



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 2A: Unit 1: Lesson 11**

## **Close Reading:**

### **Focusing on Taking a Stand (Chapter 2 cont.)**



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**Close Reading:**

Focusing on Taking a Stand (Chapter 2 cont.)

**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 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 using a vocabulary square.
- I can identify the strongest evidence in Chapter 2 that shows why characters take a stand.

**Ongoing Assessment**

- Structured notes for Chapter 2 (from Lesson 9 homework)
- Summary Writing handout (from Lesson 10 homework)
- Vocabulary square
- Answers to text-dependent questions
- Exit ticket



**Close Reading:**

Focusing on Taking a Stand (Chapter 2 cont.)

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Guided Practice with Vocabulary Square (10 minutes)</p> <p>2. Work Time</p> <p>A. Review Learning Targets and Rereading: Scout Taking a Stand for Walter (25 minutes)</p> <p>B. Identifying Theme: Taking a Stand Anchor Chart (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket and Preview Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of Chapter 3. Take notes using the Structured Notes graphic organizer.</p>	<ul style="list-style-type: none"> <li>Students continue to work with Chapter 2 in this lesson. This is done intentionally to allow more time for students to get into the novel as well as to establish the reading and writing routines they will use throughout Units 1 and 2. Thus, they have done both structured notes and summary writing for Chapter 2 in advance of this lesson.</li> <li>Throughout students' study of <i>To Kill a Mockingbird</i>, they begin each lesson with a vocabulary entry task based on the vocabulary from the structured notes homework.</li> <li>This lesson introduces one of several vocabulary activities students will work on throughout the unit to apply and review the academic vocabulary from the novel. Students learn the root word "sent."</li> <li>For more information on roots or etymology, visit sites such as <a href="http://www.myvocabulary.com/dir-root-root_master#J">http://www.myvocabulary.com/dir-root-root_master#J</a>, or the Online Etymology Dictionary.</li> <li>Students reread a key scene in which Scout takes a stand. They answer text-dependent questions and then are introduced to the Taking a Stand anchor chart, which will be used throughout Units 1 and 2 to help students analyze this central theme of the novel.</li> <li>From this lesson on, select the Discussion Appointment, making sure to vary it so that students have the opportunity to meet with a variety of their classmates.</li> <li>In advance: Preview the Close Reading Guide (for Teacher Reference), which gives guidance on how to facilitate Work Time Part A.</li> <li>Decide which Discussion Appointment to use today.</li> <li>Post: Learning targets.</li> </ul>



**Close Reading:**

Focusing on Taking a Stand (Chapter 2 cont.)

Lesson Vocabulary	Materials
vocabulary square, applicable,; malevolent (8), meditating (17), wallowing illicitly (17), delegation (20), entailment (20), mortification (21), vexations (21), sojourn (22)	<ul style="list-style-type: none"><li>• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer Chapter 2 (from Lesson 9)</li><li>• Summary Writing handout (from Lesson 10)</li><li>• Vocabulary Square Note-catcher (one per student)</li><li>• Document camera or overhead projector</li><li>• <i>To Kill a Mockingbird</i> (book; one per student)</li><li>• Chapter 2 Text-Dependent Questions (one per student)</li><li>• Taking a Stand anchor chart (new; teacher-created; see Work Time B; see model in supporting materials)</li><li>• Rereading <i>To Kill a Mockingbird</i> pages 19-22 Close Reading Guide (for Teacher Reference)</li><li>• Exit Ticket: <i>To Kill a Mockingbird</i> Chapter 2 (one per student)</li><li>• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 3 (one per student)</li><li>• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapter 3 (optional for students needing more support)</li></ul>



**Close Reading:**  
Focusing on Taking a Stand (Chapter 2 cont.)

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Guided Practice with Vocabulary Square (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have learning targets posted for students to read.</li> <li>• Students should sit with their selected Discussion Appointment partner. Be sure that students have their structured notes on Chapter 2 of <i>To Kill A Mockingbird</i> as well as their Summary Writing of Chapter 2..</li> <li>• Tell students that now that they have started reading the novel, they will have a new opening routine for class. Each day, they will use different ways to share and deepen their understanding of the novel, including the vocabulary they defined for homework. They will usually use their structured notes from the reading homework for these activities.</li> <li>• Direct students' attention to the posted learning targets. Focus students on the first target. Read aloud as they follow along: <ul style="list-style-type: none"> <li>* "I can deepen my understanding of key words in <i>To Kill a Mockingbird</i> by using a vocabulary square."</li> </ul> </li> <li>• Tell students that one activity they will be using to develop vocabulary knowledge is a vocabulary square. Using the document camera, display and distribute the Vocabulary Square Note-catcher. Explain this Note-catcher briefly, saying something like this: "There are different ways to construct vocabulary squares, but for this novel, we will write the word on the line at the top; write a definition in our own words; identify synonyms or variations; identify the part of speech and any prefixes, suffixes, or roots; and draw a symbol or quick sketch that will help us remember the word."</li> <li>• Tell students that today they will complete a vocabulary square together as a class, to prepare them to complete vocabulary squares on their own in the future.</li> <li>• Write the word <i>sentimentality</i> (from Chapter 2, page 19) on the line. Tell students that this is an important word from Chapter 2 that's worth exploring because it helps us understand something important about Scout's relationship with Calpurnia. Reread the sentence from the text: □ * "In Calpurnia's teaching, there was no sentimentality: I seldom pleased her and she seldom rewarded me."</li> <li>• Focus students on the bottom left box. Invite them to turn and talk with their partner: □ * "Can anyone figure out the part of speech of <i>sentimentality</i>?"</li> </ul>	



