russia and America.

Historical background: Roots of racism in American society, peculiarities of racism in the Depression-era South.

Exchange of opinions about correct way of naming Afro-Americans. History of the term's evolution from negro / nigger (derogatory/vulgar) to the present-day term, Afro-American.

Discussion of possible drawbacks of racial tolerance, if such exist.

Home task: Research of social vision of racial tolerance problem - does the problem exist? Does it bother common people? (The poll should be held among Russians and Americans with the help of Internet connection)

Lesson Two:

- Report of home research results.
- Screening of *To Kill a Mockingbird*.

Home task: To work with vocabulary connected with jury system.

Lesson Three:

In-class discussion of a Trial Scene:

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- What is a jury system? Who gives a final decision on the case? What is the procedure of a trial. What is the judge's role? What book is used for witnesses to swear on? Why?
- Was the jury correct in its decision? What did the judge mean with words about the jury being dismissed?
- What were the arguments Finch drew upon to prove his client not to be guilty.
- What was Atticus's speech based on? What values did he invoke?
- Why is the audience in the courtroom divided into two groups - those on the 1st floor and the others in the gallery. What was the principle of the division?

Creative work: Mock Atticus Finch's final speech. Competition of speech-makers - students should be as persuasive as possible in their speech and should try to sound "American".

Lesson Four:

Discussion of family values and bringing-up methods: - What role do they play in the movie. May the film be considered a family drama? Would you recommend parents to let their children watch it? Why?

What realities do children get acquainted with in the movie?

- racial hatred (Tom Robinson case)
- human cruelty (ugly talks at school; revenge on children; isolation of Boo Radley), etc.

How do children cope with these new facts? (EX: Scout fighting at school, defending her family name). Who helps children to deal with reality? ("I wish I could take away all bad people away from you").

Parenthood questions:

Students (in small-group discussion) should discuss methods of up-bringing that Atticus uses:

- Conversation (direct explanation) EX: What compromise is; how not to embarrass poor people; Negotiating with children Atticus shows respect to them; He never behaves as an adult with them, but as a friend (they respond in the same way).
- Personal example (indirect influence) EX: no fights, even if you are humiliated (spill on his face); how to respect people (old neighbor lady, poor farmers)

Childhood image in the movie:

Students (in small-groups discussion) should compare the principal characters of the movie, Scout and Jem, with any child character from American literature and try to point out typical features of "American" childhood.

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- Freedom
- Do not use the word “dad” or “father”, but Mr. Finch or Atticus
- No father (neighbor-boy)

Final task: Students should give as many interpretations to the title of the movie as possible.

TO KILL A MOCKINGBIRD

Author: Yekaterina Susanina
Krasnodar, Non-Government Educational Institution “Britannia-Kavkaz”

The lesson plan is intended for use in an American Studies course, it can be adapted for courses in Sociology, General English, Pedagogy and other subjects.

Age: Adult (15+).

Level: Upper Intermediate.

Time required: 4-6 hours of in-class activity over a period of one or two weeks.

Topic: *LESSONS OF MORAL COURAGE, TOLERANCE AND JUSTICE*

Step One. Pre-film activities. Studying the background information. Internet research.

Step Two. Screening *To Kill a Mockingbird*.

Step Three. Post-film activities. General comprehension check. The title discussion. The presentation of the key themes.

Step Four. Step Three. Post-film activities. Introducing the main topic(s). Watching the scenes and discussing the central topic(s). Additional language practice.

Step Four. Follow-up activities. Composition writing.

STEP ONE

PRE-FILM ACTIVITIES

Task.

Before watching the movie study some background information.

To Kill a Mockingbird, an Academy Award-winning motion picture starring Gregory Peck by director Robert Mulligan, was made in 1962. It is based on a 1960 novel by Harper Lee- who had written a semi-autobiographical story of her small-town Southern life (Monroeville, Alabama), the people and attitudes in the 1930's, and her widower father (attorney Amasa Lee). The book won the Pulitzer Prize for Fiction in 1961.

Harper Lee stated " To get the ideas for the book I used recent events in my time like the **Scottsboro Trials**". (Harper Lee, Book Review, 1964) <http://mockingbird.chebucto.org>

The story's setting, the early 1930's in the South, occurred during the **Great Depression**.

Task.

As a homework search the Internet to get more information about the Scottsboro Case and the Great Depression. What were the race relations in the South at that period of time? What effects did the Depression have on people's lives?

For the teacher:

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The case of the **Scottsboro Boys** arose in Alabama during the 1930s, when nine black teenagers, none older than nineteen, were accused of raping two white women on a train. After a trial which is now regarded as one of the travesties of the American justice system, the defendants were sentenced to death, despite the fact that one of the women later denied being raped. The convictions were overturned on appeal, and all of the defendants were all eventually acquitted, paroled, or pardoned, some after serving years in prison.

Retrieved and adapted from http://en.wikipedia.org/wiki/Scottsboro_boys

The **Great Depression** was a massive global economic recession (or "depression") that ran from 1929 to 1941. It led to massive bank failures, high unemployment, as well as dramatic drops in Gross Domestic Product (GDP), industrial production, stock market share prices and virtually every other measure of economic growth.

Retrieved and adapted from http://en.wikipedia.org/wiki/Great_depression

STEP TWO

SCREENING TO KILL A MOCKINGBIRD

STEP THREE

POST-FILM ACTIVITIES

Task.

Read the extract from the film review. Fill in the gaps with the characters' names. Some of the names are used more than once. You do not need all the names.

Set in a small town in Alabama, To Kill A Mockingbird focuses on two young children,andFinch, who embark on various small journeys throughout the film and learn many important lessons. Most importantly, the film is about their father and his defense of an African American man,, accused of assaulting and raping a white woman, Just the accusation of such a crime is enough to makeguilty, in the estimation of most people in the town, but is a fair man who believes in equal rights and most of all believes in the importance of moral integrity. He must representto the best of his abilities because it is his duty as an attorney. and also encounter troubles of their own and learn that a neighborhood "monster,"....., is not nearly the scary man they think he is.

Judge Taylor, Atticus, Scout, Mr. Cunningham, Dill Harris, Tom Robinson, Boo Radley, Jem, Mayella Violet Ewell, Bob Ewell

Key:

Set in a small town in Alabama, To Kill A Mockingbird focuses on two young children, **Scout** (Mary Badham) and **Jem** Finch (Phillip Alford), who embark on various small journeys throughout the film and learn many important lessons. Most importantly, the film is about their father **Atticus** (Gregory Peck) and his defense of an African American man, **Tom Robinson** (Brock Peters), accused of assaulting and raping a white woman, **Mayella Violet Ewell** (Collin Wilcox Paxton). Just the accusation of such a crime is enough to make **Robinson** guilty, in the estimation of most people in the town, but **Atticus** is a fair man who believes in equal rights and most of all believes in the importance of moral integrity. He must represent **Robinson** to the best of his abilities because it is his duty as an attorney. **Scout** and **Jem** also encounter

Krasnodar NGO Britannia-Kavkaz To Kill a Mockingbird troubles of their own and learn that a neighborhood "monster," **Boo Radley** (Robert Duvall), is not nearly the scary man they think he is. Retrieved from *Orbital Review* <http://orbitalreviews.com/movies/ToKillAMockingbird.html>

Task.

The title of the book and the movie is taken from Atticus's advice to his children about firing their air rifles at birds: "Shoot all the blue jays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird".

Why do you think it is a sin to kill a mockingbird? Comment on the title of the book and the movie.

For the teacher:

The blue jay is a very common bird, and is often perceived as a bully and a pest, whereas mockingbirds do nothing but "sing their hearts out for us". Metaphorically, several of the book's (movie's) characters can be seen as "mockingbirds", attacked despite doing nothing but good. The mockingbird represents innocence, and to kill one is to metaphorically kill innocence. Note that several of the main protagonists are named after birds: Scout, Jem, Atticus *Finch*, and Tom *Robinson*. Retrieved from *Wikipedia* http://en.wikipedia.org/wiki/To_Kill_A-Mockingbird

Task.

Discuss the key themes of *To Kill a Mockingbird*: racism, discrimination, race segregation, stereotyping, prejudice.

Explain the terms as you understand them.

Study the following definitions retrieved from Wikipedia (the free *web-encyclopedia* http://en.wikipedia.org/wiki/Main_Page) and match the terms with the definitions.

1. This term has many different definitions. Historically, it has been defined as the belief that race is the primary determinant of human capacities, that a certain race is inherently superior or inferior to others, and/or that individuals should be treated differently according to their racial designation. Sometimes the term means beliefs, practices, and institutions that discriminate against people based on their perceived or ascribed race. There is a growing, but somewhat controversial, opinion that it is a system of oppression -a nexus of racist beliefs, whether explicit, tacit or unconscious; practices; organizations and institutions that combine to discriminate against and marginalize a class of people who share a common racial designation, based on that designation.

2. The process of "pre-judging" something. In general, it implies coming to a judgment on the subject before learning where the preponderance of the evidence actually lies, or formation of a judgement without direct or actual experience. When applied to social groups, it generally refers to existing biases toward the members of such groups, often based on social stereotypes, and at its most extreme, becomes denying groups benefits and rights unjustly or, conversely, unfairly showing unwarranted favor towards others.

3. They are cases of metonymy, where a subcategory has a socially recognized status as standing for the category as a whole, usually for the purpose of making quick judgements about people. They can sometimes be a relatively value-neutral categorization of behavior (e.g. the view that most parents have a tendency to nag their children). On the other hand, when they are unjustified applied

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to groups, often the result is negative. The negative ones is a key feature in prejudice, as racism, sexism, ageism, et cetera.

4. The term means making a distinction. People are classified into different groups in which group members receive distinct and typically unequal treatments and rights without rational justification. Popular forms include distinctions by gender, biological sex, sexual preference, race, skin color, religion, nationality, ethnicity, ability, age, socio-economic class, marital status, and body size.

5. It is a kind of formalized or institutionalized discrimination on the basis of race. It is characterized by the races' separation from each other when both are doing equal tasks, such as eating in a restaurant. However, it often allows close contact in hierarchical situations, such as when a person of one race is working as a servant for the member of another race. Segregation can involve spatial separation of the races, and/or the use of different institutions, such as schools by different races.

6. It is an ideology which holds that the white race (variously defined) is superior to other races. In the United States, the ideology was particularly strong. At the time of the nation's founding, there were African American slaves even in such northern states as New York. The U.S. South until the Civil War sustained a plantation economy based on Black slaves. Even in those parts of the South where African Americans constituted the majority, except for the brief period of the Reconstruction (1866-1877), they were routinely disenfranchised; resistance was successfully held down by state and local governments and by organizations such as the Ku Klux Klan who, as late as the early 1960s practiced lynching—extra-judicial execution—with impunity.

Keys:

1-Racism

2-Prejudice

3- Stereotyping

4-Discrimination

5-Race Segregation

6-White Supremacy

Remember the specific example of racism (discrimination, race segregation, stereotyping, prejudice) in the movie, name the characters involved, the point in the film it occurs, its influence on the characters and the story development.

Have you ever encountered any manifestation of *racism, discrimination, race segregation, stereotyping, or prejudice* in your life? Share your experiences with other students.

STEP FOUR

POST-FILM ACTIVITIES

1. Tolerance.

***To Kill A Mockingbird* is a study of American society, a serious drama with important implications such as life and death. What makes the story more interesting is the fact that all the events occurred are seen through the eyes of a child. Though the movie focuses on Atticus and his defense of Tom Robinson, it also focuses on Jem and Scout, and the lessons they have to learn, such as the importance of tolerance for other people.**

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Task.

What does the word tolerance (intolerance) mean?

For the teacher:

Tolerance is a social, cultural and religious term applied to the collective and individual practice of not persecuting those who may believe, behave or act in ways of which one may not approve.

Intolerance the lack of ability or willingness to tolerate something.

Retrieved from Wikipedia <http://en.wikipedia.org/wiki/Tolerance>

Task.

Comment on the Atticus's words: "If you just learn a single trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view...Until you climb inside of his skin and walk around in it." Do you remember the point in the movie when he says them? What lesson does Scout learn?

Task.

Watch the film scene.

Jem sees Mr. Radley walk by and the children run over and stare at the Radley house and yard:

Jem: There goes the meanest man that ever took a breath of life.

Dill: Why is he the meanest man?

Jem: Well, for one thing, he has a boy named Boo that he keeps chained to a bed in the house over yonder...See, he lives over there. Boo only comes out at night when you're asleep and it's pitch-dark. When you wake up at night, you can hear him. Once I heard him scratchin' on our screen door, but he was gone by the time Atticus got there.

Dill: (intrigued) I wonder what he does in there? I wonder what he looks like?

Jem: Well, judgin' from his tracks, he's about six and a half feet tall. He eats raw squirrels and all the cats he can catch. There's a long, jagged scar that runs all the way across his face. His teeth are yella and rotten. His eyes are popped. And he drools most of the time.

Dill's Aunt Stephanie fills the children's fantasizing minds with more fearsome episodes of the scary Boo Radley's life:

There's a maniac lives there and he's dangerous...I was standing in my yard one day when his Mama come out yelling, 'He's killin' us all.' Turned out that Boo was sitting in the living room cutting up the paper for his scrapbook, and when his daddy come by, he reached over with his scissors, stabbed him in his leg, pulled them out, and went right on cutting the paper. They wanted to send him to an asylum, but his daddy said no Radley was going to any asylum. So they locked him up in the basement of the courthouse till he nearly died of the damp, and his daddy brought him back home. There he is to this day, sittin' over there with his scissors...Lord knows what he's doin' or thinkin'.

This scene is a clear example of intolerant behavior. What do you think are the reasons for that?

Trace the children's changing perception of Boo Radley throughout the film. Why does it change?

Watch the film scenes.

1. *The Finch window. A bedtime scene in Scout's bedroom. From: Atticus, do you think Boo Radley ever really comes and looks in my window at night? Jem says he does. to: It's gettin' late.*

2. *Jem finds a shiny medal in the hollow knothole of an old oak tree.*

3. *In the knothole, both Jem and Scout find two carved soap figurines - one the figure of a boy and the other a girl with a cloth dress. They realize that the toys have a slight resemblance to themselves: "Look, the boy has hair in front of his eyebrows like you do...Yeah - and the girl wears bangs like you - these are us!" Suddenly, Mr. Radley comes from behind the tree and starts filling the knothole with cement.*

Jem shows Scout the contents of a cigar box. It is a collection of items that he has found in the knothole - a crayon, marbles, a whistle, a spelling medal, an old pocket watch, and a pocketknife. He tells Scout another secret - when he went back to fetch his pants, they were neatly folded across the fence - like they were expecting him.

4. *After Bob Ewell's attack. Meeting Boo Radley for the first time.*

(From: What happened? to: You can pet him, Mr. Arthur. He's asleep. Couldn't if he was awake, though. He wouldn't let you. Go ahead." She leads "Boo" out to the front porch where they sit quietly on the rocking swing.)

5. *Walking Boo Radley home.*

(From: Thank you, Arthur. Thank you for my children: One time Atticus said you never really knew a man until you stood in his shoes and walked around in them. Just standin' on the Radley porch was enough. The summer that had begun so long ago had ended, and another summer had taken its place, and a fall, and Boo Radley had come out.)

2. Moral courage and justice

Apart from focusing on Jem and Scout's personal growth, the movie is also a character study of Atticus. He is a capable man and could use force to protect himself and his family (remember the scene when he shoot the dog with rabies), but chooses instead to obey the law and never resorts to violence in his interactions with other people, but demonstrates moral courage and dignity, for example, defending Tom Robinson against the lynch mob.

1) What are the stereotypes associated with lawyers (negative and idealistic)? Why did Atticus choose to be fair instead of dishonest? What do you think Atticus's values and ideals are? Are his values shared by the majority of people in Maycomb?

Watch the film scenes to justify your answer.

1. *Atticus and Scout. Atticus patiently explains his reasons for making the unpopular decision to defend a Negro:*

Scout: Atticus, do you defend niggers?

Atticus: Don't say 'nigger,' Scout.

Scout: I didn't say it...Cecil Jacobs did. That's why I had to fight him.

Atticus): Scout, I don't want you fightin'!

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Scout: *I had to, Atticus, he...*

Atticus (interrupting): *I don't care what the reasons are. I forbid you to fight.*

Atticus: *There are some things that you're not old enough to understand just yet. There's been some high talk around town to the effect that I shouldn't do much about defending this man.*

Scout: *If you shouldn't be defending him, then why are you doing it?*

Atticus: *For a number of reasons. The main one is that if I didn't, I couldn't hold my head up in town. I couldn't even tell you or Jem not to do somethin' again. You're gonna hear some ugly talk about this in school. But I want you to promise me one thing...that you won't get into fights over it, no matter what they say to you.*

2. Atticus's final speech in the courtroom.

Finch: *To begin with, this case should never have come to trial. The State has not produced one iota of medical evidence that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross examination, but has been flatly contradicted by the defendant. Now there is circumstantial evidence to indicate that Mayella Ewell was beaten, savagely by someone who led, almost exclusively, with his left [hand]. And Tom Robinson now sits before you, having taken "The Oath" with the only good hand he possesses -- his right.*

I have nothing but pity in my heart for the Chief Witness for the State. She is the victim of cruel poverty and ignorance. But, my pity does not extend so far as to her putting a man's life at stake, which she has done in an effort to get rid of her own guilt. Now I say "guilt," gentlemen, because it was guilt that motivated her. She's committed no crime. She's merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She must destroy the evidence of her offense. But, what was the evidence of her offense? Tom Robinson, a human being. She must put Tom Robinson away from her. Tom Robinson was to her a daily reminder of what she did. Now what did she do? She tempted a Negro. She was white and she tempted a Negro. She did something that in our society is unspeakable: She kissed a black man. Not an old uncle, but a strong, young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

The witnesses for the State, with the exception of the sheriff of Lincoln county, have presented themselves to you gentlemen -- to this Court -- in the cynical confidence that their testimony would not be doubted; confident that you gentlemen would go along with them on the assumption, the evil assumption, that all negroes lie; all negroes are basically immoral beings; all negro men are not to be trusted around our women -- an assumption that one associates with minds of their caliber, and which is in itself, gentlemen, a lie -- which I do not need to point out to you.

