



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Overview



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Unit 2: Case Study: Atticus Takes a Stand

In this unit, students begin to read Part 2 of the novel *To Kill a Mockingbird*, and they finish it before the unit's end. As they read, students will continue to reflect on the reading by answering focus questions that attend to the theme of taking a stand, while also studying other important aspects of the novel involving character analysis and perspective. In order to track their thinking as they read the rest of the novel, students will continue to add to their Atticus Note-catchers from Unit 1 as well as the Taking a Stand anchor chart. For the mid-unit assessment, students will summarize a key scene in the novel, view the

film excerpt of that scene, then compare and contrast the film version and the novel to determine how the film version remains the same or veers from the original text. Students will also consider the choices made by the actors and the director in their text-to-film analysis. After the mid-unit assessment, students continue to read the novel and begin to prepare for the argument essay by examining a model essay and writing rubric. For their end of unit assessment, students write an argument essay in which they argue whether it makes sense for Atticus, based on his character, to take a stand to defend Tom Robinson.

Guiding Questions And Big Ideas

- **Is it worth taking a stand for yourself? For others?**
- **Does it make sense for Atticus to take a stand?**
- **What do we know that Scout doesn't?**
- **How do film and text differ in impact on the audience?**



Mid-Unit 2 Assessment	<p>Text to Film and Perspective Comparison of To Kill a Mockingbird</p> <p>This assessment centers on standards NYSP 12 ELA CCLS RL.8.2, RL.8.6 and RL.8.7. Students will summarize the courtroom scene in the novel from Chapter 18 in To Kill a Mockingbird, then view the courtroom scene in the film version of the novel and compare how the film version remains true or veers from the original text. Students also will evaluate the choices made by the actors or director in the film. Finally, students will analyze how the reader's perspective of the scene differs from the characters' (RL.8.6), thinking specifically about what the reader knows that Scout doesn't know.</p>
End of Unit 2 Assessment	<p>Argument Essay: Taking a Stand</p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b. Students will cite the strongest evidence from the novel as they write an argument essay in which they answer the following prompt: "Atticus says, 'Simply because we were licked a hundred years before we started is no reason for us not to try to win' (Chapter 9, page 76). Now that you have read the whole text, what do you think? Based on his character, does it make sense for Atticus to take a stand to defend Tom Robinson? Give evidence from the text to support your thinking, and be sure to take into account what people who disagree might say." Students will have to weigh the evidence based on Atticus's role as both a parent and community member. In order to meet the rigors of the eighth-grade demands for argumentative writing, students will be required to argue their claim and acknowledge and distinguish their claim from alternate or argument claims..</p>



Content Connections

- Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework: Unifying Themes (pages 6–7). □
- Theme 1: Individual Development and Cultural Identity:
 - * The role of social, political, and cultural interactions supports the development of identity.
 - * Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
- Theme 5: Development and Transformation of Social Structures
 - * Role of social class, systems of stratification, social groups, and institutions
 - * Role of gender, race, ethnicity, education, class, age, and religion in defining social □ structures within a culture
 - * Social and political inequalities
 - * Expansion and access of rights through concepts of justice and human rights

Central Texts

1. Harper Lee, *To Kill a Mockingbird* (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2.
2. *To Kill a Mockingbird*, film directed by Robert Mulligan (and starring Gregory Peck), 1962.



This unit is approximately 3 weeks or 16 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Making Inferences: Analyzing How Words and Actions Reveal Character in <i>To Kill a Mockingbird</i> (Chapters 11–13)	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	<ul style="list-style-type: none"> I can support my inferences about Chapters 11 through 13 of <i>To Kill a Mockingbird</i> with the strongest evidence from the text. I can analyze what other characters' dialogue about Atticus reveals about his character. I can analyze how Atticus's words and actions reveal his character. 	<ul style="list-style-type: none"> Structured notes from Chapters 11–13 (from previous two lessons' homework) Three Threes in a Row Note-catcher Atticus Note-catcher 	<ul style="list-style-type: none"> Three Threes in a Row protocol Taking a Stand
Lesson 2	Text to Film Comparison: Taking a Stand at the Jailhouse (Chapters 14–15)	<ul style="list-style-type: none"> I can analyze how difference in points of view between characters and audience create effects in writing. (RL.8.6) I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7) I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7) 	<ul style="list-style-type: none"> I can analyze how the reader's perspective is different from Scout's in Chapter 15 and creates an effect for the reader. I can evaluate the similarities and differences between the novel and the film version of <i>To Kill a Mockingbird</i>. 	<ul style="list-style-type: none"> Structured notes for Chapters 14 and 15 (from homework) Analyzing Scout's and the Reader's Perspective Note-catcher Text to Film Comparison Note-catcher 	<ul style="list-style-type: none"> Taking a Stand



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Analyzing Themes: The Golden Rule and Taking a Stand (Chapters 16-17)	<ul style="list-style-type: none"> I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) 	<ul style="list-style-type: none"> I can analyze how the themes of the Golden Rule and taking a stand are developed in <i>To Kill a Mockingbird</i>. 	<ul style="list-style-type: none"> Structured notes for Chapters 16 and 17 (from homework) Analyzing Themes Note-catcher Exit ticket 	<ul style="list-style-type: none"> Chalk Talk protocol
Lesson 4	Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (Chapters 18 and one scene from Chapter 19)	<ul style="list-style-type: none"> I can objectively summarize literary text. (RL.8.2) I can analyze how difference in points of view between characters and audience create effects in writing. (RL.8.6) I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7) I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7) 	<ul style="list-style-type: none"> I can objectively summarize Chapter 18 in <i>To Kill a Mockingbird</i>. I can analyze how the reader's perspective is different from Scout's in a key scene in Chapter 19 and how this affects the reader. I can compare the similarities and differences between a key scene in the novel and how that scene is portrayed in the film. I can evaluate the choices the director or actors made in the film. 	<ul style="list-style-type: none"> Structured notes for Chapter 18 (from homework) Mid-Unit 2 Assessment 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Close Reading: Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17–19)	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4) • I can express my own ideas clearly during discussions. (SL.8.1) • I can build on other's ideas during discussions. (SL.8.1) 	<ul style="list-style-type: none"> • I can use the strongest evidence from the text in my close reading of a scene in <i>To Kill a Mockingbird</i>. • I can analyze how Atticus's questions reveal aspects of his character. • I can analyze the impact word choice has on meaning and tone as Atticus and Mr. Gilmer cross-examine witnesses. • I can share my ideas and build on other's ideas during Fishbowl. 	<ul style="list-style-type: none"> • Structured notes for Chapter 19 (from homework) • Vocabulary Squares • Atticus Cross- Examination Note-catcher • Mr. Gilmer Cross- Examination Note-catcher` 	<ul style="list-style-type: none"> • Fishbowl protocol
Lesson 6	Analyzing Word Choice: Atticus's Closing Speech (Chapters 20-21)	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). (RL.8.4) • I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) 	<ul style="list-style-type: none"> • I can understand the literal and figurative meaning of Atticus's language in his closing speech. • I can understand the irony in Atticus's word choice in his closing speech. <p>I can analyze how Atticus's closing speech relates to the themes of taking a stand and the Golden Rule.</p>	<ul style="list-style-type: none"> • Structured notes for Chapters 20 and 21 (from homework) • Atticus's Closing Speech Note-catcher 	<ul style="list-style-type: none"> • Taking a Stand



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Making Inferences: Analyzing Atticus (Chapters 22-23)	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	<ul style="list-style-type: none"> I can support my inferences about Chapters 22 and 23 of <i>To Kill a Mockingbird</i> with the strongest evidence from the text. I can analyze what other characters' dialogue about Atticus reveals about his character. I can analyze how Atticus's words and actions reveal his character. 	<ul style="list-style-type: none"> Structured notes for Chapters 22 and 23 (from homework) Vocabulary Squares Written Conversation Note-catcher Chapter 23 Text-Dependent Questions Note-catcher 	<ul style="list-style-type: none"> Written Conversation protocol
Lesson 8	Four Corners: Taking a Stand in <i>To Kill a Mockingbird</i> (Chapters 24-26, plus synthesis of scenes in previous chapters)	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	<ul style="list-style-type: none"> I can analyze how taking a stand is developed in <i>To Kill a Mockingbird</i>. 	<ul style="list-style-type: none"> Structured notes for Chapters 24-26 (from homework) Four Corners Exit ticket 	<ul style="list-style-type: none"> Four Corners protocol Key Quotes



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Analyzing the Model Essay: Studying Argument (Chapter 27, plus synthesis of scenes in previous chapters)	<ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) I can identify the argument and specific claims in a text. (RI.8.8) I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6) 	<ul style="list-style-type: none"> I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence. I can analyze the argument in a model essay. I can analyze how the author of the model essay acknowledges and responds to a counterclaim. 	<ul style="list-style-type: none"> Chapter 27 structured notes (from homework) Supporting Evidence-Based Claims graphic organizer Exit ticket 	
Lesson 10	Writing an Argument Essay: Evaluating the Model and Crafting a Claim (Chapter 28, including synthesis of scenes in previous chapters)	<ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) 	<ul style="list-style-type: none"> I can craft the claim of my argument essay based on the strongest evidence. I can choose relevant and compelling reasons to support the claim I am making in my argument essay. 	<ul style="list-style-type: none"> Structured notes for Chapter 28 (from homework) Exit ticket 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	Writing and Argument Essay: Peer Critique with Rubric (Chapters 29-31, including synthesis of scenes in previous chapters)	<ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5) I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2) 	<ul style="list-style-type: none"> I can critique my partner's use of evidence using criteria from the <i>To Kill a Mockingbird</i> argument rubric. I can revise my work by incorporating helpful feedback from my partner. I can write an organized argument essay about <i>To Kill a Mockingbird</i>. Add bullet: I can use correct punctuation in my Quote Sandwich. 	<ul style="list-style-type: none"> Structured notes for Chapters 29, 30, and 31 (from homework) Quote Sandwich for Peer Critique Exit ticket 	<ul style="list-style-type: none"> Peer critique protocol Praise-Question-Suggest protocol
Lesson 12	Writing an Argument Essay: Planning the Essay	<ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) 	<ul style="list-style-type: none"> I can select reasons and support them with evidence to support my claim about <i>To Kill a Mockingbird</i>. I can explain how the details develop the reasons that support my claim. I can acknowledge and respond to a counterclaim. 	<ul style="list-style-type: none"> Exit ticket 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	End of Unit 2 Assessment, Part 1: Drafting the Argument Essay	<ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9) I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	<ul style="list-style-type: none"> I can write an organized argument essay about <i>To Kill a Mockingbird</i>. In my essay, I can support my claim with reasons, details, and quotes from the novel. In my essay, I can explain how the details develop the reasons that support my claim. In my essay, I can acknowledge and respond to a counterclaim. 	<ul style="list-style-type: none"> Essay draft 	
Lesson 14	Launching the Reader's Theater Groups and Allocating Key Quotes and Scenes	<ul style="list-style-type: none"> I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) I can effectively engage in discussions with diverse partners about 8th grade topics, texts, and issues. (SL.8.1) 	<ul style="list-style-type: none"> I can describe what reader's theater is and list criteria of reader's theater. I can work effectively with a group to create group norms to make group discussion and collaborative work productive and enjoyable. I can work effectively with a group to allocate a scene to each person. 	<ul style="list-style-type: none"> Exit Ticket: My Key Quote and Scene 	<ul style="list-style-type: none"> Key Quotes Reader's Theater Criteria



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 15	Writing the First Draft of the Reader's Theater Script	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) I can create poetry, stories and other literary forms. (W.8.11b) 	<ul style="list-style-type: none"> I can analyze a model reader's theater script to generate criteria of an effective reader's theater script. I can write a first draft of my reader's theater script. 	<ul style="list-style-type: none"> Draft reader's theater script 	<ul style="list-style-type: none"> Key Quotes
Lesson 16	End of Unit 2 Assessment, Part 2: Revise Essay Drafts	<ul style="list-style-type: none"> With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5) I can use correct grammar and usage when writing or speaking. (L.8.1) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2) 	<ul style="list-style-type: none"> I can use feedback from others to revise and improve my essay. I can use correct grammar and punctuation in my essay. 	<ul style="list-style-type: none"> Revised Essay 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part One: Drafting the Argument Essay



Building Students' Stamina and Supporting Students in Reading a Complex Text

To Kill a Mockingbird is a more complex text than *Inside Out & Back Again*, and students move through the book fairly quickly as they complete the reading for homework. All students, even readers at grade level, will need your support in developing their stamina and independence with complex text during this unit. This directly addresses some of the shifts in the Common Core in general and CCSS RL10 in particular that call for students to proficiently make meaning of grade-level text.

□ The sequence of homework, lessons, and assessments in this unit has been carefully designed to improve students' stamina, provide appropriate supports, and make sure that students who are struggling with reading complex text at home will not be unduly disadvantaged on assessments. The homework routine is designed to support students in a first read of a given section of text. The structured notes that students complete as they read provide students with structures that help them make meaning of the text, answer a focus question about the reading, and attend to important and rich vocabulary words. In class, students will closely read specific sections of *To Kill a Mockingbird*, addressing the sections of the text that are most central to understanding the book and those that are referenced by assessments.

□ Consider how your existing routines and class culture around celebrating homework completion and effort might be used to support and encourage students as they read *To Kill a Mockingbird*. In addition, consider providing students with additional time during the school day to read, if possible. If you feel that many of your students are falling behind, you might add a "catch-up" reading day where students read independently during class or where you read aloud a chapter during class. Also consider how you might collaborate with the teachers who support ELL and Sped students—perhaps these students could work on the homework during their resource period.

In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:

- Consider giving struggling students the supported structured notes, included at the end of each lesson.
- Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.
- If possible, give students access to an audio book version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud.



The calendar below shows what is due on each day.

Teachers can modify this document to include dates instead of lessons.

Due at Lesson	Read the pages below:	Gathering Textual Evidence: Focus Question
1	<ul style="list-style-type: none"> Summary of Chapter 12 provided on the Structured Notes Chapter 13 from the novel 	Take notes using the Structured Notes graphic organizer. Answer the focus question: In Chapter 13, Atticus says to Jem and Scout, “Don’t you worry about anything, it’s not a time to worry.” What did he mean by this? Use the strongest evidence from the novel in your answer.
2	<ul style="list-style-type: none"> Summary of Chapter 14 provided on the Structured Notes Chapter 15 of the novel. 	Take notes using the Structured Notes graphic organizer. Answer the focus question: “In Chapter 15, who takes a stand? Why? Use the strongest evidence from the novel in your answer.”
3	<ul style="list-style-type: none"> Chapter 16 summary provided on the Structured Notes and pages 162–166 (beginning with “The Maycomb County courthouse was faintly reminiscent of Arlington in some respects”) from the novel. Chapter 17 of the novel. 	Take notes using the Structured Notes graphic organizer and answer the focus question: “On page 163, Scout learns that her father was appointed to defend Tom Robinson. She observes, ‘The court appointed Atticus to defend him. Atticus aimed to defend him. That’s what they didn’t like about it. It was confusing.’ What does the reader understand about why the townspeople are upset that Scout doesn’t? Use the strongest evidence from the novel in your answer.”
4	Chapter 18 of the novel.	Take notes using the Structured Notes graphic organizer and answer the focus question: “Why do you think Atticus speaks so formally to Mayella during her testimony? What is your impression of Atticus based on Lee’s descriptions during Mayella’s testimony? Use the strongest evidence from the novel to explain your answer.”
5	Chapter 19 of the novel.	Take notes using the Structured Notes graphic organizer and answer the focus question: “What is the difference between Atticus’s cross-examination of Mayella in Chapter 18 and Mr. Gilmer’s cross-examination of Tom in Chapter 19? Why do you think the author wants us to see both of these cross-examinations? Use the strongest evidence to explain your answer.”
6	Chapters 20 and 21 of the novel.	Take notes using the Structured Notes graphic organizer and answer the focus question: “Mr. Raymond says, ‘Miss Jean Louise, you don’t know your pa’s not a run-of-the-mill man, it’ll take a few years for that to sink in—you haven’t seen enough of the world yet. You haven’t seen this town, but all you gotta do is step back inside the courthouse’ (201). What does Mr. Raymond mean? Explain using the strongest evidence from the novel to support your answer.”



The calendar below shows what is due on each day.

Teachers can modify this document to include dates instead of lessons.

Due at Lesson	Read the pages below:	Gathering Textual Evidence: Focus Question
7	Chapters 22 and 23 of the novel.	Take notes using the Structured Notes graphic organizer and answer the focus question: “Miss Maudie says, ‘There are some men in this world who were born to do our unpleasant jobs for us. Your father’s one of them’ (215). What does she mean? What evidence from the novel supports this statement?”
8	Chapters 24–26 of the novel.	Take notes using the Structured Notes graphic organizer and answer the focus question: “What are two things the reader learns about Atticus’s character in these chapters? Use the strongest evidence from the novel to support your answer.”
9	Chapter 27 of the novel.	Take notes using the Structured Notes graphic organizer and answer the focus question: “Reread Atticus’s explanation of Bob Ewell’s actions on page 251, beginning with ‘I think I understand ...’ and ending with ‘Atticus chuckled.’ What does Atticus’s explanation reveal about his character? Use the strongest evidence from the novel to support your answer.”
10	Chapter 28 of the novel.	Take notes using the Structured Notes graphic organizer and answer the focus question: “How does Harper Lee build suspense in this chapter? Use the strongest details from the novel to support your answer.”
11	Chapters 29, 30, and 31 to finish the novel.	Take notes using the Structured Notes graphic organizer and answer the focus question: “What does Scout mean when she says, ‘Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough.’? Use the strongest details from the novel to support your answer.”



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 1

Making Character Inferences: Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*



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Making Inferences:

Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

Supporting Learning Targets

- I can support my inferences about Chapters 11 through 13 of *To Kill a Mockingbird* with the strongest evidence from the text.
- I can analyze what other characters' dialogue about Atticus reveals about his character.
- I can analyze how Atticus's words and actions reveal his character.

Ongoing Assessment

- Structured notes from Chapters 11–13 (from previous two lessons' homework)
- Three Threes in a Row Note-catcher
- Atticus Note-catcher



Making Inferences:

Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader and Reviewing Learning Targets: Vocabulary (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Close Reading: Three Threes in a Row (20 minutes) B. Character Analysis: Atticus Note-catcher (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Preview Homework: Add to Taking a Stand Anchor Chart (5 minutes) 4. Homework <ol style="list-style-type: none"> A. First read of the Chapter 14 summary provided by the teacher and Chapter 15 of the novel with structured notes. 	<ul style="list-style-type: none"> • In this lesson, students will work with vocabulary words, mostly adjectives, from all the previous chapters in the novel in an activity called I Have/Who Has. This activity enables students to practice listening skills and work with a full set of 25 words while being responsible for only one or two words to participate in the activity. • Students will also answer text-dependent questions about Chapters 11 and 13 using Three Threes in a Row, introduced in Module 1, Unit 1, Lesson 10. This activity allows students to work in groups to answer a row of questions before being the “experts” for their classmates during the circulation time. • Students read only a summary of Chapter 14 and won’t work with the content during this lesson. • For a sample completed version of the Taking a Stand anchor chart, see the supporting materials in Unit 2, Lesson 8. • For a sample completed version of the Atticus Note-catcher, see the supporting materials in Unit 2, Lesson 10. • In advance: Copy and cut I Have/Who Has strips; choose groups for Three Threes in a Row; choose Discussion Appointments. • Post: Learning targets; Taking a Stand anchor chart. • Review: Three Threes in a Row (Module 1, Unit 1, Lesson 10). • As noted in Unit 1, Lesson 8, students who struggle may benefit from having a completely separate packet with all of the “Supported Structured Notes” for the entire novel. If you have not already prepared such a packet for the Unit 2 homework, consider doing so in advance of Unit 2, Lesson 1.



Making Inferences:

Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*

Lesson Vocabulary	Materials
Vocabulary from Chapters 1–13 (provided on “I have, who has?” strips), including new words: confined (99), livid (100), commence (106), undulate (107), beholden (111)	<ul style="list-style-type: none">• I Have/Who Has strips (teacher-created; see Teaching Note above and Supporting Materials)• I Have/Who Has strips (includes lesson # of words) (for Teacher Reference)• Structured Notes graphic organizers for Chapters 1-13 (from Unit 1)• <i>To Kill a Mockingbird</i> (book; one per student)• Three Threes in a Row Note-catcher (one per student)• Three Threes in a Row Note-catcher (for Teacher Reference; one to display)• Document camera• Atticus Note-catcher (begun in Unit 1, Lesson 9)• Taking a Stand anchor chart (begun in Unit 1, Lesson 11)• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 14 and 15 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapters 14 and 15 (optional; for students needing additional support)



Making Inferences:

Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Reviewing Learning Targets: Vocabulary (10 minutes)</p> <ul style="list-style-type: none">• Invite students to get out their Structured Notes for Chapters 1–13. While students are doing this, distribute the I Have/Who Has strips. It is important that all the strips are handed out, as each one relies on the strip before and after. Some students may have two strips. The teacher may also choose to participate.• Ask students to make sure they know the definition of their “I have” word by checking the vocabulary definitions in their structured notes. They should put their notes away after checking their word.• Let students know that they will participate in I Have/Who Has. Briefly review the directions:• The first person to go reads the “Who has ____?” on his or her strip.• Students listen carefully to the definition, and the student with the vocabulary word reads, “I have ____.” That student then reads his or her “Who has ____?”• I Have/Who Has continues until it returns to the first person who read.• Explain that each strip is connected to a strip before and after. It isn’t important to start at the “beginning,” as the game will eventually return to the first person if done properly.• Clarify directions as needed, then begin by choosing a student to read his or her “Who has ____?” first. Be sure to keep a master copy of the strips to quickly provide help to students if they get stuck or to correct them if an incorrect answer is given.• After an initial practice round, the class should do the activity one or more times as time permits. Consider timing each round and having a friendly competition to see which class can complete the activity quickest. Another variation is to have students swap strips after each round so they are exposed to more words; however, this tends to make each round longer.• Collect the strips. Direct student attention to the posted learning targets.• Read the first learning target aloud:<ul style="list-style-type: none">* “I can support my inferences about Chapters 11 through 13 of <i>To Kill a Mockingbird</i> with the strongest evidence from the text.”	<ul style="list-style-type: none">• Provide ELLs and struggling students with the definition to the word on their strip. Teachers can also use their judgment as they hand out the strips by providing struggling students with more familiar words.



Making Inferences:
Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Share with students that they will continue to work in pairs to collect the strongest evidence in the novel.• Read the last two learning targets aloud:<ul style="list-style-type: none">* “I can analyze what other characters’ dialogue about Atticus reveals about his character. I can analyze how Atticus’s words and actions reveal his character.”• Explain to students that some of the strongest evidence in today’s lesson will have to do with collecting details and evidence that helps them understand Atticus’s character.	



Making Inferences:

Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*

Work Time	Meeting Students' Needs
<p>A. Close Reading: Three Threes in a Row (20 minutes)</p> <p><i>Note: This is not a pass-the-paper activity. Students each write on their own Note-catcher. They must listen, process, and summarize.</i></p> <ul style="list-style-type: none">• Distribute the Three Threes in a Row Note-catcher and have students get out their copies of <i>To Kill a Mockingbird</i>. Assign each group one row (three questions) of the Note-catcher. (Depending on class size, more than one group may have the same set of three questions.)• Give directions: <p><u>Part 1:</u></p> <ol style="list-style-type: none">1. Your group answers just the three questions on your row.2. Take 10 minutes as a group to read your three questions, reread the text, and jot your answers. <p><u>Part 2:</u></p> <ol style="list-style-type: none">3. Then you will walk around the room to talk with students from other groups. Bring your notes and text with you.4. Ask each person to explain one and only one answer.5. Listen to the explanation and then summarize that answer in your own box.6. Record the name of the student who shared the information on the line in the question box.7. Repeat, moving on to another student for an answer to another question. (Ask a different person for each answer so you interact with six other students total.) <ul style="list-style-type: none">• Have students begin Part 1 in their small groups. Circulate to listen in and support as needed. Probe, pushing students to dig back into the text to find answers to each question.• After 10 minutes, focus students whole group. Begin Part 2 and give them about 7 minutes to circulate.• Then ask students to return to their seats and refocus whole group.	<ul style="list-style-type: none">• Use of activities like Three Threes in a Row allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.



Making Inferences:
Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Display the Three Threes in a Row note-catcher (for teacher reference) on the document camera for students to check their answers. Students will be able to use the Three Threes in a Row note-catcher for the character analysis in Part B.	
<p>B. Character Analysis: Atticus Note-catcher (10 minutes)</p> <ul style="list-style-type: none">Invite students to sit with one of their Discussion Appointments. Direct them to take out their Atticus Note-catcher. Explain that the previous activity should have given them some ideas for new evidence to add to their Note-catcher. Remind them that they are searching for evidence of what Atticus says and does, plus what others say about him, and are interpreting that evidence.Tell students that they will work with their partner to review Chapters 11 and 13 to locate more evidence that helps them understand Atticus's character. Encourage them to use information from the Three Threes in a Row activity to get started.Listen for students to use the quotes from the Note-catcher as evidence and provide explanations, such as: "Atticus lives the Golden Rule" and "Atticus believes taking a stand for what you believe in takes courage." Direct students' attention to the middle column of the Three Threes in a Row Note-catcher as you probe for connecting Atticus's character to the Golden Rule.Circulate and support student pairs as needed. Provide about 5 minutes for them to search for and compile evidence, and if time, invite pairs to share with the class the details they found and inferences they made. Explain that they will continue to use this Note-catcher throughout Unit 2, so they should hold on to it.At the end of this activity, collect students' Three Threes in a Row Note-catcher to monitor progress and inform instruction.	<ul style="list-style-type: none">Note-catchers provide scaffolding that is especially critical as students collect evidence to use later in the module.



Making Inferences:

Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Preview Homework: Add to Taking a Stand Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk to their partner to find any instances of a character taking a stand in Chapters 11 or 13. Listen for students to identify Mrs. Dubose as having taken a stand. Students might also point out that Jem takes a stand in Chapter 11 by destroying Mrs. Dubose's camellias. This would be a good opportunity to differentiate between taking a stand for a worthwhile cause and taking a stand that hurts others. Some students may point out that Atticus takes a stand against Aunt Alexandra's obsession with good breeding and social position at the end of Chapter 13. This is very subtle but speaks to Atticus's belief that one's character is more important than heritage.• Cold call pairs to share their ideas. Add them to the Taking a Stand anchor chart.• Distribute the <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 14 and 15. Preview the homework.	
Homework	Meeting Students' Needs
<p>A. Complete a first read of the Chapter 14 summary provided by the teacher and read Chapter 15 of the novel. Take notes using the Structured Notes graphic organizer. Answer the focus question:</p> <ul style="list-style-type: none">* "In Chapter 15, who takes a stand? Why? Use the strongest evidence from the novel in your answer."	<ul style="list-style-type: none">• Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 1

Supporting Materials



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I Have/Who Has Strips:

I have malevolent phantom. Who has unpredictable?
I have erratic. Who has scornful?
I have contemptuous. Who has a good sign?
I have auspicious. Who has moral?
I have ethical. Who has dismal or bleak?
I have dreary. Who has harmless?
I have benign. Who has unhealthy or gloomy thoughts?
I have morbid. Who has showing ill will?
I have malignant. Who has unruly?
I have obstreperous. Who has watchful or on guard?
I have wary. Who has weak?
I have feeble. Who has hard to bear?
I have burdensome. Who has inborn?



I Have/Who Has Strips:

I have innate. Who has innocent or naïve?
I have ingenuous. Who has not understandable?
I have unfathomable. Who has indebted?
I have beholden. Who has angry?
I have livid. Who has not readily noticeable?
I have inconspicuous. Who has imprisoned?
I have confined. Who has sneaky?
I have stealthy. Who has strange?
I have alien. Who has begin or start?
I have commence. Who has barely coherent?
I have vaguely articulate. Who has move in a wavelike motion?
I have undulate. Who has wicked ghost?



I Have/Who Has Strips:

L. 9 I have malevolent phantom. Who has unpredictable?

L. 11 I have erratic. Who has scornful?
L.

L. 11 I have contemptuous. Who has a good sign?

L. 12 I have auspicious. Who has moral?

L. 12 I have ethical. Who has dismal or bleak?

L. 12 I have dreary. Who has harmless?

L. 13 I have benign. Who has unhealthy or gloomy thoughts?

L. 13 I have morbid. Who has showing ill will?

L. 14 I have malignant. Who has unruly?

L. 16 I have obstreperous. Who has watchful or on guard?

L. 16 I have wary. Who has weak?

L. 17 I have feeble. Who has hard to bear?

L.14 I have burdensome. Who has inborn?



I Have/Who Has Strips:

L. 16 I have innate. Who has innocent or naïve?
L. 16 I have ingenuous. Who has not understandable?
L. 15 I have unfathomable. Who has indebted?
L. 18 I have beholden. Who has angry?
L. 18 I have livid. Who has not readily noticeable?
L. 17 I have inconspicuous. Who has imprisoned?
L. 18 I have confined. Who has sneaky?
L. 9 I have stealthy. Who has strange?
L. 9 I have alien. Who has begin or start?
L. 18 I have commence. Who has barely coherent?
L. 17 I have vaguely articulate. Who has move in a wavelike motion?
L. 18 I have undulate. Who has wicked ghost?

Three Threes in a Row Note-catcher:

Who takes a stand in Chapter 11? Explain.	On page 105, Atticus says, “Before I can live with other folks, I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?	On page 128, Atticus says, “The summer’s going to be a hot one.” Explain what this means.
Why does Atticus refer to Mrs. Dubose as “the bravest person I ever knew”?	On page 112, Atticus says, “I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?	Scout recalls about Aunt Alexandra, “She never let a chance escape her to point out the shortcomings of other tribal groups to the greater glory of our own” (129). Explain what this means.
Why does Aunt Alexandra think the finches are special?	On page 108, Atticus says, “I do my best to love everybody... I’m hard put, sometimes.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?	On page 127, Lee writes, “Aunt Alexandra’s visits from the Landing were rare, and she traveled in state.” Explain what this means.



