**Subject area/course**: English/Language Arts

**Grade level/band**: 9th

**Task source**: New Hampshire Task Bank; Authors: Kathleen Burnell, Julia Ryan

**Tableau**

**STUDENT INSTRUCTIONS**

1. **Task context**:

Now that we have read and analyzed *To Kill a Mockingbird*, we will look at a few key scenes to gain an even deeper understanding of some of the themes in the novel.

1. **Final product**:

Create a tableau presentation that demonstrates your understanding of the significance of scenes from the novel *To Kill a Mockingbird*.

* Read your group’s assigned scene
* Decide how to represent that scene in a still tableau
  + Who will play what character?
  + What information should that character share with the audience about the significance of this scene?
* Plan what each character will say when they step forward from the tableau.
* Practice
* Present

**Additional Information**

1. **Knowledge and skills you will need to demonstrate on this task:**

* Comprehend the significance of pivotal scenes from *To Kill a Mockingbird.*
* Understand how character traits and motivations shape the story and its message.
* Understand the deeper meaning of important symbols from the novel.
* Accurately portray the character traits, motivations, and intentions from the novel.
* Demonstrate the ability to communicate their undertaking of the novel orally.

1. **Materials needed:**

* Tableau Sketch Planning Guide (see pages below that follow student directions)

1. **Time requirements:**

This task will take approximately one class period to complete. Your teacher will provide additional details regarding time guidelines.

1. **Scoring:**

Your work will be scored using the Tableau Performance Task Rubric. You should make sure you are familiar with the language that describes the expectations for proficient performance.

**Tableau Sketch Planning Guide**

|  |  |
| --- | --- |
| Scene and pages from the book: | Which characters are in your scene? |

|  |
| --- |
| Why is this scene important to your understanding of the book? ( Be specific here) |

|  |
| --- |
| Sketch your tableau here. Using stick figures and labels to indicate where each character will stand and what they will say. |

|  |  |
| --- | --- |
| Model 1:  Explanation of Role:  Connection to the novel:  Reasons for expressions, positioning, dress, etc: | Model 2:  Explanation of Role:  Connection to the novel:  Reasons for expressions, positioning, dress, etc: |
| Model 3:  Explanation of Role:  Connection to the novel:  Reasons for expressions, positioning, dress, etc.: | Model 4:  Explanation of Role:  Connection to the novel:  Reasons for expressions, positioning, dress, etc.: |

**Scene One: Atticus Shoots the Dog (118-131) (Use this space for notes on your scene)**

Scout -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jem -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Atticus -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Calpurnia -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Miss Maudie -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Heck Tate -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(\*\*you do not need to have someone play the dog\*\*)

**Scene Two: The Courthouse Mob (193-207)**

Scout -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jem -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dill -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Atticus -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Aunt Alexandra -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Heck Tate -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr. Cunningham -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tom Robinson -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scene Three: Bob Ewell Spits On Atticus (284-290)**

Bob Ewell -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Atticus -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scene Four: The Ham and the Mockingbird (341-357)**

Scout -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jem -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bob Ewell -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Boo Radley -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Atticus -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Heck Tate -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_