And so, a quiet, humble, respectable Negro, who has had the unmitigated temerity to feel sorry for a white woman, has had to put his word against two white peoples. The defendant is not guilty. But somebody in this courtroom is.

Now, gentlemen, in this country our courts are the great levelers. In our courts, all men are created equal. I'm no idealist to believe firmly in the integrity of our courts and of our jury system. That's no ideal to me. That is a living, working reality!

Now I am confident that you gentlemen will review without passion the evidence that you have heard, come to a decision, and restore this man to his family.

In the name of God, do your duty. In the name of God, believe Tom Robinson.

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2) Comment on the Atticus's words: *There's a lot of ugly things in this world, son. I wish I could keep them all away from you. That's never possible.*

How do such words characterize Atticus? What is his idea of raising children? How do his life principles affect his children's personal growth and seeing of the world? Give examples to illustrate the children's personal development and getting mature. How do you think Jem and Scout will turn out as adults?

STEP FIVE

FOLLOW-UP ACTIVITIES

Write a composition (250-300 words) on one of the topics suggested:

1. Lessons of personal growth in *To Kill a Mockingbird*.
2. Prominent social issues in American culture, 1930-2005.
3. Ideals and values of modern Russian and American societies.

TO KILL A MOCKINGBIRD

Authors: Tatiana Babak, Irina Bitner, Angelika Korshunova
Krasnoyarsk State Pedagogical University

Topic: Crime and Punishment

Level: upper-intermediate to advanced

Activities: before-you-watch tasks
while-you-watch tasks
after-you-watch tasks

Time: 6 hours

BEFORE-YOU-WATCH TASKS

I. *Study the information to enlarge you scope and to understand the film better.*

- A mockingbird is a state bird of five American states – Arkansas, Florida, Mississippi, Tennessee, Texas.

*The name “**Jim Crow**” came from a white man in blackface. A white entertainer named Thomas Dartmouth Rice wrote a song-and-dance tune that became an international hit in the 1830s. By 1838 Jim Crow was introduced into the language as a synonym for Negro.*

Jim Crow railroad cars came first. Afterwards came separate waiting rooms, factory entrances, and even factory windows. Perhaps most damaging was the separation of education into white and black schools, a system in which white schools regularly received ten times the funding of black schools, and teaching was as **segregated** as the classrooms. Some states failed to provide blacks with high schools, a fact that carried over well into the twentieth century.

Jim Crow meant the end of black voting power in the South, as restrictive registration laws kept blacks away from the ballot boxes through poll taxes, literacy requirements, and a dozen other technical tricks. Where laws failed to keep blacks in their place, another technique proved even more effective: the terror of lynching. (Kenneth C. Davis *Don't Know Much About History*).

The Ku Klux Klan organization began as a social club in Tennessee in 1886. The oath each member took included a promise to “defend the social and political superiority” of whites, to vote only for white candidates, and to protect whites against what the Klan called the “aggression of an inferior race”. During Reconstruction (1866-1877) Whippings were common. So was murder.

In 1871 Congress passed the Enforcement Acts, or the Ku Klux Klan Acts.

In 1915, The Ku Klux Klan revived. By October 1921 it had 85.000 new recruits. At its high point in the 1920-s, the Klan boasted membership of between three to five million. The pace of lynching, which had slackened during the war years, was revived with vicious frenzy.

Burning crosses are the symbol of the Ku Klux Klan.

(Cayton A., Perry E.I., Winkler A.M. *America. Pathways to the Present.*)

II. Search for information about famous Afro-Americans.

III. Read the script of the two episodes in the court. Elicit the facts from it and describe what happened in the chronological order. Find a weak point in Mr. Ewell's testimony.

Episode 1 (Sheriff and Atticus Finch, a smart lawyer defending a Negro – Tom Robinson , accused of raping a white girl Mayella Ewell) :

- Please, come down! Everybody rise!

Sheriff: On the night of August, 21 I was just leaving my office to go home when Bob, Mr. Ewell came in. Very exciting he was and said to get to the house as quick as I could, as his girl had been raped. I got to my car and drove as fast as I could. She was pretty well beaten up. I asked if Tom Robinson had beaten her like that. He said: "Yes, he had". "Has he taken advantage of her?" She said: "Yes, he did". That's all it was to it.

- Thank you.

Atticus: Did anybody call a doctor, Sheriff?

Sheriff: No, sir.

Atticus: Why not?

Sheriff: Well, I didn't think it was necessary.

Atticus: She was pretty beaten up.

Sheriff: Something sure happened. It was obvious.

Atticus: Oh, Sheriff, you said she was beaten up. In what way?

Sheriff: Hm, she was beaten up around the head, there were bruises already coming on her arms, she had a black eye starting.

Atticus: Which eye?

Sheriff: Let's see... Her left.

Atticus: All right. Was that her left facing you or looking the way that you were?

Sheriff: That would make it her right eye. Yes, it was her right eye, Mr. Finch. Now I remember. She was beaten up on that side of her face.

Atticus: Which side again, hah?

Sheriff: The right side, she had bruises on her arms. She showed me her neck, there were definite finger marks on her gullet.

Atticus: Well, all around her neck, at the back of her throat.

Sheriff: I'd say they were all around.

Episode 2 (Mr. Ewell – Mayella's father, the chief witness for the state):

- Witness, take a seat. Robert Ewell, oath! Your hand on the Bible. You swear to tell the truth, only truth and nothing but the truth.

Mr. Ewell: I do.

-Sit down, please.

Prosecutor: Now, Mr. Ewell, you tell us just in your own words what happened on August, 21.

Mr. Ewell: At that night I was coming in from the wood with a load of kinnen and I heard Mayella screaming as I got to the fence I dropped my kinnen and I ran as fast as I could but I ran into the fence. When I got loose, I ran up to the window and I have seen him with my Mayella.

Prosecutor: What did you do after you saw the defendant?

Mr. Ewell: I ran around the house trying to get in but he had run to the front door just ahead of me. But I've seen who it was, all right. I've seen and ran in the house, poor Mayella was lying on the floor and ran to the sheriff as quick as I could.

Prosecutor: Thank you, Mr. Ewell.

Atticus: Would you mind if I asked you a few questions, Mr. Ewell?

Mr. Ewell: No, sir. I am at your service.

Atticus: I guess, you've done a lot of running that night. Let's see, you say you ran to the house, you ran to the window, you ran inside, you ran to Mayella, you ran to sheriff. Did you, doing all the running, run for the doctor?

Mr. Ewell: There was no need to. I've seen it done.

Atticus: Oh, Mr. Ewell, you've heard the sheriff's testimony. Do you agree with the description of Mayella's injuries?

Mr. Ewell: I agree with everything...

WHILE-YOU-WATCH TASKS

I. Explain what Atticus means by saying

- "You can hear some ugly talk about this in school..."
- "... that the crime Tom Robinson is charged with never took place..."
- "She is the victim of cruel poverty..."
- "We had more than a good chance..."
- "Tom Robinson is not guilty but somebody in this courtroom is..."

II. Watch the film and note down:

- a) the court-related vocabulary
- b) the evidence presented by the prosecution and defense, fill in the table

Prosecution	Defense
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

AFTER-YOU-WATCH TASKS

I. Work in small groups comparing and discussing you notes.

II. Check your comprehension. Answer the following questions.

1. How many witnesses were questioned during the trial?
2. Why couldn't the defendant hit Mayella Ewell on the right side?

3. What did Mayella ask the “Negro” to come in for?
4. Which weak points in the girl’s testimony can you name?
5. What tactics did the lawyer resort to prove Tom’s innocence? Analyze A. Finch’s behavior in the court?
6. Why did the Negro feel sorry for the girl?
7. Do you think A. Finch felt guilty when the case was lost? Was it shown by the actor’s play?

III. Compare Mayella’s and Tom’s testimony and find contradictions in the two versions of what happened. Comment on them.

IV. Describe the trial in the form of a local newspaper report.

*V. You should advertise the film **To Kill a Mockingbird**. Write the text for a trailer (a short filmed advertisement). Work in small groups. Act out your trailers in front of the class.*

TO KILL A MOCKINGBIRD

Authors: Marina Kaul, Karen Kagramanov, Elena Shuklina,
Elena Smetanina
Moscow, Russian State University for Humanities, Center for
American Studies

Level: Advanced students

Objectives:

- Study of American Values (based on the film *To Kill a Mockingbird*);
- developing knowledge on racial issues in America;
- introduction of law system in the U.S.A. and corresponding terminology;
- introduction of stylistic analysis of public speech and corresponding terminology;
- development of Web search skills for obtaining required information;
- teaching essay writing.

Duration of each lesson: 90 min.

Exposition:

The film is one of a series on which to study American values. Since the number of class hours is as usual insufficient, the teacher cannot afford to demonstrate the film in class. It means that a lot of preparatory work (viewing, reading) is done at home and, consequently, should be guided.

The number of real class hours for discussing the film and, for that matter, the values in question, is limited to the following topics: Racism, Judicial system in the U.S.A., Atticus' speech in the court, which is the main focus of the plan.

The issues for discussion are preceded by the general overview of the film to guarantee the proper understanding of the plot and the cinematographic context of the film (time of production, actors starring, producer's professional history and so on).

Set of lessons:

1. Pre-view instruction introduces the topic and vocabulary to make sure the students understand the film.

Lesson 1.

The main roles:

Moscow RGGU To Kill a Mockingbird

Atticus Finch, the solicitor, the father of the children, Аттикус Финч, адвокат, отец детей

Scout, Jean-Louise, the girl, Глазастик

Jem, the brother, Джим

Dill, a friend of the children, Дилл, друг детей

Calpurnia, the house-keeper, Кальпурния

Mr. Ewell, the father of the "victim", the plaintiff, м-р Юэл, отец «жертвы», истец

Mayella Violet Ewell, the "victim", Майелла Виолетта Юэл, "жертва"

Mr. Taylor, the Judge, Тэйлор, судья

Tom Robinson, the accused, Том Робинсон, обвиняемый

Arthur Radley, Boo, the neighbor, Артур Рэдли, Страшила, сосед

Mr. Cunningham, a local farmer, м-р Каннингем, местный фермер

The vocabulary of the film (to be distributed and translated by the students before viewing the film):

- legal work
- get my head knocked off
- somebody's will
- so airtight, you can't break it.
- You count your blessings and stop complaining.
- He has the sense to act his age
- News has gotten around
- Hickory nuts
- Entailments were bad
- Reverend Sykes (Rev. Sykes)
- His girl had been raped
- He'd taken advantage of her
- Do you solemnly swear to tell the truth, the whole truth, so help you God?
- There were definite finger marks on her gullet.
- Is he easy to get along with?
- To identify smb.
- Tom Robinson, take the stand
- I passed by yonder
- It has relied, instead, upon the testimony of two witnesses.
- To be called into serious question on cross-examination
- The evidence was flatly contradicted by the defendant
- To take the oath
- She tempted a Negro
- She's committed no crime.
- She has merely broken a rigid and time-honored code of our society.
- Whoever breaks it is hounded from our midst
- She must destroy the evidence of her offence

Moscow RGGU To Kill a Mockingbird

- Daily reminder
- Cynical confidence
- Evil assumption
- Immoral beings
- To have an unmitigated temerity
- To restore smb. to his family
- We find the defendant
- Guilty as charged
- Jury is dismissed
- Court is adjourned
- It's a clear-cut case of self-defense
- To stab smb.

Comprehension questions (to be answered after watching the film):

1. Where is the action set?
2. Who is the narrator of the story?
3. How does Scout describe their neighbors?
4. What is the main fabulae-making story?
5. What is the climax episode of the film?
6. How did the neighborhood react to the event in question?
7. How can you account for the title of the film/novel?
8. The moral lessons for Scout the child.
 - The value of the truth. Readiness to accept the truth.
 - The role of the father/ a parent in the moral growth of a child.
 - How do small life impressions accumulate to make a child view of the world (show some scenes and describe them).

Questions on the cultural context of the film. Material for the answers to be found on Internet sites:

Information on the author of the book (reviews):
<http://www.kirjasto.sci.fi/harperle.htm>, www.mockingbird.chebusto.org,
<http://www.gradesaver.com/ClassicNotes/Titles/killmockingbird/links.html>,

On the film (producer, actors, reviews):

On Gregory Peck: <http://us.imdb.com/name/nm0000060/bio>,
<http://www.jefflangonline.com/peck/>,

Lesson 2

Racism in America. History. Present day situation. Based on "America and Americans" ("Created Equal") by John Steinbeck.

Comprehension Questions

1. What parts of the text find exemplification in the film (reproduce or mention the corresponding episodes)
2. What other literary works tackling the same issues do you know?
3. Why does the slave become stronger than his master?
4. What was the Northerners' attitude towards slaves? Did they consider them to be equal?
5. What happened to many slaves after they were freed?
6. What did black legislators try to do during Reconstruction? What were the results?

Discussion

1. How has the situation changed in the USA since Steinbeck's time?
2. Chose two episodes in the movie and summarize them in sentences of your own using the essential vocabulary.

Essential vocabulary

- present attitude toward slavery – сегодняшнее отношение к рабству;
- a denial of the dignity of man – отрицание человеческого достоинства;
- to treasure human dignity – ценить человеческое достоинство;
- slave labor – рабский труд;
- indigenous people – местное население, туземцы;
- revolts and self-defense – мятеж и самооборона;
- to lose one's identity – потерять индивидуальность;
- to resent slavery – возмущаться, противостоять рабству;
- a slave-owning community – рабовладельческое общество;
- the conviction that someone is inferior – убежденность в чьей-то неполноценности;
- to catch resistance in the bud – задушить сопротивление в зародыше;
- to punish mercilessly – безжалостно наказывать;
- inevitable questioning and communication – неизбежные вопросы и обсуждения;
- at all costs – любой ценой;
- to reach deeply into consciousness – глубоко проникнуть в сознание;
- to be spiritually and mentally inferior – быть духовно и умственно неполноценным;
- to do the hard/ the strenuous/ the dangerous/ the unpleasant work instead of the master – выполнять тяжелую/ трудоемкую/ опасную/ неприятную работу вместо хозяина;

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- to be valueless for resale – быть непригодным для перепродажи;
- reprisals - ответные меры; наказания;
- an attempt to escape – попытка к бегству;
- to develop immunities – выработать иммунитет;
- to conceal one's feelings – скрывать свои чувства;
- to bide one's time – дожидаться своего часа; выжидать;
- reliance on one another – доверие друг другу;
- Whites – белые;
- to be under siege – быть в осаде;
- antebellum – довоенный; до гражд. войны 1861г.;
- sexually potent and active – сексуально активные;
- to be uncompromisingly against something – непреклонно выступать против чего-то;
- to distrust something/someone – не доверять чему-то/ кому-то;
- the power of someone's disapproval – сила чьего-то неодобрения;
- to be a matter for reason and analysis – предмет для обсуждений и анализа;
- to be a convinced and unchangeable anti-slavery man – быть убежденным и неизменным противником рабства;
- to absolve from – освобождать от;
- a breach of contract – нарушение контракта;
- a man like other men – такой же человек как другие;
- lecherous – развратный;
- Proclamation of Emancipation – Прокламация об Освобождении;
- Thirteenth Amendment – 13-я поправка к конституции США. Поправка о запрете рабства в США, принята в 1865г.;
- vengeful enemy – мстительный враг;
- to be freed against one's will – быть освобожденным против своей воли;
- to keep a tight and ferocious rein – держать под беспощадным контролем;
- to be neither enfranchised nor free – не иметь ни избирательных прав, ни свободы;
- to draw one kind of punishment for Afro-Americans and another for Whites – применять одно наказание к афро-американцам, и другое к белым;
- constant reminders of inferiority – постоянные напоминания о неполноценности;
- the Ku Klux Klan - Ку-клукс-клан (ККК);
- economic importance and influence – экономическая важность и влияние;
- legal equality – юридическое равенство;
- to look down on someone – смотреть на кого-то свысока, презирать;
- the deep seated suspicion – глубоко укоренившееся подозрение;

- abolitionism – аболиционизм, борьба за отмену рабства;
- abolitionist – аболиционист;
- to abolish – отменять, аннулировать, упразднить;
- abolishment - аннулирование, отмена, упразднение, ликвидация;
- segregation - сегрегация Вид расовой дискриминации; отделение негритянского населения от белых путем создания этнических гетто, отдельного обучения в школах и колледжах, отдельного медицинского обслуживания и т. п. В США сохранялась в течение многих десятилетий после отмены рабства в 1865 (Thirteenth Amendment), преимущественно в южных штатах.

Lesson 3

Juridical system in the USA

Introduction and explanation of the main terms.

Essential Vocabulary

- **Accused, charge, indict** – обвинять, выдвинуть обвинение
- To accuse smb. of smth. — обвинять кого-л. в чём-либо
- To accuse smb. of unfaithfulness — обвинять кого-л. в неверности
- To accuse smb. to his face — бросить обвинение кому-л. в лицо
- To accuse smb. behind his back
- To accuse smb. of telling lies — обвинить/упрекать кого-л. во лжи
- To accuse smb. justly — справедливо обвинить/винить кого-л.
- To accuse smb. as a thief — обвинять кого-л. в воровстве
- To accuse capitally — обвинить в совершении преступления, карающегося смертной казнью
- *He was accused of murder. — Его обвинили в убийстве.*
- *Her assistant was accused of theft and fraud by the police. — Полиция обвинила ее помощника в воровстве и мошенничестве.*
- **Guilty** – виновный (of – в чем-л.), преступный
- to plead guilty – признавать себя виновным

- **Case** – судебное дело
- *I was thinking about appointing you to take his case.*

- **Jury** – 12 присяжных, выносящих приговор по гражданским и уголовным делам
- Common jury, trial jury
- Grand Jury – большое жюри присяжных; присяжные, решающие вопрос о предании суду

E.g. The Grand jury is charging his client today.