Three Threes in a Row Note-catcher:
(for Teacher Reference)

<p>Who takes a stand in Chapter 11? Explain.</p> <p>In Chapter 11, Mrs. Dubose took a stand to free herself from her morphine addiction.</p> <p>(Students may mention that Jem took a stand against Mrs. Dubose's insults by chopping off the heads of the camellia bushes. In this case, remind students that taking a stand involves helping oneself or others.</p>	<p>On page 105, Atticus says, "Before I can live with other folks, I've got to live with myself. The one thing that doesn't abide by majority rule is a person's conscience." What does this quote reveal about Atticus's character? How does this relate to the Golden Rule?</p> <p>This quote reveals that Atticus cares more about his own values and beliefs than what other people think about him. In a democracy, the majority rules, but a person's conscience isn't accountable to anyone but that person. This relates to the Golden Rule because Atticus tries to treat everyone else in a way that stays true to his own beliefs and values.</p>	<p>On page 128, Atticus says, "The summer's going to be a hot one." Explain what this means.</p> <p>Atticus means more than the summer is going to be hot temperature-wise; he means that the summer is going to be uneasy, tense, sensitive, and possibly violent because of the court case.</p>
<p>Why does Atticus refer to Mrs. Dubose as "the bravest person I ever knew"?</p> <p>Atticus refers to Mrs. Dubose as the "bravest person I ever knew" because "she died beholden to no one."</p> <p>Mrs. Dubose was dying, but she wanted to die free and clear. Atticus says she had courage.</p>	<p>On page 112, Atticus says, "I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do." What does this quote reveal about Atticus's character? How does this relate to the Golden Rule?</p> <p>This shows that Atticus defines courage as perseverance, persistence, and being true to yourself and your beliefs. He does not define courage by power and might. Atticus recognizes that courage is an inner quality rather than something that can be displayed by an outer show of strength. This relates to the Golden Rule because Atticus's belief about courage shows that respect for yourself and others may be hard sometimes, but it is the right thing to do.</p>	<p>Scout recalls about Aunt Alexandra, "She never let a chance escape her to point out the shortcomings of other tribal groups to the greater glory of our own" (129). Explain what this means.</p> <p>Aunt Alexandra is quick to point out the faults of others so that it makes the Finches seem better than everyone else.</p>



Three Threes in a Row Note-catcher:
(for Teacher Reference)

<p>Why does Aunt Alexandra think the finches are special? Aunt Alexandra thinks the Finches are special because they had a long history of living on one piece of land. They had deep roots in the area. Atticus said she believed the Finches were of “genteel breeding.”</p>	<p>On page 108, Atticus says, “I do my best to love everybody... I’m hard put, sometimes.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?</p> <p>This shows that Atticus might find it hard to love some people, but he does his best to love everyone. This also means that he does his best to treat others respectfully, which is what the Golden Rule is all about.</p>	<p>On page 127, Lee writes, “Aunt Alexandra’s visits from the Landing were rare, and she traveled in state.” Explain what this means.</p> <p>Aunt Alexandra didn’t come to visit often, but when she did she came with lots and lots of nice things.</p>
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To Kill a Mockingbird Structured Notes:
Chapter 14 and 15

.....
Name:

.....
Date:

Chapter 14 Summary

As life continues with Aunty in the house, one night Scout goes to bed and steps on something soft and warm and round, which she thins is a snake. After calling Jem in for a thorough investigation under her bed, they find Dill under there, dirty and starving and still his same old self. Scout finds out the reason Dill ran off was because his parents just aren't interested in him, and he spends most of his days alone. He spends the night with them, uncertain what the next day will bring.

What is the gist of what you read in Chapter 15?

Focus Question: In Chapter 15, who takes a stand? Why? Use the strongest evidence from the novel.



To Kill a Mockingbird Structured Notes:
Chapter 14 and 15

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
antagonize (137)		
infallible (140)		
ominous (146)		
acquiescence (154)		
impassive (154)		



To Kill a Mockingbird Supported Structured Notes:
Chapter 14 and 15

Chapter 14 Summary

As life continues with Aunty in the house, one night Scout goes to bed and steps on something soft and warm and round, which she thins is a snake. After calling Jem in for a thorough investigation under her bed, they find Dill under there, dirty and starving and still his same old self. Scout finds out the reason Dill ran off was because his parents just aren't interested in him, and he spends most of his days alone. He spends the night with them, uncertain what the next day will bring.

Chapter 15 Summary

It Is decided a week later that Dill will stay in Maycomb with his Aunt Rachel, who happens to be the Finches' neighbor. This news makes both Scout and Jem very happy. One night they are all relaxing in the living room when Mr. Heck Tate, the sheriff, comes knocking at the door with a group of men, warning Atticus that the local group of no accounts might try to come at Tom Robinson this weekend. He is being held in the Maycomb jail.

The next night, Atticus mysteriously leaves the house, and on a hunch Jem, Scout, and Dill go looking for him in town. They finally find him reading a book on the porch of the jailhouse. Once Jem is satisfied that Atticus is OK, they turn to go, but suddenly a line of cars pull up and a group of men get out and surround the porch. Things get serious when Scout, Jem and Dill rush in to the crowd to Atticus;s defense, and although he tells them to go home, they don't' budge. Scout realizes that these men are strangers, and they are here to get Tom Robinson.

Scout finally sees that she does know one man in the crowd, Mr. Cunningham, Walter's father, and as she tried to make conversation with him the entire group falls silent, listening to her talk about Walter and Mr. Cunningham's entailment, which Atticus is helping him out with. Although she doesn't realize it, she makes them all see that they are acting barbaric, and finally it's Mr. Cunningham who calls off the mob and makes everyone go home.



To Kill a Mockingbird Supported Structured Notes:
Chapter 14 and 15

Focus Question: In Chapter 15, who takes a stand? Why? Use the strongest evidence from the novel.



To Kill a Mockingbird Supported Structured Notes:
Chapter 14 and 15

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
antagonize (137)	To bother	
infallible (140)	Incapable of error	
ominous (146)	Menacing or threatening	
acquiescence (154)	Agreement without protest	
impassive (154)	Without emotion	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 2

Text to Film Comparison: Taking a Stand at the Jailhouse (Chapters 14-15)



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Text to Film Comparison:
Taking a Stand at the Jailhouse (Chapters 14-15)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can analyze how difference in points of view between characters and audience create effects in writing. (RL.8.6)
I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7)
I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7)

Supporting Learning Targets

- I can analyze how the reader's perspective is different from Scout's in Chapter 15 and creates an effect for the reader.
- I can evaluate the similarities and differences between the novel and the film version of *To Kill a Mockingbird*.

Ongoing Assessment

- Structured notes for Chapters 14 and 15 (from homework)
- Analyzing Scout's and the Reader's Perspective Note-catcher
- Text to Film Comparison Note-catcher



Text to Film Comparison:
Taking a Stand at the Jailhouse (Chapters 14-15)

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Reviewing Learning Targets: Taking a Stand in Chapter 15 (5 minutes)Work Time<ol style="list-style-type: none">Analyzing Perspective: Scout and the Reader in Chapter 15 (15 minutes)Text to Film Comparison: Taking a Stand at the Jailhouse (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Preview Homework: Add to Atticus Note-catcher (5 minutes)Homework<ol style="list-style-type: none">Complete a first read of the Chapter 16 summary and pages 162–166 (beginning with “The Maycomb County courthouse was faintly reminiscent of Arlington in some respects”). Read Chapter 17 with structured notes.	<ul style="list-style-type: none">In Unit 1, students analyzed Scout’s changing perspective about Boo. In this lesson, they will analyze the perspectives of a character—Scout—and the reader and the effect this creates for the reader.This lesson also features the last text to film comparison before the mid-unit assessment. Use information from the first two text to film comparisons to focus any instruction or reteaching needed.For a sample completed version of the Atticus Note-catcher, see the supporting materials in Unit 2, Lesson 10.Post: Taking a Stand anchor chart; learning targets.Review: To Kill a Mockingbird DVD (beginning at 1:02:15 and ending at 1:07:00).



Text to Film Comparison:
Taking a Stand at the Jailhouse (Chapters 14-15)

Lesson Vocabulary	Materials
perspective; antagonize (137), infallible (140), ominous (146), acquiescence, impassive (154)	<ul style="list-style-type: none">• <i>To Kill a Mockingbird</i> (book; one per student)• Taking a Stand anchor chart (begun in Unit 1, Lesson 11)• Analyzing Scout's and the Reader's Perspectives Note-catcher (one per student and one for display)• Document camera• Text to Film Comparison: Taking a Stand at the Jailhouse Note-catcher (one per student and one for display)• DVD of <i>To Kill a Mockingbird</i> film (beginning at 1:02:15 and ending at 1:07:00)• Atticus Note-catcher (begun in Unit 1, Lesson 9)• Equipment needed to watch film scene• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 16 and 17 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapters 16 and 17 (optional; for students needing additional support)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Reviewing Learning Targets: Taking a Stand in Chapter 15 (5 minutes)</p> <ul style="list-style-type: none">• 14 and 15 (from homework) and their copies of <i>To Kill a Mockingbird</i>. Invite students to share their answers to the focus question:<ul style="list-style-type: none">* “In Chapter 15, who takes a stand? Why? Use the strongest evidence from the novel in your answer.”• Cold call pairs to share their ideas. Add to the Taking a Stand anchor chart.• Cold call a student to read the learning targets. Ask students to briefly turn and talk with a partner about when they have worked on similar targets before.	



Text to Film Comparison:
Taking a Stand at the Jailhouse (Chapters 14-15)

Work Time	Meeting Students' Needs
<p>A. Analyzing Perspective: Scout and the Reader in Chapter 15 (15 minutes)</p> <ul style="list-style-type: none">• Ask students to turn to page 150 in Chapter 15. Invite them to read along silently in their heads as you read aloud, beginning with “The Maycomb jail was the most venerable and hideous of the county’s buildings,” through the end of the chapter.• Distribute Analyzing Scout’s and the Reader’s Perspectives Note-catcher and display a copy on the document camera.• Cold call a student to provide a definition for the term perspective. Explain that because this novel is told from Scout’s point of view as a child, sometimes the reader understands things that Scout does not. Harper Lee uses this disconnect between the character’s perspective and the reader’s to create effects. Explain that the class will look at the first example from this scene together, and then students will have an opportunity to work with their partners.• Cold call a student to read the first excerpt. Ask:<ul style="list-style-type: none">* “What does Scout think is happening?”• Invite students to turn and talk with their partner. Cold call pairs to share their thinking. Listen for students to provide answers such as: “Scout thinks that her father is going to show people how they are wrong or have underestimated him” or “Scout does not realize her father is in danger.” If necessary, probe by asking students about Scout’s explanation the first time she hears her father ask that question, “Do you really think so?”, in Chapter 15. Model completing the Note-catcher with a strong student explanation.• Ask:<ul style="list-style-type: none">* “What does the reader understand is happening?”• Invite students to turn and talk with their partner. Cold call pairs to share their thinking. Listen for them to explain that the reader understands that Atticus is in a dangerous situation—far more dangerous than a checker game.• If necessary, probe by asking:<ul style="list-style-type: none">* “What does the reader understand about why the men are outside the jailhouse that Scout doesn’t seem to?”• Model completing the Note-catcher with a strong student explanation.• Invite students to complete the Note-catcher with their partner, including the last multiple-choice question. Circulate as students are working and ask probing questions as necessary. When students are done, cold call pairs to share their thinking about each part of the scene. Then ask students to hold up one finger if they chose A, two fingers if they chose B, three fingers if they chose C, and four fingers if they chose D for the multiple choice. Cold call a student who answered correctly to explain his or her thinking about the effect created for the reader.	<ul style="list-style-type: none">• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.



Text to Film Comparison:
Taking a Stand at the Jailhouse (Chapters 14-15)

Work Time (continued)	Meeting Students' Needs
<p>B. Text to Film Comparison: Taking a Stand at the Jailhouse (20 minutes)</p> <ul style="list-style-type: none"> Distribute and display the Text to Film Comparison: Taking a Stand at the Jailhouse Note-catcher. Remind students that the second learning target was about comparing and contrasting the text with the film. Remind them that they have already worked with this Note-catcher. Students will watch the film version of the scene they just read, looking for how the film stays faithful and departs from the text. Remind them that they should also pay attention to choices the director or actors make and how they affect the scene or the viewer. These can include camera angles, lighting, body language, tone, etc. Show the DVD of <i>To Kill a Mockingbird</i> film beginning at 1:02:15 and ending at 1:07:00. When the clip ends, have students jot down their answers in the first two columns of the Note-catcher. Invite them to turn and talk with their Discussion Appointment partner. Then cold call students to share details. On the displayed Note-catcher, model adding these notes to the Note-catcher in the Same column. Details include: "It takes place at night," "The men get out of their cars in twos and threes," "Atticus looks scared when the kids show up," "Jem and Scout get into a scuffle with the men," "Scout recognizes Mr. Cunningham," "Scout talks about Walter," etc. Call on students for details to add to the Different column on the teacher model. Details include: "The men do not have guns in the text"; "Atticus is wearing a hat in the novel"; "The viewer can see the men's faces—we know Walter Cunningham is there"; "Atticus does not pose his question, 'Do you really think so?'"; "Jem actually says, 'No, sir' the second time Atticus tells him to go home"; when Scout says, 'Hey' to Mr. Cunningham, he puts his head down"; and "The viewer really sees Mr. Cunningham from Scout's perspective." Remind students that when we read, we often get an idea in our minds of what characters look like or how they are supposed to act. We imagine scenes and settings. Directors, actors, and even the screenwriter make decisions about how a novel is going to be portrayed onscreen, including changing things dramatically on occasion. After identifying what is the same and different, students now will evaluate the choices made by the director or actors and the impact those choices have on the viewer or the scene. Ask: <ul style="list-style-type: none"> * "Do the choices effectively convey the central message of the text? Why or why not?" 	<ul style="list-style-type: none"> Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning..



Text to Film Comparison:
Taking a Stand at the Jailhouse (Chapters 14-15)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask the class to pay particular attention to the types of shots or camera angles in this scene. The director makes use of the “medium shot,” in which an actor’s whole body is seen. He also makes use of close-ups, which have already been discussed as representing “intimacy” or “closeness.” In this scene, the camera angles are often “pan up,” with the camera looking up, or “pan down,” with the camera looking down.• Watch the clip again, paying attention to how the scene conveys the central message of the text. Remind students that choices directors or actors make can be positive (they help the viewer understand the scene), negative (they make the scene less clear than in the text), or neutral (they are neither better nor worse). Ask students to respond to the evaluative question on their Note-catcher. Then have them share with their partner.• Circulate around the room and probe for evaluation:<ul style="list-style-type: none">* “Why is the camera often panning up, particularly on Atticus?” (The angle represents the children’s view.)* “Why does the camera pan down on the mob?” (The angle represents Atticus’s view of the scene and his authority.)* “How is a medium shot different from a close-up? What might it represent?” (personal relationships or connections, particularly when the children are standing with their father)• Cold call students to garner a number of different answers about the effectiveness of the changes.• Direct students to the short response. Ask them to pick one choice of the director or actor(s) and explain whether it effectively conveys the central message of the text. Answers will vary, but they must be logical and based on the film and text.	<ul style="list-style-type: none">• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.



Text to Film Comparison:
Taking a Stand at the Jailhouse (Chapters 14-15)

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Preview Homework: Add to Atticus Note-catcher (5 minutes)</p> <ul style="list-style-type: none"> • Direct students to get out their Atticus Note-catcher and work with a partner to add information from Chapter 15. Circulate and provide support to pairs as needed. Listen for students to identify that Atticus takes a stand for Tom Robinson by sitting outside the jail, but he doesn't even have a weapon to protect himself or Tom. This reveals that he believes he can talk to people to make them see reason, rather than relying on a weapon to make people do what he wants them to do. He is also incredibly polite to men who could potentially harm him—always a gentleman. Atticus also puts Jem and Scout in danger by not telling them what he is doing at the jailhouse or what he fears. • Cold call pairs to share their ideas. • Distribute the <i>To Kill a Mockingbird</i> Structured Notes, Chapters 16 and 17 or <i>To Kill a Mockingbird</i> Supported Structured Notes, Chapters 16 and 17. Preview the homework. 	
Homework	Meeting Students' Needs
<p>A. Complete a first read of the Chapter 16 summary and pages 162–166 (beginning with “The Maycomb County courthouse was faintly reminiscent of Arlington in some respects”). Read Chapter 17 with structured notes. Answer the focus question:</p> <p>* “On page 163, Scout learns that her father was appointed to defend Tom Robinson. She observes, ‘The court appointed Atticus to defend him. Atticus aimed to defend him. That’s what they didn’t like about it. It was confusing.’ What does the reader understand about why the townspeople are upset that Scout doesn’t? Use the strongest evidence from the novel in your answer.”</p>	<ul style="list-style-type: none"> • Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 2

Supporting Materials



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Analyzing Scout's and the Reader's Perspectives Note-catcher:

Name: _____

Date: _____

Excerpt	Scout's Perspective What does Scout think is happening?	Reader's Perspective? What does the reader understand is happening?
<p>“Do you really think so?”</p> <p>This was the second time I heard Atticus ask that question in two days, and it meant somebody's man would get jumped. This was too good to miss. I broke away from Jem and ran as fast as I could to Atticus” (152).</p>		
<p>“I sought once more for a familiar face, and at the center of the semicircle I found one.</p> <p>‘Hey, Mr. Cunningham.’</p> <p>The man did not hear me, it seemed.</p> <p>‘Hey, Mr. Cunningham. How's your entailment gettin' along?’ (153)”</p>		



Analyzing Scout's and the Reader's Perspectives Note-catcher:

Excerpt	Scout's Perspective What does Scout think is happening?	Reader's Perspective? What does the reader understand is happening?
<p>“Entailments are bad,’ I was advising him, when I slowly awoke to the fact that I was addressing the entire aggregation. The men were all looking at me, some had their mouths half-open. Atticus had stopped poking at Jem: they were standing together beside Dill. Their attention amounted to fascination. Atticus’s mouth, even, was half-open, an attitude he had once described as uncouth. Our eyes met and he shut it” (154).</p>		

Analyzing Scout's and the Reader's Perspectives Note-catcher:

Name: _____

Date: _____

Excerpt	Scout's Perspective What does Scout think is happening?	Reader's Perspective? What does the reader understand is happening?
<p>"I looked around and up at Mr. Cunningham, whose face was equally impassive. Then he did a peculiar thing. He squatted down and took me by both shoulders.</p> <p>'I'll tell him you said hey, little lady,' he said.</p> <p>Then he straightened up and waved a big paw. 'Let's clear out,' he called. 'Let's get going, boys'" (154).</p>		

What effect does Scout's misunderstanding create for the reader?

- It increases the tension in a suspenseful scene.
- It causes the reader to doubt the intentions of the group of men who have arrived at the jailhouse.
- It relieves the tension in an otherwise serious scene.
- It creates a feeling of confusion around Atticus playing checkers at night in front of the jailhouse.

Text to Film Comparison:
Taking a Stand at the Jailhouse

Name:

Date:

Chapter 15 text 151–155	What's the same? How does the film version stay faithful to the novel?	What's different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actors effectively convey the central message of the text? Why or why not?
Page 151- 152			
Page 153- 154			
Page 155			
Pick one choice of the director or actors in this scene. Does it effectively convey the central message of the text? Why or why not?			



To Kill a Mockingbird Structured Notes:

Chapter 16 & 17

Name:

Date:

Chapter 16 Summary (155-162)

The next morning, Saturday, the whole county begins to file into town to watch Tom Robinson's trial. Jem and Scout run a constant commentary for Dill, explaining the backgrounds and tendencies of everyone that passes. After lunch they head into town themselves to watch the trial.

What is the gist of the end of Chapter 16 and of Chapter 17?

Focus Question: On page 163, Scout learns that her father was appointed to defend Tom Robinson. She observes, "The court appointed Atticus to defend him. Atticus aimed to defend him. That's what they didn't like about it. It was confusing." What does the reader understand about why the townspeople are upset that Scout doesn't? Use the strongest evidence from the novel in your answer.



To Kill a Mockingbird Structured Notes:
Chapter 16 & 17

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
Formidable (159)		
Amiably (169)		
Acrimonious (171)		
Benignly (172)		
Genially (175)		



To Kill a Mockingbird Supported Structured Notes:

Chapter 16 & 17

Chapter 16 Summary

The next morning, Saturday, the whole county begins to file into town to watch Tom Robinson's trial. Jem and Scout run a constant commentary for Dill, explaining the backgrounds and tendencies of everyone that passes. After lunch they head into town themselves to watch the trial. Due to the immense crowd, there's no room downstairs, but Reverend Sykes, the black preacher from Calpurnia's church, gives them seats in the colored section upstairs. When they get up there and sit down, they see the first witness is Mr. Heck Tate.

Chapter 17 Summary

As Atticus begins to question the sheriff, who was the one who saw Mayella immediately after she was raped, he begins to find holes in his testimony that prove there is no way Tom Robinson could have beaten and raped the girl, although at this time the jury and crowd don't really know where he's going with his questioning. All that is apparent is that Mayella's right eye was blackened and that all around her throat was bruised, as if two strong hands had tried to strangle her.

The next witness to take the stand is Mayella's father, Bob Ewell, who is poor, uneducated, and downright mean-spirited. As Atticus begins to question him, it becomes apparent to Jem where he's going. He suddenly sees that there is no doubt that it was Bob Ewell who beat up Mayella, then pointed the finger at Tom. Scout still doesn't see it; however, and thinks Jem is counting his chickens before they're hatched. As she looks at the back of Tom Robinson, who is big and strong, she thinks he easily could have hurt Mayella.

Focus Question: On page 163, Scout learns that her father was appointed to defend Tom Robinson. She observes, "The court appointed Atticus to defend him. Atticus aimed to defend him. That's what they didn't like about it. It was confusing." What does the reader understand about why the townspeople are upset that Scout doesn't? Use the strongest evidence from the novel in your answer.



To Kill a Mockingbird Supported Structured Notes:
Chapter 16 & 17

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
formidable (159)	arousing fear	
amiably (169)	agreeably	
acrimonious (171)	bitter and sharp in tone	
benignly (172)	kindly	
genially (175)	nicely	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 3

Analyzing Themes: The Golden Rule and Taking a Stand (Chapters 16-17)



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Analyzing Themes:
The Golden Rule and Taking a Stand (Chapters 16-17)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can analyze how the themes of the Golden Rule and taking a stand are developed in <i>To Kill a Mockingbird</i>. 	<ul style="list-style-type: none"> Structured notes for Chapters 16 and 17 (from homework) Analyzing Themes Note-catcher Exit ticket

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Connecting Vocabulary to Atticus's Character (4 minutes) Review Learning Target (1 minute) Work Time <ol style="list-style-type: none"> Analyzing Theme: The Golden Rule (20 minutes) Analyzing Theme: Taking a Stand (19 minutes) Closing and Assessment <ol style="list-style-type: none"> Preview Homework (1 minute) Homework: <ol style="list-style-type: none"> Complete a first read of Chapter 18 with structured notes. 	<ul style="list-style-type: none"> In this lesson, students will read a portion of Chapter 16 that they did not read for homework. The scene involves Atticus's conversation with Jem and Scout about the angry mob outside the jail the night before. Students will discuss a key quote from the reading and relate it to the Golden Rule. Students will then view and discuss the Little Rock Nine photograph that they viewed in Unit 1, Lesson 1 in relation to the angry mob scene. This part of the lesson develops the students' continuing understanding of the module's theme of taking a stand by providing an opportunity for students to discuss the difference in taking an informed stand and taking an ignorant stand. This comparison also examines taking a stand as driven by the Golden Rule, as opposed to a stand driven by prejudice. In advance: Decide on Discussion Appointment partners. Post: Learning target.



Analyzing Themes:
The Golden Rule and Taking a Stand (Chapters 16-17)

Lesson Vocabulary	Materials
formidable (159), amiably (169), acrimonious (171), benignly (172), genially (175)	<ul style="list-style-type: none">• <i>To Kill a Mockingbird</i> (book; one per student)• Analyzing Themes Note-catcher (one per student)• Analyzing Themes Note-catcher (for Teacher Reference)• Document camera• Little Rock Nine photograph, which may be found on the National Park Service's Little Rock Central High School National Historic Site page, at http://www.nps.gov/nr/travel/civilrights/ar1.htm (one for display)• Exit ticket (one per student)• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 18 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapter 18 (optional; for students needing additional support)



Analyzing Themes:
The Golden Rule and Taking a Stand (Chapters 16-17)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Connecting Vocabulary to Atticus's Character (4 minutes)</p> <ul style="list-style-type: none">• Have students to take out their structured notes homework and find their new Discussion Appointment partner to compare the definitions they each came up with for the vocabulary words. Next, have the students discuss which vocabulary words from the homework they would use to describe Atticus's character and why. Cold call several pairs to share their thinking.	<ul style="list-style-type: none">• Use of Discussion Partners allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.
<p>B. Review Learning Target (1 minute)</p> <ul style="list-style-type: none">• Read aloud the learning target and share with students that today they will study two more examples from the novel that relate to the themes of the Golden Rule and taking a stand.	



Analyzing Themes:
The Golden Rule and Taking a Stand (Chapters 16-17)

Work Time	Meeting Students' Needs
<p>A. Analyzing Perspective: Scout and the Reader in Chapter 15 (15 minutes)</p> <ul style="list-style-type: none">• Remind students that for homework they read only part of Chapter 16. Today they are going to study an earlier part of the chapter. Invite them to turn to page 157 in their copies of <i>To Kill a Mockingbird</i>. Begin with: “I thought Mr. Cunningham was a friend of ours.” Have students read along silently in their heads as you read aloud to the top of page 158, ending with: “I don’t want either of you bearing a grudge about this thing no matter what happens.”• Invite students to turn and talk to their partner to share the gist of this excerpt. Cold call student pairs to share their understanding of the gist.• Distribute the Analyzing Themes Note-catcher and read aloud the directions. Explain to students that they are going to complete only Part A of the Note-catcher now. Give them about 8 minutes to complete the questions in Part A, circulating and supporting as necessary. See the Analyzing Themes Note-catcher (for Teacher Reference) for help as you support students.• Next, invite students to temporarily find a different discussion partner to share the answers to the questions in Part A. Explain that they should take turns sharing answers and that they may add or revise their answers during this time.• Invite students to return to their original discussion partner and debrief any additions or revisions they may have made based on their sharing with a different partner.	<ul style="list-style-type: none">• Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say: “Check back in the third paragraph on page 157.”• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.



Analyzing Themes:
The Golden Rule and Taking a Stand (Chapters 16-17)

Work Time (continued)	Meeting Students' Needs
<p>B. Analyzing Theme: Taking a Stand (19 minutes)</p> <ul style="list-style-type: none">• Use a document camera (or other available technology) to display the Little Rock Nine photograph. Remind students that they first saw this photograph in Unit 1, Lesson 1, when they looked at other photographs in which people took a stand. Ask:<ul style="list-style-type: none">* “What made this photograph different from the other ones we looked at?”• Cold call several students to answer. Ideally they will remember that this was an example of taking a stand in a hurtful way. Ask:<ul style="list-style-type: none">* “Can you draw any connections between this photograph and the angry mob scene you envisioned when you read that part of the novel?”• Invite students to turn and talk to their partner; cold call several pairs to answer.• Draw students' attention to Part B of the Analyzing Themes Note-catcher and have them complete this second part with their partner. Remind them to use the strongest details from the text to answer the questions. Circulate and support students, using the Analyzing Themes Note-catcher (for Teacher Reference) as a guide.• Next, invite students to find a third discussion partner to share responses to Part B of the Note-catcher. Remind them to take turns sharing and that they should add or revise their answers based on their conversation.• Debrief with students by asking:<ul style="list-style-type: none">* “Both Atticus and Mr. Cunningham took a stand. When is taking a stand a positive action?”• Cold call students to answer. Be sure students understand that when taking a stand is driven by the Golden Rule, it's positive. Ask:<ul style="list-style-type: none">* When is taking a stand a negative action?”• Be sure students understand that it is negative when it is driven by self-interest.• Distribute the exit ticket and have students respond independently. Collect the exit tickets to formatively assess their understanding of the analyzing themes in the novel.	<ul style="list-style-type: none">• Using exit tickets allows you to quickly check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs before the next lesson.



Analyzing Themes:
The Golden Rule and Taking a Stand (Chapters 16-17)

Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none">Distribute the <i>To Kill a Mockingbird</i> Structured Notes, Chapter 18 or <i>To Kill a Mockingbird</i> Supported Structured Notes, Chapter 18. Preview the homework.	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 18 with structured notes. Answer the focus question:</p> <ul style="list-style-type: none">* “Why do you think Atticus speaks so formally to Mayella during her testimony? What is your impression of Atticus based on Lee’s descriptions during Mayella’s testimony? Use the strongest evidence from the novel to explain your answer.” □ <p><i>Note: The next lesson is the Mid-Unit 2 Assessment. This assessment involves showing a portion of the film for a text to film comparison. Be sure to have the necessary technology ready to show the film selection.</i></p>	<ul style="list-style-type: none">Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



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Grade 8: Module 2A: Unit 2: Lesson 3

Supporting Materials



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Analyzing Themes Note-catcher:

Directions: With your Discussion Appointment partner, choose the strongest evidence from the novel to answer the following questions.

Part A. The Golden Rule

- | | |
|--|--|
| 1. What did Atticus mean when he said, “You children last night made Walter Cunningham stand in my shoes for a minute. That was enough” (157)? | |
| 2. What did Walter Cunningham understand about Atticus when he “stood in his shoes”? | |
| 3. How does this quote relate to what Atticus said earlier in the novel: “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” (30)? | |
| 4. How do these two quotes relate to the Golden Rule? | |



Analyzing Themes Note-catcher:

Part B. Taking a Stand		
	Atticus	Mr. Cunningham
1. What was each character taking a stand about?		
2. How did each character take a stand?		
3. How did Mr. Cunningham's stand change after he "stood" in Atticus's shoes?		



Analyzing Themes Note-catcher:
(for Teacher Reference)

Directions: With your Discussion Appointment partner, choose the strongest evidence from the novel to answer the following questions.

Part A. The Golden Rule

1. What did Atticus mean when he said, “You children last night made Walter Cunningham stand in my shoes for a minute. That was enough” (157)?	Atticus is telling Jem and Scout that they made Walter Cunningham see things from Atticus’s perspective. Seeing things from where Atticus stands was enough prevent what the mob had intended to do.
2. What did Walter Cunningham understand about Atticus when he “stood in his shoes”?	Walter Cunningham understood that Atticus was a man just like him. They were both fathers with children in the same class at school. Atticus became a real person to him, not just an idea about race and equality.
3. How does this quote relate to what Atticus said earlier in the novel: “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” (30)?	This quote relates to what Atticus said on page 30 because Walter was starting to understand Atticus as he considered things from Atticus’s point of view.
4. How do these two quotes relate to the Golden Rule?	Both quotes relate to the Golden Rule because they are about considering where other people are coming from in order to respect others and do right by people.



Analyzing Themes Note-catcher:
(for Teacher Reference)

Part B. Taking a Stand		
	Atticus	Mr. Cunningham
1. What was each character taking a stand about?	Atticus was taking a stand to protect Tom from the angry mob. He was taking a stand based on his values to respect all people.	Mr. Cunningham was taking a stand to hurt Tom. He was led by his prejudice and hatred against black people.
2. How did each character take a stand?	Atticus took a stand by positioning himself outside the jail and putting himself between Tom and any danger that might come along. When the angry mob came, Atticus stood up to them by being composed, convinced, and committed to doing what he believed was right.	Mr. Cunningham took a stand by joining an angry group of men and marching down to the jailhouse to hurt Tom. He stood up in emotion, anger, and impulse.
3. How did Mr. Cunningham's stand change after he "stood" in Atticus's shoes? After Walter Cunningham stood in Atticus's shoes, he backed down. He calmed down and thought about where he was, what he was doing, and what he was about to do to Tom. He realized there's more to what's going on than an idea. He came to see Atticus, though maybe not Tom, as a real person with a family. Walter Cunningham changed his stand by walking away from a situation that could have brought violence and pain to Atticus and his family.		



