



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 1: Lesson 14

Inferring About Character: Atticus (Chapter 5)



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Inferring About Character:
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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)
I can determine figurative and connotative meanings of words and phrases as they are used in a text including analogies or allusions to other texts. (RL.8.4).
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)

Supporting Learning Targets

- I can deepen my understanding of key words in *To Kill a Mockingbird* by engaging in Quiz-Quiz-Trade.
- I can support my inferences about Chapter 5 of *To Kill a Mockingbird* with the strongest evidence from the text.
- I can determine the figurative meanings of words and phrases as they are used in Chapter 5 of *To Kill a Mockingbird*.

Ongoing Assessment

- QuickWrite



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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Reviewing Learning Targets: Vocabulary (5 minutes)</p> <p>2. Work Time</p> <p>A. Read-aloud: Miss Maudie’s View on Atticus and the Radleys (5 minutes)</p> <p>B. Chalk Talk: Text-Dependent Questions about Chapter 5 (23 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: “Stop Tormenting the Man” (10 minutes)</p> <p>B. Debriefing Learning Targets and Previewing Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of Chapters 6 and 7. Take notes using the Structured Notes graphic organizer.</p>	<ul style="list-style-type: none">• In this lesson, students do a close read of Chapter 5 to practice analyzing figurative language, as well as making inferences about the text.• For the opening, students engage in Quiz-Quiz-Trade. They were introduced to it first in Module 2, Unit 1, Lesson 4.• In this lesson, students will engage in the Chalk Talk protocol. They were first introduced to this in Module 1, Unit 2, Lesson 2. It will be used differently here. Instead of grouping the students, they should walk from chart to chart in order to think about all four questions.• In advance: Make copies of the vocabulary strips and cut them out. Prepare for the Chalk Talk. Post the text-dependent questions on chart paper around the room. Consider spreading them out to allow students to easily access them.• Review: Quiz-Quiz-Trade protocol,• Chalk Talk protocol (see Appendix 1).• Post: Learning targets.



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Lesson Vocabulary	Materials
<p>benign, tacit (42) cordiality, benevolence, morbid (43) edification (49)</p>	<ul style="list-style-type: none">• <i>To Kill a Mockingbird</i> (book; one per student)• Vocabulary strips (teacher-prepared; see Supporting Materials)• Vocabulary Handout: Chapter 5 (one per student)• Text-dependent questions for Chalk Talk chart (teacher reference; one chart per group with all four questions on it; see Supporting Materials for example)• Markers (one per student)• Chapter 5 of <i>To Kill a Mockingbird</i> Close Reading Guide (for Teacher Reference)• Chapter 5 of <i>To Kill a Mockingbird</i> Text-dependent Questions (one per student)• QuickWrite: “Stop Tormenting the Man!” (one per student)• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 6 & 7 (one per student)• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 6 & 7 (optional for students needing more support)



Inferring About Character:
Atticus (Chapter 5)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Reviewing Learning Targets: Vocabulary (5 minutes)</p> <ul style="list-style-type: none">• Invite students to get out their To Kill a Mockingbird Structured Notes graphic organizer, Chapter 5. While they are doing this, distribute Vocabulary Strips and Vocabulary Handout: Chapter 5.• Ask students to find their word in their structured notes and write their definition on the back of the strip of paper. Then, they check it using the vocabulary handout and revise the definition if needed.• Let students know that they will be doing Quiz-Quiz-Trade. Briefly review the directions:• You will find a partner and show him or her the vocabulary word on your strip of paper.• Your partner will try to determine the meaning of the word.• Then the process repeats for the other partner.• After both students have tried to determine the meaning of the words, find out the correct definitions, then trade papers and find new partners.• Clarify directions as needed, then invite the class to begin. Circulate to guide students with this vocabulary activity and to listen in on their initial understanding of these words.• Once students have partnered up twice, they return to their seats.• Read today's learning targets out loud. Point out that students have already met the first learning target. Explain that the rest of the lesson will be focused on mastering the other two learning targets by closely reading a small section of Chapter 5.	<ul style="list-style-type: none">• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Inferring About Character:
Atticus (Chapter 5)