Grand jury will get around to charging him tomorrow.

- Petit jury — малая коллегия присяжных
- To empanel, swear in a jury — приводить к присяге присяжного
- To fix a jury — развращать, подкупать присяжных
- To sequester a jury — удалять присяжного
- To serve on a jury — выступать в роли присяжного
- To charge, instruct a jury — инструктировать, наставлять присяжного
- The judge charged the jury. — Судья наставлял присяжных.
- The jury is still out. — Судьи все еще консультируются.
- Blue-ribbon jury — специальное, тщательно подобранное жюри присяжных заседателей
- Jury is dismissed/to dismiss a jury — отпускать присяжных

- **Judge** – судья

e.g. -Evening, Atticus.

-Good evening, Judge.

The judge looks like he's asleep.

- **Litigation** – судебный процесс, спор, тяжба
- Civil litigation – судебный процесс по гражданскому делу
- Local litigation – тяжба в местном суде
- Litigation expenses, legal fees – судебные издержки
- Issue in the litigation – предмет судебного спора

- **Law** – закон

- To bend the law – нарушать закон
- Against the law, illegal – незаконно
- No one is above the law – закон распространяется на всех
- In trouble with the law – иметь проблемы с законом
- By law, legally – в соответствии с законом
- To obey and respect the law, to be a law-abiding citizen – уважать закон, быть законопослушным гражданином

- **To defend** – защищать

e.g. I'm real sorry they picked you to defend that nigger that raped my Mayella.

I'm appointed to defend Tom Robinson.

- **Defendant** – подзащитный

e.g. The defendant was guilty as charged.

- **Lawyer**, barrister, solicitor – адвокат

e.g. He's a lawyer, and he has a case.

- To hire, retain a lawyer — нанять адвоката

- Practicing lawyer — практикующий юрист, адвокат

- **Attorney**

- Attorney General — министр юстиции (в США)

- District attorney, circuit attorney — прокурор округа (в США)

- Pardon attorney — атторней по вопросам помилования

- **Declaration** – исковое заявление истца

- **Plaintiff** – истец

- **Sheriff** – шериф, судебный исполнитель

e.g. I don't know why I didn't kill him myself instead of going to the sheriff.

- **Cross examine** – перекрестный допрос

- **Verdict** – приговор, решение присяжных заседателей

- Reach a verdict; return a verdict – выносить приговор

- **Court** – суд

- Courtroom – зал суда

- Courthouse – здание суда

e.g. If you're looking for your daddy, he's inside the courthouse.

- Contempt of court – неуважение к суду

e.g. In our courts all men are created equal.

This court is now in a session. Everybody rise.

- **Evidence** – доказательство

But what was the evidence of her offence?

- Medical evidence – медицинское доказательство

- Evidence for the defense – показания свидетелей защиты

- Weigh up the evidence – оценить доказательства

- Evidence of crime – улики

- A piece of evidence – улика

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- Written evidence – письменное свидетельство
- Evidence of law – судебные доказательства
- Destroy the evidence – опровергнуть свидетельские показания
- To prove the evidence – подтвердить свидетельстве показания
- In evidence — принятый в качестве доказательства
- Evidence against — свидетельство против
- To call in evidence — вызывать в суд для дачи показаний
- To gather evidence, to piece together evidence — собирать улики
- To suppress evidence, withhold evidence — утаивать улики
- To bear evidence, furnish evidence, give evidence, introduce evidence, produce evidence, provide evidence — свидетельствовать, давать свидетельские показания
- Evidence in the case – доказательства или показания по делу
- Evidence on oath – показания под присягой
- Physical evidence
- Irrefutable evidence – неопровержимое доказательство
- Insufficient evidence – недостаточное доказательство
- First hand evidence – доказательство из первых рук
- False evidence – ложное показание
- Expert evidence – заключение эксперта
- Strong evidence – весомое доказательство
- Conclusive/decisive evidence – окончательное, решающее доказательство
- Circumstantial evidence – косвенное доказательство
- Evidence of guilt – доказательства вины
- Evidence wrongfully obtained – доказательства, полученные с нарушением закона
- To plant evidence – сфабриковать доказательства

- **Testimony** – свидетельство
The witnesses for the State... have presented themselves to you gentlemen, to this court... that their testimony would not be doubted.

- **Truth** – правда, истина, истинность
Do you solemnly swear to tell the truth, the whole truth, so help you God?

- **Crime** – преступление, нарушение закона
- To commit crime – совершить преступление
- **Offence** – проступок, нарушение; преступление
- To commit an offence — совершить проступок

- Criminal offence — уголовное преступление
- Impeachable offence — нарушение, которое может быть подвергнуто судебному преследованию, импичменту
- Indictable offence — преступление, преследуемое по обвинительному акту
- Minor offence — мелкие правонарушения, проступок
- Petty offence — незначительные правонарушения
- Trivial offence — грешок, мелкий проступок
- Serious offence, capital offence — серьезное правонарушение
- **Suspended sentence** – условный срок

- **Victim** – жертва
- To fall a victim to — стать жертвой кого-л., чего-л.
- Accident victim — пострадавший от несчастного случая
- Innocent victim — невинная жертва

- **To appeal** – подавать апелляцию

- **To sue**, to mount a suit – предъявлять иск

- **Trial** – судебный процесс, иск преследование по суду, судебное дело, тяжба, судопроизводство
*They're bringing him back here tonight... because his trial is tomorrow.
I got a postponement of the trial.*

- Open (-court) trial – открытый судебный процесс
- To conduct/hold a trial – вести судебный процесс
- Staged trial – инсценированный судебный процесс
- Trial by jury – рассмотрение дела с участием суда присяжных
- Trial by ordeal – суд божий
- To bring to trial/ to put (up) on trial/to place on trial – предать суду
- To face trial – предстать перед судом
- To stand trial – отвечать перед судом
- Civil trial – гражданское судопроизводство
- Criminal trial – уголовное судопроизводство
- Preliminary trial – предварительное слушание дела
- Trial case – дело, подлежащее судебному рассмотрению
- Case on trial – дело на стадии судебного рассмотрения
- Delay in trial – отсрочка судебного разбирательства
- Trial list – список дел к слушанию
- Investigation at the trial – судебное следствие
- Party to a trial – участник в процессе

- **Cause** – судебный процесс, судебное дело, тяжба
- Legal cause – судебное дело, законное основание
- Major/minor cause – дело о тяжком/малозначительном правонарушении
- Costs in cause – судебные издержки
- Cause list – список дел к слушанию
- Side in a cause – сторона по делу

- **Process** – судебный процесс, процедура, порядок, производство дел
- Investigation process – процесс расследования

- **Proceedings** – судебный процесс, тяжба, разбирательство
- To take criminal proceedings – возбудить уголовное преследование
- Civil proceedings – гражданское производство
- Forfeiture proceedings – процедура конфискации

- **Controversy** – гражданское судебный процесс, правовой спор, судебный спор

- **Prison, jail** – тюрьма
News has gotten around that I brought Tom Robinson back to the jail.

- **Witness** – свидетель
The witness may be seated.

Further reading¹

Early Juries

A Jury is a body of lay men and women randomly selected to determine facts and to provide a decision in a legal proceeding. Such a body traditionally consists of 12 people and is called a petit jury or trial jury.

The exact origin of the jury system is not known; various sources have attributed it to different European peoples who at an early period developed similar methods of trial. The jury is probably of Frankish origin, beginning with inquisition, which had an accusatory and interrogatory function. Trial by jury was brought to England by the Normans in 1066.

¹ Ю.Л. Гуманова, В.А. Королева-Мак-Ари, М.Л. Свешникова, Е.В. Тихомирова. Just English: Английский для юристов: Базовый курс. – М., 2002. – С. 108 – 121, 128 – 129.

In medieval Europe, trials were usually decided by ordeals, in which it was believed God intervened, revealing the wrongdoer and upholding the righteous. In the ordeal by water, for instance, a priest admonished the water not to accept a liar. The person whose oath was being tested was then thrown in. If he floated, his oath was deemed to have been perjured. If he was telling the truth, he might drown but his innocence was clear.

In 1215, however, the Catholic Church decided that trial by ordeal was superstition, and priests were forbidden to take part. As a result, a new method of trial was needed, and the jury system emerged.

At first the jury was made up of local people who could be expected to know the defendant. A jury was convened only to “say the truth” on the basis of its knowledge of local affairs. The word *verdict* reflects this early function; the Latin word from which it is derived, *veredictum*, means, “truly said”.

In the 14th century the role of the jury finally became that of judgment of evidence. By the 15th century trial by jury became the dominant mode of resolving a legal issue. It was not until centuries later that the jury assumed its modern role of deciding facts on the sole basis of what is heard in court.

Comprehension questions

1. What is a jury?
2. How were cases resolved before jury system emerged?
3. Why was there a need for jury system?
4. What was the function of the first juries?
5. How did the function of the jury change through centuries?

Ordeal

Ordeal is a judgment of the truth of some claim or accusation by various means based on belief that the outcome will reflect the judgment of supernatural powers and these powers ensure the triumph of right. Although fatal consequences often attend an ordeal, its purpose is not punitive.

The main types of ordeal are ordeals by divination, physical test, and battle. A Burmese ordeal by divination involves two parties being furnished with candles of equal size and lit simultaneously; the owner of the candle that outlasts the other is adjudged to have won his cause. Another form of ordeal by divination is the appeal to the corpse for the discovery of its murderer.

The ordeal by physical test, particularly by fire or water, is the most common. In Hindu codes a wife may be required to pass through fire to prove her fidelity to a jealous husband; traces of burning would be regarded as proof of guilt. The practice of dunking suspected witches was based on the notion that water, as the medium of baptism, would “accept” or receive, the innocent and

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“reject” the guilty. Court officials would tie the woman’s feet and hands together and then drop her in deep water. If she went straight to the bottom and drowned, it was a sure sign that she wasn’t a witch. On the other hand, if she didn’t sink and just bobbed around for a while, the law said she was to be condemned as a witch.

In ordeal by combat, or ritual combat, the victor is said to win not by his own strength but because supernatural powers have intervened on the side of the right, as in duels in the European Middle Ages in which the “judgment of God” was thought to determine the winner. If still alive after the combat, the loser might be hanged or burned for a criminal offence or have a hand cut off and property confiscated in civil actions.

Comprehension questions

1. What was the purpose of ordeal in early ages?
2. What were the main types of ordeals?
3. What did ordeal by fire prove?
4. In what way was ordeal by water devised?
5. What concept was at the basis of ordeal by combat?

The Fear of Jury Duty

For Americans, serving jury duty has always been a **dreaded chore**. There is plenty of history behind this fear. In colonial days, jurors were locked in a small room with no ventilation and were denied food and water in an attempt **to inspire a quick verdict**. If the jurors returned with the wrong decisions, they too were **charged with a crime**. As more and more laws were passed, **the rules of evidence** expanded and trials became longer, which resulted in more technical and increasingly boring hours for jurors. Trial lawyers have tried to change the boredom by replacing **endless hours of testimony** with **computer animation**, video reconstructions, color charts and graphics to better explain the evidence.

The judicial system depends on juries. The United States Constitution guarantees its citizens the right to trial by a **jury of their peers**. When summoned for jury duty, some Americans look upon it as an opportunity to serve their country, their community, and their **fellow citizens**.

Each year, over 5 million Americans **are summoned** for jury duty **to render verdicts** in approximately 120,000 trials.

Prospective jurors are chosen **at random** from **voter registration lists**. When people are chosen for jury duty, they are often shown a video tape explaining the jury system or given a HANDBOOK ON JURY SERVICE.

Comprehension questions

1. Why do Americans view jury service as a chore?
2. In what conditions were jurors kept in colonial days? Why?
3. How has trial procedure changed through the years?
4. Why is the right to a jury trial considered to be so important for U.S. citizens?

Jury Service – an important Job and a rewarding Experience

The right to a trial by a jury of our fellow citizens is one of our important rights and is guaranteed by the Constitution of the United States. By serving on a jury, you are helping guarantee one of our most important freedoms.

Your job as a juror is to listen to all the evidence presented at trial and to “decide the facts” – that is, to decide what really happened. The judge, on the other hand, “decides the law” – that is make decisions on legal issues that come up during the trial. For example, the judge may have to decide whether you and the other jurors may hear certain evidence or whether one lawyer may ask a witness a certain question. You should not try to decide these legal issues, sometimes you will even be asked to leave the courtroom while they are being decided. Both your job and that of the judge must be done well if our system of trial by jury is to work. In order to do your job you do not need any special knowledge or ability. It is enough that you keep an open mind, concentrate on the evidence being presented, use your common sense, and be fair and honest. Finally, you should not to be influenced by sympathy or prejudice: it is vital that you be impartial with regard to all people and all ideas.

Many jurors find that it is exciting to learn about this most important system “from the inside”, and challenging to deal fairly and thoroughly with the cases they hear. We hope that you, too, find your experience as a juror to be interesting and satisfying.

How You Were Chosen

Your name was selected at random from voter registration records and placed on a list of potential jurors. Next, your answers to the Questionnaire for Jurors were evaluated to make sure that you were eligible for jury service and were not exempt from service. To be eligible, you must be over 18 years old of age, a citizen of the United States, a resident of the country in which you are to serve as a juror, able to communicate in the English language and if you have been convicted of a felony, you must have had your civil rights restored. People who meet these requirements may be excused from jury service if they have a illnesses that would interfere with their ability to do a

good job, or would suffer great hardship if required to serve for some other reason.

You are here because you were found to be eligible for jury duty and were able to serve. You are now part of the “jury pool”, the group of people from which trial juries are chosen.

Comprehension questions

1. What is the job of a juror?
2. What is the job of a judge?
3. What qualities should a good juror have?
4. What requirements should one meet to be eligible for jury service?
5. What are the reasons for a person to be excused from jury service?
6. What is a jury pool?

Selection of the Trial Jury

The first step in the selection of the trial jury is the selection of a jury panel. When you are selected for a jury panel you will be directed to report, along with other panel members, to a courtroom in which a case is to be heard, once a jury is selected. **The judge assigned to that case** will tell you about the case and will **introduce the lawyers and the people involved in the case**. You will also take part in an oath, by which you promise to answer all questions truthfully. Following this explanation of the case and the **taking of the oath**, the judge and the lawyers will question you and the other members of the panel to find out if you have any personal interest in it, or feelings that might make it hard for you to be impartial. This process of questioning is called **Voir Dire**, a phrase meaning “to speak the truth”.

Many of the questions the judge and lawyers ask you during **Voir Dire** may seem very personal to you, but you should answer them completely and honestly. Remember that the lawyers are not trying to embarrass you, but are trying to make sure that members of the jury do not have opinions or past experiences which might prevent them from making an impartial decision.

During **Voir Dire** the lawyers may ask the judge to excuse you or another member of the panel from **sitting on the jury** for this particular case. This is called **challenging a juror**. There are two types of challenges. The first is called **a challenge for cause**, which means that the lawyer has a specific reason for thinking that the juror would not be able to sit on a trial involving the theft of a car. If one of the jurors has had a car stolen and still feels angry or upset about it, the lawyer for the person accused of the theft could ask that the juror be excused for that reason. There is no limit on the number of the panel members that the lawyers may have excused for cause.

The second type of challenge is called a **peremptory challenge**, which means that the lawyer does not have to state a reason for asking that the juror be excused. Like challenges for cause, peremptory challenges are designed for lawyers to do their best **to assure that their clients will have a fair trial**. Unlike challenges for cause, however, the number of peremptory challenges is limited.

Please try not **to take offence** if you are excused from serving on a particular jury. The lawyer who challenges you is not suggesting that you lack ability or honesty, merely that there is some doubt about your impartiality because of the circumstances of the particular case and your past experiences. If you are excused, you will either return to the **juror waiting area** and wait to be called for another panel or will be excused from service, depending on the local procedures in the county in which you live.

Those jurors who have not been challenged become the **jury for the case**. Depending on the kind of case, there will be either six or twelve jurors. The judge may also allow selection of one or more alternate jurors, who will serve if one of the jurors is unable to do so because of illness or some other reason.

Comprehension questions

1. What does the procedure of Voir Dire consist of?
2. What is challenging a juror?
3. What are the types of challenge?
4. Why is the number of peremptory challenges limited?
5. What objectives do lawyers pursue while challenging jurors?
6. What is the number of jurors sitting on a case?
7. Who are alternate jurors?

Do's and Don'ts for Jurors

During trial

1. DO arrive on time. The trial cannot proceed until all jurors are present. Do return to the courtroom promptly after breaks and lunch.
2. DO pay close attention to witnesses. Concentrate both on what the witnesses say and on their manner while testifying. If you cannot hear what is being said, raise your hand and let the judge know.
3. DO keep an open mind all through the trial. DON'T form an opinion on the case until you and the other jurors have conducted your deliberations. Remember that if you make up your mind while listening to one witness's testimony, you may not be able to consider fully and fairly the testimony that comes later.
4. DO listen carefully to the instructions read by the judge immediately before the jury begins its deliberations. Remember that it is your duty to

accept what the judge says about the law to be applied to the case you have heard. DON'T ignore the judge's instructions because you disagree about what the law is or ought to be.