Exit Ticket

Directions: With your Discussion Appointment partner, choose the strongest evidence from the novel to answer the following questions.

How was each theme demonstrated in today's lesson? Use the strongest details from the novel to support your answer. You may use the Analyzing Themes Note-catcher.

The Golden Rule

Taking a stand

What is the connection between the two themes of the Golden Rule and taking a stand?



To Kill a Mockingbird Structured Notes:

Chapter 18

Name: _____

Date: _____

What is the gist of what you read?

Focus Question: Why do you think Atticus speaks so formally to Mayella during her testimony? What is your impression of Atticus based on Lee's descriptions during Mayella's testimony? Use the strongest evidence from the novel to explain your answer.



To Kill a Mockingbird Structured Notes:
Chapter 18

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
mollified (180)		
arid (185)		
wrathfully (185)		



To Kill a Mockingbird Supported Structured Notes:

Chapter 18

Name: _____

Date: _____

Chapter 18 Summary

Mayella is the next to take the stand, and as Atticus questions her, he begins to poke holes in her testimony as well. Finally he asks Tom Robinson to stand up so Mayella can identify him, and everyone sees that his left arm is fully 12 inches shorter than his right and is therefore crippled and unusable. Scout finally sees that there is no way he could have choked Mayella and blacked her right eye. It's a physical impossibility. Atticus then begins to ask her if it was really her father who beat her up, but she refuses to say, and she refuses to say another word after she accuses Tom Robinson one more time.

Focus Question: Why do you think Atticus speaks so formally to Mayella during her testimony? What is your impression of Atticus based on Lee's descriptions during Mayella's testimony? Use the strongest evidence from the novel to explain your answer.



To Kill a Mockingbird Supported Structured Notes:
Chapter 18

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
mollified (180)	calmed, soothed	
arid (185)	dry	
wrathfully (185)	angrily	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 4

Mid Unit 2 Assessment: Text to Film and Perspective Comparison of to Kill a Mockingbird (Chapter 18 and One Scene from Chapter 19)



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Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird* (Chapter 18 and one Scene from Chapter 19)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can objectively summarize literary text. (RL.8.2)

I can analyze how difference in points of view between characters and audience create effects in writing. (RL.8.6)

I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7)

I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7)

Supporting Learning Targets

- I can objectively summarize Chapter 18 in *To Kill a Mockingbird*.
- I can analyze how the reader's perspective is different from Scout's in a key scene in Chapter 19 and how this affects the reader.
- I can compare the similarities and differences between a key scene in the novel and how that scene is portrayed in the film.
- I can evaluate the choices the director or actors made in the film.

Ongoing Assessment

- Structured notes for Chapter 18 (from homework)
- Mid-Unit 2 Assessment



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird* (Chapter 18 and one Scene from Chapter 19)

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (3 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 2 Assessment (40 minutes)Closing and Assessment<ol style="list-style-type: none">Preview Homework (2 minutes)Homework<ol style="list-style-type: none">Complete a first read of Chapter 19 with structured notes.	<ul style="list-style-type: none">This assessment provides an opportunity for students to independently complete a text to film comparison. Consider giving students 15 minutes for Parts A and B of the assessment. Then begin Part C (text to film) of the assessment as a whole group. Watch the scene twice. Students may return to Parts A and B after completing Part C, if necessary.Since this assessment addresses students' ability to analyze the novel, students may have access to the novel during the assessment.For this assessment, show only the following portion of the courtroom scene in the film: 1:18:36 to 1:21:14.Consider having other independent activities students can work on if they finish the assessment early.After this lesson, students turn their attention to reading <i>To Kill a Mockingbird</i>. Consider giving them a pep talk after the assessment to get them excited for reading it.Post: Learning targets.



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird* (Chapter 18 and one Scene from Chapter 19)

Lesson Vocabulary	Materials
Do not preview vocabulary in this lesson.	<ul style="list-style-type: none">• <i>To Kill a Mockingbird</i> (book; one per student)• Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (one per student)• Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (Answers for Teacher Reference)• 2-Point Short Response Rubric (for Teacher Reference)• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 19 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapter 19 (optional; for students needing additional support)

Opening	Meeting Students' Needs
<p>A. Review Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Read aloud the first learning target and share with students that today they will use what they know about summary writing to write a summary of Chapter 18.• Read aloud the second learning target and tell students that they will also be able to show what they know about perspective.• Finally, read aloud the last two learning targets and tell students that this assessment will have them view another portion of the film and complete a comparison. They will have 15 minutes to begin the assessment, then you will ask them to view the scene together to complete that portion of the assessment. Tell them that they may then return to any unanswered questions from the first portion of the assessment.	



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of To Kill a Mockingbird (Chapter 18 and one Scene from Chapter 19)

Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment (40 minutes)</p> <ul style="list-style-type: none">• Be sure students have their novels, <i>To Kill a Mockingbird</i>. Arrange student seating to allow for an assessment-conducive arrangement in which students independently think, read, and write.• Remind students that they have been comparing scenes from the novel with how these scenes are depicted in the film. Remind them that they should also pay attention to choices the director or actors make and how they affect the scene or the viewer. The impact can be positive, negative, or neutral. They have also been summarizing chapters and examining how their point of view compares to Scout's. Share with students that this assessment will give them an opportunity to apply these skills independently and show what they know.• Distribute the Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i>. Read aloud through the directions. Address any clarifying questions.• Invite students to begin. Circulate to observe but not support; this is students' opportunity to independently apply the skills they have been learning.• Collect the assessment.• If students finish early, encourage them to complete independent activities you have set up beforehand.	<ul style="list-style-type: none">• For some students, this assessment may require more than the 40 minutes allotted. Consider providing students time over multiple days if necessary.



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of To Kill a Mockingbird (Chapter 18 and one Scene from Chapter 19)

Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (2 minutes) Ask students to turn and talk:</p> <ul style="list-style-type: none">• Distribute the <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 19. Preview the homework..	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 19 with structured notes. Answer the focus question:</p> <ul style="list-style-type: none">* “What is the difference between Atticus’s cross-examination of Mayella in Chapter 18 and Mr. Gilmer’s cross-examination of Tom in Chapter 19? Why do you think the author wants us to see both of these cross-examinations? Use the strongest evidence to explain your answer.” □	<ul style="list-style-type: none">• Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 4

Supporting Materials



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Mid-Unit 2 Assessment:
Text to Film and Perspective Comparison of *To Kill a Mockingbird*

.....
Name:
.....

Date:
.....

Part A. Summarizing Narrative Text

In the space below, write a summary of Chapter 18 that follows the narrative structure. Be sure to include the exposition, rising action, climax, falling action, and resolution.

Part B. Analyzing Point of View

- 2a. On page 188, Lee writes, “Somehow, Atticus had hit her hard in a way that was not clear to me, but it gave him no pleasure to do so.” What does the phrase “hit her hard” mean in this context? Support your answer with two details from the text.

.....

.....

.....

.....

.....



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*

- 2b. Thinking about the quote in the question above, what does the reader understand about Atticus's questions that Scout does not?
- a. Atticus's questions hurt Mayella's feelings.
 - b. Atticus's questions proved Tom was guilty.
 - c. Atticus's questions proved Mayella's testimony was unreliable.
 - d. Atticus's questions proved that Bob Ewell committed the crime.
- 2c. What effect does Scout's description of Atticus's questions create for the reader?
- a. Doubt that Mayella was attacked by Tom Robinson.
 - b. Sadness that Mayella doesn't have any friends.
 - c. Joy that Atticus is winning.
 - d. Surprise that Scout remains in the courtroom.



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*

Part C. Text to Film Comparison

After viewing the courtroom scene from the film, analyze the extent to which the film stays faithful to the text.

Chapter 18 Reread from “We’ve had a good visit, Miss Mayella, and now I guess we’d better get to the case” (184) to “It most certainly is” (187).	What’s the same? How does the film version stay faithful to the novel?	What’s different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*

Pick one choice of the director or actors in this scene. Does it effectively convey the central message of the text? Why or why not?



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*
(Answers, for Teacher Reference)

Part A. Summarizing Narrative Text

In the space below, write a summary of Chapter 18 that follows the narrative structure. Be sure to include the exposition, rising action, climax, falling action, and resolution.

In Chapter 18 of *To Kill a Mockingbird*, Mayella Ewell takes the stand. Mr. Gilmer’s examination, or questioning, of Mayella really serves as the exposition. This is the first time the reader has been introduced to her as a character, and as she tells her version of events to the prosecutor, she comes across as very sympathetic, as if she is scared of Atticus. The rising action of this chapter comes as Atticus begins his cross-examination. Atticus is courteous as he asks her about her home life and friends. Mayella becomes agitated because she is not used to being treated so politely. The climax of the scene occurs when it becomes clear that Tom Robinson could not have beaten her and taken advantage of her because his arm is crippled. Atticus gives Mayella the opportunity to tell the truth as part of the falling action, but Mayella refuses, accusing the jury of being cowards and glaring at Atticus. The chapter resolves with the judge asking Atticus to call his one witness.

Part B. Analyzing Point of View

- 2a. On page 188, Lee writes, “Somehow, Atticus had hit her hard in a way that was not clear to me, but it gave him no pleasure to do so.” What does the phrase “hit her hard” mean in this context? Support your answer with two details from the text.

Atticus attacked Mayella’s credibility. After Atticus asked, “Do you want to tell us what happened?” Mayella goes on a rant against the jury and refuses to answer any more questions. Scout points out that she cried and “her shoulders shook with angry sobs” (188). Mayella is not sad or hurt to be reliving terrible events. She is angry. Atticus’s questioning—as polite as it was—was an attack on her character and reputation, which is what Lee means by he “hit her hard.”



- 2b. Thinking about the quote in the question above, what does the reader understand about Atticus's questions that Scout does not?
- a. Atticus's questions hurt Mayella's feelings.
 - b. Atticus's questions proved Tom was guilty.
 - c. Atticus's questions proved Mayella's testimony was unreliable.**
 - d. Atticus's questions proved that Bob Ewell committed the crime.
- 2c. What effect does Scout's description of Atticus's questions create for the reader?
- a. Doubt that Mayella was attacked by Tom Robinson.**
 - b. Sadness that Mayella doesn't have any friends.
 - c. Joy that Atticus is winning.
 - d. Surprise that Scout remains in the courtroom.



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*
(Answers, for Teacher Reference)

Part C. Text to Film Comparison

After viewing the courtroom scene from the film, analyze the extent to which the film stays faithful to the text.

Chapter 18 Reread from “We’ve had a good visit, Miss Mayella, and now I guess we’d better get to the case” (184) to “It most certainly is” (187).	What’s the same? How does the film version stay faithful to the novel?	What’s different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?
	Mayella hesitates as she gives some answers.	Atticus does NOT say, “We’ve had a good visit ...” It cut out a lot of the questioning about Mayella inviting Tom to come inside the fence. Mayella is argumentative at different points. The jury or court murmurs when Mayella says, “He hit me.”	Mayella looks away when Atticus says to Tom, “Let Mayella have a good long look at ya.” This seems to indicate that she is embarrassed and makes the viewer wonder if she is lying.



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*
(Answers, for Teacher Reference)

Chapter 18 Reread from “We’ve had a good visit, Miss Mayella, and now I guess we’d better get to the case” (184) to “It most certainly is” (187).	What’s the same? How does the film version stay faithful to the novel?	What’s different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?
	Tom rises to his feet. Tom is crippled.	Atticus throws the glass to Tom to provide an opportunity to explain that he is crippled, rather than Jem pointing out his disability and Reverend Sykes explaining. Mayella looks horrified when she realizes Tom is crippled.	The camera pans up to the children and Reverend Sykes in the gallery after Tom’s disability is revealed, but they don’t talk—Jem only looks a little excited. This keeps the action in the courtroom with the testimony, rather than interrupting with Jem and Reverend Sykes talking.



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*
(Answers, for Teacher Reference)

Chapter 18 Reread from “We’ve had a good visit, Miss Mayella, and now I guess we’d better get to the case” (184) to “It most certainly is” (187).	What’s the same? How does the film version stay faithful to the novel?	What’s different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?
		Atticus does not repeat what Mayella had said Tom did (as on page 186).	The director uses a medium shot to show Atticus standing next to Tom as he asks Mayella, “Is this the man who raped you?” The camera is then close-up on Mayella’s face as she says, “It most certainly is.” However, she looks down, does not look at Tom.



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*
(Answers, for Teacher Reference)

Pick one choice of the director or actors in this scene. Does it effectively convey the central message of the text? Why or why not?

Atticus stands next to Tom as he asks Mayella, “Is this the man who raped you?” This medium shot helps establish their relationship—Atticus is defending Tom. Next, there is a close-up on Mayella’s face as she says, “It most certainly is.” However, she looks down; she does not look at Tom. This makes her seem embarrassed or even guilty about what she is accusing Tom of doing to her. This makes the viewer doubt her testimony because she looks guilty as she accuses Tom.



Two-Point Rubric:
Writing from Sources/Short Response
(for Teacher Reference)

2 Point Response	<p>The features of a 2 point response are:</p> <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability.
1 Point Response	<p>The features of a 1 point response are:</p> <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt.• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.• Incomplete sentences or bullets
0 Point Response	<p>The features of a 0 point response are:</p> <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate.• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable.



To Kill a Mockingbird Structured Notes:

Chapter 19

.....
Name:
.....

Date:
.....

What is the gist of what you read?

Focus Question: What is the difference between Atticus's cross-examination of Mayella in Chapter 18 and Mr. Gilmer's cross-examination of Tom in Chapter 19? Why do you think the author wants us to see both of these cross-examinations? Use the strongest evidence to explain your answer.



To Kill a Mockingbird Structured Notes:
Chapter 19

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
volition (192)		
subtlety (195)		
expunge (196)		
candid (198)		
impudent (198)		



To Kill a Mockingbird Supported Structured Notes:

Chapter 19

Chapter 19 Summary

The next and last witness is Tom Robinson himself. Tom tells the jury that he went into Mayella's yard lots of times to help her with little chores, and that she was always asking for his help. She once offered to pay him, but Tom declined the offer. Since then, Tom willingly executed Mayella's chores free of charge. When he begins talking about the night of the rape, he tells everyone that Mayella invited him in to do a chore and then started coming on to him, trying to kiss him, and it was her father who saw what she was trying to do through the window. Tom tried to resist Mayella without hurting her, and as soon as he could get away, he took off running. He is soft-spoken and polite. But he makes the mistake of telling Mr. Gilmore that the reason he helped Mayella is because he felt sorry for her. And in those times, a black man feeling sorry for a white woman or even saying it may as well be a crime.

During the cross-examination by Mr. Gilmore, Dill begins crying uncontrollably, so Scout takes him outside for some fresh air. Dill cannot get over how cruel Mr. Gilmore (the prosecutor) is to Tom Robinson, and another man is outside the courthouse and knows exactly why Dill is so upset.

Focus Question: What is the difference between Atticus's cross-examination of Mayella in Chapter 18 and Mr. Gilmer's cross-examination of Tom in Chapter 19? Why do you think the author wants us to see both of these cross-examinations? Use the strongest evidence to explain your answer.



To Kill a Mockingbird Supported Structured Notes:
Chapter 19

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
volition (192)	will, choice	
subtlety (195)	delicacy	
expunge (196)	remove, purge	
candid (198)	open, straightforward	
impudent (198)	rude, disrespectful	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 5

Close Reading: Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17-19)



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Close Reading:

Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17-19)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)
- I can express my own ideas clearly during discussions. (SL.8.1)
- I can build on other's ideas during discussions. (SL.8.1)

Supporting Learning Targets

- I can use the strongest evidence from the text in my close reading of a scene in *To Kill a Mockingbird*.
- I can analyze how Atticus's questions reveal aspects of his character.
- I can analyze the impact word choice has on meaning and tone as Atticus and Mr. Gilmer cross-examine witnesses.
- I can share my ideas and build on other's ideas during Fishbowl.

Ongoing Assessment

- Structured notes for Chapter 19 (from homework)
- Vocabulary Squares
- Atticus Cross- Examination Note-catcher
- Mr. Gilmer Cross- Examination Note-catcher`



Close Reading:

Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17-19)

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Vocabulary Squares (4 minutes)B. Review Learning Targets (1 minute)2. Work Time<ol style="list-style-type: none">A. Character Study: Atticus and Mr. Gilmer (10 minutes)B. Fishbowl: Cross-Examination of Witnesses in Chapters 18 and 19 (28 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (2 minutes)4. Homework<ol style="list-style-type: none">A. Read Chapters 20 and 21 with structured notes.	<ul style="list-style-type: none">• In this lesson, students will closely read to better understand Atticus as a character by comparing his and Mr. Gilmer's approaches to cross-examination of witnesses.• Students will be introduced and participate in a new protocol: Fishbowl. Fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all Fishbowl activities, both those in the inner and those in the outer circles have roles to fulfill. For this lesson, those in the center will discuss text-dependent questions. Those in the outer circle will act as observers and take notes on the conversation the inner circle is having. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific techniques such as literature circles or Socratic Seminars.• In advance: Determine Discussion Appointment partners; prepare Vocabulary Squares for the Opening. Write the vocabulary words from the lesson (from Chapters 18 and 19) in the space provided above the square. Make two sets of each word.• Review: Vocabulary Squares (see Appendix or Unit 1, Lesson 11) and the Fishbowl protocol (Appendix).• Post: Learning targets.



Close Reading:

Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17-19)

Lesson Vocabulary	Materials
mollified (180), arid, wrathfully (185), volition (192), subtlety (195), expunge (196), candid, impudent (198)	<ul style="list-style-type: none">• Vocabulary Square (one for each pair)• Atticus Cross-Examination Note-catcher (one for each student in half of the class)• Mr. Gilmer Cross-Examination Note-catcher (one for each student in the other half of the class)• Atticus Note-catcher (begun in Unit 1, Lesson 9)• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 20 and 21 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapters 20 and 21 (optional; for students needing additional support)



Close Reading:

Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17-19)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Vocabulary Squares (4 minutes)</p> <ul style="list-style-type: none">• Tell students to find their new Discussion Appointment partner and distribute one Vocabulary Square to each pair. All the lesson's vocabulary words will be distributed throughout the class (some groups will have duplicates). Invites students to work with their partner to complete their Vocabulary Square and encourage them to use what they have written in their structured notes from Lesson 4 homework. Collect the squares and post the exemplar student squares around the room.	<ul style="list-style-type: none">• Use of Discussion Partners allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.
<p>B. Review Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Read aloud the four learning targets. Share with students that they will study the scene in which Atticus questions Mayella and Mr. Gilmer questions Tom. They will examine the strongest details in the chapter to help them better understand Atticus as a character.	



Close Reading:

Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17-19)

Work Time	Meeting Students' Needs
<p>A. Character Study: Atticus and Mr. Gilmer (10 minutes)</p> <ul style="list-style-type: none"> Students will continue to work in pairs for the first part of the lesson. Remind them that they first began to see the different approaches of Atticus and Mr. Gilmer in Chapter 17 during the testimonies of Heck Tate and Mr. Ewell. Invite students to skim Chapter 17 and discuss with their partner their first impressions of each attorney's style in the courtroom. Cold call several pairs to share out their first impressions. Distribute the Atticus Cross-Examination Note-catcher to half of the pairs and the Mr. Gilmer Cross-Examination Note-catcher to the other half. Orient students to the layout and questions on the Note-catchers. Explain that they will work with their partner to answer the text-dependent questions. They will have the opportunity to discuss their responses to the questions with the other students who are studying the same character in a new protocol called a Fishbowl, which will be explained when they are ready to discuss their answers. Give students the next 8 minutes to work with their partners to answer the questions on the Note-catcher. 	<ul style="list-style-type: none"> Pairing students of mixed abilities for regular discussion and close-reading exercises provides a collaborative and supportive structure for reading complex texts. For students who struggle with reading grade-level text, consider chunking the text for them on separate sheets of paper. This makes the reading of complex texts more manageable and allows them to focus on one small section at a time.
<p>B. Fishbowl: Cross-Examination of Witnesses in Chapters 18 and 19 (28 minutes)</p> <ul style="list-style-type: none"> Arrange chairs in the classroom in two concentric circles. Explain that the pairs who studied Atticus are going to sit in the inside circle first and the students who studied Mr. Gilmer will sit in the outside circle. The groups will switch halfway through. The group in the inner circle interacts by taking turns sharing out their answers. Those in the outer circle are silent but will complete the last column in their Mr. Gilmer Cross- Examination Note-catcher as the inside group is sharing. Tell students that they are all expected to contribute to the conversation when they are in the inside circle. Provide 8 minutes for each circle to share their questions and responses. Once both groups have participated, debrief using the Debrief Fishbowl questions at the bottom of each Note-catcher: <ul style="list-style-type: none"> * "What is the difference between Atticus and Mr. Gilmer?" * "How do the differences help you understand Atticus's character?" * "What connections can you draw to the Golden Rule?" Have students Think-Pair-Share and add to their Atticus Note-catcher based on what they have learned about Atticus in this 	<ul style="list-style-type: none"> You may inform those who will be on the inside ahead of time to prepare quiet or reticent students, so they can be prepared for the activity. The teacher may have students take turns for discussion, consider other discussion protocols, or select a discussion facilitator.



Close Reading:

Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17-19)

Work Time (continued)	
lesson.	

Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (2 minutes)</p> <ul style="list-style-type: none"> Distribute the <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 20 and 21. Preview the homework. 	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapters 20 and 21 with structured notes. Answer the focus question:</p> <ul style="list-style-type: none"> * “Mr. Raymond says, ‘Miss Jean Louise, you don’t know your pa’s not a run-of-the-mill man, it’ll take a few years for that to sink in—you haven’t seen enough of the world yet. You haven’t seen this town, but all you gotta do is step back inside the courthouse’ (201). What does Mr. Raymond mean? Explain using the strongest evidence from the novel to support your answer.” 	<ul style="list-style-type: none"> Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 5

Supporting Materials



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Vocabulary Square

Definition in your own words	Synonyms or variations
Part of speech and prefix/suffix/root (as applicable)	Sketch or symbol



Atticus Cross-Examination Note-catcher

Chapter 18 questions	Answer supported with strongest evidence from the novel	How does Mr. Gilmer compare? (to be completed in outside circle)
What words or phrases does Atticus use to address Mayella when he speaks to her?		
Considering the words and phrases you wrote above, how would you best describe how Atticus treated Mayella?		
Debrief Fishbowl: What is the difference between Atticus and Mr. Gilmer? How do the differences help you understand Atticus's character? What connections can you draw to the Golden Rule?		



Atticus Cross-Examination Note-catcher

Chapter 18 questions	Answer supported with strongest evidence from the novel	How does Atticus compare? (to be completed in outside circle)
What words or phrases does Mr. Gilmer use to address Tom when he speaks to him?		
Considering the words and phrases you wrote above, how would you best describe how Mr. Gilmer treated Tom?		
Debrief Fishbowl: What is the difference between Atticus and Mr. Gilmer? How do the differences help you understand Atticus's character? What connections can you draw to the Golden Rule?		



To Kill a Mockingbird Structured Notes:
Chapter 20 and 21

Name: _____

Date: _____

What is the gist of what you read?

Focus Question: Mr. Raymond says, “Miss Jean Louise, you don’t know your pa’s not a run-of-the-mill man, it’ll take a few years for that to sink in—you haven’t seen enough of the world yet. You haven’t seen this town, but all you gotta do is step back inside the courthouse” (201). What does Mr. Raymond mean? Explain using the strongest evidence from the novel to support your answer..



To Kill a Mockingbird Structured Notes:
Chapter 20 and 21

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
detachment (202)		
subsequent (203)		
unmitigated (204)		
temerity (204)		
integrity (205)		
acquit (207)		
indignant (207)		



To Kill a Mockingbird Supported Structured Notes:
Chapter 20 and 21

Chapter 20 Summary

The man is Mr. Dolphus Raymond, a local character who is ostracized because he married a black woman. To tone down the talk about him around the town, he pretends to be a drunk, but it is really Coca-Cola that is in the paper sack he carries around. He tells Dill that people can be very cruel sometimes and that it makes him sick too. Scout knows she shouldn't be out talking to this sinful man, but she finds him nice and fascinating. When they get back inside the courthouse, they find Atticus in the middle of his closing statement, and Jem is convinced they're going to win the case since Tom Robinson could not have physically done what Mayella is accusing him of.

Chapter 21 Summary

When they go home that evening for dinner, they can hardly wait to go back to the courthouse because they don't want to miss the verdict. They wolf down their supper and race back. The jury stays out a long time, till almost midnight, deciding on a verdict, and Scout falls asleep waiting to hear. In total, the jurors were out deciding almost nine hours. Finally they come back with a verdict: guilty.

Focus Question: Mr. Raymond says, "Miss Jean Louise, you don't know your pa's not a run-of-the-mill man, it'll take a few years for that to sink in—you haven't seen enough of the world yet. You haven't seen this town, but all you gotta do is step back inside the courthouse" (201). What does Mr. Raymond mean? Explain using the strongest evidence from the novel to support your answer..



To Kill a Mockingbird Supported Structured Notes:
Chapter 20 and 21

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
detachment (202)	disinterest	
subsequent (203)	later, next	
unmitigated (204)	absolute, complete	
temerity (204)	nerve, audacity	
integrity (205)	honor, honesty, reliability	
acquit (207)	release, free	
indignant (207)	outraged, angry	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 6

Analyzing Word Choice: Atticus's Closing Speech (Chapters 20-21)



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Analyzing Word Choice:
Atticus's Closing Speech (Chapters 20-12)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). (RL.8.4)

I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)

Supporting Learning Targets

- I can understand the literal and figurative meaning of Atticus's language in his closing speech.
- I can understand the irony in Atticus's word choice in his closing speech.
- I can analyze how Atticus's closing speech relates to the themes of taking a stand and the Golden Rule.

Ongoing Assessment

- Structured notes for Chapters 20 and 21 (from homework)
- Atticus's Closing Speech Note-catcher



Analyzing Word Choice:
Atticus's Closing Speech (Chapters 20-12)

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Focus Question from Homework (5 minutes)B. Review Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing Word Choice: Atticus's Closing Speech (20 minutes)B. Analyzing Theme: Taking a Stand (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief Learning Targets and Briefly Preview Homework (2 minutes)4. Homework<ol style="list-style-type: none">A. Complete a first read of Chapters 22 and 23 with structured notes.	<ul style="list-style-type: none">• In this lesson, students will analyze a key line from Atticus's closing speech by studying the literal and figurative meanings of what Atticus says to the jury. Students will also analyze the line to understand the irony of what Atticus says. By doing this, students will synthesize and refer to the racial prejudice and tension that this trial represents. This is a crucial aspect of the novel that comes to the forefront in Part 2.• Students will also relate Chapters 20 and 21 to taking a stand as they continue to study this theme across various scenes, individuals, and groups of people in the novel.• In this lesson, students will work with their Discussion Appointment partner to analyze the key quote. As pairs complete each question on the Note-catcher, one at a time, they will debrief with the whole class. Use the Atticus's Closing Speech Note-catcher (for Teacher Reference) to guide and support student thinking. For the purposes of the whole group sharing, designate each student in a Discussion Appointment partnership as either A or B to provide the opportunity for total participation.• For a sample completed version of the Atticus Note-catcher, see the supporting materials in Unit 1, Lesson 10.• In advance: Determine Discussion Appointment partners for the lesson.• Post: Learning targets.



Analyzing Word Choice:
Atticus's Closing Speech (Chapters 20-12)

Lesson Vocabulary	Materials
irony, literally, figuratively; detachment (202), subsequent (203), unmitigated, temerity (204), integrity (205), acquit, indignant (207)	<ul style="list-style-type: none">• Atticus Note-catcher (begun in Unit 1, Lesson 9)• Document camera• Irony example (one for display)• <i>To Kill a Mockingbird</i> (book; one per student)• Atticus's Closing Speech Note-catcher (one per student)• Atticus's Closing Speech Note-catcher (for Teacher Reference)• Taking a Stand anchor chart (begun in Unit 1, Lesson 11)• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 22 and 23 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapters 22 and 23 (optional; for students needing additional support)



Analyzing Word Choice:
Atticus's Closing Speech (Chapters 20-12)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Focus Question from Homework (5 minutes)</p> <ul style="list-style-type: none">• Invite students to pair up with their new Discussion Appointment partner and share their responses to the focus question from homework. Cold call students to share out what Mr. Raymond means when he says Atticus is not a “run-of-the-mill man.” Invite students to add this information to their Atticus Note-catcher.	<ul style="list-style-type: none">• Use of Discussion Partners allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.
<p>B. Review Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Read aloud the first two learning targets and share with students that they will analyze a specific line from Atticus's closing speech that has both literal and figurative meanings. Invite students to turn and talk to their partner about what these two words mean. Cold call pairs and be sure students understand that the word literally means “actually and without exaggeration.” Figuratively means the opposite; it is language that is used symbolically or is an exaggeration. Students will also analyze the irony of this specific line. Share that, in this case, irony means something that is true but is also the opposite of what is actually said. It's the use of words that express something different from and often opposite to their literal meaning.• Using a document camera, display the Irony example. Share with students the real-life example of the saying, “Easy as 1-2-3!” when it is said after four hours of putting a bike together. Be sure the class understands how this saying has both literal and figurative meanings. It also can be ironic, which means that it can be taken exactly how it is said or it can mean the opposite.• Read aloud the third learning target and share with students that they will also analyze Atticus's closing speech to find the connection to the theme of taking a stand.	



