



**Please note:**

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

## D1231 - Webinar - Tools and Strategies to Teach To Kill a Mockingbird (IGCSE 2026-2027 set text)

**Dates:** 20 March from 17:30 hs. to 19:30 hs. - 2026

**Venue:** Distance

**Sessions:** 1

**Minimum attendance for certificates:** 1

**Vacancies per school:** 5

**For:** Language and Literature teachers interested in teaching literature, in general, and To Kill a Mockingbird, in particular. Literature lovers interested in discussing this novel from a critical perspective.

Please enrol before: **2026, Mar 17th**

**Facilitator(s):** *Cecilia Lasa PhD*

Cecilia Lasa holds a Ph. D. in Literature and a Master's Degree in Literatures in Foreign Languages and in Comparative Literatures (FFyL, UBA). She is a Teacher of English (IESLV "Juan R. Fernández") and a Teacher of Literature (FFyL, UBA). She has a Higher Diploma in Research in Humanities (UBA) and has done a Specialisation in Reading, Writing and Education (FLACSO) and in Writing and Literature (Ministerio de Educación, Argentina). She has worked as a teacher of Literature and of academic reading and writing in Teacher Training Colleges in Ciudad Autónoma de Buenos Aires and national universities as well. She is currently working as a teacher and researcher in English Literature and American Literature (FFyL, UBA). She is the author of Academic Writing and has edited and co-authored *Literatura y formación docente. Proyectos de lectura y de escritura*.

**Objectives:**

- To identify the main problems and challenges teachers and students may face when studying To Kill a Mockingbird
- To account for the main conflict(s) in the novel
- To explain how the construction of characters and the setting contributes to the main conflict(s) in To Kill a Mockingbird
- To analyse the cultural and political implications of the novel
- To discuss possible strategies, activities, resources and dynamics to tackle To Kill a Mockingbird in class

**Contents:**

- Reconstruction of historical aspects related to both the setting and the context of production of the novel.
- Character construction, setting and atmosphere.
- The use of the supernatural.
- Race, class and gender in To Kill a Mockingbird.

**Bibliography:** Bibliography

Source text

Lee, Harper. To Kill a Mockingbird.

Critical and theoretical material

Waldron, Carmel. Oxford Literature Companions: To Kill a Mockingbird. Oxford: OUP, 2012.

Cambridge's Bibliography about Literature in English

Cambridge International Examinations (2018). Learner Guide IGCSE® Literature in English. Cambridge: Cambridge University Press.

Russell, C (2018). Cambridge IGCSE® and O Level Literature in English. Cambridge: Cambridge University Press.

Whitthome, E (2018). AS & A Level Literature in English. Cambridge: Cambridge University Press.

- Methodology:**
- Recovery of attendees' main difficulties when teaching literary texts and of their previous knowledge about the novel and its author
  - Discussion of the problems related to the context of production
  - Introduction to Harper Lee's narrative and the importance of this novel
  - Exploration of specific features of the novel –polyphony, characters, setting, conflict, etc.
  - Guided group analysis of the novel.