5. DON'T talk about the case with anyone while the trial is going on, not even with other jurors. It is equally important that you do not allow other people to talk about the case in your presence, even a family member.
6. DON'T talk to the lawyers, parties, or witnesses about anything. These people are not permitted to talk to jurors and may appear to ignore you outside the courtroom. Remember that they are not trying to be rude: they are merely trying to avoid giving the impression that something unfair is going on.
7. DON'T try to discover evidence on your own. For example, never go on the scene of any event that is part of the case you are hearing. Remember that cases must be decided only on the basis of evidence admitted in court.
8. DON'T let yourself get any more information about the case from newspapers, television, radio, or any other source. Remember that news reports do not always give accurate or complete information. Even if the news about the trial is accurate, it cannot substitute for your own impressions about the case. If you should accidentally hear outside information about the case during trial, tell the bailiff about it in private.
9. DON'T express your opinion about the case to other jurors until deliberations begin. A person who has expressed an opinion tends to pay attention only to evidence that supports it and to ignore evidence that points the other way.

During deliberations

1. DO consult with the other jurors before making up your mind about a verdict. Each juror must make up his or her own mind, but only after impartial group consideration of the evidence.
2. DO reason out differences of opinion between jurors by means of a complete and fair discussion of the evidence and of the judge's instructions. DON'T lose your temper, try to bully other jurors, or refuse to listen to the opinions of other jurors.
3. DO reconsider your views in the light of your deliberations, and change them if your convictions about the importance or effect of evidence, however, do not change your mind just because other jurors disagree with you, or just so the jury can decide on a verdict.
4. DON'T play cards, read, or engage in any other diversion.
5. DON'T mark or write on exhibits or otherwise change or injure them.
6. DON'T cast lots or otherwise arrive at your verdict by chance, or the verdict will be illegal.
7. DON'T talk to anyone about your deliberations or about the verdict until the judge discharges the jury. After discharge you may discuss the verdict and deliberations with anyone to whom you wish to speak.

DON'T feel obliged to do so; no juror can be forced to talk without a court order. DO be careful about what you say to others. You should not say or write anything that you would not be willing to state under oath.

Discussion questions

3.2 What are the pros and cons of the jury system? How does the film illustrate the issue?

3.3 What is the role of the defendant/prosecutor and the eloquence of their speech?

Lesson 4

Judge Atticus' speech in the court (reading, viewing, analysis).

1. Write an outline of his speech. Note the logical organization of the speech.
2. What orator's devices does he use to convince the jury? Does he take into consideration other listeners besides the jury? Prove it with the text.
3. Did he manage to convince the Jury? What were the reactions of those present? How do the actors show various reactions to Dr. Finch's speech (describe the corresponding styles)? What was the outcome of the whole situation?

Public speech

In Atticus' speech to the jury the following stylistic devices are used. Make sure you understand all of them. Find as many examples as you can, and discuss why the author uses them:

1. **Simile** is a phrase that describes something by comparing it to something else using the word 'like' or 'as', for example '*He eats like a pig*'. Ordinary comparison and simile must not be confused. Comparison means weighing two objects belonging to one class of things with the purpose of establishing the degree of their sameness or difference. To use a simile is to characterize one object by bringing it into contact with another object belonging to an entirely different class of things. For example, '*The boy seems to be as clever as his mother*' is ordinary comparison.
2. **The stylistic device of repetition** aims at logical emphasis which is necessary to fix the attention of the reader on the key-word of the utterance. For example, "For that was it! *Ignorant* of the long and stealthy march of passion, and of the state to which it had reduced Fleur; *ignorant* of how Soames had watched her, *ignorant* of Fleur's

reckless desperation... - *ignorant* of all this, everybody felt aggrieved.”(Galsworthy)

3. Parallel construction is a stylistic device based on identical or similar syntactical structure in two or more sentences or parts of a sentence in close succession. For example, “There were,...*real silver spoons to stir the tea with, and real china cups to drink it out of, and plates of the same to hold the cakes and toast in*”. (Dickens)

4. Question-in-the-Narrative is a stylistic device, when a question is asked and answered by one and the same person.

5. Antithesis is a device, which represents stylistic opposition. For example,

“*Youth is lovely, age is lonely,
Youth is fiery, age is frosty;*” (Longfellow)

Antithesis is different from **contrast**, which is based on logical opposition between the phenomena set one against another.

6. Antonomasia is a stylistic device based on use of proper nouns as common nouns to express characteristic features of an object. For example, “*He is a real Sherlock Holmes*”.

Writing practice

Write an essay on one of the suggested topics.

1. History of slavery in America.
2. Racial discrimination today.
3. Do you have any racial bias?
4. What stage in black people’s liberation does the book/the film depict?
5. Write a newspaper article based on the events of the film.
6. Write the text in the form of a memoir episode as if written by Scout, as an elderly lady.
7. Atticus’ thoughts before the trial.
8. Your attitude to the jury as depicted in the film.
9. Judicial system in the U.S.A.

TO KILL A MOCKINGBIRD

Author: **Anastasio Varnavskaya**
 Omsk State University

Topic: Racial Prejudices

Recommended level: advanced

Before You Watch

Introduction:

1. Judging by the title of the movie, what do you think it is going to be about?
2. Give a definition of racism. Share it with your classmates. In groups of three, choose the best definition. Compare it with the definition given by the teacher.

Home assignment

1. Find information on the Great Depression. When did it happen? Who suffered most?
2. Find out when the movement against racism started in the U.S.? Who were the leaders? What did they demand?
3. On the internet find visual images of racial discrimination in the U.S. Use internet search engines (image option). Print the images out and bring them to the class.

e.g.





While You Watch 1

Identify the speaker and scene of each of the following lines in the movie:

There was no hurry, for there was nowhere to go and nothing to buy. No money to buy it with.

I've been appointed to defend Tom Robinson. Now when there's been a charge that's what I intend to do.

It was a sin to kill a mockingbird

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You never really understood a person until you consider things from his point of view ... until you climb inside of his skin and walk around in it.

Get aside from that door Mr. Finch.

You felt sorry for her? A white woman?

She is a victim of cruel poverty and ignorance.

She was white and she tempted a negro. She did something that in our society is unspeakable.

While You Watch 2

While watching, write down the instances of racial discrimination/prejudices shown in the movie.

After You Watch 1

In-class Assignment: Film Reviews

After watching the movie, three students will be chosen at random to be film critics. Their presentations should be organized as follows:

- 1. Provide a very brief summary of the film. Four or five sentences will be enough.**
- 2. State your opinion of the movie. What are its strengths and weaknesses? Provide specific examples (scenes, situations) from the film.**
- 3. What character(s) do you most identify with? What are the main personality traits of this (these) character(s)?**
- 4. In your opinion, what was the director's intention or message?**
- 5. Give the movie a "thumbs up" or "thumbs down" and recommend or not recommend it to viewers.**

After You Watch 2

Discussion

- 1. The authors of the movie used the same title as was given to the novel. Why do you think they didn't choose another name for the movie?**
- 2. What scene did you like / were you impressed with most? Why?**
- 3. What were the instances of racism that were shown in the movie?**
- 4. Is racism inevitable? What are the roots of racism?**
- 5. Show the visual images of racial discrimination that you found on the internet. What did these pictures make you feel?**
- 6. How do you think the status of this problem has changed in the modern world?**
- 7. Watch another movie on the issue of racism. It's called American History X.**

After You Watch 3

Discussion

- 1. These movies, To Kill a Mockingbird and American History X, were shot almost 40 years apart. Do you think anything changed in American society in terms of racism? What? Is racism inevitable?**
- 2. Do you think racism is a problem in Russian society? Why?**
- 3. Have you ever come across instances of racism? If so, what did you feel?**
- 4. What should be done, if anything, to fight racism?**

TO KILL A MOCKINGBIRD

Author: Oleg Osovskiy
Saransk, Mordovian State University

The following outline is intended for use in a university-level American Studies course in for the third-year students of philological department (Russian and English Languages specialization).

Topic: Racial tolerance

Themes: What do the white people of Maycomb think of their black neighbors?
What can you say about political, economic, ideological and social characteristics of American South in the 1930s?
What is the effect of prejudice on society?
How has the situation with racial tolerance changed in the USA since the 1930s?
Can you compare the situation in the film with the situation in Russia in different historical periods?

Activities: Screening of *To Kill a Mockingbird*
Reading of Harper Lee's *To Kill a Mockingbird*
Internet research
Pre- and post-film discussion

Timeline: Six hours of in-class activity over a period of one week

The number of students: 10 – 12



Lesson One

- Whole-group discussion on the historical aspects of racial tolerance

Historically, there have been different relations between races, nations and ethnic groups. Sometimes they were cruel and tragic. The history of Afro-Americans in the USA or Jews in Russia, Ukraine or Germany, Russians in Republics of former USSR had many black spots. So the historical roots of the problem are very important to find out some kind of solution out of the American political, social and cultural experience in this field.

What are the reasons for people racial intolerance? Are there any historical or psychological explanations for this phenomenon?

What does the idea of racial tolerance means to you? Do you feel that modern society must be tolerant? Why?

- Home task

Analyze the following two problems concerning in the United States history.

- 6) Was the Civil War really necessary to put an end to the slavery?

- 7) How has the situation with human and political rights of Afro-Americans changed since 1930s?

Additional questions:

- 8) Compare the situation with racial tolerance in the USA and Russia in 1990s.
- 9) Analyze the racial and ethnic problems in novels or short stories written by an American writer from the South (W. Faulkner, R.P. Warren, W. Styron).

Lesson Two

- Screening of *To Kill a Mockingbird*
- Post-screening discussion in 2 groups

The group should consider the problem and report to the whole class the ideas concerning the situation of racial intolerance in the film.

In *To Kill a Mockingbird*, the jury found Tom Robinson guilty though everybody knew he hadn't committed the crime. Why did the jurors make that decision? Is there any character in the film whose racial tolerance is evident?

Was Atticus Finch insulted by being named "negro lover"? And his daughter? Why or why not? Is there any connection between prejudice and racial intolerance in Maycomb? Do you think that the racial situation in Alabama in this period of time is connected with the social and economic problems in the country? Explain your position.

Lesson Three

- An examination of the racial problems in the film
- Culminating activity – Whole-group discussion

Divide the class into two groups. Give one of the following tasks to each group. At the end of a preparation period, each of the groups is to conduct a discussion on the given topic.

Group A – White folk of Maycomb and their racial prejudice.

Looking at the white people in *To Kill a Mockingbird*, divide them into main groups according to their attitude towards the black. Analyze the episode before the jail. What do you think of the county sheriff and his deputies? About the judge? Are there any "white trash" types in the film? What can you say of the Ewell family?

Are the people of Maycomb real racists? Why, if you think they are?

Was there any possibility for Tom Robinson to be found innocent?
Might Atticus Finch have been more persuasive in the court-room?
Were there any chances for Tom Robinson to be acquitted by the higher court?

Group B – Maycomb's black community and its attitude towards the white.

In the film, there are many Afro-American characters from different social and intellectual background. Try to depict the most colorful of them. What is their attitude towards white people in Maycomb? Do they hate the whites? Were there any reasons for Tom Robinson to help Mayella

Ewell? How do the “black folks” react after the verdict? Was any kind of protest really possible in Alabama in 1933? Why or why not?

- Home task

Search the Web looking for the data that can help you with the questions.

During the whole-group discussion show the progress the human rights movement in the USA had since the 1930-s.

Think over the period the film was made in the history of the USA.

Follow-up activities

- Compare the film with Harper Lee’s novel
- Analyze the same problems in the films and books about American South
- Find out if there any real connections between racial tolerance and political correctness according to the modern politics, sociology and gender studies

Suggested Study Materials

Books and articles

Lee, Harper. *To Kill a Mockingbird* [text]

Bloom, Harold, ed. Harper Lee’s *To Kill a Mockingbird*. New York, 1998.

Bode, Carl, ed. *American Perspectives^ The United States in The Modern Age*. Wash., 1992.

Glazer, Nathan. *Affirmative Discrimination: Ethnic Inequality and Public Policy*. New York, 1975.

Luedtke, Luther S. *Making America: The Society and Culture in the United States*. Wash., 1992.

Web sites

<http://reseau.chebucto.ns.ca/Culture/HarperLee/otherlinks.html>

[Alabama during the Depression](#)

<http://archives.state.al.us/teacher/dep/dep.html>

<http://www.afroam.org/history/scott/ala.html>

[Ku Klux Klan](#)

<http://galenet.com>

[WPA Life Histories - 1936 -1940](#)

<http://newdeal.feri.org/>

[FDR's Radio Address 1935 \(WPA\)](#)

[Understanding To Kill a Mockingbird](#)

[To Kill a Mockingbird: Then and Now](#)

[Harper Lee](#)

[To Kill a Mockingbird: An Historical Perspective](#)

[To Kill a Mockingbird & Harper Lee](#)

[Atlantic Monthly Classic Review of To Kill a Mockingbird \(1960\)](#)

TO KILL A MOCKINGBIRD

Author: Nadezhda Kalmazova
Saratov State Law Academy

LEVEL: intermediate

GOALS/OBJECTIVES: revision of trial vocabulary, discussion of race relations, writing an essay

SKILLS: practice oral communication skills, improve essay writing skills

DURATION: 4 lessons, 8 academic hours

Lesson 1

pre-class activity:

-At home students should study the key vocabulary and make up a story, using it.

KEY VOCABULARY:

appoint

asylum

defend

judge

mockingbird

shoot

in-class activity:

-Put down on the blackboard the list of proper names.

Mr. Atticus Finch

Scout

Jem

Dill

Calpurnia (Cal)

Arthur Radley (Boo)

-Watch Part 1 of the movie "TO KILL A MOCKINGBIRD".

-Give each student STUDENT CARD 1 and ask to explain who and in what situation the phrases from the movie were said.

-Ask students questions based on Part 1 of the movie:

1. What do you think about Atticus Finch? (remember his occupation, education, family – attitude to children) Teacher's tips: lawyer, well-educated, loves family, is strict with children, quiet, an easy-going man, has a knack for explaining things, a crack shot, a stern authoritarian, has strong self-confidence.
2. What do you think about the children? (Scout, Jem, Dill) Teacher's tips: Children dominate the screen time – very unusual, to children scary is the old house of Boo Radley, Scout – the narrator, 6 years old, tomboy, tries to understand life in Maycomb County, highly

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intelligent for her age; Jem – 10 years old, with good manners, real friend, brave; Jill – 7 years old, a neighbor, a good friend.

3. What do you think about Boo Radley? Teacher's tips: strange, mysterious, people in the town are afraid of him and create stories.
4. What do you think about Calpurnia(Cal)? Teacher's tips: maid, the woman of the house, takes care of children, strict towards children, mother figure, strong black woman.
5. What is a mockingbird?
6. What can you say about the episode when the mob comes to the courthouse to get Tom, going through Atticus if necessary? Who stops the mob? Teacher's tips: Scout recognizes one man in the mob, the father of a school friend; she speaks softly, respectfully to the man asking him to say hallo to his son.
7. Can you imagine what could have happened if the mob had not been stopped?

Lesson 2

pre-class activity:

-At home students should study the key vocabulary and make up a continuation of the story, using it.

KEY VOCABULARY:

bruise

feel sorry for smb.

guilt

rape

session

take advantage of smb.

testimony

truth

in-class activity:

-Put down on the blackboard the list of proper names:

judge Tailor

Mr. Tate(sheriff)

Robert E. Lee Ewell

Mayella Violet Ewell

Tom Robinson

-Watch Part II of the movie "TO KILL A MOCKINGBIRD". Pause after each witness's testimony and ask questions to class.

Scene 1. Mr. Tate's testimony.

1. What does judge Taylor look like? Why does he behave like that?

Teacher's tips: he seems to be not very interested, but gets everything at once.

2. Is the prosecutor well prepared? How does he behave? Why does he behave like that?

Teacher's tips: he doesn't care about manners, he is sure that the white man will win anyway.

Scene 2. Mr. Ewell's testimony.

1. What did Atticus prove showing that Mr. Ewell was left-handed?

2. How does Mr. Ewell behave himself?

Scene 3. Mayella's testimony.

1. What did Mayella look like when she took an oath?

Teacher's tips: fragile looking.

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2. Read Mayella's final part of speech (STUDENT CARD 2) and say, why did she scream and was so rude and nervous. Try to change her screams into literary English.

Scene 4. Tom Robinson's testimony.

1. How does Tom Robinson behave himself?
Teacher's tips: calmly, respectfully, with dignity.
2. Do you think Tom Robinson is guilty or not? Why?

Scene 5. Mr. Finch's final speech. **PAUSE AFTER HIS LAST WORDS. THAT'S IMPORTANT!**

1. Is Atticus well prepared?
2. Does Atticus think Tom Robinson is guilty?
3. Does judge Taylor think Tom Robinson is guilty?

-Watch Atticus's speech again and insert the missing words into STUDENT CARD 3.

Teacher's tips: the missing words:

1. trial
2. evidence
3. testimony
4. cross-examination
5. having taken the oath
6. pity
7. guilt
8. destroy
9. offence
10. human being
11. tempted
12. confidence
13. immoral beings
14. feel sorry
15. equal
16. do your duty

-Remind the students about politically correct English.

What transformations should be made in Atticus's speech if it had been pronounced in the beginning of the XXI century?

Role play. Say to students: "Imagine that you are the jury, you have to consider verdict. Discuss all "for" and "against". Come to the conclusion. Remember, the verdict should be unanimous."

Scene 6. The verdict and people leaving the court.

1. What did Atticus say to Tom Robinson after the verdict had been announced?
2. Why did African Americans stand up when Atticus was leaving?

-Home task: learn Atticus's speech by heart.

Lesson 3.

-Act out Atticus's final speech.

-Watch the end of the movie and ask questions to class:

1. What happened with Tom Robinson after the trial?
2. What did Mr. Ewell do when Atticus was at Tom's house?

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3. What happened in a year with Scout and Jem? Who hurt them? Who protected them? What did the sheriff say about the death of Mr. Ewell? Why?
4. Who was a mockingbird?