Analyzing Word Choice:
Atticus's Closing Speech (Chapters 20-12)

Work Time	Meeting Students' Needs
<p>A. Analyzing Word Choice: Atticus's Closing Speech (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out their copies of <i>To Kill a Mockingbird</i>. Distribute the Atticus's Closing Speech Note-catcher and orient them to the two parts. Read the line from the beginning of the speech: "This case is as simple as black and white" (202). Explain that in this one line, Atticus captures the simplicity and the complexity of the trial. Share that students will work with their partners to complete the Note-catcher using the strongest evidence and details from Chapter 21. Remind them that there are two important words in the questions that they should be sure they understand: literally and figuratively. Clarify if necessary. • Share with students that they will use the Think-Write-Pair-Share protocol as they work through the Note-catcher as a class. For each pair of students, identify one as A and the other as B for the purposes of the whole group share-out of the Note-catcher. • Give directions for the partner work: • After you hear the question read aloud, take 1 minute to think about your answer, locating evidence in the novel to support your thinking. • Write down your thinking and page numbers on your Note-catcher. • Pair up with your discussion partner to share your thinking and writing. Be sure to add to your Note-catcher during this time. • As pairs work, circulate and use Atticus's Closing Speech Note-catcher (for Teacher Reference) to support and guide their understanding. • After students have worked on the first question, direct their attention to the whole group. Cold call several A students in the class to share the thinking they and their partners did with the first question. Be sure students understand what is provided on the Atticus's Closing Speech Note-catcher (for Teacher Reference) for Question 1. • Repeat the Think-Write-Pair-Share sequence with Question 2. Cold call B students during the whole-group sharing. • As students begin Question 3, refer them to the definition of irony provided on the Note-catcher. Explain that Atticus's statement holds both the true and opposite meanings at the same time. Read aloud Question 3 and invite pairs to engage in the Think-Write-Pair-Share sequence described above, cold calling A students to share out during whole group for Question 3. * Repeat the Think-Write-Pair-Share sequence with Question 4 and have B students share out. 	<ul style="list-style-type: none"> • Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding. • Use of protocols like Think-Write-Pair-Share and designating A and B partners allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.



Analyzing Word Choice:
Atticus's Closing Speech (Chapters 20-12)

Work Time (continued)	Meeting Students' Needs
<p>B. Analyzing Theme: Taking a Stand (15 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to Part B of the Atticus's Closing Speech Note-catcher and share with them that in Chapters 21 and 22, the theme of taking a stand comes up in a couple of ways. Read aloud the first question:<ul style="list-style-type: none">* "Atticus calls on the jury to uphold the integrity of the justice system. In what ways did Atticus's speech relate to taking a stand? Use the strongest evidence from the text to support your answer."• Draw students' attention to the word integrity and have them circle the word on their Note-catcher. Invite them to share their understanding of the word integrity and be sure they understand that it means "honor, honesty, and reliability."• Invite students to continue using the Think-Write-Pair-Share protocol for the two questions in Part B. Probe and guide them using the information on the Teacher Reference Note-catcher. Be sure they understand the key ideas for each question.	<ul style="list-style-type: none">• During this work time, you may want to pull a small group of students to support in finding evidence from the novel. Some students will need more guided practice before they are ready for independent work.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Briefly Preview Homework (2 minutes)</p> <ul style="list-style-type: none">• Read aloud the first two learning targets and cold call two students to share their learning from today's lesson that is related to these two targets. Repeat the process with the third learning target.• As time permits, invite students to share their insights whole group. Chart their thinking on the Taking a Stand anchor chart.• Distribute the <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 22 and 23. Preview the homework.	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapters 22 and 23 with structured notes. Answer the focus question:</p> <ul style="list-style-type: none">* "Miss Maudie says, 'There are some men in this world who were born to do our unpleasant jobs for us. Your father's one of them' (215). What does she mean? What evidence from the novel supports this statement?" □ <p><i>Note: Consider collecting Atticus's Closing Speech Note-catchers to formatively assess students' learning</i></p>	<ul style="list-style-type: none">• Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 6

Supporting Materials



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Irony Example

After spending hours putting a bike together, Dad said, “Easy as 1, 2, 3.”

Literal and Figurative Meanings

1. How was putting the bike together literally as easy as 1-2-3?

The dad could have said this literally because there may have actually been three steps.

2. How was putting the bike together figuratively as easy as 1-2-3?

He could have also meant this figuratively because counting to three is easy, so this simile is a way of saying “easy.”

Describe the irony of Atticus’s statement.

Irony: words that express something different from and often opposite to their literal meaning.

3. What do Dad’s words mean without irony?

Without irony, Dad’s words mean that it was an easy job with three steps.

4. Dad is speaking with irony here. What do his words really mean?

Dad’s words really mean that it was not an easy job at all, since it took him four hours to do just three steps.



Atticus's Closing Speech Note-catcher

Part A. Word Choice: Analyzing Meaning and Irony

"This case is as simple as black and white."	
Literal and Figurative Meanings	
1 How is this case literally about black and white?	2 How is this case black and white, figuratively speaking?
Describe the irony of Atticus's statement. Irony: words that express something different from and often opposite to their literal meaning.	
3. What do Atticus's words mean without irony?	4. Atticus is speaking with irony here. What do his words really mean?



Atticus's Closing Speech Note-catcher

Part B. Taking a Stand in the Courtroom

After Atticus's speech to the court in Chapter 21, how do both the jury and the black community take a stand? How is this tied to the Golden Rule? Explain.

Atticus's Closing Speech Note-catcher
(for Teacher Reference)

Part A. Word Choice: Analyzing Meaning and Irony

“This case is as simple as black and white.”	
Literal and Figurative Meanings	
<p>1 How is this case literally about black and white?</p> <p>This case is about a black person and a white person: Tom and Mayella. It's also very simple. There is nothing involved but race.</p>	<p>2 How is this case black and white, figuratively speaking?</p> <p>This case is black and white, figuratively speaking, in that it is clear-cut. It is not a confusing or difficult case to understand. The facts are clear, and it is obvious what the verdict should be: not guilty.</p>
<p>Describe the irony of Atticus's statement. Irony: words that express something different from and often opposite to their literal meaning.</p>	
<p>3. What do Atticus's words mean without irony?</p> <p>Atticus means exactly what he says, because this case is both about black and white people and the facts are clear and obvious.</p>	<p>4. Atticus is speaking with irony here. What do his words really mean?</p> <p>Atticus means the opposite of what he says, because there is nothing simple about racial prejudice and crossing racial lines. The issues of the case are not simple at all; they are complex issues in the Jim Crow South. Mayella did something that was taboo in the South, yet it was something that was a natural human behavior. Tom Robinson did something taboo, as well: He felt sorry for a white woman, even though this was also a natural human behavior. The situation is complex, so when Atticus says it's as simple as black and white, it is ironic because while the facts are simple, the context is not.</p>



Atticus's Closing Speech Note-catcher
(for Teacher Reference)

Part B. Taking a Stand in the Courtroom

After Atticus's speech to the court in Chapter 21, how do both the jury and the black community take a stand? How is this tied to the Golden Rule? Explain.

When the jury gives a guilty verdict, they take a stand for the status quo. The jury decides on a verdict that is based in self-interest, not the Golden Rule.

However, the black residents in the courthouse all stood up as Atticus passed by them. They did this out of respect for what Atticus did to respect Tom. They literally took a stand for Atticus, but they figuratively took a stand in support of what Atticus stood for: respect for all people, the integrity of the justice system, and the Golden Rule.



To Kill a Mockingbird Structured Notes:
Chapter 22 & 23

.....
Name:
.....

.....
Date:
.....

What is the gist of what you read?

Focus Question: Miss Maudie says, “There are some men in this world who were born to do our unpleasant jobs for us. Your father’s one of them” (215). What does she mean? What evidence from the novel supports this statement?



To Kill a Mockingbird Structured Notes:
Chapter 22 & 23

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
cynical (214)		
fatalistic (215)		
ruefully (215)		
wryly (218)		
furtive (218)		
commutes (219)		
vehement (221)		



To Kill a Mockingbird Supported Structured Notes:

Chapter 22 & 23

Chapter 22 Summary

Jem starts to cry and cannot believe the jury would convict Tom when it was so obvious he hadn't raped Mayella. He and Scout are both in shock. The next morning, the Finches are surprised by the amount of food that was left on the back porch from black people in the community, mostly from Calpurnia's neighborhood, to tell Atticus "thank you" for defending Tom Robinson, in spite of the verdict. The children have a conversation with Miss Maudie, who tells them that it wasn't just Atticus trying to help Tom Robinson. The judge was trying, Mr. Heck Tate was trying, there were lots of people behind the scenes trying. They might have lost the case, she says, but only Atticus could have kept a jury out so long deciding. In her mind, it's a baby step toward equality.

Chapter 23 Summary

The next drama of the day is that Bob Ewell spits in the face of Atticus and says he'll get him back for embarrassing him so badly in court. Atticus passes it off as an empty threat and does his best to assuage the fears of Jem and Scout, who are very worried for him. Atticus has not lost hope for Tom Robinson, either. There's still the appeal, which he's confident they have a good chance of winning. As Jem and Scout discuss the lives and ways of Maycomb County folks after the trial, they begin to realize something disturbing about human nature, and the ways people can come up with to just be mean-spirited. Jem begins to understand that the reason Boo Radley never comes out of his house is not because he can't, but because he doesn't want to.



To Kill a Mockingbird Supported Structured Notes:
Chapter 22 & 23

Focus Question: Miss Maudie says, “There are some men in this world who were born to do our unpleasant jobs for us. Your father’s one of them” (215). What does she mean? What evidence from the novel supports this statement?



To Kill a Mockingbird Supported Structured Notes:
Chapter 22 & 23

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
cynical (214)	skeptical, suspicious	
fatalistic (215)	believing that outcomes to events are determined in advance by fate	
ruefully (215)	with a feeling of sorrow or regret	
wryly (218)	mockingly	
furtive (218)	secret	
commutes (219)	alters, changes	
vehement (221)	passionately, intensely	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 7

Making Inferences: Analyzing Atticus (Chapters 22-23)



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Making Inferences:
Analyzing Atticus (Chapters 22-23)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

Supporting Learning Targets

- I can support my inferences about Chapters 22 and 23 of *To Kill a Mockingbird* with the strongest evidence from the text.
- I can analyze what other characters' dialogue about Atticus reveals about his character.
- I can analyze how Atticus's words and actions reveal his character.

Ongoing Assessment

- Structured notes for Chapters 22 and 23 (from homework)
- Vocabulary Squares
- Written Conversation Note-catcher
- Chapter 23 Text-Dependent Questions Note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader and Reviewing Learning Targets: Vocabulary Square (5 minutes)2. Work Time<ol style="list-style-type: none">A. Coming to Terms with the Outcome of the Trial: Written Conversation (15 minutes)B. Close Reading: Atticus Explains Things (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief Learning Targets and Preview Homework: Atticus Note-catcher (5 minutes)4. Homework<ol style="list-style-type: none">A. Complete a first read of Chapters 24–26 with structured notes.	<ul style="list-style-type: none">• In this lesson, students will use the Written Conversation protocol to synthesize the various reactions of characters to the verdict.• They will also continue to analyze Atticus’s character through carefully chosen examples of his dialogue as he tries to help his children understand the trial and their town. Text-dependent questions will help students better understand Atticus’s character.• A sample version of the Atticus Note-catcher is in Unit 2, Lesson 10.• In advance: Decide which Discussion Appointment to use today.• Review: Written Conversation protocol (see Appendix 1).• Post: Learning targets.



Making Inferences:
Analyzing Atticus (Chapters 22-23)

Lesson Vocabulary	Materials
cynical (214), fatalistic, ruefully (215), wryly, furtive (218), commutes (219), vehement (221)	<ul style="list-style-type: none">• Vocabulary Square (one per student)• Written Conversation: Chapters 22 and 23 Note-catcher (one per student and one for display)• Document camera• Chapter 23 Text-Dependent Questions Note-catcher (one per student)• Close Reading Guide: Rereading <i>To Kill a Mockingbird</i> Pages 217–223 (for Teacher Reference)• <i>To Kill a Mockingbird</i> (book; one per student)• Atticus Note-catcher (begun in Unit 1, Lesson 9)• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 24-26 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapters 24-26 (optional; for students needing additional support)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Reviewing Learning Targets: Vocabulary Square (5 minutes)</p> <ul style="list-style-type: none">• Students should sit with their selected Discussion Appointment partner. Be sure that they have their structured notes from their homework and distribute a Vocabulary Square to each student. Invite them to work with their partner to choose a word they defined from the homework and complete the vocabulary square like the one modeled in Lesson 6. Pairs may work together, but they should each complete their own square.• Circulate and monitor students as they work. Collect the Vocabulary Squares as a formative assessment. Consider displaying student examples of each word from the chapter.• Direct students' attention to the posted learning targets and cold call someone to read them aloud.	



Making Inferences:
Analyzing Atticus (Chapters 22-23)

Work Time	Meeting Students' Needs
<p>A. Coming to Terms with the Outcome of the Trial: Written Conversation (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Written Conversation Note-catcher and display a copy on the document camera. Explain that in a written conversation, students will write simultaneous notes to their partner about the reading selection, swapping them every 2 or 3 minutes for a total of two exchanges back and forth, keeping quiet along the way. They are to write for the whole time allotted for each note, putting down words, phrases, questions, connections, ideas, wonderings—anything related to the passage or responding to what their partner has said, just as they would in an out-loud conversation. Spelling and grammar do not count; these are just notes. However, these notes do need to be focused and text-based.• Display the prompt for the written conversation:<ul style="list-style-type: none">* “Characters have very different reactions in the aftermath of the verdict. How do different characters react? Choose Jem, the black community, Miss Maudie, Bob Ewell, or Dill to write about. What do these reactions reveal about that character or group?”• As students are writing, circulate and monitor. Look for them to identify various reactions: Jem is disenchanted; the black community brings food as a thank you even though Atticus didn’t win; Miss Maudie explains that Atticus has to do the right thing for the whole town; Bob Ewell threatens Atticus and spits on him; Dill decides he is going to be a clown when he’s grown because all you can do is laugh at folks. Probe with questions such as these:<ul style="list-style-type: none">* “What does this reaction reveal about that character?”* “What character trait does that reaction show?”* “What do Miss Maudie’s words reveal about her and about Atticus?”* “What does Atticus’s reaction to the generosity of the black community reveal about him?”• Once the exchanges are done, cold call pairs to share an important observation or idea from their written conversation. Encourage other students to build off of those ideas in a classroom discussion.	<ul style="list-style-type: none">• For students who struggle, consider providing sentence or paragraph frames to begin the written conversation so students can write about what they read.



Making Inferences:
Analyzing Atticus (Chapters 22-23)

Work Time (continued)	Meeting Students' Needs
<p>B. Close Reading: Atticus Explains Things (20 minutes)</p> <ul style="list-style-type: none"> Distribute the Chapter 23 Text-Dependent Questions Note-catcher and invite students to take out their copies of <i>To Kill a Mockingbird</i>. Tell them that they are now going to take time to reread a key scene from Chapter 23 (pages 217–223). See Close Reading Guide: Rereading <i>To Kill a Mockingbird</i> Pages 217–223 (for Teacher Reference; in supporting materials) to guide this part of Work Time. 	<ul style="list-style-type: none"> To support students' thinking, consider providing a teacher think-aloud about how you came to the conclusions about the close reading questions.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Preview Homework (5 minutes)</p> <ul style="list-style-type: none"> Direct students to take out their Atticus Note-catcher. They should Think-Write-Pair-Share with their Discussion Appointment partner additional examples to add to the Note-catcher. Distribute the <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 24–26. Preview the homework. 	
Homework	Meeting Students' Needs
<p>A. Read and complete the Structured Notes Chapters 24–26. Answer the focus question:</p> <ul style="list-style-type: none"> * What are two things the reader learns about Atticus's character in these chapters? Use the strongest evidence from the novel to support your answer." <p><i>Note: Create anchor charts with "key quotes" for Lesson 8.</i></p>	<ul style="list-style-type: none"> Provide struggling students with the supported structured notes for additional scaffolding as they read the novel



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 7

Supporting Materials



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Vocabulary Square

.....
Name:
.....

.....
Date:
.....

Definition in your own words	Synonym or variations
Part of speech and prefix/suffix/root (as applicable)	Sketch or symbol



Written Conversation:
Chapters 22 and 23

Characters have very different reactions in the aftermath of the verdict. How do different characters react? Choose Jem, the black community, Miss Maudie, Bob Ewell, or Dill to write about. What do these reactions reveal about that character or group?

I Say	My Partner Responds	I Build	My Partner Concludes

Chapter 23 Text Dependent Questions:

Name: _____

Date: _____

Text-Dependent Questions	Response using the strongest evidence from the text
<p>1. What does Atticus’s reaction to Bob Ewell’s threats and name-calling reveal about his character?</p>	
<p>2. Atticus says, “Jem, see if you can stand in Bob Ewell’s shoes a minute. I destroyed his last shred of credibility at that trial, if he had any to begin with. The man had to have some kind of comeback, his kind always does. So, if spitting in my face and threatening me saved Mayella Ewell one extra beating, that’s something I’ll gladly take. He had to take it out on somebody and I’d rather it be me than that houseful of children. You understand?” (218). How does his explanation relate to the Golden Rule?</p>	



Chapter 23 Text Dependent Questions:

Name:

Date:

Text-Dependent Questions	Response using the strongest evidence from the text
<p>3. “Atticus tells Jem, ‘As you grow older, you’ll see white men cheat black men every day of your life, but let me tell you something and don’t you forget it—whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash.’</p> <p>Atticus was speaking so quietly his last word crashed on our ears. I looked up, and his face was vehement. ‘There’s nothing more sickening to me than a low-grade white man who’ll take advantage of a Negro’s ignorance. Don’t fool yourselves—it’s all adding up and one of these days we’re going to pay the bill for it. I hope it’s not in you children’s time’” (221).</p> <p>What do you think Atticus means when he says “it’s all adding up”?</p>	



Chapter 23 Text Dependent Questions:

Name:

Date:

Text-Dependent Questions	Response using the strongest evidence from the text
<p>4. ‘Tom’s jury sho’ made up its mind in a hurry,’ Jem muttered.</p> <p>Atticus’s fingers went to his watchpocket. ‘No it didn’t,’ he said, more to himself than to us. ‘That was the one thing that made me think, well, this may be the shadow of a beginning. That jury took a few hours. An inevitable verdict, maybe, but usually it takes ’em just a few minutes’ (222).</p> <p>Why is Atticus so vehement?</p> <p>What does Atticus mean by “shadow of a beginning”? Beginning of what? Explain.</p>	



Chapter 23 Text Dependent Questions:

Text-Dependent Questions	Response using the strongest evidence from the text
<p>5. ‘Tom’s jury sho’ made up its mind in a hurry,’ Jem muttered.</p> <p>Atticus’s fingers went to his watchpocket. ‘No it didn’t,’ he said, more to himself than to us. ‘That was the one thing that made me think, well, this may be the shadow of a beginning. That jury took a few hours. An inevitable verdict, maybe, but usually it takes ’em just a few minutes” (222).</p> <p>Why is Atticus so vehement?</p> <p>What does Atticus mean by “shadow of a beginning”? Beginning of what? Explain.</p>	



Close Reading Guide:

Rereading *To Kill a Mockingbird* Pages 217- 223
(for Teacher Reference)

Total time: 20 minutes
Atticus Explains Things

Questions/Directions or Students	Teaching Notes
Students follow along in the novel during teacher read-aloud.	Read from the beginning of Chapter 23 to page 223, ending with: “He was the only uncertainty on the whole list.” This should be a slow, fluent read-aloud with no pausing to provide explanation.

Gathering Evidence from the Text: Text Dependent Questions

Text-Dependent Questions	Response using the strongest evidence from the text
1. What does Atticus’s reaction to Bob Ewell’s threats and name-calling reveal about his character?	<ul style="list-style-type: none"> • After reading the excerpt from the chapter aloud, ask: • “What does Atticus’s reaction to Bob Ewell’s threats and name-calling reveal about his character?” • Invite students to Think-Pair-Share before jotting down their answers on their Note-catcher. Circulate and monitor, offering support as needed. <p><i>Listen for: “Atticus is patient and forgiving. He believes ignoring Bob Ewell—walking away—is the best way to deal with the threats. He believes Bob Ewell needed to get his threats out of his system to ‘save face’”.</i></p> <ul style="list-style-type: none"> • Probing or scaffolding for Question 1: <ul style="list-style-type: none"> * * “Why does Atticus ignore Bob Ewell’s entire outburst?” * * “What does it show about Atticus that he can put his hands in his pockets and stroll away after being spit on and called names?” * “Why does he ignore the children’s request that he carry a gun?” • Cold call pairs to share their thinking.



Close Reading Guide:

Rereading *To Kill a Mockingbird* Pages 217- 223
(for Teacher Reference)

Text-Dependent Questions	Response using the strongest evidence from the text
<p>2. Atticus says, “Jem, see if you can stand in Bob Ewell’s shoes a minute. I destroyed his last shred of credibility at that trial, if he had any to begin with. The man had to have some kind of comeback, his kind always does. So, if spitting in my face and threatening me saved Mayella Ewell one extra beating, that’s something I’ll gladly take. He had to take it out on somebody and I’d rather it be me than that houseful of children. You understand?” (218). How does his explanation relate to the Golden Rule?</p>	<ul style="list-style-type: none"> • Direct students’ attention to Question 2. Invite them to Think-Pair-Share before jotting down their answers on their Note-catcher. Circulate and monitor, offering support as needed. <p><i>Listen for: “Atticus is explaining how he feels compassion for Bob Ewell’s family—even Mayella—despite being threatened, called names, and spit on. Atticus is understanding about the shame Bob Ewell feels after the trial and Bob’s need to have some sort of comeback.”</i></p> <ul style="list-style-type: none"> • Probing or scaffolding for Question 2: <ul style="list-style-type: none"> * “Think about the first time Atticus mentions walking around in someone else’s skin—what is he trying to teach his children?” * “How does this reflect treating others the way you wish to be treated?” • Cold call pairs to share their thinking.



Close Reading Guide:

Rereading *To Kill a Mockingbird* Pages 217- 223
(for Teacher Reference)

Text-Dependent Questions	Response using the strongest evidence from the text
<p>3. “Atticus tells Jem, ‘As you grow older, you’ll see white men cheat black men every day of your life, but let me tell you something and don’t you forget it—whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash.’</p> <p>Atticus was speaking so quietly his last word crashed on our ears. I looked up, and his face was vehement. ‘There’s nothing more sickening to me than a low-grade white man who’ll take advantage of a Negro’s ignorance. Don’t fool yourselves—it’s all adding up and one of these days we’re going to pay the bill for it. I hope it’s not in you children’s time’” (221).</p> <p>What do you think Atticus means when he says “it’s all adding up”?</p>	<ul style="list-style-type: none"> • Direct students’ attention to Question 3. Invite them to Think-Pair-Share before jotting down their answers on their Note-catcher. Circulate and monitor, offering support as needed. <p><i>Listen for: “This is a deeply held belief for Atticus and relates back to the Golden Rule. He truly believes there is nothing worse than for white people, who are in positions of power at this time, to take advantage of blacks.”</i></p> <ul style="list-style-type: none"> • “Atticus believes that what is ‘adding up’ is resentment against the way black people are being treated in Maycomb and throughout the South.” • Probing or scaffolding for Question 3: <ul style="list-style-type: none"> * “What does vehement mean?” * “Atticus never raises his voice; why do his words ‘crash’ on the children’s ears?” * “How is what Atticus says, once again, related to the Golden Rule?” * “What is Atticus talking about right before he says ‘it’s all adding up’? How could that be connected to something that everyone is ‘going to pay the bill for’?” • Cold call pairs to share their thinking.



Close Reading Guide:

Rereading *To Kill a Mockingbird* Pages 217- 223
(for Teacher Reference)

Text-Dependent Questions	Response using the strongest evidence from the text
<p>4. “Tom’s jury sho’ made up its mind in a hurry,’ Jem muttered.</p> <p>Atticus’s fingers went to his watchpocket. ‘No it didn’t,’ he said, more to himself than to us. ‘That was the one thing that made me think, well, this may be the shadow of a beginning. That jury took a few hours. An inevitable verdict, maybe, but usually it takes ’em just a few minutes’ (222)</p> <p>Why is Atticus so vehement?</p> <p>What does Atticus mean by “shadow of a beginning”? Beginning of what? Explain.</p>	<ul style="list-style-type: none"> • Direct students’ attention to Question 4. Invite them to Think-Pair-Share before jotting down their answers on their Note-catcher. Circulate and monitor, offering support as needed. <p><i>Listen for: “Atticus sees the fact that the jury took so long to deliver an ‘inevitable’ verdict as a hope that race relations might improve at some point in the future.”</i></p> <ul style="list-style-type: none"> • Probing or scaffolding for Question 4: <ul style="list-style-type: none"> * “How does this relate to what he was saying about whites taking advantage of black people?” * “Think about what Miss Maudie said in Chapter 22. ‘He’s the only man in these parts who can keep a jury out so long in a case like that’ (216). How are the two statements connected?” * “Why is it just a ‘shadow’ of a beginning, rather than a beginning?” • Cold call pairs to share their thinking.



Close Reading Guide:

Rereading *To Kill a Mockingbird* Pages 217- 223
(for Teacher Reference)

Text-Dependent Questions	Response using the strongest evidence from the text
<p>5. When discussing choosing a Cunningham for the jury, Atticus says, “When you analyze it, there was little risk. There’s no difference between one man who’s going to convict and another man who’s going to convict, is there? There’s a faint difference between a man who’s going to convict and a man who’s a little disturbed in his mind, isn’t there?” (223).</p> <p>What does he mean that there was little risk? What does this illustrate about Atticus’s belief in his fellow human beings?</p>	<ul style="list-style-type: none">• Direct students’ attention to Question 5. Invite them to Think-Pair-Share before jotting down their answers on their Note-catcher. Circulate and monitor, offering support as needed. <p><i>Listen for: “Atticus knew that the verdict was inevitable, so there really was no risk in choosing anyone—any man sitting on that jury would find Tom guilty. However, Atticus believes that those men who came to the jailhouse intent on harming Tom Robinson were changed by their experiences that night. They had stood in Atticus’s shoes—and Tom Robinson’s—and might give him half a chance.”</i></p> <ul style="list-style-type: none">• Probing or scaffolding for Question 5:<ul style="list-style-type: none">* “If the verdict was ‘inevitable,’ what would be the risk in putting a Cunningham on the jury?”* “Why does Atticus believe this Mr. Cunningham is ‘a little disturbed in his mind’ about Tom Robinson?”• Cold call pairs to share their thinking.



To Kill a Mockingbird Structured Notes:

Chapter 24-26

Name:

Date:

Chapter 24 (227-234) Summary

As September inches closer, Scout is introduced to formal tea time, hosted by Aunt Alexandra, who is on a relentless campaign to teach her to be a lady. As Scout navigates through the social hour, she's lost on how ladies can look so pretty and delicate, and yet trap each other with conversation, revealing an aggressiveness you can't really see except when they talk to each other. She decides she feels much more at home in her father's world.

What's the gist of 234-237?

What's the gist of Chapters 25 and 26?

Focus Question: What are two things the reader learns about Atticus's character in these chapters? Use the strongest evidence from the novel to support your answer.



To Kill a Mockingbird Structured Notes:
Chapter 24-26

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
scowling (238)		
remorse (242)		
recluse (242)		
spurious (244)		
persecute (247)		



To Kill a Mockingbird Supported Structured Notes:

Chapter 24-26

Chapter 24 Summary

As September inches closer, Scout is introduced to formal tea time, hosted by Aunt Alexandra, who is on a relentless campaign to teach her to be a lady. As Scout navigates through the social hour, she's lost on how ladies can look so pretty and delicate, and yet trap each other with conversation, revealing an aggressiveness you can't really see except when they talk to each other. She decides she feels much more at home in her father's world. When Atticus comes home early from work and interrupts tea, Scout knows something's up. She follows him into the kitchen and learns that Tom Robinson is dead. He made a break for it at the prison and was shot by the guards. Atticus enlists the help of Calpurnia to go and tell Tom's wife, Helen. Scout, Miss Maudie, and Aunt Alexandra pull themselves together and rejoin the ladies at tea.

Chapter 25 Summary

Jem and Dill were able to witness the sad affair of Atticus having to tell Helen that Tom is dead, as his car passed them as they were walking back from swimming at Barkers Eddy. Atticus was very gentle about it, but Helen fainted away. The town of Maycomb was interested in Tom's death for about two days, and then moved on to other things. Jem tells Scout that he heard from the grapevine that Mr. Ewell had threatened them again, saying that there was one down and two to go. Jem believes that he's all talk and warns Scout not to breathe a word to Atticus, and not to worry.

Chapter 26 Summary

As school starts, Jem begins high school (seventh grade) and Scout rarely sees him until dark. She's in third grade now, and although the Radley place ceases to terrify her, she still thinks about Boo and regrets ever tormenting him the way they used to.

One day in class, they start talking about Adolf Hitler, and Scout discovers that her teacher, Miss Gates, hates Hitler and feels strongly that his persecution of Jews is wrong. Scout is confused about this, however, because during the summer at the trial she heard Miss Gates distinctly saying ugly things about Tom Robinson, and how this should teach them all a lesson. When she asks Jem about it, why Miss Gates can hate Hitler and yet feel Tom Robinson's verdict is justified because he's black, Jem gets very upset and yells at her not to ever talk about that trial to him again. When she goes to Atticus for comfort, he tells her that Jem is just trying to come to terms with something in his head, and when he does he'll start being himself again.



To Kill a Mockingbird Supported Structured Notes:

Chapter 24-26

Focus Question: What are two things the reader learns about Atticus's character in these chapters?
Use the strongest evidence from the novel to support your answer.



To Kill a Mockingbird Supported Structured Notes:
Chapter 24-26

Name: _____

Date: _____

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
scowling (238)	Wrinkling the brows to show anger or disapproval	
remorse (242)	Bitter regret	
recluse (242)	A person who withdraws from the world to be alone	
spurious (244)	Doubtful or not valid	
persecute (247)	To oppress, especially because of race, gender, religion, etc.	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 8

Four Corners: Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26 Plus Synthesis of Scenes in Previous Chapters)



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Four Corners:

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)

I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

Supporting Learning Targets

- I can analyze how taking a stand is developed in *To Kill a Mockingbird*.

Ongoing Assessment

- Structured notes for Chapters 24-26 (from homework)
- Four Corners
- Exit ticket

Agenda

1. Opening

A. Engaging the Reader and Previewing Learning Targets: Focus Question from Homework (5 minutes)

2. Work Time

A. Integrity: Frayer Model (10 minutes)

B. Analyzing Taking a Stand: Four Corners (25 minutes)

3. Closing and Assessment

A. Exit Ticket and Preview Homework (5 minutes)

4. Homework

A. Complete a first read of Chapter 27. Take notes with the Structured Notes graphic organizer.

Teaching Notes

- In this lesson, the class will complete a Frayer model for the word integrity, a key idea in the novel. Understanding integrity is integral to understanding Atticus's character. It is also deeply connected to taking a stand and the Golden Rule.
- Students will also engage with the key quotes for the performance assessment in a Four Corners activity in which they use the quotes as a lens to understand why characters in the novel take a stand. This will help them connect taking a stand to the quotes that they have already examined that illustrate integrity, caring for those who are weak or innocent, standing up for what you believe in even if you are unlikely to succeed, and seeing things from another person's perspective.
- In advance: Create key quote anchor charts.
- In advance: Prepare the Taking a Stand sentence strips (use the completed Taking a Stand anchor chart to create examples—multiple students having the same example would be ideal).
- Review: Four Corners strategy (Appendix).
- Post: Learning targets.