**Close Reading:**  
Focusing on Taking a Stand (Chapter 2 cont.)

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Cold call on a student and clarify as needed so all students identify that it is a noun; write “noun” in the box. (If students have difficulty identifying the part of speech, point out that the sentence contains a verb, “was.” “Sentimentality” appears after the verb but does not come before another word, so it is unlikely to be an adjective. It is not a pronoun or adverb. Using process of elimination, we know it must be a noun.)</li> <li>• Keep students focused on that box. Explain that the box also asks us to identify prefixes, suffixes, or roots if applicable—which just means if it applies or if there are any. This word definitely contains a root and suffixes.</li> <li>• Ask students to do the following: □ * “Look at the word. What might be the root and suffix? Underline each part of the word.”</li> <li>• Invite students to turn and talk with a partner about the word parts.</li> <li>• Cold call on a student, listening for him/her to identify “sentiment” as the main part of the word. Write “sentiment” in the box and underline “sent.” Invite students to turn and talk with their partner about the meaning of the root “sent” or the word “sentiment.”</li> <li>• Explain that the root “sent” comes from the Latin “sentire,” which means “to feel,” and is also related to the word “sense.” Make a note in the box that “sent” means “feeling.”</li> <li>• Ask for students to identify the suffixes—“al” and “ity.” Write the suffixes in the box. Explain that both of the suffixes change the part of speech of that word sentiment. Point out that “sentimentality” and “sentiment” are nouns and that “sentimental” is an adjective—it describes someone.</li> <li>• Invite students to turn and talk with their partner about the meaning of the word “sentimentality.”</li> <li>• Cold call on students to respond. Listen for responses such as: “More emotion than reason or logic” or “Excessive feeling or emotion.” If no one can define the word, provide a definition. Model writing the definition in the box.</li> <li>• Direct students to the box labeled “synonyms or variations.” Tell them they can write either a synonym for the word or a variation of the word, but it might be helpful to do both. Invite students to turn and talk with their partner about synonyms.</li> <li>• Ask: <ul style="list-style-type: none"> <li>* “What are some synonyms for ‘sentimentality’?”</li> </ul> </li> <li>• Cold call on students, who might offer words such as “sappy” or “melodramatic.”</li> </ul>	



**Close Reading:**  
Focusing on Taking a Stand (Chapter 2 cont.)

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask: <ul style="list-style-type: none"> <li>* “We’ve already discussed some variations of this word. Who can give me one?”</li> </ul> </li> <li>• Cold call on a student to share “sentiment” and “sentimental.”</li> <li>• Direct students’ attention to the bottom right box. Explain that they should not be spending a lot of time here; this is just a quick sketch or symbol that you associate with understanding this word. Draw a quick sketch of a frilly heart or something else that is overly emotional.</li> <li>• Ask if there are any questions on completing a vocabulary square. Remind students that they will be completing vocabulary squares on their own as an entry task in some future lessons.</li> <li>• Collect the summaries, but let students keep their structured notes. They will need them in subsequent lessons.</li> </ul>	

Work Time	Meeting Students' Needs
<p><b>A. Review Learning Targets and Rereading: Scout Taking a Stand for Walter (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students’ attention to the remaining learning target: <input type="checkbox"/> * “I can identify the strongest evidence in <i>To Kill a Mockingbird</i> to demonstrate why characters take a stand.”</li> <li>• Remind students that identifying the strongest evidence from their reading to answer questions is something they’ve been working on all year. Explain that as they read the novel, they will further explore the idea of “taking a stand,” which they have been discussing for the past week. Today they will look at a specific stand and determine what the reader learns about the character from his or her stand.</li> <li>• Distribute the <b>Chapter 2 (pages 19–22) Text-Dependent Questions Note-catcher</b>.</li> <li>• Tell students that they are now going to take time to reread a key scene from Chapter 2.</li> <li>• See <b>Rereading To Kill a Mockingbird, pages 19–22 Close Reading Guide (for Teacher Reference)</b> to guide this part of work time.</li> </ul>	