Teacher's tips: Scout said that sheriff was right when he said that Bob Ewell had fallen on his knife. "It would be sort of just like shooting a mockingbird, wouldn't it?"- said Scout to Atticus.

Lesson 4. Writing an essay.

-Provide students with the information how to write an essay (STUDENT CARD 4). The students should formulate the topic themselves.

BIBLIOGRAPHY

Essay Writing To Kill a Mockingbird/ www.englishresources.co.uk

Studying To Kill a Mockingbird/ www.freefind.com

STUDENT CARD 1

Who and in what situation said that:

1. -It is embarrassing to him when I thank him.
2. -He is the meanest man I have ever seen.
3. -He was sent to the asylum.
4. -It is the showplace of the town.
5. -Stay away from their house.
6. -To Atticus, my beloved husband.
7. -I'll take the case.
8. -Get away from there!
9. -The judge looks like he is asleep.
10. -What on earth are you doing here.
11. -I've been appointed to defend Tom Robinson.
12. -I'm going to take my pants.
13. -Mr. Radley shot at a Negro in his collard patch.
14. -I think your dress is wonderful.
15. -There is half an hour before the school starts.
16. -Come home and have dinner with us, Walter!
17. -37th minute: I remember when my dad gave me that gun he told me that I should never point at anything in the house and that I'd rather shoot at tin cans in the backyard. But he said that sooner or later he supposed the temptation will go after birds to be too much. I could shoot all the bluebirds I wanted but remember! It's a sin to kill a mockingbird. The mockingbirds don't do anything but make music for us to enjoy only in people's gardens, do not nest in the corn ground. And they do one thing – just sing their hearts there for us.
18. -You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it.
19. -Scout, Jem, come on inside!
20. -Don't come near that dog! He is just as dangerous dead as alive!
21. -I have to go to the country on business. You'll get tired.
22. -Who is Tom Robinson?
-He is the man I am defending.
23. -Here nigger lover!
24. -Stay in here with Scout until I get home.
25. -Atticus had promised me he would wear me out if he heard of me fighting any more.
26. -Atticus, do you defend niggers?
-I forbid you to fight. Anyway, I am simply defending a Negro, Tom Robinson. There 's been some higher talk around the town that I shouldn't have been defending him... You

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won't get into fights over it no matter what they say to you.

27.-Look, the boy who was here wears the same shirt like you do.

28.-The girl wears the same pants, like you.

29.-I can't go to sleep

30.-If I asked you to stay here tonight, will you do it?

31.-Get aside from that door, Mr. Finch.

32.-Are they gone, Mr. Finch?

STUDENT CARD 2

"I got something to say an' then I ain't gonna say no more. He took advantage of me an' if you fine fancy gentlemen don't wanta do nothing about it then you're all lousy yellow stinkin' cowards, stinkin' cowards, the lot of you. You fancy airs don't come to nothin' your ma'amin' and Miss Mayellerin' don't come to nothin', Mr. Finch – "

STUDENT CARD 3

"To begin with, this case should never have come to 1... . The state has not produced one iota of medical 2... that the crime Tom Robinson is charged with ever took place. It has relied instead upon the 3... of two witnesses whose evidence has not only been called into serious question on 4..., but has been flatly contradicted by the defendant.

There is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with the left. And Tom Robinson now sits before you, 5... with the only good hand he possesses – the right.

I have nothing but 6... in my heart for the chief witness for the state. She is the victim of cruel poverty and ignorance but my pity does not extend so far as to her putting a man's life at stake, which she has done in an effort to get rid of her own 7... .

I say guilt, gentlemen, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. But I cannot pity her: she is white. She knew full well the enormity of her offence, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent reaction is something that all of us have known at one time or another. She did something every child has done – she tried to put the evidence of her offence away from her. But in this case she was no child hiding stolen contraband: she struck out at her victim – of necessity she must put him away from her - he must be removed from her presence, from this world. She must 8... the evidence of her 9.... But my pity does not extend so far as to her putting a man's life at stake, which she has done in an effort to get rid of her own guilt.

But what was the evidence of her offence? Tom Robinson, a She must put Tom Robinson away from her. Tom Robinson was her daily reminder of what she did. What did she do? She 11 ... a Negro. She was white and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you gentlemen, to this court, in the cynical 12 ... that their testimony would not be doubted, confident that you gentlemen would go along with them on the assumption- the evil assumption – that all Negroes lie, that all Negroes are basically 13 ... ,that all Negro men are not to be thrust around our women, an assumption one associates with minds of their caliber.

And was it a lie I do not have to point out to you. And so a quiet, respectable, humble Negro who had the unmitigated temerity to "14 ... " for a white woman has had to put his word against two white people's. The defendant is not guilty, but somebody in this courtroom is.

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Now gentlemen in this country courts are at great level and in our courts all men are created 15 ... I. I'm no idealist to believe firmly in the integrity of our courts and in the jury system – that is no ideal to me, it is a living, working reality.

Now I am confident that you gentlemen will review without passion the evidence that you have heard come to a decision and restore that man to his family. In the name of God 16 In the name of God believe Tom Robinson.”

STUDENT CARD 4

Essay Writing: *To Kill a Mockingbird*

When you write an essay you should organize it carefully and you should EXPLORE and EXPLAIN your ideas. Each section of the essay should be about an important idea. You must make a point, explain it fully and then explore it, using evidence from the novel Here is an example of what I mean. The essay is about Atticus as a hero. I have written an example of one paragraph and the start of the next paragraph. It is taken from the middle of the essay. Look carefully at how I have used quotations and at how the second paragraph is linked to the first one.

Atticus is a proud, dignified man. It isn't just that everyone respects him: he also respects himself. He **has** to defend Tom Robinson because if he refuses to then he "couldn't hold up [his] head in town" - he would be ashamed of himself. This self-pride is far more important to Atticus than mere cheap popularity. "I've got to live with myself" is how he explains to Scout his determination to defend Tom Robinson. Of course pride is not always admirable. Proud people are often conceited and snobbish; but Atticus is neither: although he is "the deadeast shot in Maycomb County" he never boasts about this talent and would certainly disapprove of Scout boasting on his behalf. Despite his many talents, Atticus is a modest man. Yet, despite his achievements, his career and his education he never looks down on others, never assumes anyone is inferior to himself. When Walter Cunningham comes to lunch Scout is arrogant enough to declare, "he ain't company..., he's just a Cunningham", but Atticus converses at length with Walter as though they are equals: "they talked together like two men," Scout reports in amazement.

However, although Scout has much to learn, it is her own fierce pride that bonds her to her father and allows Atticus to show us another of his admirable talents: as teacher and adviser. He knows that Scout will always lose her self-control "if her pride's at stake" but he knows that lecturing, or threatening her will not be effective in changing her behavior

TO KILL A MOCKINGBIRD

**Authors: Svetlana Chuprova, Julia Trofimova
Togliatti Academy of Management**

INTRODUCTION

The film “To Kill a Mockingbird” can be used as an additional video component to the English course, which includes such topics as “Home Upbringing”, “Family Relation”, “People and Justice (crime, punishment, human rights)” or as supplementary video material alongside other course-books at the intermediate or upper-intermediate level. Naturally, students at this level should be encouraged to practice their English outside class as much as possible therefore they are recommended to watch films in English as it develops their linguistic and communicative skills.

One of the main purposes of watching this film is to develop students’ listening comprehension skills. Such practice also aims to focus on effective listening and logical thinking. Learners’ understanding of the film is expected to go beyond being able to pick out items of factual information but to bring their own experiences and feelings to the fore in order to achieve accurate and confident language use.

The film lasts for 120 min. For convenience and efficiency it is divided into three episodes according to logical sense of the main events. The episodes vary in length and character, that helps focus on different topics, and discuss them in detail after watching each episode.

The watching syllabus is designed to give students exercises and activities that will best prepare them for and help exploit the film. Each episode is divided into three sections: Pre-viewing activities, While-viewing activities and After-viewing activities. All sections provide abundant and challenging practice.

The section “Pre-viewing activities” introduces the theme of the episode and provides a task to prepare students to deal with the main vocabulary and language contained in the film. Dealing with vocabulary, students are recommended to use an English-English dictionary to get explanations or definitions of unknown words. It is also important that students can pronounce the new vocabulary, as it is the sounds of the words that they have to listen to.

“While-viewing activities” part includes gist listening, therefore students do exercises in multiple-choice form with choice items; listening for specific information and here “true or false” exercises are offered to check, if students are able to catch details or interesting ideas introduced in the film. There is such an activity where students are asked to analyze a particular dialogue between main characters, or an inner monologue to summarize essential points, and understand problems tackled in the film.

The section “After-viewing” comprises optional activities designed to consolidate, and extend the language and vocabulary of the film. These exercises help students develop major communicative skills: recognizing main ideas, identifying supporting details, using vocabulary in context, understanding patterns of organization, distinguishing facts from opinions, making inferences, identifying purpose, evaluating arguments. This section includes “Related Writing Activities” which don’t require the film and many of the activities can be set for homework.

PRE-VIEWING ACTIVITIES

The film “To Kill a Mockingbird” you are going to watch was adapted by the screenwriter Horton Foote from the novel written by Harper Lee.

Can you give answers to these questions?

1. Have you heard about this film?
2. Do you know the main actors?

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3. Have you ever read books by Harper Lee?
4. What do you know about this American writer?
5. What problems does Harper Lee tackle in her book?

If you have any problems while answering these questions, the information below can help you to get in touch with the film as well as with the book and its author.

To Kill a Mockingbird (1962) is a popular, critically-acclaimed, classic film. It exhibits a dramatic tour-de-force of acting, a portrayal of childhood innocence (shown from a mature adult understanding), and a progressive attitude towards racial prejudice, violence, moral tolerance and dignified courage.

The screenplay was adapted by the screenwriter Horton Foote from the novel by Harper Lee - who had written almost an autobiographical book about her life in a small town (Monroeville, Alabama). Her father, Amasa Lee, was a widower who worked as an attorney and was strongly against racial prejudice. It was Lee's first and only one novel that won the Pulitzer Prize in 1960. The poor Southern town of deteriorated houses was authentically re-created on a Universal Studios' set. Released in the early 60s, the film reflected the state of deep racial problems and social injustice that existed in the South.

The film was nominated for eight Awards. Gregory Peck won a deserved "Best Actor" Award (his first Oscar and fifth Oscar nomination) for his solid performance as a courageous Alabama lawyer.

Read the following proper names. Articulate them to be ready to comprehend them correctly while listening.

Atticus Finch	Boo Radley	Tom Robinson	Alabama
Scout	Nathan Radley	Walter Cunningham	Maycomb
Jem	Bob Ewell	Miss Caroline	
Dill	Mayell Ewell	Aunt Alexandra	

Consult an English-English dictionary for the definitions of the following words. Tell the class these definitions. Besides, provide their derivatives, synonyms, antonyms, word-collocations:

Frivolous, conduct, obstinacy, misbehave, stubbornness, vague, interfere, light-minded, noticeable, secretly, disastrous, pamper, crayon, collide, marble, disembodied, translucent, harmonica, marble.

EPISODE I.

WHILE-VIEWING ACTIVITIES

When you watch the first episode from the video film tick the correct version of the following multiple choice:

Atticus Finch was

a bachelor

a divorced man

a widower

a married man

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Atticus Finch had ... children.

none

two

one

three

Mr. Finch worked as

a solicitor

an attorney

a judge

a public prosecutor

The Finches lived in

a big city

New York

a small village

a provincial town

Jem and Scout were

eleven and seven

thirteen and five

eight and five

ten and six

... house attracted the children's attention most of all.

The Robinsons'

The Radleys

The Ewells'

Togliatti Academy of Management To Kill a Mockingbird
Mrs. Dubose's

Scout didn't like her first day in school, because ...

she fought with Walter Cunningham

she didn't like the children

she didn't like the teacher

the teacher got sore at Scout for her attitude to Walter Cunningham

Scout was appalled and disgusted when her family had dinner with Walter Cunningham, because ...

he was an Afro-American

he was very poor

he was very dirty

he poured thick syrup all over his meal

I. Say whether these statements are true or false:

1. Atticus Finch asked his daughter not to call him out next time when Mr. Cunningham came because he didn't want to communicate with poor inferior people.
2. Children were not interested in the spooky house in their street called the Radley Place.
3. The house was owned by Mr. Nathan Radley whose brother, Arthur (nicknamed Boo), had lived there for years without coming outside.
4. As Jem looked down from his tree-house into Miss Stephanie Crawford's patch he saw a boy sitting among the plants who soon became his friend.
5. Scout liked the school and children with whom she studied and after her first day she told her father proudly about new friends in school.
6. Scout behaved in school quietly, and the teacher liked her.
7. Jem invited Walter Cunningham to dine with his family, as he understood that Walter didn't have money for lunch, because his family was rather poor.

II. Read these episodes from the video film and comment on them. Analyze each episode carefully. How do adults of the film cope with diverse and multiple tasks of upbringing? What helps grown-up people to teach children and make them understand essential ideas of life? Find proofs from the episode.

a. "Early one morning, one of the poor farmers from the countryside hit hard by the Depression, Walter Cunningham drives through town in a horse-drawn wagon. Ill at ease and embarrassed, he delivers a crackersack full of hickory nuts to the clapboard Finch residence as part of his entailment for legal work. The previous week, he had brought "delicious" collards as payment. Later Scout inquires about their financial status compared to that of the Cunningham's:

Scout: Is he poor?

Atticus: Yes.

Scout: Are we poor?

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Atticus: We are indeed.

Scout: Are we as poor as the Cunningham's?

Atticus: No, not exactly. The Cunningham's are country folks, farmers. The crash hit them the hardest."

b. Scout watches Walter as he liberally pours thick syrup all over his meal. Appalled and disgusted, she hurts his feelings: "He's gone and drowned his dinner in syrup and then he's pourin' it all over." In the kitchen, the black housekeeper Calpurnia gives Scout a lesson about manners and tolerance: "That boy is your company. And if he wants to eat up that tablecloth, you let him, you hear? And if you can't act fit to eat like folks, you can just set here and eat in the kitchen."

c. Later that afternoon on the Finch front porch, Scout sits with her head buried in her arms. She reveals to Atticus the 'fightin' words that caused her to beat up another neighborhood boy to defend her father's work:

Scout: Atticus, do you defend niggers?

Atticus: Don't say 'nigger,' Scout.

Scout: I didn't say it...Cecil Jacobs did. That's why I had to fight him.

Atticus (sternly): Scout, I don't want you fightin'!

Scout: I had to, Atticus, he...

Atticus (interrupting): I don't care what the reasons are. I forbid you to fight.

Atticus patiently explains his reasons for making the unpopular decision to defend a Afro-American - a most-hated and despised person in society, regardless of the consequences:

Atticus: There are some things that you're not old enough to understand just yet. There's been some high talk around town to the effect that I shouldn't do much about defending this man.

Scout: If you shouldn't be defending him, then why are you doing it?

Atticus: For a number of reasons. The main one is that if I didn't, I couldn't hold my head up in town. I couldn't even tell you or Jem not to do somethin' again. (He puts his arm around her.) You're gonna hear some ugly talk about this in school. But I want you to promise me one thing...that you won't get into fights over it, no matter what they say to you.

AFTER-VIEWING ACTIVITIES

Related Speaking Activities

I. Study the following words used to describe people's character. Make two columns of 1) what you think are bad characteristics; 2) what you think are good characteristics.

Impatient, inquisitive, disobedient, tolerant, self-assured, vulgar, naughty, shy, modest, narrow-minded, tactless, reserved, proud, straightforward, independent, self-possessed, capricious, easily-wounded, coquettish, careless, responsive, stable, perceptive, thoughtful, persistent, trustworthy, reliable, pacifying, realistic, compassionate, intuitive, obstinate, stubborn.

II. Use some of these words to draw the character sketchers of Atticus Finch, Jem and Scout. Turn to the film for facts and proofs.

III. What is your impression of the characters? Express your sympathy or dislike, approval or disapproval. Make use of the following:

- | | |
|--------------------|------------------|
| a) to like/dislike | to disapprove of |
| to appeal to | to condemn |
| to sympathize with | to resent |

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to pity to appreciate

- b) to provoke / arouse a feeling of pity / sympathy / resentment / scorn / disdain / contempt

Pair work

I. Amplify these statements giving your attitude to the idea.

1. The home atmosphere should be friendly and relaxed.
2. Common interests and hobbies bring parents and children together.
3. Parents' main job is to discipline children into being good.
4. All a child needs in the way of care is cleanliness and enough food.
5. The father's role is to provide for the family.
6. Do you think family rows are inevitable?
7. Which comes first in the family: duty to self or duty to others?
8. An instinct alone doesn't guide most parents to teach their children.
9. What do you think of punishment in home upbringing?
10. Smacking is a barbarity, isn't it?

II. Discuss the way Mr. Atticus brought up his children. See if you want to use any of the vocabulary below.

to be kind and understanding, tolerant and patient, to give the child every opportunity to develop his abilities, to use the encouragement rather than punishment, to cultivate in a child quiet feeling of self-respect, warmth and devotion, not to embitter a child, to have relationship based on mutual sympathy.

Group work

- I. Discuss in groups of 3 or 4 what could be done in your country for the purposes of educating parents how to teach and bring up their children. Make notes of your suggestions and discuss them with your classmates.
- II. In groups of two or three define the "family" of the 21st century in Russia. Write down a short definition and show it to a neighbouring group. Discuss your definitions.

Related Writing Activities.

I. Write various types of essays on one of the topics.

1. Childhood is the Happiest Time of One's Life.
2. Love is the Ideal Soil for the Human Seed to Grow.
3. Reminiscences of My Childhood.
4. Spare the Rod, Spoil the Child.