Four Corners:

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Lesson Vocabulary	Materials
integrity	<ul style="list-style-type: none"> • Atticus Note-catcher (begun in Unit 1, Lesson 9) • Document camera • Integrity: Frayer Model (one per student and one for display) • Key Quotes handout (one per student and one for display) • Key Quotes anchor charts (new; teacher-created) • Taking a Stand sentence strips (one per student) • Taking a Stand Anchor Chart (Model for Teacher Reference) • Four Corners Possible Responses (for Teacher Reference) • Tape (one per anchor chart) • <i>To Kill a Mockingbird</i> (book; one per student) • <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 27 (one per student) • <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapter 27 (optional; for students needing additional support) • Exit Ticket (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Previewing Learning Targets: Focus Question from Homework (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to find a new discussion partner and share their responses to the focus question from homework. Cold call students to share. Invite them to add this information to their Atticus Note-catcher. • Cold call a student to read the learning targets. 	



Four Corners:

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Work Time	Meeting Students' Needs
<p>A. Integrity: Frayer Model (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Integrity: Frayer Model handout to students and display using a document camera. Orient students to each of the four boxes and explain that they will be learning about integrity and will use this Frayer Model organizer to help them.• Draw students' attention to the Examples box in the lower left corner of the chart. Ask:<ul style="list-style-type: none">* "What are some examples of showing integrity in the novel or in life?"• Examples of integrity from life or society might include huge public actions, like Martin Luther King Jr., or much smaller actions, like returning a found wallet to its owner. Integrity appeals to ethical principles that look to a common good, not just what is good for you. Integrity often requires thinking deeply about one's actions and how they affect others. Explain that in the novel, Atticus needing to defend Tom Robinson so he could live with himself is a strong example of integrity.• Invite students to turn and talk with their partner to come up with another example from the novel and from real life. Listen for students to mention that Mrs. Dubose felt she had to die beholden to nobody and overcame her addiction to painkillers, Mr. Underwood writing the editorial comparing Tom's death to the "senseless slaughter of songbirds," etc. Real-life examples could include standing up to a bully on someone else's behalf or informing a server that he or she has left something off your bill at a restaurant.• Next, draw students' attention to the Definition box in the upper left corner and invite them to turn and talk about what integrity means. Remind them that this was a vocabulary word from Chapter 20, Atticus's closing statements. Cold call several pairs to share out a definition and write something like: "Integrity means sticking to a moral or ethical code."• Next, draw students' attention to the box labeled Characteristics/Explanation in the upper right corner of the handout. Ask:<ul style="list-style-type: none">* "What characteristics, or qualities, does a person have who has integrity?"• Invite students to turn and talk with their partner and listen for them to say characteristics like: courage, conviction, strong beliefs, and doing what you believe is right. Integrity is "walking the talk"—living and acting the way you believe is right. Probe by asking students what sort of characteristics the people, both real and fictional, display in the Examples box. Cold call several pairs to share.• If students mention Mr. Dolphous Raymond, point out that he compromises to live his life, but he does not go back on his ethical principles, so he is still living with integrity.	



Four Corners:

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Finally, draw students' attention to the box labeled Non-Examples in the lower right corner. Ask: * "What are non-examples of integrity?"• Encourage students to think about the definition and the characteristics listed on the handout and remind them that they are thinking about the opposite of this. Listen for them to talk about non-examples like: following the crowd or giving in to peer pressure; not following your moral or ethical principles; the teacher's hypocrisy about Hitler and her acceptance of racism in Maycomb; Bob Ewell. Probe by asking:<ul style="list-style-type: none">* "How are the deeply held beliefs of the mob outside the jailhouse, or Bob Ewell, or Hitler different from 'integrity'? Are these examples of people working for the common good?"• Cold call pairs and record the non-examples.• Explain that the idea of integrity will be important in upcoming lessons. It is closely related to the ideas of taking a stand and the Golden Rule.	



Four Corners:

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<p>B. Analyzing Taking a Stand: Four Corners (25 minutes)</p> <ul style="list-style-type: none">• Post the Key Quotes anchor charts in four corners of the room. Distribute and display the Key Quotes handout.• Cold call students to read each key quote. Explain that today they will revisit the various stands they've read about in the novel and try to categorize them under one of the four quotes. Each quote represents a different reason someone might take a stand. For example, Quote A could be seen as not hurting the innocent, or even protecting the innocent. Make sure students annotate their handout with these gist statements.• Ask them to turn and talk with a neighbor about how we might summarize Quote B. Listen for them to mention that Quote B is about seeing things from other people's perspective. Cold call partners to share their thinking and remind them to annotate their handout with these gist statements.• Ask students to turn and talk with a neighbor about how we might summarize Quote C. Listen for them to mention that Quote C is about doing what is right even though you know you can't succeed. Cold call partners to share their thinking and remind students to record the gist statement on their handouts.• Ask students to turn and talk with a neighbor about how we might summarize Quote D. Listen for them to mention that Quote D is about maintaining integrity so you can live with yourself. Cold call partners to share their thinking and have students record the gist statement on their handouts.• Provide each student with a Taking a Stand sentence strip featuring a stand taken by a character from the Taking a Stand anchor chart. There will be two or more students with the same stand. Explain that they should take a few moments to read the stand, think about why the character took the stand, and then review the quotes on the Key Quotes handout to determine which quote best represents why the character might have taken a stand.• Students should write a brief explanation under the quote to explain their thinking. They may find that more than one reason could apply to their stand, but they should choose the one they think is a good reason with strong critical thinking.• Direct students' attention the Key Quotes anchor charts in the four corners of the room. Give the following directions:<ol style="list-style-type: none">1. Proceed to the anchor chart you think represents a good reason the character took the stand that you are holding.2. Share sentence strips with your group and explain why your scene belongs on this chart.3. Group share with whole class.	



Four Corners:

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<p>4. Carousel review of other charts.</p> <ul style="list-style-type: none">• Remind students to move safely and quietly. Circulate and monitor conversations, listening for explanations that are logical. Listen for students identifying the various stands as examples of integrity, standing up for others who are weak or innocent, standing up even though you know you can't win, or taking a stand because you see someone else's perspective.• After sharing their stands and explanations and listening to others in the group share theirs, some students may feel that their stand belongs with another quote. After 5 minutes, invite students to move to a different quote if they have changed their minds based on their discussions. Give students a few more minutes to finish up their conversations about their examples. Then direct them to post their stands on their anchor chart using tape.• Once all students have posted their stands, ask:<ul style="list-style-type: none">* "What examples did you choose to put on your anchor chart?"• Cold call a student from each group to share the groups' thinking.• Then invite groups to rotate to each anchor chart to review where others posted their examples. This should be a silent activity. When they return to their original anchor charts, invite students to briefly turn and talk about any surprises, new ideas, or confirmations.• Ask:<ul style="list-style-type: none">* "Were there any surprises after listening to the other groups' thinking and seeing their charts?"• Cold call students to share their surprises. They may have been surprised to note that another student with the same stand may have chosen a different quote.• Ask:<ul style="list-style-type: none">* "What learning or thinking was confirmed after listening to groups and seeing their charts?"• Cold call students to share what was confirmed for them. Taking a stand is complicated and deeply connected to integrity.	



Four Corners:

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket and Preview Homework (5 minutes)</p> <ul style="list-style-type: none">• Hand out the exit ticket and invite students to answer the question. Collect the tickets.• Distribute the <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 27. Preview the homework.	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 27 with structured notes. Answer the focus question:</p> <ul style="list-style-type: none">* Reread Atticus's explanation of Bob Ewell's actions on page 251, beginning with 'I think I understand ...' and ending with 'Atticus chuckled.' What does Atticus's explanation reveal about his character? Use the strongest evidence from the novel to support your answer."	<ul style="list-style-type: none">• Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 8

Supporting Materials



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Integrity:
Frayer Model

Name: _____

Date: _____

Definition	Characteristics/Explanation
Examples	Non-Examples
<div data-bbox="548 1033 1075 1276">Integrity</div>	



Key Quotes

Name:

Date:

Directions: Read the example of a character taking a stand on the sentence strip. Choose one of the four quotes that best demonstrates the category of the stand you've been given. Write a brief explanation for why you think the example fits under that quote.

- A. "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" (90).

- B. "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" (30).



Key Quotes

- C. “I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do” (112).

- D. “Before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience” (105).



Four Corners Possible Responses
(for Teacher Reference)

Directions: Read the example of a character taking a stand on the sentence strip. Choose one of the four quotes that best demonstrates the category of the stand you've been given. Write a brief explanation for why you think the example fits under that quote.

- A. "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" (90).

Scout stands up for Walter

Atticus defends Tom Robinson

Mr. Underwood writes editorial

Atticus stands by his decision to defend Tom to Heck Tate

Atticus spends the night outside the jailhouse

Mr. Underwood stays at the newspaper office to protect Atticus outside the jailhouse

Atticus's closing argument □ Mr. Underwood's editorial

- B. "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" (30).

Atticus spends the night outside the jailhouse

Mr. Raymond lives how he believes

Atticus's closing argument

- C. "I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do" (112).

Atticus defends Tom Robinson

Mrs. Dubose battles addiction

Atticus stands by his decision to defend Tom to Heck Tate

Tom Robinson goes to court



Four Corners Possible Responses
(for Teacher Reference)

D. “Before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience” (105).

Atticus defends Tom Robinson

Calpurnia brings the children to church

Atticus insists Cal can stay as long as she wishes with the Finch family

Atticus stands by his decision to defend Tom to Heck Tate

Tom Robinson goes to court

Atticus’s closing argument

Mr. Underwood’s editorial

Taking a Stand Anchor Chart
(Model for Teacher Reference)

Note: This represent many of the stands in the novel that students may have identified during class discussions but should not be considered exhaustive. Students may have identified other examples to add to class anchor charts.

Character	Stand and Page	Analysis: Why does the character do that? What does this critical incident reveal about his/her character? (RL.8.3)
Scout	stands up for Walter (Chapter 2, pages 19–22)	Scout cares about others but doesn't think before she acts.
Atticus	defends Tom Robinson (Chapter 9, pages 75 and 76)	Atticus feels that he has to do what's right to be able to hold his head up or even have any authority over his children. He also is willing to stand up against the odds—he knows he's "licked" before he even begins.
Mrs. Dubose	takes a stand against her drug addiction (Chapter 11, page 112)	Mrs. Dubose wants to die on her terms—free of the drugs that not only eased her pain, but also made her lose touch with the world. She is brave to suffer when she doesn't have to.
Calpurnia	takes a stand by bringing the children to church (Chapter 12, page 119)	Calpurnia is proud of the Finch family and what Atticus is doing for Tom. She doesn't necessarily see the color lines as rigidly as others—it doesn't even seem to occur to her that others might be offended by her bringing white children to a black church.
Atticus	insists Calpurnia will stay with the Finches as long as she wants to, even though Aunt Alexandra thinks she should go (Chapter 14, page 137)	Atticus recognizes that he relies on Calpurnia and considers her an integral part of the family, even though at the time many white employers might not have looked upon the housekeeper the same way.



Taking a Stand Anchor Chart
(Model for Teacher Reference)

Character	Stand and Page	Analysis: Why does the character do that? What does this critical incident reveal about his/her character? (RL.8.3)
Atticus	stands by his decision to defend Tom to Heck Tate and the other men (Chapter 15, page 146)	Atticus insists that the truth about what occurred at the Ewell house will be heard in court. This further illustrates his integrity.
Atticus	spends the night outside the jailhouse to protect Tom Robinson (Chapter 15, pages 150–154)	Despite the danger of a mob of men coming to lynch Tom, Atticus sits outside the jailhouse with nothing but a lamp. He faces danger calmly, intent on using reason to sway unreasonable men.



Taking a Stand Anchor Chart
(Model for Teacher Reference)

Character	Stand and Page	Analysis: Why does the character do that? What does this critical incident reveal about his/her character? (RL.8.3)
Mr. Underwood	stays at the newspaper office with his shotgun to defend Tom against any lynch mobs (Chapter 15, page 155)	Despite being racist, Mr. Underwood feels the need to protect Atticus as he does what is right.
Tom Robinson	doesn't plead guilty and testifies in court against a white woman (Chapter 19)	Tom Robinson's testimony reveals that he is a moral, sympathetic man who feels sorry for the condition Mayella lives in. He embodies the Golden Rule by doing for others.
Mr. Dolphous Raymond	lives with a black woman and has mixed-race children in a time when that would not be acceptable (Chapter 20, pages 200 and 201)	Dolphous Raymond compromises with the expectations of the town by pretending to be an alcoholic so he can live the life he would like to with his children.
Atticus	stands up for Tom Robinson with his closing argument, urging the jury to do their duty (Chapter 20, pages 202–206)	Atticus's closing argument represents his firm belief that the court system should be colorblind. He feels that Tom Robinson should have a fair trial, even though, based on the accusation of a white woman, that is nearly impossible. This shows Atticus to be an idealist.
Mr. Underwood	writes an editorial condemning the town and comparing Tom's death to killing innocent songbirds (Chapter 25, page 241)	This is a major shift in Mr. Underwood's character, as it seemed before that he was protecting Atticus. Now he is taking a public stand in support of a black man who was wrongly accused.



Date:

How is taking a stand related to integrity? Explain.

[illegible]



To Kill a Mockingbird Structured Notes:

Chapter 27

Name:

Date:

What is the gist of what you read?

Focus Question: Reread Atticus’s explanation of Bob Ewell’s actions on page 251, beginning with “I think I understand ...” and ending with “Atticus chuckled.” What does Atticus’s explanation reveal about his character? Use the strongest evidence from the novel to support your answer.



To Kill a Mockingbird Structured Notes:
Chapter 27

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
industry (248)		
notoriety (248)		
obscure (248)		
eccentricities (250)		



To Kill a Mockingbird Supported Structured Notes:

Chapter 27

Name: _____

Date: _____

Chapter 27 Summary

As October crawls forward, a few things happen in town. The judge finds a nighttime crawler in his yard but doesn't see who it is. Helen Robinson, Tom's wife, starts working for Mr. Link Deas, Tom's old employer, who offers her a job because he feels so badly about what happened to Tom. She has to go a mile out of her way to avoid the Ewell place, because each time she passes they antagonize her. When Mr. Deas finds out about it, he goes over to the Ewell place and threatens Mr. Ewell to leave Helen alone. The next day, Mr. Ewell follows Helen all the way to work and Mr. Deas has to chew him out again. To Aunt Alexandra, it bodes trouble.

As Halloween approaches, Scout learns that she will be required to participate in the school pageant, an agricultural-themed production in which she'll be playing the part of "Pork". Her costume is a large ham hock fashioned out of brown cloth and chicken wire. Everyone else is too worn out to come to the pageant, so Scout and Jem go alone.

Focus Question: Reread Atticus's explanation of Bob Ewell's actions on page 251, beginning with "I think I understand ..." and ending with "Atticus chuckled." What does Atticus's explanation reveal about his character? Use the strongest evidence from the novel to support your answer.



To Kill a Mockingbird Supported Structured Notes:
Chapter 27

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
industry (248)	dedication to work, diligence	
notoriety (248)	widely and unfavorably well-known	
obscure (248)	faintly perceptible, unclear	
eccentricities (250)	odd behaviors	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 9

Analyzing the Model Essay: Studying Argument (Chapter 27 Plus Synthesis of Scenes in Previous Chapters)



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Analyzing the Model Essay:
Studying Argument (Chapter 27, Plus Synthesis of Scenes in Previous Chapters)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

I can identify the argument and specific claims in a text. (RI.8.8)

I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

Supporting Learning Targets

- I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)
- I can identify the argument and specific claims in a text. (RI.8.8)
- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

Ongoing Assessment

- Chapter 27 structured notes (from homework)
- Supporting Evidence-Based Claims graphic organizer
- Exit ticket



Analyzing the Model Essay:
Studying Argument (Chapter 27, Plus Synthesis of Scenes in Previous Chapters)

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer and Reviewing Learning Targets (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading and Analyzing the Model Essay (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete a first read of Chapter 28 with structured notes. 	<ul style="list-style-type: none"> • In this lesson, students begin the writing process for the End of Unit 2 Assessment, an argument essay on <i>To Kill a Mockingbird</i>. In the design of this lesson and the lessons that follow, the following criteria were used to define argument writing: <ul style="list-style-type: none"> * The goal of argument writing is for the reader to acknowledge the validity of the claim (not necessarily be persuaded by it). * Appropriate evidence is used and analyzed logically to support the claim. This evidence is usually organized into reasons. * The author considers the reasons and evidence for the reasons before articulating the claim. * The author acknowledges and responds to a counterclaim in his or her writing. • Lessons 9–11 focus on the thinking that students need to do before crafting their own argument essay. It is important to take this time because argument thinking and writing is hard—in a sense, the writer is trying to work with a complicated question that often has many aspects to consider. First, writers know the issue well, then carefully consider all the relevant ideas before coming up with a good claim. Once they’ve come up with that claim, they acknowledge other ways of thinking about it so that the reader can grasp the full depth of the good thinking the writer is doing. • The argument essay in this module focuses on crafting a clear, logical argument. This is a writing skill that will be developed further in Module 4 when students will be asked to take this skill one step further as they study argument writing in greater depth. • The model essay is about the decision that Mrs. Dubose makes to overcome her morphine addiction before she dies. The model essay is intentionally written about the same text (<i>To Kill a Mockingbird</i>) that students also will write about, so that students are familiar with the context. However, the model essay does not use exactly the same examples and information that the student essay will use. • Students will need the model essay in subsequent lessons, so ask them to keep their copy. • The writing process for the argument essay is similar to that of Module 1. The rubric for this assignment is based closely on the NY State Grades 6–8 Expository Writing Evaluation Rubric. Because students are already familiar with



Analyzing the Model Essay:
Studying Argument (Chapter 27, Plus Synthesis of Scenes in Previous Chapters)

Agenda	Teaching Notes (continued)
	<p>that rubric, the rubric analysis built into these lessons will not be as in-depth as it was in Module 1.</p> <ul style="list-style-type: none">• Remember, writing is really about thinking. To be successful with a writing assignment, students need to know the content well and understand the structure in which they will work. Students have been developing a clear understanding of content; today is the day they build their understanding of what an argument essay is.• The Supporting Evidence-based Claims graphic organizer is adapted based on work from Odell Education resource. There is space on the Supporting Evidence-Based Claims graphic organizer for three pieces of evidence per paragraph, but there are only two pieces of evidence per paragraph in the model essay. This is intentionally done in order to allow flexibility in the writing of the essays. It also shows students that the quantity of evidence is not the only thing to consider when supporting an argument—it is more important to have the best possible evidence.• This lesson opens with a short discussion of Chapter 27. Although this isn't a reading lesson, this entry task will encourage students to continue with the reading homework.• In advance: Decide which Discussion Appointment to use today.• Post: Learning targets.



Analyzing the Model Essay:
Studying Argument (Chapter 27, Plus Synthesis of Scenes in Previous Chapters)

Lesson Vocabulary	Materials
argument, coherent, relevant evidence, counterclaim, conflicting viewpoint; analyze, logical; industry, notoriety, obscure (248), eccentricities (250)	<ul style="list-style-type: none">• <i>To Kill a Mockingbird</i> Model Essay (one per student and one to display)• Supporting Evidence-Based Claims graphic organizer (one per student and one for display)• Supporting Evidence-Based Claims graphic organizer (for Teacher Reference)• Document camera• Exit ticket (one per student)• <i>To Kill a Mockingbird</i> Structured Notes Graphic Organizer, Chapter 28 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes Graphic Organizer, Chapter 28 (optional; for students needing additional support)



Analyzing the Model Essay:
Studying Argument (Chapter 27, Plus Synthesis of Scenes in Previous Chapters)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> Students should sit with their selected Discussion Appointment partner. Be sure that they have their structured notes from their homework and invite students to share with their partner their response to the focus question on the homework: <ul style="list-style-type: none"> Reread Atticus's explanation of Bob Ewell's actions on page 250, beginning with "I think I understand ..." and ending with "Atticus chuckled." What does Atticus's explanation reveal about his character? As students discuss, circulate and listen for students to use evidence from the novel to support their ideas. Direct students' attention to the posted learning targets. Cold call on a student to read the learning targets: <ul style="list-style-type: none"> I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence. I can analyze the argument in a model essay. I can analyze how the author of the model essay acknowledges and responds to conflicting viewpoints. Ask students to identify one word that they think is really important in the learning targets. When they are ready with a word, ask them to give you a thumbs-up. When most students are ready, cold call on individuals and ask them to share their word. Underline the word in the learning target and write what it means next to it. Listen for students to suggest: <ul style="list-style-type: none"> coherent: when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way relevant evidence: quotes or details from the text that direct relate to the claim the author is making counterclaim: a different interpretation of the text; an opposite claim—also called a conflicting viewpoint argument: when students suggest this, explain that the lesson will be focused on helping them understand what "argument" means in writing. 	<ul style="list-style-type: none"> Discussing and clarifying the language of learning targets helps build academic vocabulary.



Analyzing the Model Essay: Studying Argument (Chapter 27, Plus Synthesis of Scenes in Previous Chapters)

Work Time	Meeting Students' Needs
<p>A. Reading and Analyzing the Model Essay (30 minutes)</p> <ul style="list-style-type: none"> • Have students remain with their selected Discussion Appointment partner. Pass out the To Kill a Mockingbird Model Essay. Point out the prompt at the top of the essay: “When Mrs. Dubose dies, Atticus says, ‘It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what.’ (112) Does it make sense for Mrs. Dubose to take a stand for herself? Give evidence from the text to support your thinking, and be sure to take into account what people who disagree might say.” Ask students to turn to their partner and explain what the essay will be about. Cold call on pairs to share their ideas. Listen for students to say: “The essay needs to be about how whether or not Mrs. Dubose’s choice to get over her drug addiction makes sense with who she is.” • Invite students to read along silently while you read the model essay aloud. • Ask students to turn to their partner and talk about the gist of the essay. • Explain that this is an argument essay, like the ones that they will be expected to write. Ask students to turn and talk to their partner about what kinds of careful thinking do you think the author did before writing this essay? Listen for students to say: “The author needed to think a lot about Mrs. Dubose’s character,” “The author had to look for the best evidence to decide on a claim,” and “The author needed to figure out what reasons would go in the body paragraphs.” • Let students know that writing an argument essay requires a lot of thinking before any essay writing happens. The thinking they do before they begin writing is a very important part of the process. Just as a good car mechanic would never try to fix a car’s engine without a deep understanding of engines and all the factors that could be involved, so an argument writer would never try to write an argument essay off the top of her head. They have to consider the all evidence first, then make a claim based on the best evidence. • Explain to students that in writing, there is a difference between argument and opinion. In speaking, we often say that we had an argument because we had a difference of opinion, but when we refer to writing, the meaning of the two words is different. Writing an opinion piece means that it’s something a person believes, whether or not they have evidence to prove it. However, in a written argument, the author will make a claim, support it with reasons, and develop her reasons with evidence. The author will also acknowledge and respond to another valid point of view. In this lesson, students will use this essay to help them understand how to make a claim and support it in an argument essay. • Ask students to reread the model essay, underlining the claim that the author makes, the reasons that support the claim, and 	<ul style="list-style-type: none"> • Providing models of expected work supports all learners but especially supports challenged learners. • It may be appropriate for the teacher to guide the identification of the claim and reasons in the model essay. If so, display the model essay using the document camera and lead students through that process. • Taking the time to explicitly teach students the expectations of a particular writing form gives all students more opportunity to be successful, but it is particularly supportive of ELL students and others who need additional support.



Analyzing the Model Essay: Studying Argument (Chapter 27, Plus Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<p>the acknowledgment of the counterclaim.</p> <ul style="list-style-type: none"> After about 5 minutes, refocus the class. Cold call on pairs to share the claim of the model essay and the reasons to support it. Listen for students to say: <ul style="list-style-type: none"> Claim: "Because of her high expectations for herself and her courage, it makes sense for Mrs. Dubose to take that stand." Reason 1: "The first reason it makes sense for Mrs. Dubose to take a stand is that she has high expectations for people, including herself." Reason 2: "The second reason it makes sense for Mrs. Dubose to take a stand is her courage." Counterclaim: "Some might say that it does not make sense for Mrs. Dubose to take this stand." Clarify as necessary. Tell students that now that they have identified the major pieces of the argument in the model essay, they will analyze the argument more closely. Distribute and display Supporting Evidence-Based Claims graphic organizer using the document camera. Point out on the graphic organizer that there are places to record the claim and reasons that the students identified in the model essay. Model adding the claim, reasons, and counterclaim to the displayed graphic organizer and invite students to do the same. See Supporting Evidence-Based Claims graphic organizer (for Teacher Reference) as an example. When students have written in the claim, reasons, and counterclaim, turn their attention to the boxes under "Reason 1." Explain that they are going to look at how the author uses evidence to support the first reason. Continue to use the displayed graphic organizer and do a think-aloud about the use of evidence in the first body paragraph of the essay: "First, I'm going to look for evidence in the first body paragraph. I found a quote, and I know that a quote is evidence, so I'm going to add it to the first evidence box on my graphic organizer. Now, I'm going to reread the sentences around the quote to see if I can figure out how that quote supports the reason. I can see that after the quote, the author explains what the quote shows, so I will write that in the box underneath the evidence I just added. This means that the author is analyzing the evidence. Since her analysis makes sense with the text, the analysis is also logical." Repeat with the second piece of evidence. Invite students to work with their Discussion Appointment partner to complete their graphic organizers. Circulate as students work and push them to notice the kinds of phrases the author uses to explain how the evidence supports the reasons, such as "this shows" or "this demonstrates." 	<ul style="list-style-type: none"> Depending on the needs of your students, it may be appropriate for the teacher to continue to model the analysis of evidence in the model essay. If so, display the model essay using the document camera and lead students through that process.



Analyzing the Model Essay:
Studying Argument (Chapter 27, Plus Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• When students have completed the graphic organizer for the second body paragraph, refocus them whole class. Cold call on pairs to share their work. Clarify as necessary and encourage students to revise their graphic organizers based on the class responses.• Point to the section on “Counterclaim” on the displayed graphic organizer. Since this is a different kind of body paragraph, do another think-aloud to help students begin the analysis. As you read the paragraph aloud, only add to the “evidence” and “response to counterclaim” box. Also, point out where the author uses the phrase “It is true ...” as an introduction to the reason for the counterclaim. Let students know that this is one way to introduce a conflicting viewpoint in an essay. Encourage students to write on their own graphic organizers as you add to the displayed copy. Then, ask students to find how the evidence supports the counterclaim, as well as how the author shows that her claim is stronger than the counterclaim. Explain to students that in order to answer “Why is your claim stronger than the counterclaim?” they will need to make an inference based on what the author says in the essay. Encourage them to do their best to answer it, but let them know that the class will have an opportunity to talk about it.• Once students have finished, cold call on pairs and add to the displayed graphic organizer. Encourage students to revise their own graphic organizers based on the class understanding. Make sure to spend time talking about the response to “Why is your claim stronger than the counterclaim?” Listen for students to say: “The counterclaim isn’t as strong as the claim because the author shows how the pain that Mrs. Dubose felt demonstrated her courage,” and “The author used the counterclaim to strengthen her own claim by connecting it to a reason she gave in the second body paragraph.” Ensure that students see that they can make this inference because the author writes, “However, that reinforces the idea that Mrs. Dubose is, in fact, a brave woman. If she tolerates pain in order to die how she wants to, it means that she is courageous.”• Refer students back to the prompt for the model essay and reread it. Ask students to turn and talk about what the author of the model essay needed to do in order to address that prompt. Listen for them to say:<ul style="list-style-type: none">* “She needed to make a claim that was about Mrs. Dubose taking a stand.”* “She used two reasons to support her claim.”* “She acknowledged and responded to a counterclaim.”* “She used evidence from the text and explained how it supported her reason.”	



Analyzing the Model Essay:
Studying Argument (Chapter 27, Plus Synthesis of Scenes in Previous Chapters)

Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Explain the Meaning of the Prompt: What Must You Do in This Essay? (5 minutes)</p> <ul style="list-style-type: none">• Tell students that they get to synthesize their understanding of what an argument essay is by explaining what they will need to do in their own argument essay.• Distribute the exit ticket. Ask students to read the essay prompt and explain the meaning of the prompt: What must they do in this essay?• Distribute the <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 28. Preview the homework.	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 28 with structured notes. Answer the focus question: How does Harper Lee build suspense in this chapter? Use the strongest details from the novel to support your answer. □</p> <p><i>Note: Review exit tickets to ensure that students understand what they will need to do in order to write an argument essay. Address any misconceptions in the next lesson.</i></p>	<ul style="list-style-type: none">• Provide struggling students with the supported structured notes for additional scaffolding as they read the novel



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 9

Supporting Materials



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To Kill a Mockingbird Model Essay

Essay Prompt: When Mrs. Dubose dies, Atticus says, “It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what.” (112) Does it make sense for Mrs. Dubose to take a stand for herself? Give evidence from the text to support your thinking, and be sure to take into account what people who disagree might say.

Mrs. Henry Lafayette Dubose is a grumpy old woman who lives down the street from the Finches in Harper Lee’s *To Kill a Mockingbird*. She spends her days in bed, but sometimes sits on her porch in her wheelchair and yells at Jem and Scout as they walk by. Despite her rough exterior, Mrs. Dubose takes a stand for herself, determined to overcome a morphine addiction before she dies. Because of her high expectations for herself and her courage, it makes sense for Mrs. Dubose to take that stand.

The first reason it makes sense for Mrs. Dubose to take a stand is that she has high expectations for people, including herself. When Jem and Scout walk by her house, Mrs. Dubose would not let any small transgression go by without commenting on it. For instance, Scout says “If I said as sunnily as I could, ‘Hey, Mrs. Dubose,’ I would receive for an answer, ‘Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!’” (99) This shows that Mrs. Dubose holds high expectations of others, even if they make a small mistake. Just as she had high expectations for Scout and Jem’s behavior, she had high expectations of herself. After her death, Atticus reports that, “She said she was going to leave this world beholden to nothing and nobody.” (111) This shows that Mrs. Dubose meant to hold herself to the kind of expectations that she holds others to, even if it was going to be very difficult for her.

The second reason it makes sense for Mrs. Dubose to take a stand is her courage. As Atticus says to Jem, Mrs. Dubose was in a lot of pain. “Most of time you were reading to her, I doubt if she heard a word you said. Her whole mind and body were concentrated on that alarm clock.” (111) This shows that Mrs. Dubose needed to find a way to keep her mind off the pain. The fact that she was successful shows how brave she was. Atticus says to Jem: “I wanted you to see something about her—I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.... She was the bravest person I ever knew.” (112) This demonstrates that Mrs. Dubose has lots of courage, even though she seems so hateful. Mrs. Dubose shows courage by taking a stand for herself.



