



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



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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Writer and Reviewing Learning Targets: Focus Question from Homework (5 minutes)</p> <p>2. Work Time (35 minutes)</p> <p>A. Coding the Atticus Note-catcher (15 minutes)</p> <p>B. Building an Evidence-Based Argument (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket (5 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of Chapters 29, 30, and 31 with structured notes</p>	<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 essay • Post: Learning targets.



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Lesson Vocabulary	Materials
<p>claim, argument, relevant, compelling reasons; irascible (255), gait (255), pinioned (262), staccato (263), untrammelled (266)</p>	<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.



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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:

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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 To Kill a Mockingbird 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.



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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.
<p>"The one thing that doesn't abide by majority rule is a person's conscience."</p>		Page 105	Atticus will do what he thinks is right, even if other people disagree with him.
<p>"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."</p>		Page 112	Atticus believes that courage is doing what you think is right, even if you think you'll fail.
<p>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.</p>		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?
<p>"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."</p>		Page 218	Atticus would rather Bob Ewell be mean to him than Mayella.
	<p>"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)</p>	Page 236	Miss Maudie means that the people of Maycomb trust Atticus because he stands up for what is right.
<p>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.</p>		Page 250	This shows that Atticus is trying to see things from Bob Ewell's perspective and believes that Ewell is just upset.
<p>"He was out of his mind." (about Bob Ewell)</p>		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.
<p>Atticus thinks Jem stabbed Bob Ewell and insists that Jem bear the responsibility of his actions.</p>		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		
Reason 1:		
Reason for counterclaim:		
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	