II. Make reports "One Educates by What One is, not by What One Knows or Says".

III. Formulate the controlling idea of the episode.

EPISODE II. (IN THE COURT)

PRE-VIEWING ACTIVITIES

I. Read the following text about American history.

Negro slavery had been introduced into the American colonies in 1619 when the Dutch ship brought its cargo of human chattels to Virginia. Throughout the 17th and 18th centuries, as the plantation system came to be an integral part of the Southern economy, slavery as the source of plantation labour seemed more and more identified with the South's economic well-being. There were numbers of Americans who didn't support the slave-holders' rationalizations. Many of them joined the numerous Northern societies dedicated to the abolition of slavery.

Tension between anti-slavery and pro-slavery, North and South, party lines grew and threaten the Union. In December 1860 South Carolina formally seceded from the Union and declared herself an independent nation. Florida, Georgia, Alabama, Mississippi and Texas followed her lead in January, 1861.

In early April 1861 the Civil War began. At the beginning of the war the Northern Army had several defeats but then tremendous success followed. The victory of the North annihilated the domination of plantation owners and abolished slavery but it didn't bring real liberation to black people as they still didn't possess any land.

During the next century they struggled for the rights – human, political, economical... in reality it turned out that the most difficult was to change the image of “a rightless and mute human-being” as these people were.

II. Questions for class or group discussion.

1. What was the source of plantation labour in the South of America? Why?
2. Did it give real liberation to the emancipated Negroes?
3. What is your attitude towards slavery?
4. Does the problem of racism and multinational countries exist nowadays? Give examples.

III. Look at this still from the film («in the court») and guess what the second episode of the film is about.

IV. Match the following words with their definitions

- | | |
|--------------|--|
| 1) charge | a) a building or room where all the information concerning a crime is publicly given, so it can be legally judged |
| 2) courtroom | b) the person in charge in the court who makes official decision about the punishment for the crime |
| 3) trial | c) a group of (usually 12) ordinary people, who listen to all the evidence about the crime and then decide whether or not someone is guilty |
| 4) defendant | d) someone who is trained in the law and who represents people in court |
| 5) verdict | e) the lawyers in the court who try to prove that someone is guilty of the crime |
| 6) innocent | f) someone who knows something about the crime and tells the court what they know |
| 7) judge | g) an official and legal process in a law court, in which people try to prove whether or not someone is guilty of a crime |
| 8) jury | h) the decision that the jury makes about whether someone is guilty of a crime or not |
| 9) lawyer | i) the person in a court who has been charged with a crime and is trying to prove that he or |

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she did not do it

10) witness

k) to tell someone that he or she is guilty of a crime, and that the person must appear in court so that it can be proved whether they are guilty or not

11) prosecution

l) someone who has not committed a crime

V. Explain to your fellow-students the meaning of the words and word combinations given below. If it is necessary, consult an English-English dictionary for the definitions of unknown words.

Crime, criminal, to accuse smb of smth, violence, to arrest on a charge of, prison term, to give evidence under oath in a law court, death sentence, to defend, shooting, rape, to deny one's guilt, attorney, to prove one's innocence, prosecutor, to be caught red-handed, victim, to give true/false evidence, court procedure, to make a false statement deliberately, court hearing, cell, capital punishment, to observe / to abuse rights.

VI. Read short situations and insert suitable words and word combinations from the previous exercises.

a. Two men robbed an elderly man, and then left the body thinking his is dead. Later one of the man returned to the scene of the..... and threw the body into the river. Police experts, examining the body, discovered that thewas still just alive when he was pushed in the river and subsequently died by drowning.

b. Six men and two women yesterday receivedfor their part in a plot to kidnap a former government minister. At first theytheir and thetried tobut due to some who gave..... the judge pronounced hisof guilty. At last thewhich had lasted for half a year was closed.

Words and phrases:

prove their innocence, crime, true, court hearing, evidence, lawyers, victim, death sentence, witnesses, to deny, guilt, verdict.

WHILE-VIEWING ACTIVITIES

Watch the second episode from the video film, say whether these statements are true or false.

Mayella Ewell was the witness for defence.

Mayella Ewell paid Tom Robinson money for his help.

There was nobody at Mayella's house because her brothers and sisters went to the city to buy and eat ice-cream.

Atticus Finch was the attorney from the prosecution.

Tom Robinson was not guilty in committing the crime.

Tom Robinson couldn't use his left hand.

Bob Ewell was a left-handed person.

Mayella's testimony was disjointed, confusing and forced, and left no doubt that she was lying.

I. Read these episodes from the video episode and comment on them.

- **How did the witnesses feel?**
- **Why did Mayella lose her temper and start to shout?**
- **Why did Bob Ewell said: "That Atticus Finch is tryin' to take advantage of me. You gotta watch lawyers like Atticus Finch."**

a. Bob Ewell: "she was beaten around the head. There were bruises already comin' on her arms. She had a black eye startin' an'... - it was her left." But then after some clarification, he corrects himself: It was her right eye, Mr. Finch. Now I remember. She was beat up on that side of her face...She had bruises on her arms and she showed me her neck. There were definite finger marks on her gullet...I'd say they were all around.

I seen him with my Mayella...po' Mayella was layin' on the floor squallin'...

"That Atticus Finch is tryin' to take advantage of me. You gotta watch lawyers like Atticus Finch."

b. Mayell Ewell: I got somethin' to say. And then I ain't gonna say no more. He took advantage of me. An' if you fine, fancy gentlemen ain't gonna do nothin' about it, then you're just a bunch of lousy, yella, stinkin' cowards, the - the whole bunch of ya, and your fancy airs don't come to nothin'. Your Ma'am'in' and your Miss Mayellarin' - it don't come to nothin', Mr. Finch, not...no.

c. Atticus: The witnesses for the State, with the exception of the Sheriff of Maycomb County, have presented themselves to you gentlemen, to this court, in the cynical confidence that their testimony would not be doubted. Confident that you gentlemen would go along with them on the assumption, the evil assumption, that all Negroes lie, that all Negroes are basically immoral beings, all Negro men are not to be trusted around our women. An assumption that one associates with minds of their caliber, and which is in itself, gentlemen, a lie, which I do not need to point out to you. And so, a quiet, humble, respectable Negro, who has had the unmitigated temerity to feel sorry for a white woman, has had to put his word against two white people.

His final appeal to the jury to acquit the defendant and show moral courage is presented with dignity and eloquence:

Now gentlemen, in this country our courts are the great levelers, and in our courts all men are created equal. I'm no idealist to believe firmly in the integrity of our courts and of our jury system. That's no ideal to me. That is a living, working reality. Now I am confident that you gentlemen will review without passion the evidence that you have heard, come to a decision, and restore this man to his family. In the name of God, do your duty. In the name of God, believe Tom Robinson.

AFTER-VIEWING ACTIVITIES

Related Speaking Activities

I. Match the halves of the words used to describe people's character.

Self	faced
down-to-	assured
warm-	witted
two-	minded
bad-	earth
level-	going
quick-	hearted
easy-	headed
open-	tempered

I. Use these words and the words from Lesson I to draw the character sketchers of Mayell Ewell, Tom Robinson, Mr. Ewell. Turn to the film for facts and proofs.

II. What is your impression of the characters? Express your sympathy or dislike, approval or disapproval. Make use of the following expressions to give your opinion:

- | | |
|-----------------------|-----------------------|
| a) I'm convinced that | I've always held that |
| I feel | I reckon |

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I doubt

I suspect

In my view/ in my opinion

to my mind

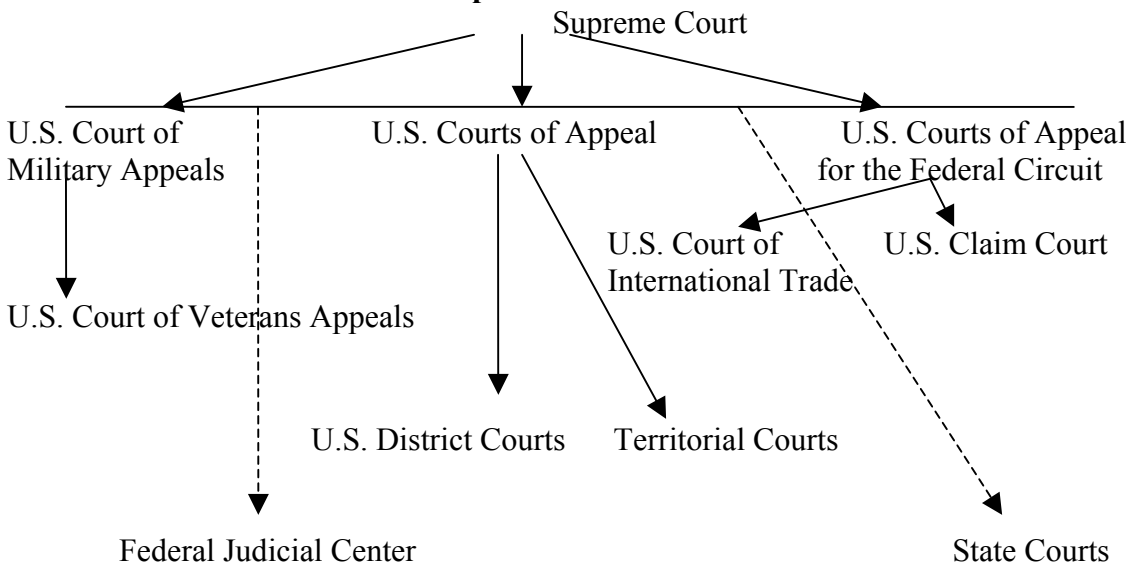
If you ask me, ...

I'm in favor of

I have my doubts about ...

Pair work

- I. Make a presentation on the structure and activities of the judicial branch of the USA. The chart below will be helpful.**



- II. Draw a similar system of judicial structure in Russia. Discuss it with your group-mate.**

Group work

- I. Choose one quotation and comment on it. Discuss it with your group-mates.**

1. Society prepares the crime, the criminals commit it. (H. Buckle)
2. Many commit the same crimes with a very different result. One bears a cross for his crime, another – a crown. (D.J. Juvenal)
3. He who decides a case without hearing the other side, though he decided justly, cannot be considered just. (L. A. Seneca)
4. It's better to risk saving a guilty person than to condemn an innocent one. (F.M.A. Voltaire)
5. One eyewitness is of more weight than ten hearsays. (T.M. Plautus)

- II. In groups of two or three discuss the following proverbs, comment on them. Make a presentation from your group illustrating any proverb by cases from a real life.**

1. Necessity knows no law.
2. Opportunity makes the thief.
3. Rather suffer an injustice than commit one.
4. He that once deceives is forever suspected.

Related Writing Activities.

- I. Write various types of essays on one of the topics.**

1. Crime is a type of disease and should be treated as such.
2. Small crimes always precede great ones.
3. Violence is sometimes justified.

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4. Capital punishment is a deterrent against crime.
5. Whoever profits from the crime is guilty of it.

EPISODE III.

PRE-VIEWING ACTIVITIES

- I.
 - a) Read the final phrase of the film, and write what you think happened between the court and the end of the film. You have 5 minutes to note down your ideas.
 - b) Work in groups of 3-4 people and compare your ideas. Make one final variant of the events that happened in the film.

WHILE-VIEWING ACTIVITIES

I. Watch the last episode and check your ideas. While watching choose the correct variant for each question.

1. Jem and Scout went home from...
 - a) the church
 - b) Dill's house
 - c) their school
 - d) the court
2. Scout was in the costume of ...
 - a) ham
 - b) a fairy
 - c) a ghost
3. Scout was wearing on her way home her costume because...
 - a) somebody stole her dress
 - b) she tore her dress
 - c) Scout lost her dress
4. Jem and Scout were attacked by ...
 - a) a stranger
 - b) Bob Ewell
 - c) Boo Radley
5. ... saved the children.
 - a) the sheriff
 - b) Bob Ewell
 - c) Boo Radley
5. ... was wounded during the fight.
 - a) Scout
 - b) Jem
 - c) Atticus
6. ... was killed in the fight.
 - a) Bob Ewell
 - b) Jem
 - c) The sheriff
7. There was ... hiding behind the door in Jem's room.
 - a) Dill
 - b) Boo Radley
 - c) Bob Ewell
8. ... walked Boo Radley home.
 - a) Atticus Finch
 - b) The sheriff
 - c) Scout

AFTER-VIEWING ACTIVITIES

Related Speaking Activities

I. Recollect all the adjectives from previous lessons which can help to describe people and study new ones. Now describe the most mysterious character from the film – Boo Radley. What can you say about such minor characters as Mrs. Dubose, Tom Robinson, Walter Cunningham, Aunt Alexandra, sheriff?

Absent-minded, affectionate, ambitious, arrogant, assertive, boastful, cautious, charitable, cheerful, conscientious, cowardly, cunning, envious, hard-working, haughty, humble, impulsive, irresponsible, mean, obedient, pretentious, reserved, rude, ruthless, selfish, tactless, talkative, vain, witty.

II. Remember all the characters, express your sympathy or dislike, approval or disapproval and divide them into three groups:

- a) positive,
- b) negative,
- c) both/can't decide.

Turn to the film for facts and proofs.

III. Scout Finch calls Boo Radley a mockingbird. Why does she do it? Are there any other characters in the film that can be called “mockingbirds”? If yes, who and why? Give proofs from the film. Make use of the expressions from lessons 1, 2 to give your opinion.

Related Writing Activities.

- I. Write various types of essays on one of the topics.**
1. Why was the film titled “To Kill a Mockingbird”?
 2. Today’s “mockingbirds”.
 3. Describe the character who appeals to you most.

TO KILL A MOCKINGBIRD

Author: Irina Savitskaya
Tomsk State University

Topic: Inequality in a Society – the Reason of Inequality in a Legal System

Themes:

- 1 “The guaranteed Inequality” in the middle of 1930s and the Universal Declaration of Human Rights of 1948
- Who are to judge?

Level: upper-intermediate to advanced

Activities: before-you-watch discussion

Internet research

screening “To Kill A Mockingbird”

after-you-watch discussion

report writing

Timeline: 4 hours of in-class activity

To Kill A Mockingbird: Before You Watch Discussion (in-class assignment)

Introduction.

Major Characters

Atticus Finch -

A gentle and highly moral lawyer in a small Southern town who agrees to defend a black man accused of rape.

“Scout” (Jean Louise) Finch –

The adorable six year old daughter of Atticus who tells the story of the events that take place in the film.

Jem Finch –

Scout’s protective 10 year old brother.

Dill Harris –

The friend of Scout and Jem who lives in their town during the summers.

Tom Robinson –

The kind and soft-spoken black man who is falsely accused of rape, and now must face the charges with an all white jury.

Mayella Violet Ewell –

The uneducated teenage girl who accuses Tom of raping her after she is seen trying to kiss him by her father.

Bob Ewell –

The uneducated hateful and racist father of Mayella who claims that Tom raped her.

Nathan Radley -

An antisocial mysterious and scary man who lives down the street from the Finches.

“Boo” (Arthur) Radley -

Mr Radley’s mentally disturbed but gentle son, who the town’s people never see, and who is believed by some people to be chained to a bed in his home.

Sheriff Heck Tate –

The sheriff head police officer of Macomb the small Alabama town where the story takes place.

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Mr. Gilmer –

A counsel for the prosecution.

Mr. Taylor –

The judge.

- Skim through the **Plot Summary** of the film.

This movie is the classic story of racism in a small fictional town in the American South, based on the book of the same title by Harper Lee. The story takes place in 1932, during the **great economic depression**, in Macomb, Alabama. It is told through the eyes of Scout Finch an adorable six year old girl who loves her father very much and who observes the great difficulties that he faces after he decides to defend a black man, Tom Robinson, who is falsely accused of raping a poor white teenage girl. In telling her story, she reveals much about race, social class and the law in 1930s America.

A Brief Historical Note on the American South: **Racism** exists everywhere, but until the 1960s, there were few places in the industrialized world where it was so openly accepted as the Southern states of the US. The Civil War of the 1860s put an end to slavery within these states, but legal **discrimination** would last for at least another century. Thus, for example, blacks in the South were almost never allowed to sit on juries, and both law and social mores strictly forbid the mixing of blacks and whites in many social settings. It is within this segregated and repressive context that a decent man like Atticus was forced to work and raise his family --abridged from **To Kill A Mockingbird** (Drama) (1962) 1999 by Raymond Weschler
<http://towerofenglish.com/eslnotes.html>)

Universal Declaration of Human Rights: a common standard of achievement or just a proclamation?

- All human beings are born free and equal in dignity and rights (From **Article 1**)
- Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color...(From **Article 2**)
- Everyone has the right to recognition everywhere as a person before the law. (**Article 6**)
- All are equal before the law and are entitled without any discrimination to equal protection of the law... (From **Article 7**)
- Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal in the determination of his rights and the determination of his rights and obligations and of any criminal charge against him (**Article 10**)
- Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he had all guarantees necessary for his defence (From **Article 11**)

Topics for discussion:

1. What does this movie tell us about American life in 1932?
2. Is the US still a racist society?
Is it as bad as it was back then?
3. Is the Universal Declaration of Human Rights a common standard of achievement or just a proclamation nowadays?

To Kill A Mockingbird: Home assignment

The following events are all connected with the criminal process. Can you put them in the order in which they happen in the USA?

1. You are charged with an offence.
2. You are sentenced to punishment for an offence.
3. You are suspected of an offence.

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4. You are tried for an offence.
5. You are accused of an offence.
6. You are convicted of an offence.
7. You plead guilty or not guilty to an offence.
8. You are arrested for an offence.