**Close Reading:**  
Focusing on Taking a Stand (Chapter 2 cont.)

Work Time (continued)	Meeting Students' Needs
<p><b>B. Identifying Theme: Taking a Stand Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• After the final text-dependent question, display the new Taking a Stand anchor chart. Tell students that throughout their reading of this novel, they will continue to think about this theme of when and why characters “take <input type="checkbox"/> a stand.”</li><li>• Orient students to the chart. Read the first column, “Character,” aloud and then write “Scout” in the box <input type="checkbox"/> beneath it.</li><li>• Read the second column:<ul style="list-style-type: none"><li>* “Stand and Page #”</li></ul></li><li>• Cold call on a student to explain the stand Scout takes: Scout stands up for Walter when the teacher offers <input type="checkbox"/> him money.</li><li>• Read the third column:<ul style="list-style-type: none"><li>* “Analysis: Why does the character do that? What does this critical incident reveal about his/her character?”</li></ul></li><li>• Cold call on students for their thinking, pushing the students for the best answer such as those listed above—one that provides motivation and an explanation for what this incident reveals about the character.</li><li>• Reiterate that taking a stand will be a major theme throughout the novel; characters throughout the novel will stand up for themselves or others. These stands often reveal a lot about a character.</li><li>• The class will be adding to the anchor chart throughout the reading of the novel to develop an understanding of the characters and theme.</li></ul>	





**Close Reading:**  
Focusing on Taking a Stand (Chapter 2 cont.)

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket and Preview Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Provide each student with an <b>exit ticket</b> and invite them to answer the two multiple-choice questions.</li><li>• Distribute the <b>Homework: <i>To Kill a Mockingbird</i> Structured Notes, Chapter 3</b> or <b>Homework: <i>To Kill a Mockingbird</i> Supported Structured Notes, Chapter 3</b> and briefly preview the homework.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 3, using structured notes. Answer the focus question: “In this chapter, who takes a stand and why?” Use the strongest evidence from the novel.</p> <p><i>Note: Prepare quotes for Golden Rule Gallery Walk next lesson. Review summaries of Chapter 2 and give positive feedback as a formative assessment; return the summaries in Lesson 12.</i></p> <p><i>The next lesson also begins the first of several text to film comparisons. Be sure to have the DVD of the film version of <i>To Kill a Mockingbird</i> for Lesson 12.</i></p>	<ul style="list-style-type: none"><li>• Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.</li></ul>



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# Grade 8: Module 2A: Unit 1: Lesson 11

## 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



**Text Dependent Questions:**  
Chapter 2 (Pages 19-22)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Text Dependent Questions	Response using the strongest evidence from the text
1. Based on the text, what does the word “delegation” mean? Why might Lee describe the group of students as a “delegation”?	
2. Why is Scout the person who is chosen to explain things to Miss Caroline?	
3. Why does Lee include the information on Mr. Cunningham’s dealings with Atticus in the middle of the classroom scene?	



**Text Dependent Questions:**  
Chapter 2 (Pages 19-22)

Text Dependent Questions	Response using the strongest evidence from the text
4. Why does Miss Caroline say, “You’re starting off on the wrong foot in every way, my dear”?	
5. What does Scout’s stand reveal about her personality or character? Explain.	



Rereading *To Kill a Mockingbird*, Pages 19-22:  
Close Reading Guide (for Teacher Reference)

Total Time: 30 Minutes  
Launching the text

Questions/Directions for Students	Teaching Notes
<p>Set purpose for reading:</p> <ul style="list-style-type: none"><li>* Why does Scout stand up for Walter?</li></ul>	<p>(4 minutes)</p> <ul style="list-style-type: none"><li>• Ask students to review their structured notes from Chapter 2.</li><li>• Have students pair-share their summary and response to the focus question: Why does Scout stand up for Walter?</li></ul> <p><i>Listen for accurate summaries and for students to identify that Scout stands up for Walter because the teacher doesn't understand why he won't take lunch money from her.</i></p> <ul style="list-style-type: none"><li>• Cold call a student to share with the class.</li><li>• Ask students to cite specific evidence from the text (including the page number) as they provide their responses.</li></ul>
<p>Preview vocabulary</p> <p>The following word is important. Review the definition before you start reading.</p> <p>□entailment (21)</p>	<ul style="list-style-type: none"><li>• Tell students that this word is hard to define just based on context. Give students the definition: an entailment usually has to do with who can inherit land.</li></ul>
<p>Teacher read-aloud</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"><li>• Read from Miss Caroline asking students to put their lunches on their desks (19) to “A storm of laughter broke loose when it finally occurred to the class that Miss Caroline had whipped me” (22).</li></ul>