Work Time	Meeting Students' Needs
<p>A. Read-aloud: Miss Maudie's View on Atticus and the Radleys (5 minutes)</p> <ul style="list-style-type: none"> Ask students to get out their text <i>To Kill a Mockingbird</i>, turn to page 43, and read along silently while you read aloud. <ul style="list-style-type: none"> Read aloud from "In summertime, twilights are long and peaceful" on page 43 to "I liked it very much" on page 46. Remember that this should be a "pure" read-aloud: Read slowly, fluently, with expression, and without interruption. 	<ul style="list-style-type: none"> Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. This strategy also supports students' comprehension by allowing them to make initial meaning without working so hard to read the text. Set clear expectations that students read along silently in their heads as you read the text aloud.
<p>B. Chalk Talk: Text-Dependent Questions about Chapter 5 (23 minutes)</p> <ul style="list-style-type: none"> Distribute the Text-dependent questions for Chalk Talk charts. Tell students that they will participate in a silent discussion (called a Chalk Talk) about the excerpt of the text they have just read. Set expectations and describe the basic process of the Chalk Talk: <ul style="list-style-type: none"> This technique works only if everyone is writing and responding for the whole 10 minutes. Make it clear that everyone is responsible for writing, reading other people's comments, and responding; there should be no talking, and no one should sit down until the time is up. Opinions must be freely expressed and honored, and no personal attacks are allowed. Each person will each have a marker and book. The teacher poses four questions to the groups (in this case, the questions are written on a piece of chart paper divided into four sections). Students write their thinking and responses to each of the questions on the chart paper. When signaled, they move on to answering the next question to make sure all four questions are answered. As students do this 10-minute Chalk Talk, use the Chapter 5 of <i>To Kill a Mockingbird</i> Close Reading Guide (for Teacher Reference only) for suggestions about specific ways to support them with probing questions. 	<ul style="list-style-type: none"> Use of protocols (like Chalk Talk) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge.



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After about 10 minutes, ask students to return to their seats. Distribute the Chapter 5 of <i>To Kill a Mockingbird</i> Text-dependent Questions. Move the chart papers to a place where all students can see them. Ask students to take about 5 minutes to read over the thinking on the chart papers and write down their best answer to each question.• Then refocus students whole group. Lead a debrief with the class. Cold call students to share their answers to the questions. Encourage students to add to or revise their notes during the discussion. Probe or scaffold as appropriate with the questions on the Close Reading Guide. Be sure the students come to a correct understanding; clarify any confusion.	



Inferring About Character:
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Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: “Stop Tormenting the Man” (10 minutes)</p> <ul style="list-style-type: none"> Distribute the QuickWrite: “Stop Tormenting the Man!” and ask students to work independently on a QuickWrite to address the prompt: <ul style="list-style-type: none"> * “I’m going to tell you something and tell you one time: stop tormenting that man’ (49). What does this statement show about Atticus’s belief in the Golden Rule?” After about 8 minutes, collect the exit tickets and use them to assess whether students understand that Atticus believes in the Golden Rule and believes in treating people respectfully. If they do not understand this, address it in the next lesson. 	<ul style="list-style-type: none"> Using exit tickets allows a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students’ needs before the next lesson.
<p>B. Debriefing Learning Targets and Previewing Homework (2 minutes)</p> <ul style="list-style-type: none"> Invite students to look back the learning targets. Read each target aloud and ask students to show a Fist to Five regarding their progress toward the target. Note which students show a 1 or 2; they may need more support in future lessons. Distribute the Homework: To Kill a Mockingbird Structured Notes, Chapters 6 & 7 or Homework: To Kill a Mockingbird Supported Structured Notes, Chapters 6 & 7 and briefly preview the homework. 	<p>Consider providing supported structured notes for students who struggle.</p>
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapters 6 and 7, using structured notes. Answer the focus question: What does the reader learn about Jem, Scout, and Boo in these chapters? 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.