At the stage or stages of the criminal process is the person involved called:

- (1) the defendant (2) the offender (3) the suspect
(4) the convict (5) the criminal (6) the accused

Legal terms to be revised before you watch the film

medical evidence

testimony

cross-examination

circumstantial evidence

chief witness for the state

case

to take the oath

to commit a crime

offence

to doubt testimony

jury system

integrity

defendant

the verdict

to be charged with

to rape

to testify

courtroom

code

victim

human institution

to swear

injuries

To Kill A Mockingbird: After You Watch

Discussion (in-class assignment)

1. Enumerate **the arguments employed by the prosecutor**. Do you find all of them grounded?
2. Comment on the credibility of witnesses:
 - **the testimony of Bob Ewell** (Was he prejudiced against Tom Robinson? How did Atticus reveal his lie? Why did the chief witness perjure?)
 - **the testimony of Mayella Violet Ewell** (What in her behavior shows that she is telling a lie? What is her underlying motive in suing Tom Robinson and perjuring?)
3. Comment on **the fact that Tom Robinson pleads non guilty** (What makes you believe he is telling the truth?)
4. Comment the closing arguments of **Atticus's Finch** (Summarize the evidence and conclusions of the defence. Speak on the methods of convincing the jury and audience in Atticus's speech)

5. **What verdict of jury did you expect? Do you think they really considered Tom Robinson guilty?** (Use the following words and expressions: fellow citizens; prejudice; impartial decisions; common sense; eligible for service; to be excused from jury service). **What was the most significant factor when bringing in a verdict?**
6. **How did prejudice of society affect Tom Robinson's life?**
7. **Atticus believes that the search for truth is one of the greatest principles, but at the end of the film, he seems to agree with Sheriff Tate that the death of Mr. Ewell should be considered an accident. Given the nature of the town, the circumstances in which Boo became involved, and Boo's "shy ways", was agreeing to the sheriff's "version of reality" the right thing to do?**
8. **Discuss the symbolic significance of the title of the film. Why was it a sin to kill a mockingbird?**

Presentation

Make your presentation on the topic:

Inequality in the legal system - the consequence of inequality within a society.

TO KILL A MOCKINGBIRD

Author: Tatyana Semenova
Vladimir Linguistic Gymnasium #23

The following outline is intended for use in American History course (10th-11th grades) at specialized schools, gymnasiums or lyceums.

Topic: Racism in the Depression-era South; jury system

Objectives:- identify how the film expresses the effects that racial discrimination had on people's life in the South;

- recognize how segregation denied African Americans their equal rights and treated them as second-class citizens;
- understand the effects of racial discrimination on American society;
- recognize the struggles that Americans have undergone in order to make their country a land of equal rights and justice for all;

Activities: Screening of "To kill a Mocking Bird"

Pre- and post-viewing activities

Describing from different perspectives

Writing a newspaper editorial

Timeline: Four to six hours of in-class activities over a period of one to two weeks

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Lesson One

- Pre-viewing activities

1) Discussion of the Film Title

Students examine the title of the film in order to hypothesize its content. This quick activity can be done in small groups in the form of brainstorming

2) Film Summary

Students skim a written summary of the film for the main idea(s)

(Sample film summary: "The film is based on Harper Lee's 1960 Pulitzer Prize winning novel. The film deals with the family of Atticus Finch, a widowed lawyer, who together with his cook, a Negro woman, Calpurnia, brings up his son Jem and daughter Jean Louise (nicknamed Scout). The story of the Finches is told by the eight-year-old Jean Louise. The action is laid in the town of Maycomb (Alabama) in the South. The time is the thirties. Atticus Finch accepts the significant challenge of defending a black man wrongly accused of white woman's rape. While his children learn the realities of racial prejudice and irrational hatred, they also learn to overcome their fear of the unknown as personified by their mysterious, mostly unseen neighbor Boo Radley. The film is the beautifully told testament to courage, morality and the power of deep personal conviction.")

Teacher can also present a short lecture summarizing the main points of the film. To facilitate note-taking, a "skeleton" of the lecture notes can be distributed, with the blanks for students to fill in missing information.

3) Information-Gap Exercise

After introducing students to the topic of the film, they can fill in the following grid

What I know about the topic	What I am unsure of about the topic	What I hope to learn about the topic

Vladimir School #23 To Kill a Mockingbird

- **Viewing activity (screening of “To Kill a Mockingbird” - (part 1) ~ 30 minutes)**

1) **Directed Listening**

Students are asked to listen for specific information:

- What have you learnt about the Finches, Dill, Boo Radley?

Lesson Two

- **Viewing activities (screening of “To Kill a Mockingbird”)**

1) **Film Interruptions**

The film is interrupted in progress to clarify key points in its thematic development. Students can discuss the content of the film or predict what will happen in its remaining segments.

Part 2 – film viewing ~ 10 minutes

- What have you learnt about Scout’s first day at school?
- What did Atticus advise Scout to do to understand other people better?

Part 3 – film viewing ~ 5 minutes

- What had Jem and Scout thought about their father before the incident with a mad dog and how did their opinion change after it?

Part 4 – film viewing ~ 15 minutes

- What things did Jem find in the hole in the tree? Who had put these things in the hole and for what purpose?
- Why did Scout break her word and fought again?

Part 5 – film viewing ~ 10 minutes

- Why did Atticus decide to spend the night near the jail house? What happened that night? Who stopped the people’s mob? How does this episode characterize the people of Maycomb?

Lessons Three - Four

- **Vocabulary Work**

Students are introduced to important words/phrases needed for better comprehension of the next part of the film

witness	jury	prosecutor
attorney	defendant	plaintiff
foreman	witness stand	to give testimony
to testify	to change testimony	to doubt testimony
to take an oath	to say under oath	cross-examination
to swear to tell the whole truth	to swear out a warrant	to charge smb. with a crime
to produce evidence	to destroy the evidence	to commit a crime
to review the evidence without passion	to be guilty	to break a code of society
to sit on jury	to come to a decision	to charge the jury
to lean to somebody's side	to decide in somebody’s favor	to read the jury
to convict	to make a speech to the jury	to win a case
to browbeat the witness	to loose a case	verdict

- **Viewing activities (screening of “To Kill a Mockingbird” – (part 6) ~ 35 minutes)**

1) **Matching exercise**

After learning about the trial procedure from the film students fulfill matching exercise

Members of the trial procedure

Jury

Judge

Witnesses

Their responsibilities

is put in charge of jury

controls the court

listen to details of a case and decide whether someone is guilty or not

Vladimir School #23 To Kill a Mockingbird

Prosecutor	tell what they saw or what they know about a crime
Defense attorney	is charged with a crime in a court case
Defendant	represents a person who is bringing a criminal charge against someone
Plaintiff	represents a defendant in court and argues his case
foreman	brings a legal action against someone in a court of law

2) Summarizing

Students summarize what they have learnt about the trial by jury from the film.

3) Whole –group discussion

Who were the witnesses on the trial? How did they behave? What was the jury's verdict? What influenced such verdict? Was there much diversity in race in the jury? What might the verdict have been, if there had been more diversity in the jury? What was the people's reaction to the jury's verdict? Do you believe that the defendant had committed the crime with which he was charged?

4) Describing from different perspectives

Students are challenged to describe the trial from different perspectives (e.g. Atticus Finch, Jem, Dill, Bob Ewell, Judge Taylor, Heck Tate, Mayella Ewell, Reverend Sykes, Tom Robinson, Maudie Atkinson, Tom Robinson's wife, a juror etc.) in a written activity. Volunteers are challenged to share their versions with the rest of the class.

Lesson Five

• Viewing activities (screening of "To Kill a Mockingbird")

1) Film Interruptions

The film is interrupted in progress to clarify key points in its thematic development. Students can discuss the content of the film or predict what will happen in its remaining portions.

Part 7 – film viewing ~ 10 minutes

Did Atticus manage to appeal against the court's decision?

What was Atticus's reaction to Bob Ewell's spit in his face?

Part 8– film viewing – till the end

What happened to the children when they were going home from the school performance?

Who saved them?

Why did sheriff Tate want to keep a secret who had killed Bob Ewell? How does this decision characterize him and the people of Maycomb?

• Post-viewing activities

Students are divided into three groups. Each group is given one of the following tasks.

Group 1 – Film summary.

Students work in a group to identify the main points of the film. They can summarize main issues raised in the film in written and/or spoken form

Group 2 – Alternative Endings

Students work together to come up with an alternative ending and report it in oral and/or written activity

Group 3 – In-Group Polls or Interviews

Students interview group-mates to find out reactions to the film or to explore issues raised in the film. Students can report findings orally and/or in a written essay.

4) Comparisons

Vladimir School #23 To Kill a Mockingbird

Students compare what they knew about the film topic before the viewing with what they learnt as a result of the viewing. (See pre-viewing activity # 3)

5) **Clarifying the Film Title**

Students make clear how the end of the film explains its title

- **Follow up activity**

Writing a Newspaper Editorial

Have students imagine they are newspaper publishers living in the South in 1930-s. Encourage them to write editorials explaining why racial discrimination is wrong and calling for its end. Volunteers can read their editorials to the class.

TO KILL A MOCKINGBIRD

Authors: Elena Yakushkina, Irina Loskova, Roman Yevlakov
Voronezh State University

Topic: Racial Inequalities

Themes:

- Injustice in court.
- What can cause racial discrimination?
- Will “Racism” shrug off?
- How has the view of race discrimination changed in America since 1960’s?
- Basic values of contemporary American society: Individual Freedom, Equality of opportunity, Material problems.

Level: upper-intermediate to advanced

Activities:

- Before-you-watch discussion
- Individual research
- Screening “ To Kill a Mockingbird”
- Work with new words
- After-you-watch discussion
- Report writing

Before-you-watch discussion

1. Court- is not only the place where a trial is held, but it’s a legal tool to achieve justice in the society.

Many people are involved in the legal procedure.

- Can you explain in your own words the meaning of the following juridical terms: *the judge, the jury, prosecution, defense, witness, attorney, lawyer, barrister, testimony*?
- Describe a process of a court case, using the following clusters of words: *to examine the evidence, to plead (non) guilty, to sum up the case, to prove, to sentence, charges, to pay a fine, to be found (non)guilty, to be released*
- Do you approve of the death penalty? Can a person be falsely accused of a crime?

2. A Note on the Language:

Do not be discouraged! Scout, Jem and Dill are very difficult to understand at first since they use a lot of old words, speak very quickly and have strong Southern accents. It becomes easier as the movie goes on.

- *"To wilt"* is to become limp or to bend, often because of heat.
- *"Frosting"* is the sweet covering that is used on cakes.
- *"There was no money and nothing to buy...though Macomb County had recently been told there was nothing to fear but fear itself."* This is a very famous campaign slogan that Franklin Roosevelt said in 1932 when talking about the great economic depression.
- *"To knock off"* someone's head is to remove it from their body, perhaps by shooting it or throwing something at it.
- *" I aien't coming down."* Note that "aien't" is very incorrect for "is not." Don't use it!
- *"Suit yourself"* is an interesting way to say, "Do what you want."

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- *"To count one's blessings"* is a way to say that people should be grateful for what they have.
- *"Indeed"* is a nice way to say "certainly," or perhaps "for sure." Much more used in England than in the States.
- A *"Grand Jury"* is a jury of local citizens that is brought together to see if there is enough evidence to officially charge a person with a crime.
- In law, a *"hearing"* is an official meeting where evidence is presented and official charges may be made.
- *"To come up"* is an important phrasal verb meaning to occur or take place
- *"I bet"* is a very common way to say "I'm sure that..."
- *"Colored"* is a very dated way to refer to people who are black.
- *"To be locked up"* is usually to be held in a jail or prison.
- *"To start off on the wrong foot"* is to start something badly.
- *"To bluff"* is to mislead by implying that you are stronger or more threatening than you really are.
- *"Testimony"* refers to the words of people who appear in court to tell what they think has happened.
- A *"witness"* is a person who testifies in court.
- *"Cross examination"* is the questioning of a witness by a lawyer to see if there are any lies or weaknesses that can be uncovered
- *"Circumstantial evidence"* refers to physical evidence such as bruises or blood. "Savagely" is a powerful adverb meaning violently or ruthlessly.
- *"To tempt"* is to try and attract or seduce.
- *"Self-defense"* is a legal term, and an accepted justification for killing or harming someone, if it was considered reasonable.
- *"To do your utmost"* is to do the most or best that you can.

3.A brief historical note

- The meaning of the words: 'racism', 'discrimination', 'the Great Economic Depression'
Racism-unfair treatment of people, or violence against them, because they belong to a different race from your own.

Discrimination-the practice of treating one person or group differently from another in an unfair way.

The Great Economic Depression- the period during the 1930s when there was not much business activity and not many jobs.

- Racism is a very pressing problem in America. Until the 1960s, there were few places in the industrialized world where it was so openly accepted as the Southern states of the US. The Civil War of the 1860s put an end to slavery within these states, but legal discrimination would last for at least another century. Thus, for example, blacks in the South were almost never allowed to sit on juries, and both law and social mores strictly forbid the mixing of blacks and whites in many social settings. It is within this segregated and repressive context that a decent man like Atticus was forced to work and raise his family.

- Plot Summary

This movie is the classic story of racism in a small fictional town in the American South, based on the book of the same title by Harper Lee. The story takes place in 1932, during the great economic depression, in Macomb, Alabama. It is told through the eyes of Scout Finch, an adorable six year old girl who loves her father (Atticus) very much, and who observes the great difficulties that he faces after he decides to defend a black man, Tom Robinson, who is falsely accused of raping a poor white teenage girl. In telling her story, she reveals much about race, social class and the law in 1930s America. After deciding to take Tom's case, Atticus must deal with many serious problems, from the fact that other kids at his children's

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school make fun of his kids because their father was "defending a nigger," to doing everything he can to defend Tom Robinson's life from a white mob that was determined to kill him before he even had a chance to have a trial. However, the trial does eventually take place, and in it, Atticus uses his great skills as a lawyer to clearly show that Tom Robinson was not guilty of rape, and that in fact Mayella Ewell was the victim of her own desires, her father's brutality and the morals of Southern society. By the end, the truth becomes obvious to everyone, except the 12 white men on the jury... While all of this is happening, Scout, Jem (Scout's brother) and their friend Dill continue to explore the world of the mysterious "Boo" Radley, a young man who has not been seen in years, and who many believe is crazy. Many also think that Boo's scary and strange father, who never talks to anyone, has tied him up to a bed inside their scary and poor house, just down the road. But one day Boo appears in their lives, and in an amazing climax to this story, saves them from the hate that had so badly hurt their town.

- Home assignment:
 1. To find out information about "The Great Economic Depression", Racial discrimination in 1925-1960s
 2. To think of a question: Is racism still a problem nowadays? Is the US still a racist society? Is it as bad now as it was back then? What about your own country?
 3. Comment on basic American values nowadays.

After-you-watch Discussion in-class

1. What does this movie tell us about American life in 1932?
2. Atticus said that he had to defend Tom Robinson so that he could walk in town "with his head up" (without being ashamed). What were the principles that Atticus was defending? If you had been in his position in that town at that time, would you have had the courage to do what he did?
3. Why do you think this story was told from the point of view of a child?
4. How would you describe Atticus to a friend? What about Scout? And Jem?
5. In a very powerful scene, Scout's talking to Mr. Cunningham seems to prevent the white mob from killing Tom Robinson. What does that scene seem to imply about hatred, violence, and human nature?
6. Why did Mr. Radley scare so many people in town? Does every town have somebody like him?
7. Atticus believes that the search for truth is one of the greatest principles, but at the end of the film, he seems to agree with Sheriff Tate that the death of Mr. Ewell should be considered an accident. Given the nature of the town, the circumstances in which Boo became involved, and Boo's "shy ways," was agreeing to the sheriff's "version of reality" the right thing to do?
8. Were you shocked when the jury passed the verdict? Do you think they really considered Tom Robinson guilty? Is such injustice possible nowadays?
9. Discuss the significance of the title of the film.

In the part, when Atticus tells his children that they can shoot their air guns at tins cans and bluebirds but tells them that it's a sin to kill a mockingbird. Miss Maudie affirms this, saying "Your father's right. Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin to kill a mockingbird", Atticus's warning about shooting a mockingbird. It is the first mention of the mockingbird theme. The idea coincides with his distaste for hunting: Atticus doesn't want his children to inflict cruelty upon the innocent mockingbirds just because they have the power of the air guns, just as he doesn't like to shoot. His warning serves to emphasize the responsibilities that come with power. Those who have power must be careful not to use it cruelly upon beings who are innocent and harmless. If an animal provokes harm, such as a bluebird, then

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one may exercise power against it, but the powerful must be careful in choosing whom they target. In the trial of the harmless Tom Robinson, the white people in the jury have power over the black man, and they choose to exercise their power poorly, declaring him guilty simply because he is black. The mockingbird theme will also appear at the end of the book regarding Boo's rescue of Jem and Scout. Atticus's preference for not shooting shows that he would like to remove himself from situations of unfair power. Like the gun, the situation of white supremacy is a creation of society that contradicts all that is natural to mankind; it separates men into groups and places one ahead of the other. Atticus wishes to do away with these categories and power discrepancies.

Writing

Write a report (180-200 words) on one of the topics given below:

1. Are all people born equal?
2. Capital punishment: pros and cons.
3. Racial discrimination in your country nowadays.
4. Basic values of contemporary society in your country.
5. A familiar essay.

