



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
<p>1. Opening</p> <p>A. Engaging the Reader and Reviewing Learning Targets: Vocabulary Square (5 minutes)</p> <p>2. Work Time</p> <p>A. Coming to Terms with the Outcome of the Trial: Written Conversation (15 minutes)</p> <p>B. Close Reading: Atticus Explains Things (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief Learning Targets and Preview Homework: Atticus Note-catcher (5 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of Chapters 24–26 with structured notes.</p>	<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
<p>cynical (214), fatalistic, ruefully (215), wryly, furtive (218), commutes (219), vehement (221)</p>	<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



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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
1. What does Atticus’s reaction to Bob Ewell’s threats and name-calling reveal about his character?	
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?	



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. <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> • 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.	