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Grade 8: Module 2A: Unit 1: Lesson 14

Supporting Materials



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Vocabulary Strips

benign

tacit

cordiality

benevolence

morbid

edification

benign

tacit

cordiality

benevolence

morbid

edification



Vocabulary Handout:
Chapter 5

benign	adj.- good, kind, not dangerous
tacit	adj.- understood or implied without being said
cordiality	n.- kindness
benevolence	n.- generosity
morbid	adj.- related to disease or death; often thinking about gloomy things
edification	n.- spiritual, moral or intellectual improvement.

benign	adj.- good, kind, not dangerous
tacit	adj.- understood or implied without being said
cordiality	n.- kindness
benevolence	n.- generosity
morbid	adj.- related to disease or death; often thinking about gloomy things
edification	n.- spiritual, moral or intellectual improvement.



Text Dependent Questions for Chalk Talk Chart:
(for Teacher Reference)

<p>1. Reread the middle of page 43. Why does Miss Maudie say Scout is being morbid?</p>	<p>2. Reread the top of page 44. What does “the best defense ... was a spirited offense” mean?</p>
<p>3. Reread the middle of page 45. What does “The Bible in the hand of one man is worse than a whiskey bottle in the hand of ... your father” mean?</p>	<p>4. Reread the top of page 46. What does Scout mean when she says, “Atticus don’t ever do anything to Jem and me that he don’t do in the yard”? How does this draw on the Golden Rule theme?</p>



Chapter 5 of *To Kill a Mockingbird* Close Reading Guide:
(for Teacher Reference)

Questions	Teacher Guide
<p>1. Reread the middle of page 43. Why does Miss Maudie say Scout is being morbid?</p>	<p>As students are silently responding to questions, circulate and check their “discussions.” To probe or scaffold the students, use a marker to write additional questions on the chart paper for them to respond to.</p> <p><i>Look for students to write:</i> <i>Miss Maudie thinks that Scout is too focused on the Radleys. In her opinion, it’s a gloomy subject.</i></p> <p>Probing and scaffolding for Question 1:</p> <ul style="list-style-type: none">• “What does ‘morbid’ mean?”• “How does Miss Maudie feel about the Radleys?”• “What in the story makes you say that?”
<p>2. Reread the top of page 44. What does “the best defense ... was a spirited offense” mean?</p>	<p>As students are silently responding to questions, circulate and check their “discussions.” To probe or scaffold the students, use a marker to write additional questions on the chart paper for them to respond to.</p> <p><i>Look for students to write:</i> <i>To keep Miss Maudie from teasing him, Uncle Jack teases her first.</i></p> <p>Probing and scaffolding for Question 2:</p> <ul style="list-style-type: none">• What does spirited mean?• What is Miss Maudie’s and Uncle Jack’s relationship like?• What does the line ‘he said he was trying to get Miss Maudie’s goat?’ mean?• What in the story makes you say that?



Chapter 5 of *To Kill a Mockingbird* Close Reading Guide:
(for Teacher Reference)

Questions	Teacher Guide
<p>3. Reread the middle of page 45. What does “The Bible in the hand of one man is worse than a whiskey bottle in the hand of ... your father” mean?</p>	<p>As students are silently responding to questions, circulate and check their “discussions.” To probe or scaffold the students, use a marker to write additional questions on the chart paper for them to respond to.</p> <p><i>Look for students to write: Miss Maudie thinks that some people such as the Baptists are mean or unkind to others even though they read the Bible. Atticus, on the other hand, could never be mean or unkind, even if he was drunk.</i></p> <p>Probing and scaffolding for question 1:</p> <ul style="list-style-type: none"> • “What does Miss Maudie mean by ‘hard’ when she says, ‘If Atticus Finch drank until he was drunk, he still wouldn’t be as hard as some men?’” • “What does Miss Maudie say about the Baptists?” • “Reread the paragraph that begins with ‘Miss Maudie laughed.’” • “What in the story makes you say that?”
<p>4. Reread the top of page 46. What does Scout mean when she says, “Atticus don’t ever do anything to Jem and me that he don’t do in the yard”? How does this draw on the Golden Rule theme?</p>	<p>As students are silently responding to questions, circulate and check their “discussions.” To probe or scaffold the students, use a marker to write additional questions on the chart paper for them to respond to.</p> <p><i>Look for students to write: Scout means that Atticus is consistent—he behaves the same way toward others when he’s at home and when he’s in public. This ties to the Golden Rule because Atticus always treats others with kindness and respect no matter where he is.</i></p> <p>Probing and scaffolding for question 4</p> <ul style="list-style-type: none"> • “What does Miss Maudie mean when she says, “The things that happen to people we never really know. What happens in houses behind closed doors ...’?” • “What is the Golden Rule?” • “What other examples of the Golden Rule have you seen in the book?” • “What in the story makes you say that?”



