

LEARNING STATIONS

These stations are designed to introduce you to some of the themes included in your class novel, *To Kill A Mockingbird*. These stations will also help you decide on a project (to complete following the reading of the novel). Please refer to the list of Project Suggestions that follows these stations.

Prior to the beginning of the learning stations, all students must try to write a definition of the terms, "racism" and "discrimination." Record your thought about these terms in your booklet. Reflect on your earlier classroom discussions and activities and try to use some of the examples used by yourself and others. Try *not* to use a dictionary to assist you (unless this is absolutely necessary)!

Racism means: _____

Discrimination means: _____

STATION ONE: Internet (Martin Luther King: "I Had A Dream")

This site is book-marked for you. Go to the Bookmarks and click on "Dream Speech."

Where and when was this famous speech delivered?

Why is this speech considered to be "famous?"

List three southern states that King mentions in this speech.

Explain the importance of the Emancipation Proclamation to African-Americans.
(Was this successful?)

STATION TWO: "A Madon-Dixon Memory" (Taken from *Chicken Soup for the Teenage Soul*), page 127

Describe the situation encountered by Dondre at the golf club in Columbia.

How does Dondre's incident compare to the author's flashback?

Describe how the author's friend, Frank, reacted. What was the result?

How did Louisiana react for Dondre?

Why is Abraham Lincoln's "Freedom Speech" (mentioned in this story) still significant today?

STATION FOUR: The Chinese In Canada

Note: Since the media coverage of the "Chinese Boat People" in the spring/summer of 1999, an example of the many newspaper or magazine stories (or editorials) published during this time* should be added to this activity in order to build on the historical nature of this content... making this more relevant to the context of today's learners.

Skim through page 1 and give some examples of the discrimination Chinese immigrants encountered in Canada prior to World War II.

What were some of the problems faced by Chinese children attending school?

*In your opinion, are Canadians of Chinese descent still facing discrimination today? Explain. (You should refer to the newspaper/magazine articles concerning the arrival of Chinese migrants in British Columbia during the summer of 1999).

STATION FIVE: *The Flood* (A novel by Carol Ascher)

Note! Complete the activity at Station #1 before completing this activity!

Read through this chapter, beginning on page 22 of the novel. Determine what Ascher is saying about discrimination. Summarize this in your own words.

How does Mother compare the treatment of Jews to the treatment of Blacks?

Compare this author's message to that expressed by Martin Luther King in his famous speech, "I Had A Dream." Do you notice any similarities?

STATION SIX: "Actions Speak Louder Than Words" (A poem taken from the collection, *Students Against Racism*)

What do you feel this author is saying about racism?

What, in your own words, is a "hypocrite?"

Explain how the statement, "actions speak louder than words" relates to the racist and discriminative acts experienced by many people in the world today. At what audience might this quote be directed?

STATION SEVEN: Internet “Students Praise Mandela’s Message”

Go to the book-marked site and read *all* the content you find.
Do you know who Nelson Mandela is?

Note: If you *don't* know who this man is, then you should use a reference source to identify him (encyclopedia, CD-ROM or print)

Why was Nelson Mandela speaking to students in Canada?

What were some of the reactions of the students at Winchester Public School?

How do you think would YOU have reacted to Mr. Mandela’s speech?

STATION EIGHT: *The Story of African-Canadians* (Chapter 6)

What did Black people do when they were not allowed to attend institutions that served other Canadians?

How long did school segregation continue in Nova Scotia and Ontario?

Are you surprised by this date? Explain.

Why was the law finally changed? Name one way in which treatment of African-Canadians differed from African-Americans.

STATION NINE: Video Clips ("Justice Denied: The Law vs. Donald Marshall")*

* An article about the recent Supreme Court Case (about Donald Marshall and other native-Canadians' treaty rights) would be a good addition here!

What were some of the implications of the letter sent to Prime Minister Chretien?

How many months was Marshall forced to wait for a decision? How much money did this cost?

Give some examples of (a) Discrimination (experienced by Donald Marshall).

Give some examples of (b) Racism (experienced by Donald Marshall).

If you were planning to produce a second video about Donald Marshall (and the Supreme Court decision about native treaty/fishing rights), what three main ideas would you hope to convey to viewers?

1.

2.

3.

STATION TEN: Audio (Song, "We Shall Be Free" by Garth Brooks and Stephanie Davis)

What are some of the factors mentioned in this song, that would signify world freedom?

What, in your opinion, is this author's message about racism and discrimination?

Are the expectations of the author "realistic?"

(Explain why you feel this way.)

PROJECT

(To be completed after the Learning Stations and the reading of the novel, *To Kill A Mockingbird*)

These projects are based on some of the themes present in the novel (as well as content in the ten learning stations).

All projects must reflect students' views of racism and discrimination and should have a connection, as well, to the content of the novel and/or learning stations.

Projects must be approved by either the English teacher or the teacher-librarian (prior to beginning the work!)

Projects might consist of the following:

- < **A mock trial in which (an) accused is/are victim to discriminative acts (example: Donald Marshall or Chinese migrants). This may be acted out before the class (live!) or video-taped and shown to the class.**
- < **A computer slide presentation depicting various acts of discrimination and/or racism, along with your own ideas about how these acts can be prevented.**
- < **Research (learn more about) the background of slavery. Use your own questions and notes to assist you in writing a play set during those times.**
- < **Host a panel discussion about native fishing rights in Canada.**
- < **Write a letter to the Editor of *The Guardian* newspaper in response to the October, 1999 article, "A Hateful Cause."**
- < **Write and perform an original poem, song or dance with a clear message about racism and discrimination.**
- < **Write an essay on a topic involving these themes (see your teacher for direction).**

NOTE! More information and direction (about these projects) will be available after the novel reading/study is completed.