



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?**



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| 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 |



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|-----------------|--|--|--|---|---|
| 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 | |



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| 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 |



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| 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 |



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| 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 | |



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|------------------|--|---|--|---|--|
| 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 |
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| 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 |



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| 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 NotesChapter 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 NotesChapter 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.” |



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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.” |