TO KILL A MOCKINGBIRD

Authors:

**L. Derun, A. Remezova,
L. Shapovalova, M. Yugova**

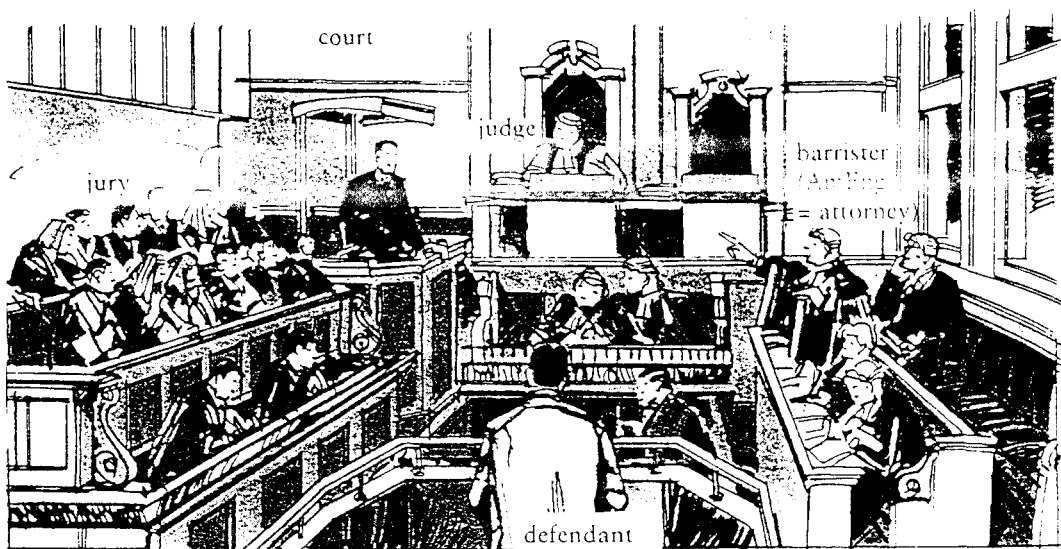
The coordinator of project:

**Marina Lomovtseva
Yekaterinburg, the Urals Law Academy**

Topic: Racial prejudice and Justice

Level: pre-intermediate; low intermediate.

**Activities: before- you- watch assignment screening “To Kill A Mockingbird”
after-you- watch discussion project making
moot trial**



- I. Look at the picture of an American courtroom and answer the questions below, using the following words for your answers.

1. jury
2. judge
3. accused
4. witnesses
5. stenographer
6. defense attorney
7. prosecuting attorney
8. bailiff
9. jury box
10. clerk
11. witness box

1. What do you call a person who testifies under oath in court?
2. What do you call a person who prosecutes an accused during the trial (speaks against an accused)?
3. What do you call a person who represents an accused in the court?
4. What do you call a place where witnesses give testimony?
5. What do you call a place where jurors sit?
6. What do you call a person who is suspected of committing a crime?
7. What do you call a body consisting of 12 persons to decide if an accused is guilty or not?
8. What do you call a person who supervises the conduct of the trial?
9. What do you call a person who puts down every word that is spoken during the trial?
10. What do you call a person who calls the witnesses?
11. What do you call a person who helps a judge to conduct a trial?

Match the words on the right with the words on the left.

To plead	a case
To call	jury
Burden	a witness
Leading	guilty
To take	questions
To bring	of proof
Opposing	an oath
To pass	advocate
To dismiss	an action
To try	a sentence

True or false?

1. The session is opened by the prosecuting attorney.
2. The jury consists of 6 persons.
3. The jurors take an oath “to tell the truth, the whole truth, and nothing but the truth”.
4. Long statements are allowed during the trial.
5. Leading questions are questions which are asked in such a way as to suggest the answer desired.
6. The jury decides the points of law.
7. The jury passes the sentence.
8. The secretary asks if there are previous convictions recorded against an accused.
9. To avoid asking leading questions is a simple matter.
10. Cross-examining counsel can’t ask leading questions.

Give synonyms for the following words:

1. to be accused of
2. an accused
3. heavy sentence
4. defense attorney
5. prosecuting attorney
6. lenient sentence
7. to prohibit
8. a minor case
9. proceeding
10. biased

Correct the order of the proceeding.

1. Summing up of the defense attorney.
2. Opening the session.
3. Bringing an accused into the dock.
4. Examination-in-chief of the prosecution.
5. Entering of the jury.
6. Distrusting the jury by the judge.
7. Deliberation of the verdict by the jury.
8. Calling the witnesses of the defense.
9. Opening the case by the prosecuting attorney.
10. Calling the witnesses of the prosecution.
11. Verdict.
12. Closing speeches of the opposing parties.

Translate the following words into Russian. After watching the film say what verdict was reached.

1. final verdict
2. general verdict
3. special verdict
4. to attain (reach, bring in) a verdict
5. unanimous verdict
6. verdict of acquittal
7. verdict of conviction
8. verdict of guilty
9. verdict of non-guilty
10. wrong verdict

Read, translate the text and say if you agree or disagree with the formulation: "Legality is not guaranteed by the jury". If you don't agree, give your reasons.

The trial by the jury operates in Great Britain, the USA, Canada introduced in Russia and some other countries. The jury decide whether the accused is guilty or not independently of the judge. Very often, the jury reaches the verdict irrespective of the judge's opinion, and the judge has no power to give the jurors advice on the points of

law not to commit an error. Even if the judge knows the verdict to be wrong, he/she can do nothing to change it.

Some lawyers considers this system to be very expensive, complex and extremely unprofessional. The verdicts reached by the jurors are often based not on laws and professional juridical analysis but on narrow-minded and emotional assessment of the parties speeches.

Answer the following questions:

1. Is there trial by the jury in your country?
2. What cases are tried by jury in your country?
3. What punishment is provided for rape according to the Russian criminal code?
4. Should all the nations have equal rights to be defended?
5. Are there ethnic or crimes in your country?
6. Are there wrong verdicts sometimes in your country?
7. Is there a way out if the verdict was wrong?
8. Who do you consider responsible for racial crimes?

Now it's time to watch the film.

II. The gist of the film.

To kill a Mockingbird is one of the finest family- oriented dramas. The film retains a timeless quality that transcends it's historically dated subject matter(racism in the Depression- era South) and remains powerfully resonant in present- day America with it's advocacy of tolerance, justice, integrity and loving.

It is a beautifully told testament to courage, morality and the power of deep personal conviction as a widowed attorney accepts the defense of a black man wrongly accused of rape in their racially divided small Southern town.

But prejudice reigns supreme in the backwoods town where the trial takes place.

III. The main characters of the film "To Kill A Mockingbird "

- Atticus Finch- a small- town Alabama lawyer and a widower father of two children;
- Mr.Guilber- the prosecuting attorney;
- Scout - the daughter of Atticus Finch;
- Jem- the son of Atticus Finch;
- Tom Robinson - the accused person;
- Boo Radley- a mysterious neighbor.

IV. Tasks for discussing the film "To Kill A Mockingbird"

1. Judge Finch's appearance, his family, his personality.
2. Atticus Finch and his attitude to the case.
3. The accused and his case. What were all the charges based on?
4. The closing speech of Judge Finch.
5. Events after the trial.
6. If you were the judge what sentence would you pass?

V. Talking points:

1. How can you prove that the main reasons of a wrong accusation were the realities of racial prejudice?
2. Was justice done?
3. What do you think about the closing speech of the judge? Was it convincing?
4. If you were the judge would you the life of the man, suspected in the grave crime?
5. What made the jury reach the verdict of “guilty”?
6. What must be done in the case of a wrong sentence?

VI. Write a 250- word review of a film.

1. *Divide the review into paragraphs, then match the paragraphs to these headings.*
 - a. Recommendation
 - b. Positive points
 - c. Negative points
 - d. Subject of the review
 - e. Summary of the plot
2. *Read the review again and answer the questions.*
 - a. What type of film is it?
 - b. What does the writer compare the story to?
 - c. What does the writer compare some scenes to?
 - d. Which words are used to describe:
 - the visual imagery?
 - the atmosphere?
 - the acting?
 - the plot and the ending?
3. *Discuss the problems:*
 - a. Capital punishment is the only way to deter criminals, it must not be abolished.
 - b. There is no room for capital punishment in a civilized society.

TO KILL A MOCKINGBIRD

Author: Julia Makarenko
The coordinator of project: Marina Lomovtseva
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Activities: before – you - watch discussion (I –IV)
after - you - watch discussion project making a game
Before you watch activities (V- VI)

I. Before-you-watch activities

If necessary, check the meaning of the words and phrases in bold in dictionary or with your teacher.

Medical evidence
Testimony
Cross-examination
Circumstantial evidence
Chief witness for the state
Case
To take the oath
To commit a crime
Offense
To doubt testimony
Jury system
Integrity
Defendant
The verdict
To be charged with
To rape
To testify

II. Task: Read the book “To Kill a Mockingbird” and compare it to the film of the same title. Consider other themes that you find and discuss these in small groups.

III. Some of the students can prepare a report about the Great Depression because it'll be useful and this information help students to understand events better. In order to comprehend the contents of the film and be ready to discuss problems raised in the film and to play the game.

IV. In order to comprehend the contents of the film and be ready to discuss problems raised in the film and to play the game, each student should write a story about his or her childhood, addressing questions regarding courage, morality, and the power of deep personal conviction.

V. Consider the following: What if it were a black man and not white man on trial? Do you think the verdict would be the same or not? Why or why not?

VI. Work in groups of seven or eight. Play the game. You will need dice and a watch. The first player to finish is the winner.



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INTERNET RESOURCES FOR USING FILM TO TEACH ENGLISH

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The following list of websites was put together, largely, by doing searches on Google (www.google.com). As is the case with all URLs or web addresses, links do not always remain active. For this reason, it is important for teachers and students to review these links from time to time. Ultimately, these searches will lead to even more resources for classroom use.

All of the movies that are the basis for the lesson plans on this CD ROM are classics of American cinema and can usually be readily found. To find resource materials specifically related to the seven movies in this collection, it is simply a question of searching the Internet using choice key words. Because English classrooms for native speakers are known as “Language Arts” classrooms in the United States, you should consider including the key words “Language Arts” in your searches in order to discover further treasures for classroom teaching. These treasures include background information, scripts, lesson plans, film guides, quotes from movies, trivia quizzes, and much, much more.

Many of the educational Internet sites that you find for using film in the classroom require the Adobe Acrobat Reader to read so-called PDF files. The Reader can be downloaded to your computer for free. Visit <http://www.adobe.com/products/acrobat/readstep2.html> for instructions on how to get this great tool. Some sites also require you to create a userid (“User ID=identification”) and password to log in to the site (some sites charge a fee, but many sites give free access after you sign up to use the site).

I hope you enjoy this collection of annotated websites related to using movies in the classroom.

The English Teaching Forum Online: <http://exchanges.state.gov/forum/>. The on-line version of the quarterly journal published by the U.S. Department of State for teachers of English as a foreign or second language. Over 60,000 copies of the magazine are distributed in 100 countries. This site contains articles from issues of the *Forum* dating back to 1993. To find a particular article or issue, click on the year it appeared, or ***search*** by subject, title, or author. For using films in the classroom, search using the terms “movies”, “film”, and related.

Website of the Internet TESL Journal: <http://iteslj.org>. This site has voluminous amounts of material for English teachers. Put the term “film” or “movies” or related into the search box on the right-hand side of the screen and find lots of material for use with movies and films in the ESL/EFL classroom. You may also search according to a key word in a movie title from this project (e.g., “Mockingbird” for the film “To Kill a Mockingbird”). Also has audio files to download to accompany *Voice of America (VOA) Special English* broadcasts related to film and other topics of interest. Wikipedia.org is another good site, but ***beware*** that most of these articles are written by the general public and are not always accurate.

Film Education: <http://www.filmeducation.org>. Provides free, downloadable resource kits on various films to teach in the classroom and ways of using film in the classroom, including lesson plan guides for elementary/primary and secondary school classrooms. You may search these resources according to level of instruction. You need Adobe Acrobat Reader to download these PDF files.

Internet Movie Database: www.imdb.com. This site proclaims itself to be “the biggest, best, most award-winning movie site on the planet” and has sections on Top Movies, Independent Film, the Top 250 Movies, Plot Summaries, Crazy Credits, Goofs (“bloopers”), Trivia, and lots of information on films in general.

Film Blog: Teaching and Learning with Film:

http://jeffreyhill.typepad.com/filmblog/lesson_plans/. This site has downloadable units, exercises, and lesson plans for the ESL/EFL classroom, plus a vast list of additional links that will take you to scripts, articles, and additional teaching ideas. These are submitted by teachers like yourselves. The *scripts* sections will take you to screenplays that can be used with students to act out films in the curriculum or for reference during viewing.

Movies in the Classroom: <http://www.classbrain.com/artmovies/publish/index.shtml>. A very rich site with activities, lesson plans, and other useful classroom aids for use with movies in the classroom. Use the sidebar on the right hand side to click on links to *Language Arts* and *Foreign Languages* for plans easily adaptable to the ESL/EFL classroom.

American Film Institute: <http://www.afi.com/>. This is the official site of the American Film Institute in Washington, DC. You have to pay a membership to have access to all features of the site, BUT free things you can access can be found through links on the right-hand side of the screen, including lists of AFI’s top 100 movies, top 100 laughs, songs, etc, also downloadable for free in PDF format. Includes such useful resources as *AFI’s 100 Years – 100 Quotes* -- <http://www.afi.com/tvevents/100years/quotes.aspx#list>

The English Learner Movie Guides: <http://www.eslnotes.com/synopses.html>. A wealth of “Learner Guides” for classroom use that you can download in PDF, Word, or HTML format. These have been designed especially for the English language learner and have a lot of useful vocabulary resources for individual films. Each includes a summary of the plot, a list of the major characters, an extensive glossary of vocabulary, various cultural references, and questions for ESL class discussion. The movie guides are based on the scripts from the movies so are easy to use for a variety of activities in the ESL/EFL classroom. You can sign up to get e-mail notifications for when new study guides come out on the site. There is also a *Movie Quote of the Week* on the site.

Karin’s ESL Partyland Teaching with Film and Video:

<http://www.eslpartyland.com/teachers/nov/film.htm>. Has a number of creative discussions, lessons, film reviews, handouts, and links to help you use movies to improve English language skills and better understand cultural issues. Also has an interactive forum for movie discussion and sharing ideas about using films in the classroom.

Film Festival: An ESL Lesson Plan to Get Students Talking About Movies and Movie Riddles: An ESL Activity to Get Students Talking About Movies:
<http://bogglesworld.com/lessons/MovieLesson1.htm> and
<http://bogglesworld.com/lessons/MovieLesson2.htm>. Two lesson plans with links for worksheets to use in the ESL/EFL classroom.

Dave's ESL Web Guide –Movies and Screenplays:
http://eslcafe.com/search/Movies_and_Screenplays/. Provides links to various sites useful for teaching English through movies. Some of these sites appear in this bibliography.

ESLFLOW.COM – Teaching with Movies:
<http://www.eslflow.com/teachinglanguagewithmovies.html> See the sidebar with links on the right-hand side for dozens of ideas on how to use movies in the ESL/EFL classroom. A good site to find things you can download, especially when teaching about or using movie reviews, working with vocabulary, plots, and games. Has links to various papers and articles about using film in the classroom.

Learning to Give: This site is devoted to the discussion of values in the classroom. This link provides a lesson plan to discuss democratic values based on American films including *Dances with Wolves* and *To Kill a Mockingbird*.
<http://www.learningtogive.org/lessons/unit52/lesson4.html>

Academie de Nancy-Metz:
<http://www.ac-nancy-metz.fr/enseign/anglais/Henry/cine.htm> and <http://www.ac-nancy-metz.fr/enseign/anglais/Henry/cinema.htm#films> and <http://www.ac-nancy-metz.fr/enseign/anglais/Henry/cinema.htm#tea>. This French language site has numerous pages on integrating film into the classroom for the teaching of English. No French needed though there will be a lot more of interest to those who do read French.

Drew's Script-O-Rama: <http://www.script-o-rama.com/snazzy/dircut.html> Excellent source of complete film scripts, even for acting out in class, quizzes related to movies, and TV scripts. Click on “film transcripts” for an alphabetical list of films that you can download. Note that you have to click on links and use your cursor to see the full text and/or cut and paste.

Scripts for You: <http://sfy.ru/>. A Russian site full of movie scripts. It advertises itself as “a famous selected collection of hundreds free movie scripts and screenplays! Fast server, clean design, exclusive updates and no dead links - enjoy it”. Many of these files are in PDF format so you need the Adobe Acrobat Reader to use (see above).

The Internet Movie Script Database: <http://imsdb.com/> This site calls itself “the web's largest movie script resource”. There is also a movie chat here. The site organizes scripts according to genre or title. They are in HTML format. The site also includes readers' reviews of many, many films and a message board for you and your students to join the dialogue. To find scripts, go to the bottom of the page after you click on the movie you want and use that link.

Teaching Global Issues through English Movies:

<http://www.jalt.org/global/30Mov.htm> . A lesson plan by Yasuyo Fukunaga of Ferris University in Yokohama, Japan (1998). Has many ideas on using English language movies to teach values and global issues, including numerous links. Also gives information about *The Association for Teaching English through Movies*.

Web Resources for Feature Films in the ESL Classroom:

<http://www.eslmag.com/modules.php?name=News&file=article&sid=76> . A very useful article by Dr. Christine Meloni available from *ESL Magazine* (www.eslmag.com) about teaching English through movies. Has an extensive list of further links grouped under these headings: Cinema History, Film Lists, Film Databases, Trailers and Sound Clips.

Stereotypes: How Movies Look at Groups of People:

<http://www.ohiou.edu/esl/elective/film/tasks/stereotype.html> . Interesting set of tasks related to ESL/EFL and using film to talk about stereotypes, on the Ohio ESL site of Ohio University. Has a number of articles and ready-to-use activities for the classroom.

Using Film to Develop Learner Motivation: <http://iteslj.org/Articles/Ryan-Films.html>

Plot-O-Matic: <http://www.maddogproductions.com/plotomatic.htm> . A novel site that allows you to fill in the blanks and create your own paragraph-long movie plots! Try it out as the basis for creative writing assignments, drama, or role play in the classroom.

Culture Capsules: <http://www.lclark.edu/~krauss/watanabeauweb/watanabeau.html> . A very innovative and hands-on project developed by Michael Krauss of Lewis and Clark College, Portland, Oregon. This particular link leads you to student projects entitled “Japanese Traditional Movies by Akira Kurosawa”, “Typical Hong Kong Movies”, and “Asian Traditional Action Movies”. A good start for developing projects with your students related to cinema and movies.