Chapter 5 of *To Kill a Mockingbird* Text Dependent Questions:

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

Date:
.....

Questions	Notes
1. Reread the middle of page 43. Why does Miss Maudie say Scout is being morbid?	
2. Reread the top of page 44. What does “the best defense ... was a spirited offense” mean?	
3. Reread the middle of page 45. What does “The Bible in the hand of one man is worse than a whiskey bottle in the hand of ... your father” mean?	



Chapter 5 of *To Kill a Mockingbird* Text Dependent Questions:

Questions	Notes
4. Reread the top of page 46. What does Scout mean when she says, “Atticus don’t ever do anything to Jem and me that he don’t do in the yard”? How does this draw on the Golden Rule theme?	



To Kill a Mockingbird Structured Notes:
Chapter 6 & 7

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

Date:
.....

What is the gist of what you read?

Focus Question: What does the reader learn about Jem, Scout, and Boo in these chapters? Use the strongest evidence from the novel in your answer.



To Kill a Mockingbird Structured Notes:
Chapter 6 & 7

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
commotion (54)		
malignant (55)		
pilgrimage (57)		
burdensome (61)		
rendered (61)		



To Kill a Mockingbird Supported Structured Notes:
Chapter 6 & 7

Chapter 6 Summary

The last night of the summer, Jem and Dill hatch the biggest plot of them all (reasoning that, if they get killed, they'll miss school instead of vacation). They decide to try to peep into one of the windows at the Radley house. When Scout (who until tonight knew nothing of the plan) starts to protest, they call her a girl and threaten to send her home. With that, she joins them.

Things take a disastrous turn when Boo Radley's older brother, Mr. Nathan Radley, hears them and, thinking they're intruders, fires a shotgun. They barely make it through the fence in time and hightail it back home so they're not missed by the adults. When they step into the gathering crowd to discuss the gunshot, Scout is horrified to realize that Jem is missing his pants. Dill hatches a good one and tells Atticus that he won them from Jem playing strip poker. The adults seem satisfied with the lie and don't suspect them of causing the gunfire at the Radley place. After they slink off, Scout discovers from Jem that he lost his pants as they were scurrying through the wire fence. They got caught and he had to leave them behind or risk getting shot. Late that night, Jem decides to go after them rather than risk Mr. Nathan finding them the next morning and turning him in. Scout pleads with him not to go, but he does it anyway. When he gets back, he doesn't say a word but lies in bed, trembling.

Chapter 7 Summary

Jem's silence about that night lasts for a week. They both start school again, and Scout discovers that the second grade is worse than the first, and the only consolation is that now she gets to stay as late as Jem and they can walk home together. It's during this walk home one afternoon that Jem finally opens up about his trip back to the Radley place to retrieve his pants. He tells Scout that his pants were not tangled up the wire as he left them but were folded neatly on the fence post, as if someone was expecting him to come back and get them.

As they approach the oak tree with the knot hole, they discover a ball of twine. After waiting a few days to make sure that the knot hole is not some other child's hiding place, they take ownership of everything they find in there from here on out. The next treasure they discover in there is the figure of a boy and girl carved out of soap. They're carved to look like Scout and Jem. The next prize is an old pocket watch that doesn't run. They decide to write a letter to whomever is leaving them things, but they're shocked to discover the next day that the hole has been filled with concrete. When they question Mr. Nathan Radley (Boo's brother, who does leave the house), he tells them the tree was sick and he had to do it. Upon questioning Atticus, however, he tells them that tree is perfectly healthy.



To Kill a Mockingbird Supported Structured Notes:
Chapter 6 & 7

Focus Question: What does the reader learn about Jem, Scout, and Boo in these chapters? Use the strongest evidence from the novel in your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
commotion (54)	ruckus	
malignant (55)	Having or showing ill will	
pilgrimage (57)	A long journey	
burdensome (61)	Hard to bear; heavy	
rendered (61)	made	