To Kill a Mockingbird Model Essay

Some might say that it does not make sense for Mrs. Dubose to take this stand. It is true that her decision to overcome her addiction increases her pain. As Atticus says about her morphine addiction, “She’d have spent the rest of her life on it and died without so much agony, but she was too contrary ...” (111) This shows that it was agony to get herself off morphine. However, that reinforces the idea that Mrs. Dubose is, in fact, a brave woman. If she tolerates pain in order to die how she wants to, it means that she is courageous. Therefore, it does make sense for Mrs. Dubose to take that stand.

It is clear that Mrs. Dubose’s decision to take a stand for herself makes sense. She holds herself to the same high expectations that she holds others to. Mrs. Dubose is also very brave and faces pain and suffering to take her stand. Mrs. Dubose shows how important it is to stand up for yourself, even “... when you know you’re licked before you begin but you begin anyway and you see it through no matter what.” (112)



Supporting Evidence-Based Claims:

Body Paragraph 1		
Reason 1:		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	How does this evidence support this reason?

Body Paragraph 2		
Reason 1:		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	How does this evidence support this reason?

Adapted from Odell Education



Supporting Evidence-Based Claims:

Body Paragraph 3		
<p>Reason 1:</p> <p>Reason for counterclaim:</p>		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	Why is your claim stronger than this counterclaim?



Supporting Evidence-Based Claims Graphic Organizer:
(For Teacher Reference)

Body Paragraph 1		
Reason 1: Because of her high expectations for herself and her courage, it makes sense for Mrs. Dubose to take that stand.		
Evidence “If I said as sunnily as I could, ‘Hey, Mrs. Dubose,’ I would receive for an answer, ‘Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!’” (99)	Evidence “She said she was going to leave this world beholden to nothing and nobody.” (111)	Evidence
How does this evidence support this reason? This shows that Mrs. Dubose holds high expectations of others, even if they make a small mistake.	How does this evidence support this reason? This shows that Mrs. Dubose meant to hold herself to the kind of expectations that she holds others to, even if it was going to be very difficult for her.	How does this evidence support this reason?



Supporting Evidence-Based Claims Graphic Organizer:
(For Teacher Reference)

Body Paragraph 2		
Reason 1: The second reason is makes sense for Mrs. Dubose to take a stand is her courage.		
Evidence “Most of time you were reading to her, I doubt if she heard a word you said. Her whole mind and body were concentrated on that alarm clock.” (111)	Evidence “I wanted you to see something about her—I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.... She was the bravest person I ever knew.” (112)	Evidence
How does this evidence support this reason? This shows that Mrs. Dubose needed to find a way to keep her mind off the pain.	How does this evidence support this reason? This demonstrates that Mrs. Dubose has lots of courage, even though she seems so hateful.	How does this evidence support this reason?

Adapted from Odell Education



Supporting Evidence-Based Claims Graphic Organizer:
(For Teacher Reference)

Body Paragraph 3		
Reason 1: Some might say that it does not make sense for Mrs. Dubose to take this stand. Reason for counterclaim: It causes Mrs. Dubose a lot of pain to overcome her addiction.		
Evidence “She’d have spent the rest of her life on it and died without so much agony, but she was too contrary ...” (111)	Evidence	Evidence However, that reinforces the idea that Mrs. Dubose is, in fact, a brave woman. If she tolerates pain in order to die how she wants to, it means that she is courageous.
How does this evidence support this reason? This shows that it was agony to get herself off morphine.	How does this evidence support this reason?	Why is your claim stronger than this counterclaim? My claim is stronger because the fact that Mrs. Dubose had to face pain to overcome her addiction only proves how brave she was.



Exit Ticket

.....
Name:

.....
Date:

Directions: Read the essay prompt.

Atticus says, “Simply because we were licked a hundred years before we started is no reason for us not to try to win” (Chapter 9, page 76). Now that you have read the whole text, what do you think? Does it make sense for Atticus to take a stand to defend Tom Robinson? Give evidence from the text to support your thinking, and be sure to take into account what people who disagree might say.

1. What will you need to do before you begin writing in order to address the prompt well in your essay?



To Kill a Mockingbird Structured Notes:

Chapter 28

.....
Name:

.....
Date:

What is the gist of what you read?

Focus Question: How does Harper Lee build suspense in this chapter? Use the strongest details from the novel to support your answer.



To Kill a Mockingbird Structured Notes:
Chapter 28

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
irascible (255)		
gait (255)		
pinioned (262)		
staccato (263)		
untrammelled (266)		



To Kill a Mockingbird Supported Structured Notes:

Chapter 28

Chapter 28 Summary

It's a really dark night, but Scout has fun playing the various games the school put on before the pageant. The entire county is there to watch the show, and Scout invariably falls asleep waiting for her part in the play and makes her entrance much too late. She's mortified, but it makes everyone laugh. Because she's so embarrassed about her performance she asks Jem to wait until most of the people have left the school before they begin walking home.

As they start their journey back home in the pitch-black dark, Jem begins to hear someone following them. At first they think it's their friend, Cecil, trying to scare them, but they begin to realize that it's not. Before they know what's hit them they're attacked by whomever is following them. Scout is crushed under her costume, and then Jem screams. Scout can't see a thing, and then things grow quiet and she realizes there are now four people under the tree.

Scout stumbles out into the road, calling for Jem, and then sees a man walking unsteadily, carrying Jem in front of him toward their house. When she gets inside Atticus quickly calls the doctor and the Sheriff, and none of them know how badly Jem is hurt until Dr. Reynolds gets there and informs them that he's got a broken arm. Heck Tate gets there next and tells them all that Bob Ewell is lying under the tree where they were attacked, dead with a kitchen knife stuck in his ribs.

Focus Question: How does Harper Lee build suspense in this chapter? Use the strongest details from the novel to support your answer.



To Kill a Mockingbird Supported Structured Notes:
Chapter 28

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
irascible (255)	grumpy, irritable	
gait (255)	manner of walking	
pinioned (262)	trapped, restrained	
staccato (263)	short and clipped notes	
untrammeled (266)	unrestrained	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 10

Writing an Argument Essay: Evaluating the Model and Crafting a Claim (Chapter 28, Including Synthesis of Scenes in Previous Chapters)



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Writing an Argument Essay:

Evaluating the Model and Crafting a Claim (Chapter 28, Including Synthesis of Scenes in Previous Chapters)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)
I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)

Supporting Learning Targets

- I can craft the claim of my argument essay based on the strongest evidence.
- I can choose relevant and compelling reasons to support the claim I am making in my argument essay.

Ongoing Assessment

- Structured notes for Chapter 28 (from homework)
- Exit ticket



Writing an Argument Essay:

Evaluating the Model and Crafting a Claim (Chapter 28, Including Synthesis of Scenes in Previous Chapters)

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer and Reviewing Learning Targets: Focus Question from Homework (5 minutes)Work Time (35 minutes)<ol style="list-style-type: none">Coding the Atticus Note-catcher (15 minutes)Building an Evidence-Based Argument (20 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (5 minutes)Homework<ol style="list-style-type: none">Complete a first read of Chapters 29, 30, and 31 with structured notes	<ul style="list-style-type: none">This lesson continues to prepare students to write End of Unit 2 Assessment. Today, students use their Atticus Note-catchers and their understanding of Atticus as a character to weigh the evidence and craft the claim for their argument essay.The prompt for the argument essay is set up to guide students toward the same position: It does make sense for Atticus to defend Tom Robinson. An answer to the contrary may show a lack of comprehension of Atticus as a character or of how best to use evidence. The goal of this essay is to teach students the basic skills involved in writing an argument essay. Students will have another opportunity to craft an argument in Module 4, and will be able to choose among several valid claims to support.This lesson is a decision point for the students. By the end of the lesson, each student will write the claim in her essay and the underlying reasons. To help students decide which claim to argue, they will text code the Atticus Note-catchers and weigh the evidence that they have gathered as they read <i>To Kill a Mockingbird</i>.This lesson opens with a short discussion of Chapter 28. Although this isn't a reading lesson, this entry task will encourage students to continue with the reading homework.In advance: Decide which Discussion Appointment to use today.Review: Finish reviewing the exit tickets that students completed in Lesson 9. Be prepared to work with students who do not yet understand what it means to write an argument essayPost: Learning targets.



Writing an Argument Essay:

Evaluating the Model and Crafting a Claim (Chapter 28, Including Synthesis of Scenes in Previous Chapters)

Lesson Vocabulary	Materials
claim, argument, relevant, compelling reasons; irascible (255), gait (255), pinioned (262), staccato (263), untrammelled (266)	<ul style="list-style-type: none"> • End of Unit 2 Assessment Prompt: To Kill a Mockingbird Argument Essay (one per student and one to display) • Atticus Note-catcher (for Teacher Reference; one to display) • Document camera • Supporting Evidence-Based Claims graphic organizer (one per student) • Colored pencils (enough for four different colors per student) • Exit ticket (one per student) • <i>To Kill a Mockingbird</i> Structured Notes Graphic Organizer, Chapters 29, 30, and 31 (one per student) • <i>To Kill a Mockingbird</i> Supported Structured Notes Graphic Organizer, Chapters 29, 30, and 31 (optional; for students needing additional support)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Students should sit with their selected Discussion Appointment partner. Be sure that they have their structured notes from their homework and invite students to work with their partner to share their response to the focus question on the homework: <ul style="list-style-type: none"> * How does Harper Lee build suspense in this chapter? • As students discuss, circulate and listen for students to use evidence from the novel to support their ideas. • Direct students' attention to the posted learning targets. Cold call on a student to read the learning targets. 	<ul style="list-style-type: none"> • Based on the exit ticket from Lesson 9, if any students did not understand how to write an argument essay, consider pulling a small group during this time.



Writing an Argument Essay:

Evaluating the Model and Crafting a Claim (Chapter 28, Including Synthesis of Scenes in Previous Chapters)

Work Time	Meeting Students' Needs
<p>A. Coding the Atticus Note-catcher (15 minutes)</p> <ul style="list-style-type: none"> Distribute and display the End of Unit 2 Assessment Prompt: <i>To Kill a Mockingbird</i> Argument Essay using the document camera. Read the prompt aloud while students read along silently. Ask students to recall what they need to do in order to write an argument essay. Cold call on students and listen for: <ul style="list-style-type: none"> * "I need to make a claim about Atticus taking a stand for Tom Robinson." * "I need to use reasons to support my claim." * "I need to acknowledge and respond to a counterclaim." * "I need to use evidence from the text and explain how it supports my reason." Clarify as needed. Remind students that the prompt asks them to make an argument based on what makes sense for Atticus's character. Ask students to get out their Atticus Note-catchers and display Atticus Note-catcher (for Teacher Reference) using the document camera. Explain that they have been gathering the evidence for their argument essays as they have read the novel. Now, they get to sift through the evidence to see which argument they should make: "Yes, it makes sense for Atticus to defend Tom Robinson" or "No, it does not make sense for Atticus to defend Tom Robinson." They are going to code the evidence to see which position has stronger support. Ask students to put a "Y" next to evidence that supports the position "Yes, it makes sense for Atticus to defend Tom Robinson" and an "N" next to evidence that supports the position "No, it does not make sense for Atticus to defend Tom Robinson." Model using the first few pieces of evidence on the displayed Note-catcher. Invite students to work with their partner to code their Note-catchers. When students have finished, ask students to talk with their partner about which position the evidence more strongly supports. After about a minute, cold call on pairs to share their responses. Listen for: "Most of the evidence and the strongest evidence supports the position 'Yes, it makes sense for Atticus to defend Tom Robinson.'" 	<ul style="list-style-type: none"> In order to support visual learners, consider creating a poster titled "What Makes a Strong Argument Essay" and record criteria for argument writing on it.



Writing an Argument Essay:

Evaluating the Model and Crafting a Claim (Chapter 28, Including Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<p>B. Building an Evidence-Based Argument (20 minutes)</p> <ul style="list-style-type: none"> • Distribute and display the Supporting Evidence-Based Claims graphic organizer. Explain to students that they used this graphic organizer in the previous lesson to analyze the argument in the model essay. Today, they will use it to help construct their own arguments about Atticus. • Let students know that they have already decided which position to support because they looked critically at the evidence. Invite students to write their claim in the “Claim” box on their graphic organizer. • Now, they need to chunk the evidence into reasons, just as they saw in the model essay. The reasons to support the claim “It makes sense for Mrs. Dubose to take a stand” are that she has high expectations of herself and she is very courageous. Those are two character traits of hers. Let the students know that it is now their turn to chunk their evidence into reasons, based on Atticus’s character traits and beliefs. • Model a reason using the Atticus Note-catcher. Point to the first piece of evidence. Read what it reveals about Atticus’s character: “Atticus has the best interests of others at heart. He tries to do the right thing no matter what.” Say that this is a character trait of Atticus. Write that as Reason 1 on the displayed Support Evidence-Based Claims organizer and write the evidence in the first evidence box under that reason. Do a think-aloud to answer: “How does this evidence support my reason?” Explain that it shows that Atticus will continue to do what is right, even if the people he is doing it for disagree with him. • Distribute four different colored pencils to each student. Ask students to work with their partner to select one colored pencil and use that pencil to circle two other pieces of evidence that most strongly supports the reason “Atticus has the best interests of others at heart, no matter what.” • Cold call on pairs to share out. Add the strongest evidence to the displayed graphic organizer. • Explain to students that they will continue this process now as they select a new colored pencil, circle a reason on their Atticus Note-catcher, then circle the evidence that supports that reason in the same color. They should use their Atticus Note-catchers to decide on two reasons why it makes sense for Atticus to defend Tom Robinson, as well as identify one counterclaim. A different colored pencil will be used for each of the reasons and the counterclaim. • Remind students that they need to have two reasons that strongly support their claim, as well as a counterclaim. Prompt students to work with their partner to identify pieces of evidence that have something in common—they focus on particular aspects of Atticus’s character. • Once they have done that, ask students to record their reasons and evidence on the Supporting Evidence-Based Claims graphic 	<ul style="list-style-type: none"> • Graphic organizers provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning, and they engage students more actively. For students needing additional supports, you may want to provide a partially filled-in graphic organizer.



Writing an Argument Essay:

Evaluating the Model and Crafting a Claim (Chapter 28, Including Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
organizer and complete the rest of it.	

Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> What is your claim about Atticus's decision to defend Tom Robinson? What reasons will you use to support your claim? What counterclaim will you include in your essay? Distribute the <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 29, 30, and 31. Preview the homework. 	
Homework	Meeting Students' Needs
<p>A. Complete a first read with To Kill a Mockingbird Structured Notes Graphic Organizer, Chapters 29, 30 and 31 or To Kill a Mockingbird Supported Structured Notes Graphic Organizer, Chapters 29, 30 and 31. Answer the focus question: What does Scout mean when she says, "Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough."? Use the strongest details from the novel to support your answer.</p> <p><i>Note: Review exit tickets to ensure that students' claims, reasons, and counterclaims are strong and logical. Address any misconceptions in the next lesson.</i></p>	<ul style="list-style-type: none"> Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 10

Supporting Materials



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Atticus Note-catcher:
(for Teacher Reference)

Atticus's words and actions	What do others say about Atticus	Page Number	What does this reveal about Atticus's character?
"Atticus, the town lawyer, tries to do what is best for his clients, even if they don't listen to him."		Page 4	Atticus has the best interests of others at heart. He tries to do the right thing no matter what.
"During his first five years in Maycomb, Atticus practiced economy more than anything; for several years thereafter he invested his earnings in his brother's education."		Page 4	Atticus is generous—he helped pay for his brother to go to school.
"First of all ... if you can learn a simple 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 into his skin and walk around in it"		Page 30	Atticus believes you need to try to understand other people by seeing things from their point of view.
"If you'll concede the necessity of going to school, we'll go on reading every night just as we always have. Is it a bargain?"		Page 31	Atticus is an understanding father.
	"Atticus Finch is the same in the house as he is on the public streets." (Miss Maudie)	Page 46	Atticus always acts the same way whether other people can see him or not.
Atticus tells Jem, Dill, and Scout to stop tormenting Boo Radley. He asks them how they would feel if he barged into their rooms without knocking. Atticus also told them not to make fun of anyone.		Page 49	Atticus expects his children to be respectful of people.



Atticus Note-catcher:
(for Teacher Reference)

Atticus's words and actions	What do others say about Atticus	Page Number	What does this reveal about Atticus's character?
	"I saw Atticus carrying Miss Maudie's heavy oak rocking chair, and thought it sensible of him to save what she values most." (Scout)	Page 69	Atticus is "sensible" and also thoughtful.
"Simply because we're licked a hundred years before we started is no reason for us not to try to win."		Page 76	Atticus believes in doing what's right, no matter what.
"Jack! When a child asks you something, answer him. But don't make a production of it. Children are children, but they can spot an evasion quicker than adults, and evasion simply muddles 'em."		Page 87	Atticus believes that everyone deserves honesty, even children.
"I hope and pray I can get Jem and Scout through it without bitterness, and most of all, without catching Maycomb's usual disease. Why otherwise reasonable people go stark raving mad when anything involving a Negro comes up, is something I don't pretend to understand."		Page 88	This shows that Atticus doesn't believe people should be treated differently because of their race.
	"He did not do the things our schoolmates' fathers did: he never went hunting, he did not play poker or fish or drink or smoke. He sat in the livingroom and read." (Scout)	Page 89	Atticus is different from other people in Maycomb; he spends his time doing different things.
"Shoot all the bluejays you want, if you can hit 'em, but remember it's a sin To Kill a Mockingbird."		Page 90	Atticus doesn't want his children targeting innocent things.



Atticus Note-catcher:
(for Teacher Reference)

Atticus's words and actions	What do others say about Atticus	Page Number	What does this reveal about Atticus's character?
	<p>"If your father's anything, he's civilized at heart.... I think maybe he put his gun down when he realized that God had given him an unfair advantage over most living things. I guess he decided he wouldn't shoot until he had to, and he had to today." (Miss Maudie)</p>	Page 98	Atticus is civilized, so he stopped shooting things just because he could. This also shows that he is humble—his children didn't know that he was such a good shot.
"The one thing that doesn't abide by majority rule is a person's conscience."		Page 105	Atticus will do what he thinks is right, even if other people disagree with him.
"I wanted you to see something about her—I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do."		Page 112	Atticus believes that courage is doing what you think is right, even if you think you'll fail.
Atticus tells Jem and Scout that, since they are Finches, they need to behave a certain way. He says that Aunt Alexandra wanted them to understand who their family is. It upset Scout and Jem and Atticus told them to forget what he said.		Page 133- 134	Atticus doesn't always know exactly what to do. He listened to his sister, then changed his mind.



Atticus Note-catcher:
(for Teacher Reference)

Atticus's words and actions	What do others say about Atticus	Page Number	What does this reveal about Atticus's character?
Atticus goes to the jailhouse when Tom Robinson is moved there to protect him. When the group of men shows up, Atticus stands his ground. He is afraid though (his hands were shaking a little). When Scout, Jem, and Dill show up, Atticus tells them to go home. They don't. Scout talks to Walter Cunningham and the group of men leaves. The whole thing clearly upset Atticus.		Page 150-155	Atticus stands up for what he thinks is right, even if he is afraid. He cares about his children a lot and wants to protect them, even if that means he is still in danger. Atticus cares so much about doing what is right that he is willing to take the risk and put his family in danger.
	"Yeah, but Atticus aims to defend him. That's what I don't like about it." (one of the old men always at the courthouse)	Page 163	Atticus plans to defend Tom Robinson as well as he can, even though many people in Maycomb believe that he shouldn't because of Tom's race.
	"Mr. Finch is always courteous to everybody." (Judge Taylor)	Page 182	Atticus is always polite to people.
	"Miss Jean Louise, stand up. Your father's passin'." (Reverend Skyes)	Page 211	Atticus has earned the respect of the African-American community of Maycomb by defending Tom Robinson so well.
	"I simply want to tell you that there are some men in this world who were born to do our unpleasant jobs for us. Your father's one of them." (Miss Maudie)	Page 215	Miss Maudie is saying that Atticus does the jobs, like defending Tom Robinson, that other people don't want to do. He is selfless.



Atticus Note-catcher:
(for Teacher Reference)

Atticus's words and actions	What do others say about Atticus	Page Number	What does this reveal about Atticus's character?
"Jem, see if you can stand in Mr. Ewell's shoes for a minute. I destroyed his last shred of credibility at that trial, if he had any to begin with.... So if spitting in my face and threatening me saved Mayella Ewell one extra beating, that's something I'll gladly take."		Page 218	Atticus would rather Bob Ewell be mean to him than Mayella.
	"Whether Maycomb knows it or not, we're paying the highest tribute we can pay a man. We trust him to do right. It's that simple." (Miss Maudie)	Page 236	Miss Maudie means that the people of Maycomb trust Atticus because he stands up for what is right.
Atticus says he understands why Bob Ewell has a grudge against the town (especially Judge Taylor, Helen Robinson, and Atticus), but that he would settle down.		Page 250	This shows that Atticus is trying to see things from Bob Ewell's perspective and believes that Ewell is just upset.
"He was out of his mind." (about Bob Ewell)		Page 269	Atticus is trying to give Bob Ewell the benefit of the doubt, even after he attacked Jem and Scout. He believes in the good in people.
Atticus thinks Jem stabbed Bob Ewell and insists that Jem bear the responsibility of his actions.		Page 272-275	Atticus believes that it's important to take responsibility, even if it might get a person in trouble.



Supporting Evidence-Based Claims:

Body Paragraph 1		
Reason 1:		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	How does this evidence support this reason?

Body Paragraph 2		
Reason 1:		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	How does this evidence support this reason?

Adapted from Odell Education



Supporting Evidence-Based Claims:

Body Paragraph 3		
<p>Reason 1:</p> <p>Reason for counterclaim:</p>		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	Why is your claim stronger than this counterclaim?

Adapted from Odell Education



Exit Ticket

.....
Name:

.....
Date:

1. What is your claim about Atticus's decision to defend Tom Robinson?

2. What reasons will you use to support your claim?

3. What counterclaim will you include in your essay?



***To Kill a Mockingbird* Structured Notes:**

Chapter 29, 30 and 31

.....
Name:
.....

.....
Date:
.....

What is the gist of what you read?

Focus Question: What does Scout mean when she says, “Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough.”? Use the strongest details from the novel to support your answer.



To Kill a Mockingbird Structured Notes:
Chapter 29, 30 and 31

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
reprimand (270)		
blandly (271)		
eluded (273)		
connived (273)		



To Kill a Mockingbird Supported Structured Notes:

Chapter 29, 30 and 31

Name: _____

Date: _____

Chapter 29 Summary

Scout tells them all what happened leading up to the attack. The man that carried Jem into the house is still in the room with them, but he's so silent and in the shadows that they pretty much forget he's there. Heck Tate tells them that Scout's costume probably saved her life, as there is a slash mark through the chicken wire where Bob Ewell tried to stab her. When she gets to the end of her story she realizes that the man who saved their lives, the man who carried Jem home, is Boo Radley.

Chapter 30 Summary

As Dr. Reynolds starts to set Jem's arm they all head to the front porch, where Boo will be more comfortable in the shadows. Scout leads him out and sits beside him in the deepest shadow.

Atticus and Heck Tate get into a battle of wills over who really killed Bob Ewell. Atticus believes Jem did it, and refuses to have the affair "hushed up" so it's hanging over Jem's head and the county has ample material for gossip. Heck Tate contends that Bob Ewell fell on his knife, and flat out refuses to tell anyone that Boo Radley killed him (which is what really happened). His reason is because he knows all the ladies of Maycomb county would be by Boo's house bringing him cakes to thank him, and he knows Boo doesn't want to be dragged into the limelight. Finally, Atticus agrees to the story, and thanks Boo for saving his children.

Chapter 31 Summary

Scout leads Boo back into the house one last time so he can say goodbye to Jem, who is still sleeping, and then she walks him home. After he goes inside she stands on his front porch and realizes that she can see the entire neighborhood. She understands that all through the years Boo has watched them grow up, playing games and living their lives. She begins to understand that maybe she and Jem did give something to Boo after all. She gives him a hug and heads back home.



***To Kill a Mockingbird* Supported Structured Notes:**

Chapter 29, 30 and 31

Focus Question: What does Scout mean when she says, “Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough.”? Use the strongest details from the novel to support your answer.



To Kill a Mockingbird Supported Structured Notes:

Chapter 29, 30 and 31

.....
Name:
.....

Date:
.....

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
reprimand (270)	scold	
blandly (271)	mildly, plainly	
eluded (273)	escaped, avoided	
connived (273)	plotted, planned	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 11

Writing and Argument Essay: Peer Critique with Rubric (Chapters 29-31, Including Synthesis of Scenes in Previous Chapters)



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Writing and Argument Essay:

Peer Critique With Rubric (Chapters 29-31, Including Synthesis of Scenes in Previous Chapters)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)</p> <p>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5)</p> <p>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)</p> <p>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can critique my partner's use of evidence using criteria from the <i>To Kill a Mockingbird</i> argument rubric.• I can revise my work by incorporating helpful feedback from my partner.• I can write an organized argument essay about <i>To Kill a Mockingbird</i>.• Add bullet: I can use correct punctuation in my Quote Sandwich.	<ul style="list-style-type: none">• Structured notes for Chapters 29, 30, and 31 (from homework)• Quote Sandwich for Peer Critique• Exit ticket



Writing and Argument Essay:

Peer Critique With Rubric (Chapters 29-31, Including Synthesis of Scenes in Previous Chapters)

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer and Review Learning Targets: Focus Questions from Homework (5 minutes) 2. Work Time (35 minutes) <ol style="list-style-type: none"> A. Incorporating Evidence in an Argument Essay (20 minutes) B. Peer Critique Protocol (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Preview Homework (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Work on Essay Planner 	<ul style="list-style-type: none"> • In this lesson, the idea of a “quote sandwich” is introduced. This is a way to help students understand that when they use evidence in an argument essay, they should always: <ul style="list-style-type: none"> * Introduce the quote with context so the reader is not confused about what is happening in the novel. * Include the quote. * Analyze the quote. This is where students show their thinking about how the quote develops the reasons and claim. This part is often where students struggle the most. To support them, there is language included in the Quote Sandwich guide, such as “this shows.” Since students are learning this skill, the language used is meant to be easy for students to imitate. When they have mastered the analysis (the thinking in the writing), then they can begin to use more sophisticated transitions (the craft in the writing). • This lesson includes peer critique. Critiques simulate the experiences students will have in the workplace and thus help build a culture of achievement, collaboration, and open-mindedness in your classroom. Students engaged in a different peer critique structure in Module 1 when the provided Stars and Steps for the “Inside Out” poems. • This peer critique protocol is similar to the Praise-Question-Suggest protocol (see Appendix 1). That is done intentionally to build student capacity. • In advance: Consider creating a peer critique packet for each student that includes the Quote Sandwich guide, Quote Sandwich for Peer Critique, Peer Critique Expectations and Directions, and Peer Critique recording form in order to make distributing papers more efficient. • Students are introduced to the Essay Planner at the end of this lesson. Each space for planning the body paragraphs features room for three quote sandwiches, which reflects the space provided on the Supporting Evidence-Based Claims graphic organizer. You may wish to remind students that they may have two quote sandwiches instead of three in their body paragraphs since they should select the strongest evidence to support their reason. • Post: Learning targets.



Writing and Argument Essay:

Peer Critique With Rubric (Chapters 29-31, Including Synthesis of Scenes in Previous Chapters)

Lesson Vocabulary	Materials
ellipsis, critique, incorporate feedback	<ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> Argument rubric (one per student and one to display) • Document camera • Quote Sandwich guide (one per student) • Quote Sandwich for Peer Critique (one per student) • Peer Critique Expectations and Directions (on chart paper or on white board) • Peer Critique recording form (one per student) • <i>To Kill a Mockingbird</i> Essay planner (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Students should sit with their selected Discussion Appointment partner. Be sure that they have their structured notes from their homework and invite students to work with their partner to share their response to the focus question on the homework: <ul style="list-style-type: none"> * What does Scout mean when she says, "Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough."? • Direct students' attention to the posted learning targets. Cold call on a student to read the learning targets. 	<ul style="list-style-type: none"> • Based on the exit ticket from Lesson 9, if any students did not understand how to write an argument essay, consider pulling a small group during this time.



Writing and Argument Essay:

Peer Critique With Rubric (Chapters 29-31, Including Synthesis of Scenes in Previous Chapters)

Work Time	Meeting Students'
<p>A. Analyzing Evidence in an Argument Essay (20 minutes)</p> <ul style="list-style-type: none"> Distribute and display To Kill a Mockingbird Argument rubric using the document camera. Tell students that it is based on the same rubric that was used to assess their essays in Module 1. Ask them to notice things that might be different from what they did in Module 1. Cold call on students to share their ideas. Listen for: “The first row is focused on claim and reasons,” “The word argument comes up a lot in the first two rows,” “You have to explain how evidence supports your argument,” “You have to acknowledge and respond to a counterclaim,” and “The argument needs to be logical.” Point out that the Coherence, Style, and Organization Row and the Control of Conventions Row are exactly the same. Be sure students have their novel, To Kill a Mockingbird. Distribute and display the Quote Sandwich guide on the document camera. Read it aloud and invite students to follow along silently. Point out that they did some analysis of the evidence in the model essay in the previous lesson, so this builds from that. Explain that all three parts of the quote sandwich are very important in order for the reader to understand the evidence and how it develops the reasons and the claim in the essay. Ask students to get out their copies of the To Kill a Mockingbird model essay, reread the body paragraphs, and circle at least one other example of a quote sandwich. Invite them to turn and talk to a partner about what they circled and how it supports the reason in the body paragraph. Cold call on one or two pairs to share with the class. Listen for: “I found another quote sandwich in the first body paragraph. It shows how Mrs. Dubose held herself to high expectations,” or “In the second body paragraph, the author uses a quote sandwich to show how brave Mrs. Dubose was to try to get over her drug addiction.” Point out to students that using quote sandwiches helps the author logically develop her claim and reasons so that the thinking is clear to the reader. Draw students attention to the first quote in the counterclaim paragraph, “She’d have spent the rest of her life on it and died without so much agony, but she was too contrary...” (111). Ask students if anyone knows what the three dots at the end of the quote are called, and why they are there at the end of the quote. Be sure students know these dots are called an ellipsis, which is used when omitting part of a quote. Invite students to locate another example of where an ellipsis is used in the concluding paragraph. Share with students that they may find it helpful to use the ellipsis when they quote from the novel. Distribute and display the Quote Sandwich for Peer Critique. Tell students that they will practice crafting a quote sandwich, then they will engage in a peer critique protocol today to get feedback on their quote sandwich. Ask students to get out their Supporting Evidence-Based Claims graphic organizer that they worked on in the previous lesson. Prompt 	



Writing and Argument Essay:

Peer Critique With Rubric (Chapters 29-31, Including Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<p>them to choose one reason to focus on, then one piece of evidence that supports the reason. Ask them to craft a quote sandwich.</p> <p>B. Peer Critique Protocol (15 minutes)</p> <ul style="list-style-type: none"> When students have crafted their quote sandwiches, ask them to work with their seat partner for the peer critique protocol. Remind students that peer critique reflects what people often do in their lives outside of school. In their work, people get feedback to improve. Also, giving feedback can often provide new ideas for one's own work. Invite students to look at the Peer Critique Expectations and Directions. Review the expectations. Let students know that these four points are crucial for success: <p><u>Be kind:</u> Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.</p> <p><u>Be specific:</u> Focus on particular strengths and weaknesses, rather than making general comments such as "It's good" or "I like it." Provide insight into why it is good or what, specifically, you like about it.</p> <p><u>Be helpful:</u> The goal is to contribute positively to the individual, not simply to be heard. Be sure your comments contribute to improving your partner's essay plan.</p> <p><u>Participate:</u> Peer critique is a process to support each other, and your feedback is valued!</p> <ul style="list-style-type: none"> Explain the steps for the peer critique. Emphasize that this is focused on their quote sandwich. Ask students to give you a thumbs-up if they understand the directions or a thumbs-down if they aren't sure. Call on a student with a thumbs-up to explain again. Listen for the student to paraphrase the posted expectations and directions. If there is any confusion, clarify for the class. Pass out the Peer Critique recording form. Tell students that they will focus their feedback using criteria from the <i>To Kill a Mockingbird</i> Argument rubric that focuses on claim, reasons, and evidence. Review the criteria and remind students that, for this feedback to be helpful, they should focus only on this specific area and should give lots of feedback. Pointing out misspelled words or incorrect punctuation will not be helpful at this point in the writing process. As students are giving each other feedback, circulate around the room. Make sure they are focused on the criteria of the rubric focused on claim, reasons, and evidence. Consider using this time to address questions or support students who need it. 	<ul style="list-style-type: none"> Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of the learning target. Consider pairing students who need extra support together. Then, during peer critique time, spend time working with those pairs. If students need more support forming their claims and reasons based on the exit ticket from Lesson 10, pull a small group during this time



Writing and Argument Essay:
Peer Critique With Rubric (Chapters 29-31, Including Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Refocus the whole group. Acknowledge any students who demonstrated positive traits, such as accepting feedback openly, asking good questions, or giving thoughtful feedback in a kind manner.• Invite students to revise their quote sandwich by incorporating feedback. Point out that feedback may not always be helpful. It is up to the author to decide what feedback will help improve his/her work. Take this opportunity to informally look over students' work to make sure they are using the feedback well and focusing on annotating the boxes where they need to make changes.	
Closing and Assessment	Meeting Students' Needs
A. Preview Homework (5 minutes) <ul style="list-style-type: none">• Distribute the <i>To Kill a Mockingbird</i> essay planner. Point out that there is space for students to plan the five paragraphs of their essay: the introduction, the body paragraphs, and the conclusion. For homework tonight, explain that student should take home the Quote Sandwich guide and create the quote sandwiches for Body Paragraphs 1 and 2.	
Homework	Meeting Students' Needs
<p>A. Plan Body Paragraphs 1 and 2 in the essay planner.</p> <p><i>Note: Before the next lesson, make sure students have access to their Grade 6–8 Expository Writing Evaluation rubric from Module 1. If the completed rubric is not accessible, provide a blank version of the rubric used in Module 1.</i></p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 11

Supporting Materials



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To Kill A Mockingbird Argument Rubric

Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument.	W.2 R.1–9	—clearly introduces the text and the claim in a manner that is compelling and follows logically from the task and purpose —claim and reasons demonstrate insightful analysis of the text(s) —acknowledges and responds to counterclaim(s) skillfully and smoothly	—clearly introduces the text and the claim in a manner that follows from the task and purpose —claim and reasons demonstrate grade-appropriate analysis of the text(s) —acknowledges and responds to counterclaim(s) appropriately and clearly	—introduces the text and the claim in a manner that follows generally from the task and purpose —claim and reasons demonstrate a literal comprehension of the text(s) —acknowledges and responds to counterclaim(s), but the thinking isn't clear and/or logical.	—introduces the text and the claim in a manner that does not logically follow from the task and purpose —claim and reasons demonstrate little understanding of the text(s) —does not acknowledge and/or respond to counterclaim(s)	—claim and reasons demonstrate a lack of comprehension of the text(s) or task



To Kill A Mockingbird Argument Rubric

Criteria	CCLS	4	3	2	1	0
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1–9	<p>—develops the argument (claim and reasons) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</p> <p>—sustains the use of varied, relevant evidence</p> <p>—skillfully and logically explains how evidence supports the claim and reasons</p>	<p>—develops the argument (claim and reasons) with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</p> <p>—sustains the use of relevant evidence, with some lack of variety</p> <p>—logically explains how evidence supports the claim and reasons</p>	<p>—partially develops the argument (claim and reasons) of the essay with the use of some textual evidence, some of which may be irrelevant</p> <p>—uses relevant evidence inconsistently</p> <p>—sometimes logically explains how evidence supports the claim and reasons</p>	<p>—demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence which is generally invalid or irrelevant</p> <p>—attempts to explain how evidence supports the claim and reasons</p>	<p>—provides no evidence or provides evidence that is completely irrelevant</p> <p>—does not explain how evidence supports the claim and reasons</p>



To Kill A Mockingbird Argument Rubric

Criteria	CCLS	4	3	2	1	0
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 R.1–9	<p>—exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>—establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</p> <p>—provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented</p>	<p>—exhibits clear organization, with the use of appropriate transitions to create a unified whole</p> <p>—establishes and maintains a formal style using precise language and domain-specific vocabulary</p> <p>—provides a concluding statement or section that follows from the claim and reasons presented</p>	<p>—exhibits some attempt at organization, with inconsistent use of transitions</p> <p>—establishes but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</p> <p>—provides a concluding statement or section that follows generally the claim and reasons presented</p>	<p>—exhibits little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>—lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task</p> <p>—provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented</p>	<p>—exhibits no evidence of organization</p> <p>—uses language that is predominantly incoherent or copied directly from the text(s)</p> <p>—does not provide a concluding statement or section</p>



To Kill A Mockingbird Argument Rubric

Criteria	CCLS	0
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling		—minimal, making assessment of conventions unreliable
		—demonstrates a lack of command of conventions, with frequent errors that hinder comprehension
		—demonstrates emerging command of conventions, with some errors that may hinder comprehension
		—demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension
		—demonstrates grade-appropriate command of conventions, with few errors
	W.2 L.1 L.2	



Quote Sandwich Guide

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in an argument essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea. Read this example of using a quote in an argument essay, then take a look at the graphic:

When Jem and Scout walk by her house, Mrs. Dubose would not let any small transgression go by without commenting on it. For instance, Scout says “If I said as sunnily as I could, ‘Hey, Mrs. Dubose,’ I would receive for an answer, ‘Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!’” (99) This shows that Mrs. Dubose holds high expectations of others, even if they make a small mistake.

Introduce the quote.

This includes the “who” and “when” of the quote.

Example: *When Jem and Scout walk by her house, Mrs. Dubose would not let any small transgression go by without commenting on it.*

Sample sentence starters for introducing a quote:

In chapter _____, _____.

When Scout is _____, she _____.

After _____, Atticus _____.

Include the quote.

Make sure to punctuate the quotes correctly, using quotation marks. Remember to cite the page number in parentheses after the quote.

Example: *For instance, Scout says “If I said as sunnily as I could, ‘Hey, Mrs. Dubose,’ I would receive for an answer, ‘Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!’” (99)*

Analyze the quote.

This is where you explain how the quote supports your idea.

Example: *This shows that Mrs. Dubose holds high expectations of others, even if they make a small mistake.*

Sample sentence starters for quote analysis:

This means that _____.

This shows that _____.

This demonstrates that _____.



Quote Sandwich for Peer Critique

.....
Name:

.....
Date:

Directions: For today's peer critique, look at your Supporting Evidence-Based Claims graphic organizer and choose the reason in one of your body paragraphs to focus on. Then choose one piece of evidence from that paragraph to turn into a quote sandwich. Make sure you introduce the quote, include the quote, and explain how the quote supports the reason in that paragraph. Remember that you have practiced quote sandwiches orally and found them in the model essay.

Reason in the body paragraph

Quote Sandwich



Quote Sandwich for Peer Critique

For the peer critique, you will share your quote sandwich with a partner. Ask your partner to focus on giving you feedback on one of the four following questions:

Feedback questions

Does the introduction of the quote give enough background information to understand it?

Did I punctuate and cite the quote correctly?

Does the explanation of the quote make sense?

Do I use the best evidence to support the reason in my body paragraph?



Peer Critique Expectations and Directions:

Expectations

Be kind: Treat others with dignity and respect.

Be specific: Focus on why something is good or what, particularly, needs improvement.

Be helpful: The goal is to help everyone improve their work.

Participate: Support each other. Your feedback is valued!

Directions for Peer Critique Partners

1. Review Claim and Evidence Criteria from Rows 1 and 2 of To Kill a Mockingbird Argument rubric.
2. Give your partner your quote sandwich and point out the feedback question you would most like suggestions about.
3. Read over your partner's quote sandwich.
4. One person shares his/her feedback using phrases like: ☐a. I really liked how you ...☐b. I wonder ...☐c. Maybe you could change ...
5. Author writes it on his/her Peer Critique recording form.
6. Author says: "Thank you for _____. My next step will be _____."
7. Switch roles and repeat. ☐

Directions for Revising My Quote Sandwich

1. Decide where you are going to make changes based on feedback.
2. Revise your quote sandwich in the space provided.
3. Be sure to include changes when planning an essay and apply feedback to other quote sandwiches as appropriate.



Peer Critique Recording Form (Side A)

Name: _____

Date: _____

4	3	2	1	0
<ul style="list-style-type: none"> claim and reasons demonstrate insightful analysis of the text(s) acknowledges and responds to counterclaim(s) skillfully and smoothly 	<ul style="list-style-type: none"> claim and reasons demonstrate grade-appropriate analysis of the text(s) acknowledges and responds to counterclaim(s) appropriately and clearly 	<ul style="list-style-type: none"> claim and reasons demonstrate a literal comprehension of the text(s) acknowledges and responds to counterclaim(s), but the thinking isn't clear 	<ul style="list-style-type: none"> claim and reasons demonstrate little understanding of the text(s) does not acknowledge and/or respond to counterclaim(s) 	<ul style="list-style-type: none"> claim and reasons demonstrate a lack of comprehension of the text(s) or task
<ul style="list-style-type: none"> develops the argument (claim and reasons) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustains the use of varied, relevant evidence skillfully and logically explains how evidence supports the claim and reasons 	<ul style="list-style-type: none"> develops the argument (claim and reasons) with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustains the use of relevant evidence, with some lack of variety logically explains how evidence supports the claim and reasons 	<ul style="list-style-type: none"> partially develops the argument (claim and reasons) of the essay with the use of some textual evidence, some of which may be irrelevant uses relevant evidence inconsistently sometimes logically explains how evidence supports the claim and reasons 	<ul style="list-style-type: none"> demonstrates an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant attempts to explain how evidence supports the claim and reasons 	<ul style="list-style-type: none"> provides no evidence or provide evidence that is completely irrelevant does not explain how evidence supports the claim and reasons



Peer Critique Recording Form (Side B)

Name:

Date:

Focus of Critique: Quote Sandwich	
My partner thinks the best thing about my quote sandwich is ...	
My partner wondered about ...	
My partner suggested I ...	
My next step(s) ...	



To Kill a Mockingbird Essay Planner

Name: _____

Date: _____

Focus Question: Does it make sense for Atticus to defend Tom Robinson?

I. Introduction	
A. Hook to capture the reader's interest and attention	
B. Name the book and author	
C. Give brief background information to the reader about the book (characters, plot overview, etc.)	
D. Claim	



To Kill a Mockingbird Essay Planner

II. Body Paragraph 1	
First reason to support your claim	
A. Topic sentence	
B. Quote sandwich 1	
C. Quote sandwich 2	
D. Quote sandwich 3	
Concluding Sentence	



To Kill a Mockingbird Essay Planner

III. Body Paragraph 2	
Second reason to support your claim	
A. Topic sentence	
B. Quote sandwich 1	
C. Quote sandwich 2	
D. Quote sandwich 3	
Concluding Sentence	



To Kill a Mockingbird Essay Planner

IV. Body Paragraph 3	
Counterclaim	
A. Topic sentence	
B. Reason to support counterclaim	
C. Quote sandwich 1	
D. Quote sandwich 2	
E. Response to counterclaim	
F. Explanation of response to counterclaim	
G. Concluding Sentence	



To Kill a Mockingbird Essay Planner

V. Conclusion	
A Restate claim	
B. Summarize reasons	
C. Explain why your view is worth consideration by the reader	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 12

Writing an Argument Essay: Planning the Essay



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Writing an Argument Essay:
Planning The Essay

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can select reasons and support them with evidence to support my claim about <i>To Kill a Mockingbird</i>.• I can explain how the details develop the reasons that support my claim.• I can acknowledge and respond to a counterclaim.	<ul style="list-style-type: none">• Exit ticket



Writing an Argument Essay: Planning The Essay

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entry Task: Writing Improvement Tracker (10 minutes) B. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Continuing to Plan the Essay (20 minutes) B. Essay Plan Talk-Through (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debriefing Learning Targets (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Revise your To Kill a Mockingbird essay planner, due next class. 	<ul style="list-style-type: none"> • In this lesson, students start a Writing Improvement Tracker that they will return to after writing the essay in each module for the rest of the year. The purpose of this is to develop students' awareness of their strengths and challenges, as well as ask students to strategize to address their challenges. Self-assessment and goal-setting helps students take ownership of their learning. To begin, students will review the rubric from their essay in Module 1 and complete the Writing Improvement Tracker from Module 1. If rubrics from Module 1 are not available, pass out blank New York State Expository Writing Evaluation Rubrics and ask students to recall as best they can. • During Work Time Part B, consider working with students who still need help understanding what an argument essay is or how to write a claim with reasons and evidence for an argument essay. • In advance: Make sure students have access to their essay rubrics from Module 1. If the completed rubric is not accessible, provide a blank version of the rubric used in Module 1. • Review exit tickets from Lesson 10 to make sure all students are starting with appropriate claims and reasons. • Prepare the following passage from the model essay to post, either on board, chart paper, or with the document camera: • When Jem and Scout walk by her house, Mrs. Dubose would not let any small transgression go by without commenting on it. For instance, Scout says, "If I said as sunnily as I could, 'Hey, Mrs. Dubose,' I would receive for an answer, 'Don't you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!'" (99) This shows that Mrs. Dubose holds high expectations of others, even if they make a small mistake. • In advance: Decide which Discussion Appointment to use today. • Review: Fist to Five strategy (Appendix.)



Writing an Argument Essay:
Planning The Essay

Lesson Vocabulary	Materials
claim, counterclaim	<ul style="list-style-type: none"> • Writing Improvement Tracker (one per student) • Student essay rubrics from Module 1 (one per student) • Model To Kill a Mockingbird Essay Planner (optional; for Teacher Reference and/or for students who need additional support) • Document camera • Students' exit tickets (from Lesson 10; collected by teacher at the end of Lesson 10)

Opening	Meeting Students' Needs
<p>A. Entry Task: Writing Improvement Tracker (10 minutes)</p> <ul style="list-style-type: none"> • As students enter the room, distribute students' essay rubrics from Module 1 and the Writing Improvement Tracker. • Explain to students that this is a tracker to help them identify what strengths and challenges they have in writing. They will continue to use this tracker for the rest of the year. • Give students several minutes to reflect on and record their strengths and challenges from Module 1. • Then, ask students to turn to a partner and share a strength and a challenge from the Module 1 essay. Ask them also to talk about how knowing these will help them write their essay on <i>To Kill a Mockingbird</i>. 	<ul style="list-style-type: none"> • Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Read learning targets aloud and let students know that they will be working on planning their argument essays today. 	



Writing an Argument Essay:
Planning The Essay

Work Time	Meeting Students' Needs
<p>A. Continuing to Plan the Essay (20 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their copies of the model essay; project the Model To Kill a Mockingbird Essay Planner on the document camera. Read the introduction paragraph aloud as the students read along silently. After reading, ask students to turn and talk to an elbow partner about what the author does in the introduction. Cold call on pairs to share their ideas. Listen for: “She says the title and author of the book,” “She introduces Mrs. Dubose, the character the claim is focused on,” and “She ends the introduction with her claim.”• Read the three body paragraphs aloud while students read along silently. After reading, ask students to talk with their elbow partner about how this third body paragraph is different from the first two body paragraphs. Cold call on pairs and listen for: “It focuses on a counterclaim,” “The author gives a reason to support the counterclaim and develops it,” and “The author responds to the thinking in the counterclaim with good thinking of his own.”• Lastly, read the conclusion aloud while students read along silently. Ask students to talk with their partner about what the author does in the conclusion. Cold call on pairs and listen for: “The author restates her claim” and “The author summarizes her reasons.”• Remind students that they have started to work on planning the first two body paragraphs of their essay and now they will get the chance to plan the other paragraphs.• Ask students to get out their To Kill a Mockingbird essay planners that they worked on for homework and their Supporting Evidence-Based Claims graphic organizers. Return students’ exit tickets from Lesson 10. Tell students that they should make any revision they need to on their essay planner.• Circulate as students are working. Push students to be clear and explicit in their plan.	<ul style="list-style-type: none">• Graphic organizers provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning.



Writing an Argument Essay:
Planning The Essay

Work Time (continued)	Meeting Students' Needs
<p>B. Essay Plan Talk-Through (10 minutes)</p> <ul style="list-style-type: none">• Invite students to meet with their selected Discussion Appointment partner to talk through their essay plans with their partners. Make sure that students know not to read straight from their plans; instead, they should tell their partner what their essay will be about and how they are going to develop their claim.• As students are working, circulate and listen. If a student is being unclear or imprecise, ask questions like: “How does that support your claim?” or “How are those ideas related?”• After students have had the chance to share, let them know that for homework they should revise the ideas in their essay planner to make sure their argument is logical and clear.	<ul style="list-style-type: none">• If students are ready for a challenge, push them to include four body paragraphs in their essay instead of three.• For students who may need more support planning their essay, a Model To Kill a Mockingbird Essay Planner (optional) is included in the supporting materials. Consider using it with individual students or small groups during this time to guide them through the process.• Giving students the opportunity to talk through their argument allows students to ensure that the ideas in their essay are logical and flow well. Students can also learn from each other and so strengthen their own writing.



Writing an Argument Essay:
Planning The Essay

Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Read the first learning target aloud. Ask students to rate their mastery of that learning target with the Fist to Five strategy. Repeat for the other two learning targets as well:<ul style="list-style-type: none">* I can select reasons and support them with evidence to support my claim about To Kill a Mockingbird.* I can explain how the details develop the reasons that support my claim.* I can acknowledge and respond to a counterclaim.	<ul style="list-style-type: none">• Checking in with learning targets helps students self-assess their own learning. This research-based strategy supports struggling learners most.
Homework	Meeting Students' Needs
<p>A. Revise your To Kill a Mockingbird essay planner, due next class.</p> <p><i>Note: Notice any students who rate themselves with a 2 or lower in Fist to Five on any of the learning targets; check in with them before they begin to draft their essay in the next class.</i></p> <p><i>The next lesson provides time for students to write their best independent draft of their essay. It assumes students will use computers to write the essay. Be sure to reserve laptops or the use of a computer lab, if necessary. If using computers is not possible in your classroom, consider giving students more time to handwrite their essays.</i></p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 12

Supporting Materials



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Writing Improvement Tracker

Name:

Date:

Strategies to Improve Writing

Revise my writing (or my planning) multiple times

Ask myself, “Does this make sense?”

Look at other models

Read the necessary texts closely

Read others’ work

Talk through my ideas with an adult

Ask questions when I have them

Use quote sandwiches

Take a break and reread with fresh eyes

Have another student write the gist of my paragraphs and make sure they match what I thought they were



Writing Improvement Tracker

Essay from Module 1

Directions: Look at the first two rows of the New York State Expository Writing rubric.

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific. “I will do better” is too general. Name a specific skill to improve, such as “I will use stronger evidence in my writing”)

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



Writing Improvement Tracker

Essay from Module 2

Directions: Look at the first two rows of the New York State Expository Writing rubric.

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific. “I will do better” is too general. Name a specific skill to improve, such as “I will use stronger evidence in my writing”)

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



Writing Improvement Tracker

Essay from Module 3

Directions: Look at the first two rows of the New York State Expository Writing rubric.

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific. “I will do better” is too general. Name a specific skill to improve, such as “I will use stronger evidence in my writing”)

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



Writing Improvement Tracker

Position Paper from Module 4

Directions: Look at the first two rows of Argument Writing rubric.

1. What did I do well in my essay?

2. What in my writing improved this year?

3. What strategy helped me the most?

4. What improvement am I most proud of?



Model *To Kill a Mockingbird* Essay Planner
(optional)

Focus Question: Does it make sense for Atticus to defend Tom Robinson?

I. Introduction	
A. Hook to capture the reader's interest and attention	Mrs. Henry Lafayette Dubose is a grumpy old woman
B. Name the book and author	To Kill a Mockingbird by Harper Lee
C. Give brief background information to the reader about the book (characters, plot overview, etc.)	Mrs. Dubose is grumpy. She spends her days in bed, but sometimes sits on her porch in her wheelchair. She yells at Jem and Scout as they walk by.
D. Claim	Despite her rough exterior, Mrs. Dubose takes a stand for herself, determined to overcome a morphine addiction before she dies. Because of her high expectations for herself and her courage, it makes sense for Mrs. Dubose to take that stand.



Model *To Kill a Mockingbird* Essay Planner
(optional)

II. Body Paragraph 1	
First reason to support your claim	Mrs. Dubose has high expectations for herself
A. Topic sentence	The first reason it makes sense for Mrs. Dubose to take a stand is that she has high expectations for people, including herself.
B. Quote sandwich 1	When Jem and Scout walk by her house, Mrs. Dubose would not let any small transgression go by without commenting on it. For instance, Scout says “If I said as sunnily as I could, ‘Hey, Mrs. Dubose,’ I would receive for an answer, ‘Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!’” (99) This shows that Mrs. Dubose holds high expectations of others, even if they make a small mistake.
C. Quote sandwich 2	Just as she had high expectations for Scout and Jem’s behavior, she had high expectations of herself. After her death, Atticus reports that, “She said she was going to leave this world beholden to nothing and nobody.” (111) This shows that Mrs. Dubose meant to hold herself to the kind of expectations that she holds others to.
D. Quote sandwich 3	
Concluding Sentence	<p>Mrs. Dubose meant to hold herself to the kind of expectations that she holds others to, even if it was going to be very difficult for her.</p> <p>Note: The concluding sentence is also part of the second quote sandwich in this paragraph.</p>



Model *To Kill a Mockingbird* Essay Planner
(optional)

III. Body Paragraph 2	
Second reason to support your claim	Mrs. Dubose is courageous.
A. Topic sentence	The second reason it makes sense for Mrs. Dubose to take a stand is her courage.
B. Quote sandwich 1	As Atticus says to Jem, Mrs. Dubose was in a lot of pain. “Most of time you were reading to her, I doubt if she heard a word you said. Her whole mind and body were concentrated on that alarm clock.” (111) This shows that Mrs. Dubose needed to find a way to keep her mind off the pain. The fact that she was successful shows how brave she was.
C. Quote sandwich 2	Atticus says to Jem: “I wanted you to see something about her—I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.... She was the bravest person I ever knew.” (112) This demonstrates that Mrs. Dubose has lots of courage, even though she seems so hateful.
D. Quote sandwich 3	
Concluding Sentence	Mrs. Dubose shows courage by taking a stand for herself.



Model *To Kill a Mockingbird* Essay Planner
(optional)

IV. Body Paragraph 3	
Counterclaim	It does not make sense for Mrs. Dubose to take a stand for herself.
A. Topic sentence	Some might say that it does not make sense for Mrs. Dubose to take this stand.
B. Reason to support counterclaim	It is true that her decision to overcome her addiction increases her pain.
C. Quote sandwich 1	As Atticus says about her morphine addiction, “She’d have spent the rest of her life on it and died without so much agony, but she was too contrary ...” (111) This shows that it was agony to get herself off morphine.
D. Quote sandwich 2	
E. Response to counterclaim	However, that reinforces the idea that Mrs. Dubose is, in fact, a brave woman.
F. Explanation of response to counterclaim	If she tolerates pain in order to die how she wants to, it means that she is courageous.
G. Concluding Sentence	Therefore, it does make sense for Mrs. Dubose to take that stand.



Model *To Kill a Mockingbird* Essay Planner
(optional)

V. Conclusion	
A Restate claim	It is clear that Mrs. Dubose’s decision to take a stand for herself makes sense.
B. Summarize reasons	She holds herself to the same high expectations that she holds others to. Mrs. Dubose is also very brave and faces pain and suffering to take her stand.
C. Explain why your view is worth consideration by the reader	Mrs. Dubose shows how important it is to stand up for yourself, even “... when you know you’re licked before you begin but you begin anyway and you see it through no matter what.” (112).



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 13

End of Unit 2 Assessment, Part 1: Drafting The Argument Essay



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End of Unit 2 Assessment, Part 1:
Drafting the Argument Essay

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)
I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)
I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

Supporting Learning Targets

- I can write an organized argument essay about *To Kill a Mockingbird*.
- In my essay, I can support my claim with reasons, details, and quotes from the novel.
- In my essay, I can explain how the details develop the reasons that support my claim.
- In my essay, I can acknowledge and respond to a counterclaim.

Ongoing Assessment

- Essay draft



End of Unit 2 Assessment, Part 1:
Drafting the Argument Essay

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Drafting the Essay (40 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Collect Essay Drafts (2 minutes)</p> <p>4. Homework</p> <p>A. Choose two scenes from Chapter 27 onwards in the novel that communicate each of the four key quotes. Record two scenes for each key quote.</p>	<ul style="list-style-type: none">• In this lesson, students write the draft of their essay about Atticus’s decision to defend Tom Robinson. In the previous four lessons, students have shaped their arguments, planned their essays, and critiqued one another’s work. At this point, students need time to craft their essay.• Consider posting a list of the resources to help students write their essays. The list includes:<ul style="list-style-type: none">* Atticus Note-catchers* Essay planners* Supporting Evidence-Based Claims graphic organizers* Structured notes• This lesson is written assuming students will use computers to draft the essays in order to make later revisions easier.• Consider the setup of your classroom if you are using laptops; since students can distract themselves on computers, think about positioning the desks so that it is easy to scan the screens throughout the lesson.• If your students are not familiar with expectations about computer use in the classroom, explain them at the beginning of work time.• Be sure to think about how students will submit their drafts at the end of class: printing, saving to a server, emailing, etc.• If using computers is not possible in your classroom, consider giving students more time to handwrite their essays.• Since students will produce this essay draft independently, it is used as an assessment for “Claim and Reasons” and “Command of Evidence” on the argument rubric. Return the essay drafts with feedback in Lesson 16. Be sure to give feedback on the “Coherence, Style, and Organization” row and the “Command of Conventions” row of the rubric so that students can make those revisions in Lesson 16.• A sample student argument essay is included for Teacher Reference in the supporting materials of this lesson. While it is not needed during the lesson itself, it may be useful to have a sample student response for assessment purposes.• See teaching note at the end of this lesson regarding the possibility of launching independent reading at this point in Module 2, in order to have more time to read and give feedback on students’ draft essays.



End of Unit 2 Assessment, Part 1:
Drafting the Argument Essay

Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Post: Learning targets.

Lesson Vocabulary	Materials
argument	<ul style="list-style-type: none">• Computers• <i>To Kill a Mockingbird</i> (book; one per student)• <i>To Kill a Mockingbird</i> Argument rubric (from Lesson 11; for Teacher Reference; use this to assess students' draft essays)• End of Unit 2 Assessment Prompt: <i>To Kill a Mockingbird</i> Argument Essay (from Lesson 8; included again in this lesson for Teacher Reference; one per student and one to display)• Sample student argument essay (for Teacher Reference)• Optional: Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org)



End of Unit 2 Assessment, Part 1:
Drafting the Argument Essay

Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Assign computers and invite students to get out their essay planners and their novel, <i>To Kill a Mockingbird</i>.• Read the learning targets:<ul style="list-style-type: none">* “I can write an organized argument essay about <i>To Kill a Mockingbird</i>.”* “In my essay, I can support my claim with reasons, details, and quotes from the novel.”* “In my essay, I can explain how the details develop the reasons that support my claim.”* “In my essay, I can acknowledge and respond to a counterclaim.”• Remind students that these learning targets build on the work they have been doing in the past four lessons, as well as work they did in Module 1.	<ul style="list-style-type: none">• Based on the exit ticket from Lesson 9, if any students did not understand how to write an argument essay, consider pulling a small group during this time.



End of Unit 2 Assessment, Part 1:
Drafting the Argument Essay

Work Time	Meeting Students' Needs
<p>A. Drafting the Essay (40 minutes)</p> <ul style="list-style-type: none">• Be sure students have their novels <i>To Kill a Mockingbird</i>. Display the End of Unit 2 Assessment Prompt: <i>To Kill a Mockingbird</i> Argument Essay (originally distributed in Lesson 8).• Remind students of the following:<ol style="list-style-type: none">1. Use the ideas and evidence in your planners to write your essay drafts.2. You will turn in your drafts at the end of the class.3. You will have a chance to revise for conventions after you get your first draft back.• Emphasize the importance of saving their work often as they are typing. Let them know in what form (email, printed, saved to server, etc.) they will turn in their draft at the end of the class.• As students are working, circulate around the room. Since this is an assessment, students should work independently.• Continue to circulate around the room, supporting students when needed or when their hands are raised.• When a few minutes remain, remind students to save their work.	<ul style="list-style-type: none">• One of the goals of the scaffolding in the previous lessons is to support all students in writing their essays, including SPED and ELL students. As much as possible, this draft should be done independently. However, if it is appropriate for some students to receive more support, there is space during Work Time.• In order to give more support, consider:<ul style="list-style-type: none">* Prompting them to look at their essay planner to remind them of their claim and/or the evidence they gathered.* Asking questions like: “How does that evidence support your claim?” or “How are those ideas connected?”* Reminding them of the resources they have available to help them.



End of Unit 2 Assessment, Part 1:
Drafting the Argument Essay

Closing and Assessment	Meeting Students' Needs
<p>A. Collect Essay Drafts (3 minutes)</p> <ul style="list-style-type: none">• Give students specific positive praise for behaviors or thinking you noticed during class. Emphasize ways in which they are showing stamina as writers, and specific examples of students who are having strong insights about the theme of the novel.• Tell students you look forward to reading their drafts. Collect student drafts and their associated planning work: Supporting Evidence-Based Claims sheets and essay planner.	<ul style="list-style-type: none">• Consider allowing SPED and ELL students more time to complete their draft.
Homework	Meeting Students' Needs
<p>A. Choose two scenes from Chapter 27 onwards in the novel that communicate each of the four key quotes. Record two scenes for each key quote.</p> <p><i>Note: Assess students' essay drafts for "Claim and Reasons" and "Command of Evidence" on the argument rubric. Be prepared by Lesson 16 to return the essay drafts with feedback and the rubric. For assessment purposes, focus on just the top two rows of the rubric.</i></p> <p><i>But also give feedback on the "Coherence, Organization, and Style" and "Control of Conventions" for students to revise in Lesson 16. Specifically, keep an eye out for common organization or convention mistakes in the essays. In Lesson 16, you can address one of these common errors in a mini lesson in Lesson 16 when students revise.</i></p> <p><i>Lessons 14 and 15 begin the work of Unit 3 and build toward the Readers Theater performance task (This also allows time for you to review essays and give feedback by Lesson 16.) If you need additional time to review student work before the revision lesson, consider using a day or two between Lesson 13 and Lesson 16 to launch the independent reading routine. This routine is explained more fully in a supporting document Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org). However, make sure students return to their essays relatively soon; a gap of more than a few days will make it harder for them to revise successfully.</i></p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 13

Supporting Materials



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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sample Student Argument Essay:
(for Teacher Reference)

Essay Prompt: Atticus says, “Simply because we were licked a hundred years before we started is no reason for us not to try to win,” (Chapter 9, page 76). Now that you have read the whole text, what do you think? Does it make sense for Atticus’s character to take a stand to defend Tom Robinson? Give evidence from the text to support your thinking, and be sure to take into account what people who disagree might say.

In *To Kill a Mockingbird* by Harper Lee, the main character, Atticus Finch, defends Tom Robinson, a black man accused of attacking a white woman. Set in Jim Crow Alabama, Atticus is making a decision that many of the people of Maycomb don’t understand—taking a stand for a black man. When asked by his daughter, Scout, why he was fighting for Tom Robinson, Atticus responds, “Simply because we were licked a hundred years before we started is no reason for us not to try to win,” (76). Even though Atticus knows he does not have a chance at winning Tom’s case, because of his character, it makes sense for Atticus to defend him anyway.

Defending Tom Robinson makes sense for Atticus because of his worldview. Atticus believes that all people are worth respecting and he lives by the Golden Rule. For instance, he says, “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,” (30). Here it is clear that Atticus values other people’s perspectives and that must also include Tom Robinson’s. Atticus also believes in racial equality. When talking to his brother, Jack, about the trial, Atticus says, “Why reasonable people go stark raving mad when anything involving a Negro comes up, is something I don’t pretend to understand,” (88). Atticus believes it’s crazy to treat Tom differently just because he’s black. That means that, for Atticus, defending Tom means he is living by the Golden Rule, just as Atticus expects Jem and Scout to.



Sample Student Argument Essay:
(for Teacher Reference)

Another reason why it makes sense for Atticus to defend Tom Robinson is to set an example for his children. When Scout asks him why he takes Tom Robinson's case, Atticus responds by saying, "The main one is, if I didn't 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," (75). Atticus defends Tom because he believes in setting an example for Scout, Jem, and others. He builds on this idea later in the same conversation by saying, "Scout, simply by the nature of the work, every lawyer gets at least one case in his lifetime that affects him personally. This one's mine, I guess. 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. No matter what anybody says to you, don't you let 'em get your goat. Try fighting with your head for a change ..." (76). Here, Atticus shows that he wants Scout to follow the example he sets. Atticus is fighting with his head against the racism of Maycomb. He wants Scout to do that as well, even if people say bad things about Atticus for defending Tom. Atticus thinks it is very important to live in a way that shows Scout how to live by the Golden Rule. Therefore, it makes sense for Atticus to defend Tom Robinson.

Some people may argue that Atticus did not make a good decision by defending Tom. Atticus risked his safety by taking the case. For example, when Tom Robinson was in jail awaiting trial, Atticus guarded it so that he wouldn't get killed. When a bunch of men showed up in the middle of the night to hurt Tom, Scout described Atticus "... moving slowly, like an old man. He put the newspaper down very carefully, adjusting its creases with lingering fingers. They were trembling a little," (152). Atticus's trembling fingers show that he was afraid of the mob and what they might do. He was in danger. However, because Atticus set such a strong positive example for Scout and Jem, they stood by his side until the lynch mob went away. If he didn't always set that kind of example for them, they may not have stood up for what they knew was right. Atticus also put Jem and Scout in danger by taking the case. At the end of the book, Bob Ewell attacks them, breaking Jem's arm and drawing a knife on Scout. Atticus had no way to know that Ewell would take his anger out on Jem and Scout. However, Boo Radley saved the children from Ewell. He did that because they had developed a sort of friendship. Jem and Scout wouldn't have been able to overcome their fear of Boo if Atticus hadn't taught them over and over to walk in another person's skin. Therefore, Atticus's decision to defend Tom makes sense—the example he sets for his children ends up saving them from danger.



Sample Student Argument Essay:
(for Teacher Reference)

In conclusion, Atticus's decision to defend Tom Robinson makes sense. For him, the decision made sense because of his belief that all people are equal and because Atticus lived in a way to set a good example for Scout and Jem. Even though some may argue that Atticus's decision was not in his best interest because it was dangerous, based on his example, his children are able to make good decisions that lead them out of danger. Atticus teaches that what he said is true: "Simply because we were licked a hundred years before we started is no reason for us not to try to win," (76).



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 14

Launching the Readers Theater Groups: Allocating Key Quotes and Scenes



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Launching The Readers Theater Groups:
Allocating Key Quotes and Scenes

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)
I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

Supporting Learning Targets

- I can describe what Readers Theater is and list criteria of Readers Theater.
- I can work effectively with a group to create group norms to make group discussion and collaborative work productive and enjoyable.
- I can work effectively with a group to allocate a scene to each person in the group.

Ongoing Assessment

- Exit ticket: My Key Quote and Scene



Launching The Readers Theater Groups:
Allocating Key Quotes and Scenes

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Sharing Homework: Scenes That Communicate Key Quotes (6 minutes)B. Unpacking Learning Targets (4 minutes)2. Work Time<ol style="list-style-type: none">A. Studying the Prompt (10 minutes)B. Launch Readers Theater Groups (10 minutes)C. Allocating Key Quotes (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: My Key Quote and Scene (5 minutes)4. Homework<ol style="list-style-type: none">A. Read through the scene for which you will be writing a Readers Theater script and use evidence flags to mark the dialogue in that scene.	<ul style="list-style-type: none">• Although this lesson is in Unit 2, it is actually the kickoff for Unit 3. This is to give you time to look over the draft end of unit assessments before handing them back to students with feedback in Lesson 16.• Students may be familiar with Readers Theater already. If so, ask them to help you generate the criteria for Readers Theater. If not, you may need to give them the criteria (in the body of the lesson, during Work Time A).• In this lesson, students are put into groups for Readers Theater, and one of the key quotes from Lesson 8 is allocated to each group. Students then work in their groups to give each group member a different scene from the anchor chart for which he or she will write a Readers Theater script. It is important that each individual works on a different scene; otherwise, there will be multiple versions of the same scene in the final Readers Theater, which will be confusing. Groups may need assistance allocating scenes to individuals.• In advance: Organize students into groups of three or four and assign each group a key quote. Mixed-ability grouping of students will provide a collaborative and supportive structure.• Post: Learning targets and Key Quotes anchor charts (from Lesson 8).



Launching The Readers Theater Groups:
Allocating Key Quotes and Scenes

Lesson Vocabulary	Materials
Readers Theater, effectively, norms, collaborative, productive	<ul style="list-style-type: none">• Equity sticks• Key Quotes anchor charts (from Lesson 8)• Performance Task Prompt (one per student and one for display)• Model Readers Theater One-Scene Script (one per student and one to display)• Readers Theater Criteria Anchor Chart (new; co-created with students during Work Time A; see Supporting Materials)• Chart paper (one piece per group)• Marker (one per group)• Exit ticket: My Key Quote and Scene (one per student)



Launching The Readers Theater Groups:
Allocating Key Quotes and Scenes

Opening	Meeting Students' Needs
<p>A. Sharing Homework: Scenes That Communicate Key Quotes (6 minutes)</p> <ul style="list-style-type: none"> Remind students that for homework they were to choose two scenes from Chapter 27 onward of <i>To Kill a Mockingbird</i> that communicate each of the key quotes. Consider using equity sticks to select students to share their scene and to explain how that scene communicates the key quote. Record the scenes on the appropriate Key Quotes anchor charts. 	<ul style="list-style-type: none"> Opening with activities linked to homework holds students accountable for completing their homework.
<p>B. Unpacking Learning Targets (4 minutes)</p> <ul style="list-style-type: none"> Invite students to read the learning targets with you: <ul style="list-style-type: none"> “I can describe what Readers Theater is and list criteria of Readers Theater.” “I can work effectively with a group to create group norms to make group discussion and collaborative work productive and enjoyable.” “I can work effectively with a group to allocate a scene to each person in the group.” Ask students to Think-Pair-Share: <ul style="list-style-type: none"> “What is a Readers Theater?” Cold call students for their responses. Listen for students to explain that Readers Theater is very basic theater. There are many styles of Readers Theater. Students may not know this, so you may have to tell them. Ask: <ul style="list-style-type: none"> “What does work effectively mean?” Select volunteers to share responses. Listen for students to explain that to work effectively means to work well together. Ask: <ul style="list-style-type: none"> “What are norms? Why do we make norms?” Select volunteers to share their responses. Listen for students to explain that norms are positive behaviors that help groups work well together. 	<ul style="list-style-type: none"> Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. Discussing and clarifying the language of learning targets helps build academic vocabulary.



Launching The Readers Theater Groups:
Allocating Key Quotes and Scenes

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “What is collaborative work?”• Cold call students for their responses. Listen for students to explain that collaborative work is working with others.• Ask:<ul style="list-style-type: none">* “What does productive mean?”• Listen for students to explain that productive means to do a lot of good work in a short span of time.	



Launching The Readers Theater Groups:
Allocating Key Quotes and Scenes

Work Time	Meeting Students' Needs
<p>A. Studying the Prompt (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that while you are looking over their draft essays to provide feedback, they are going to begin working on Unit 3. Display and distribute the Performance Task Prompt. • Invite students to read along silently in their heads as you read it aloud. • Ask them to Think-Pair-Share: <ul style="list-style-type: none"> * “So what are you going to be doing for your performance task?” • Listen for students to explain that they are going to write a Readers Theater script for a scene of the book that best represents that quote. They are then going to combine their script with the scripts of the other people in their group who have worked on scenes for the same quote, write a conclusion for their group Readers Theater, and then perform it. Explain that students will combine their individual scripts in chronological order, just as the scenes occur in the book. • Display and distribute the Model Readers Theater One-Scene Script and invite students to spend a couple of minutes reading through it so they can get an idea of what a Readers Theater script looks like. • Tell students that Readers Theater was developed as an easy and good way to present literature in dramatic form. Most scripts are adapted from literature. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What are some criteria for Readers Theater performances?” • Record student suggestions in the second column, Performance, of the new Readers Theater Criteria anchor chart. Make sure the following are included: <ul style="list-style-type: none"> • There is a narrator to help frame the dramatic presentation. • No full stage sets. If used at all, sets are simple. • No full costumes. If used at all, costumes just suggest the feel of the characters. Or the costumes are really basic or all the same. • No full memorization. Scripts are used openly in performance. “How will you use the novel and informational texts?” 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. • Anchor charts serve as Note-catchers when the class is co-constructing ideas.



Launching The Readers Theater Groups:
Allocating Key Quotes and Scenes

Work Time (continued)	Meeting Students' Needs
<p>B. Launch Readers Theater Groups (10 minutes)</p> <ul style="list-style-type: none">• Post the Readers Theater groups and read through them so all students know which group they are in. Invite students to get into those groups.• Remind students that when they start working in a new group, it is a good idea to create some group norms to make sure that group discussion and collaborative work is productive and enjoyable for everyone.• Hand out a piece of chart paper and a marker to each group.• Circulate to help groups think of norms. Ask guiding questions:<ul style="list-style-type: none">* “How can you make sure you have productive group discussions? What do you each need to do? Why?”* “How can you make sure everyone gets a chance to share his or her ideas and be heard?”	<ul style="list-style-type: none">• Asking groups to write group norms makes them think about criteria for successful teamwork and provides a guide to refer to when they find teamwork challenging and need support.



Launching The Readers Theater Groups:
Allocating Key Quotes and Scenes

Work Time (continued)	Meeting Students' Needs
<p>C. Allocating Key Quotes (10 minutes)</p> <ul style="list-style-type: none">• Focus students on the Performance Task Prompt, specifically the list of Key Quotes spoken by Atticus. Remind them of the Key Quotes anchor charts they created in Lesson 8 about these four quotes. Assign each group one of the four key quotes and tell them that they are going to be writing their Readers Theater for scenes that convey that quote.• Ask students to discuss in their Readers Theater groups:<ul style="list-style-type: none">* “What is the main idea of your quote?”• Invite students to spend 5 minutes reading through the scenes (already recorded on their key quote anchor chart from Lesson 8) and then reading those scenes in context in the novel.• Ask students to discuss in their Readers Theater groups:<ul style="list-style-type: none">* “How does each scene communicate the main idea of your key quote?”• Tell students that to make their group Readers Theater performance a strong representation of that quote, within their group they need to: 1) identify the scenes from the list that best communicate that quote, and 2) each select a different scene to work on and then combine those scenes into one with a conclusion. Emphasize that if two students within the group choose the same scene to work on, the final Readers Theater piece could be quite confusing and boring to watch. Remind students that in later lessons they will combine their scripts in chronological order, just as the scenes occur in the book.• Ask groups to discuss:<ul style="list-style-type: none">* “Which of the scenes recorded on the key quote chart are the most successful at communicating the key quote? Why?”• Remind groups of their norms chart; circulate to assist groups that are struggling to identify the most successful scenes.• Give groups 5 minutes to decide who is going to work on which of the scenes that they have identified as the most successful at communicating the key quote. Remind groups of their norms chart and circulate to remind groups that each student needs to work on a different scene.• If a group begins to argue over which scenes students are going to work on, allocate a scene to each student in that group.	



Launching The Readers Theater Groups:
Allocating Key Quotes and Scenes

Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: My Key Quote and Scene (5 minutes)</p> <ul style="list-style-type: none">• Distribute the exit ticket: My Key Quote and Scene. Tell students to record on the exit ticket their key quote and the scene they are going to be working on.• Collect the exit tickets and check that each student in a group is working on a different scene for his or her key quote.	<ul style="list-style-type: none">• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.
Homework	Meeting Students' Needs
<p>A. Read through the scene for which you will be writing a Readers Theater script and use evidence flags to mark the dialogue in that scene.</p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 14

Supporting Materials



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Performance Task Prompt:

After reading *To Kill a Mockingbird*, analyze key quotes that reflect the overarching themes studied in Units 1 and 2. In a small group, you will develop a Readers Theater script based on your group's quote. Your group will develop the script by selecting critical scenes from the novel that develop the theme expressed in the quote. On your own, you will also write two pieces: a justification (Mid-Unit 3 Assessment) to explain how the scenes your group selected help develop the main idea of the quote, and a commentary (End of Unit 3 Assessment) to explain how your group's script is a response to *To Kill a Mockingbird* and how it connects to and diverges from the novel.

Key Quotes (Each quote was spoken by Atticus)

- A. "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." (90)
- B. "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." (30)
- C. "I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do." (112)
- D. "Before I can live with other folks I've got to live with myself. The one thing that doesn't abide by majority rule is a person's conscience." (105)

Part 1: Individual Scripting

Each member will write an individual narrative "passage script" from the novel relating to the key quote provided to your group. On your own, you will choose a scene from the novel that develops the main idea of your key quote. Along with that, you will write narration that introduces that passage and a short commentary that explains how the passage develops the main idea of the key quote.

Part 2: Group Scripting

You will collaborate with your small group to produce one longer script that connects each person's passage in chronological order, as it happens in the book. When you work as a group, you will focus on making sure the passages flow together: You will refine each person's narration, add transitions, and work as a group to write a conclusion to the group's script. You also will choose props and plan blocking for your performance and rehearse as a group. Your group will perform your final high-quality narrative script for the class and/or school or community members.



Model Readers Theater One-Scene Script:

Key Quote

“As I made my way home, I thought Jem and I would get grown but there wasn’t much else left for us to learn, except possibly algebra.”

Theme

Growing up is about more than just getting older—it is about understanding people and their actions and recognizing that the world doesn’t always work as you want it to or think it should.

Roles

Narrator

Jem

Atticus

Miss Maudie



Model Readers Theater One-Scene Script:

Script

Narrator: Jem has realized that Atticus had a reason for not bragging about his talent. Jem wants to be like his father, and so you can see he is beginning to grow up. By the time he turns 12, he is difficult to live with, inconsistent, and moody. But his loss of innocence has barely begun when he, Scout, and Dill sneak into Tom Robinson's trial and listen intently as the witnesses give their testimony. After the jury leaves to deliberate, Jem is confident.

Jem: Don't fret; we've won it. Don't see how any jury could convict on what we heard.

Narrator: Jem truly believes that people will do the right thing and find Tom innocent. Until the jury found him guilty.

Jem: Atticus—

Atticus: (Moving closer to Jem and putting his hand on Jem's shoulder) What, son?

Jem: How could they do it? How could they?

Atticus: I don't know, but they did it. They've done it before and they did it tonight and they'll do it again, and when they do it—seems that only children weep. Good night.

Atticus walks away.

Narrator: The next day, Miss Maudie invites Jem, Scout, and Dill over for some cake.

Miss Maudie: Don't fret, Jem. Things are never as bad as they seem.

Model Readers Theater One-Scene Script:

Jem: It's like bein' a caterpillar in a cocoon, that's what it is. Like somethin' asleep wrapped up in a warm place. I always thought Maycomb folks were the best folks in the world—least that's what they seemed like.

Miss Maudie: We're the safest folks in the world. We're so rarely called on to be Christians, but when we are, we've got men like Atticus to go for us.

Jem: (grinning ruefully) Wish the rest of the county thought that.

Miss Maudie: You'd be surprised how many of us do.

Jem: (starting to sound angry) Who? Who in this town did one thing to help Tom Robinson, just who?

Miss Maudie: His colored friends, for one thing. And people like us. People like Judge Taylor. People like Mr. Heck Tate. Stop eating and start thinking, Jem. Did it ever strike you that Judge Taylor naming Atticus to defend that boy was no accident? That Judge Taylor might have had his reasons for naming him?

Narrator: This was a thought. Court-appointed defenses were usually given to Maxwell Green, Maycomb's latest addition to the bar, who needed the experience. Maxwell Green should have had Tom Robinson's case.

Miss Maudie: You think about that. It was no accident. I was sittin' there on the porch last night, waiting. I waited and waited to see you all come down the sidewalk, and as I waited I thought, Atticus Finch won't win, he can't win, but he's the only man in these parts who can keep a jury out so long in a case like that. And I thought to myself, well, we're making a step—it's just a baby step, but it's a step.



Readers Theater Criteria Anchor Chart:
(for Teacher Reference)

Script	Performance
<ul style="list-style-type: none">• Opens with a narrator setting the scene by providing background information on what has already happened in the story• Character dialogue• Character actions in italics and parentheses before the dialogue, or on their own line after the dialogue, to warn the person playing the character of what s/he needs to do• Quotes from the book incorporated into the script• Clearly communicates the main ideas in the key quote• Accurately retells the story of scenes from the novel through dialogue• Name of each character before the line s/he has to speak• Line break between speech of different characters• Dialogue in style and tone of the speech in the book	<ul style="list-style-type: none">• There is a narrator to help frame the dramatic presentation.• No full stage sets. If used at all, sets are simple.• No full costumes. If used at all, costumes just suggest the feel of the characters. Or the costumes are really basic or all the same.• No full memorization. Scripts are used openly in performance.



Exit Ticket:
My Key Quote and Scene

.....
Name:
.....

Date:
.....

What is the key quote that has been allocated to your group?

What is the key scene that has been allocated to your group?



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 15

Writing the First Draft of the Readers Theater Script



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)
I can create poetry, stories, and other literary forms. (W.8.11b)

Supporting Learning Targets

- I can analyze a model Readers Theater script to generate criteria of an effective Readers Theater script.
- I can write a first draft of my Readers Theater script.

Ongoing Assessment

- Draft Readers Theater script



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing a Model Script to Generate Criteria (9 minutes)B. Drafting a Script (20 minutes)C. Reading Scripts (8 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Discussion: How Does My Script Develop the Main Idea of the Key Quote? (5 minutes)4. Homework<ol style="list-style-type: none">A. Take your script home and finish/revise it.	<ul style="list-style-type: none">• Although this lesson and the previous lesson are in Unit 2, they actually represent the kickoff for Unit 3. This allows you time to look over the draft end of unit assessments before handing them back to students with feedback in Lesson 16.• In this lesson, students read and analyze the Model Readers Theater One-Scene Script (from Lesson 14) to generate criteria of an effective Readers Theater script that they can then apply when drafting their own scripts later in today's lesson.• At the end of the lesson, groups read each of the scripts generated by students in the group, one at a time, in order for students to hear what their script sounds like read aloud, which will help them to realize where they need to make revisions. They then take their scripts home to finish and revise.• In advance: Read the Model Readers Theater One-Scene Script. Focus on the features of the script in order to assist students in generating criteria for an effective Readers Theater script.• Post: Learning targets and Key Quotes anchor charts (from Lesson 8).



Lesson Vocabulary	Materials
Readers Theater, response	<ul style="list-style-type: none">• Equity sticks• Model Readers Theater One-Scene Script (from Lesson 14; one per student)• Readers Theater Criteria anchor chart (from Lesson 14)• Lined paper (two pieces per student)

Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can analyze a model Readers Theater script to generate criteria of an effective Readers Theater script.”* “I can write a first draft of my Readers Theater script.”• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “Why is it useful to analyze a model before writing?”• Consider using equity sticks to select students to share their responses. Listen for students to explain that a model is a good example of what a piece of writing can look like, so analyzing it can make us more aware of what we should be aiming for.	<ul style="list-style-type: none">• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Analyzing a Model Script to Generate Criteria (9 minutes)</p> <ul style="list-style-type: none">• Tell students that before they begin drafting the script for their scene of the Readers Theater, they are going to analyze the model Readers Theater script that they were introduced to yesterday to generate criteria to follow when writing their own scripts.• Distribute the Model Readers Theater One-Scene Script. Explain that this is just one scene of a Readers Theater made up of a number of scenes, just like the one scene they will be contributing to the Readers Theater that their group performs.• Invite students to get into their Readers Theater group to read the Readers Theater script together. Encourage them to allocate a role listed on the script to each group member for reading.• Circulate to assist students with reading the model. Focus particularly on readers who may struggle. Listen out for groups who read it particularly well together to model it for the whole group.• Refocus the whole group. Choose a group to read the model script aloud for everyone.• Ask students to refer to the section of the novel the scene is taken from and discuss in their groups:<ul style="list-style-type: none">* “What do you notice about this model Readers Theater script?”* “How is this script a response to the novel <i>To Kill a Mockingbird</i>? A <i>response</i> means how it communicates a theme in the novel.”• Select volunteers to share their group discussion with the whole group.• Record student suggestions in the Script column on Readers Theater Criteria anchor chart. Ensure the list includes:<ul style="list-style-type: none">– Opens with a narrator setting the scene by providing background information on what has already happened in the story– Character dialogue– Character actions in italics and parentheses before the dialogue, or on their own line after the dialogue, to warn the person playing the character of what s/he needs to do– Quotes from the book incorporated into the script– Clearly communicates the main ideas in the key quote– Accurately retells the story of scenes from the novel through dialogue– Name of each character before the line s/he has to speak	<ul style="list-style-type: none">• Providing models of expected work supports all learners, especially those who are challenged.• Analyzing models to generate criteria for their own work helps to deepen student understanding of what is expected of their work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> – Line break between speech of different characters – Dialogue in style and tone of the speech in the book 	<ul style="list-style-type: none"> •
<p>B. Drafting a Script (20 minutes)</p> <ul style="list-style-type: none"> • Distribute lined paper and invite students to use the quotes they flagged in the novel for homework as well as the model — and also to follow the criteria they generated about effective Readers Theater scripts — to draft their own Readers Theater scripts for their scene. • Circulate to assist students in writing their scripts. Ask guiding questions: <ul style="list-style-type: none"> * “Have you incorporated the quotes from the novel in your script?” * “Have you written the name of each character before writing the line of dialogue?” * “Does your script tell the story of the scene through dialogue between characters?” * “Have you written a line break between the speech of different characters?” * “Is your dialogue in the same style and tone as the speech in the book?” 	<ul style="list-style-type: none"> • Asking questions linked to the criteria as students are writing can help to remind them of what is expected of their work and can push their thinking further by exposing things that are inaccurate or missing.
<p>C. Reading Scripts (8 minutes)</p> <ul style="list-style-type: none"> • Invite groups to read each of the scripts that have been generated by individuals in the group so far. Tell students that although they haven't finished yet, they are going to share what they have done so far. Encourage students to listen for anything that doesn't sound quite right as their script is being read aloud by the group; this way they'll know where to make revisions to it. Encourage the group to make suggestions for areas of the script where they noticed something wasn't quite clear or accurate. • Circulate to listen to groups reading student scripts. Ask guiding questions: <ul style="list-style-type: none"> * “Was there any part of the script that didn't sound right?” * “Did the dialogue tell the story of the scene from the novel?” • Invite students to revise their scripts based on what they heard in the read-aloud. 	<ul style="list-style-type: none"> • Asking students to read their writing aloud can help them hear where there are errors that they may not have seen when reading it silently in their heads.



Closing and Assessment	Meeting Students' Needs
A. Discussion: How Does My Script Develop the Main Idea of the Key Quote? (5 minutes) <ul style="list-style-type: none">• Invite students to discuss in groups:<ul style="list-style-type: none">* “How does my script develop the main idea of the key quote?”• Select volunteers to share their answer with the whole group.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Take your script home and finish/revise it.	



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 16

End of Unit 2 Assessment, Part 2: Revise Essay Drafts



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5) I can use correct grammar and usage when writing or speaking. (L.8.1) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can use feedback from others to revise and improve my essay.• I can use correct grammar and punctuation in my essay.	<ul style="list-style-type: none">• Revised Essay



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Mini Lesson: Addressing Common Errors (5 minutes)B. Return Draft Essays with Feedback (5 minutes)C. Essay Revision (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Previewing Unit 3 (2 minutes)4. Homework<ol style="list-style-type: none">A. Finalize your essay	<ul style="list-style-type: none">• Some students may need more help revising than others. There is space for this during the revision time.• As in Lesson 13, consider the setup of the classroom; students ideally will be working on computers.• If students did not use computers to draft their essays in Lesson 13, consider giving them more time to revise and rewrite their essays.• Have independent activities ready for students who finish revising early.• Since not all students may finish their revisions during this class, have students email their files, check out a computer, or come in during an off period or after school to finish. Consider extending the due date for students who do not have access to a computer at home.• In advance: Look over the graded essays and find a common conventions error. Craft a mini lesson for Work Time A in order to address the error (a sample structure is provided in the lesson).• Also, identify a body paragraph in a student essay that uses and punctuates a “quote sandwich” well to be an exemplar. Make a copy of this body paragraph, without the student’s name, to show in Work Time Part B. The goal is for students to have another model to work toward as they are revising their own essays.• Post: Learning targets.



Lesson Vocabulary	Materials
feedback	<ul style="list-style-type: none">• Document camera• Student essays with teacher feedback (from Lesson 13)• Exemplar body paragraph (one for display; see Teaching Note above)• Computers

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read the two targets aloud or invite a student volunteer to do so.<ul style="list-style-type: none">* “I can use feedback from others to revise and improve my essay.”* “I can use correct grammar and punctuation in my essay.”• Remind students that they have practiced incorporating peer feedback in Lesson 11. They will use the same skills in this lesson, only this time the feedback will be on their control of conventions.	<ul style="list-style-type: none">•



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Addressing Common Errors (10 minutes)</p> <ul style="list-style-type: none">• Tell students that you noticed a common error in their essays (for instance, comma splices or inconsistent capitalization).• On the document camera or white board, show an example of the error. Explain why it is incorrect. Model how to revise and correct the error.• Check for understanding. Ask students to give you a thumbs-up if they understand the error and how to fix it when revising, or a thumbs-down if they don't understand fully.• If many students give a thumbs-down, show another example of the error. Ask students to think about how to fix it.• Cold call on a student to suggest how to correct it. If the answer is incorrect, clarify. Again ask students to give you a thumbs-up/thumbs-down. If some students are still struggling, consider checking in with them individually.	<ul style="list-style-type: none">•
<p>B. Return Draft Essays with Feedback (10 minutes)</p> <ul style="list-style-type: none">• Show the exemplar body paragraph using the document camera. Point out how the student uses a quote sandwich, especially how they punctuate and cite the quote and explain how the quote supports the reason in the paragraph.• Tell students that they will be getting their essays back now with comments. They should look over the comments and make sure they understand them. Invite students to raise their hands to ask questions if they have them. Alternatively, create a "Help List" on the white board and invite students to add their names to it if they need questions answered.• Remind students that they will start their revisions in class today but will have the opportunity to complete their revisions at home tonight.• Return students' draft essays.	<ul style="list-style-type: none">•



Work Time (continued)	Meeting Students' Needs
<p>C. Essay Revision (20 minutes)</p> <ul style="list-style-type: none">• Revisit expectations for using computers.• Assign computers, and then prompt students to open the word processing program and make revisions.• Circulate around the room, addressing student questions. Consider checking in first with students who need extra support to make sure they can use their time well.• When a few minutes are left, ask students to save their work and make sure they have access to it at home tonight.	<ul style="list-style-type: none">• Some SPED or ELL students may need more scaffolding to revise. It can be helpful to give their feedback as a set of step-by-step instructions. For instance:<ol style="list-style-type: none">1. The circled words are misspelled. Get a dictionary and use it to correct the circled words.2. The underlined sentences are run-ons. Find them and correct them by adding a full stop and capitalizing the first letter of the new sentence.• For students who need more time, consider focusing their revisions on just one paragraph or just one skill, such as capitalizing appropriately.



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Unit 3 (3 minutes)</p> <ul style="list-style-type: none">• Tell students that their finished essay is due at the beginning of class tomorrow, along with their essay drafts and planners.• Tell the class that the final draft of this essay marks the end of Unit 2. In Unit 3, students will continue the work they started in Lessons 14 and 15 on their Readers Theater.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners. <p><i>Note: This is the final lesson of Module 2A, Unit 2. Review the materials for the rest of Module 2A in preparation for the rest of Unit 3. Also consider what plan for launching the independent reading routine will work best for your students and how you will calendar those lessons (as a stand-alone mini-unit, or integrated into Unit 3).</i></p>	