Rereading *To Kill a Mockingbird*, Pages 19-22:  
Close Reading Guide (for Teacher Reference)

**Gathering Evidence from Text: Text Dependent Questions**

Questions/Directions for Students	Teaching Notes
<p>1. Based on the text, what does the word “delegation” mean? Why might Lee describe the group of students as a “delegation”?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> <li>• Direct students to reread on their own from the bottom of page 19, “Go on and tell her, Scout,” to “familiarity breeds understanding.”</li> <li>• Then ask them to answer the questions in the first two rows on the Note-catcher. Circulate to monitor students’ note taking.</li> <li>• When everyone is done, have students share with a partner.</li> <li>• Using equity sticks, call on a student to share his or her response with the class.</li> </ul> <p><i>Listen for students to explain that a delegation is a group of representatives. Clarify as needed: Lee uses this to show that the “town students” and the “bus students” are seen as separate groups. □</i></p>
<p>2. Why is Scout the person who is chosen to explain things to Miss Caroline?</p>	<ul style="list-style-type: none"> <li>• Use equity sticks to call on a student to share his or her response. □</li> </ul> <p><i>Listen for students to notice that Scout has experience dealing with Miss Caroline, so she should continue to deal with her. “Familiarity breeds understanding.” Scout has already talked to Miss Caroline about being able to read and write. □</i></p> <ul style="list-style-type: none"> <li>• Ask students to cite specific evidence from the text (including the page number) as they provide their responses.</li> </ul>



Rereading *To Kill a Mockingbird*, Pages 19-22:  
Close Reading Guide (for Teacher Reference)

**Gathering Evidence from Text: Text Dependent Questions**

Questions/Directions for Students	Teaching Notes
3. Why does Lee include the information on Mr. Cunningham's dealings with Atticus in the middle of the classroom scene?	<p>(5 minutes)</p> <ul style="list-style-type: none"><li>• Ask students to think about the structure of this scene.</li><li>• Scaffolding: Why does Harper Lee interrupt the action in the classroom with Mr. Cunningham's legal situation?</li><li>• The reader is absorbed in this mini-drama with Scout when it is interrupted by this scene about Mr. Cunningham's entailment and money problems. Invite them to jot down their thoughts on the Note-catcher before they share their thinking with a neighbor.</li><li>• Use equity sticks to call on students to share their responses with the class.</li></ul> <p><i>Listen for: It provides background information on why Walter cannot pay back the quarter. It also builds tension because Scout explains that she was unable to explain these things to Miss Caroline and is "inconvenienced" (21).</i></p>
4. Why does Miss Caroline say, "You're starting off on the wrong foot in every way, my dear"?	<p>(2 minutes)</p> <ul style="list-style-type: none"><li>• Ask students to take a moment to review Miss Caroline's statement. They should write their answer on their Note-catcher and then share their thinking with their neighbor. Use equity sticks to call on students to share their answers. □</li></ul> <p><i>Listen for students to explain that Scout has already frustrated the teacher by being able to read; she insisted that nobody "taught" her to read. She has pointed out that Miss Caroline doesn't understand the culture of the town and school by trying to offer Walter money.</i></p>





Rereading *To Kill a Mockingbird*, Pages 19-22:  
Close Reading Guide (for Teacher Reference)

**Closure: Connecting back to purpose and unit**

Questions/Directions for Students	Teaching Notes
5. What does Scout's stand reveal about her personality or character? Explain.	(4 minutes) <ul style="list-style-type: none"><li>• Ask students to respond to the last question on their Note-catcher. Then have them share with a neighbor.</li></ul> <input type="checkbox"/> <i>Listen for responses such as: "Scout doesn't necessarily think things through before she does them but takes a stand because Walter can't speak up for himself" or "Scout is a good person to stand up for Walter when nobody else will explain the situation to Miss Caroline."</i>



**Taking a Stand Anchor Chart:**  
(Model for Teacher Reference)

Character	Stand and Page #	Analysis: Why does the character do that? What does this critical incident reveal about his/her character? (RL.8.3)
Scout	Stands up for Walter (Ch 2, pages 19-22)	Scout cares about others but does not think before she acts.



**Exit Ticket:**

*To Kill a Mockingbird* Chapter 2

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

1. Based on the scene reread in class, what word is closest in meaning to the word “mortification” (21)?
  - a. Silliness
  - b. Humiliation
  - c. Hatred
  - d. Seriousness
  
2. Atticus’ statement “Jem’s definitions are very nearly accurate sometimes” (21) is meant to create what tone?
  - a. Suspense
  - b. Sentimentality
  - c. Humor
  - d. Seriousness



*To Kill a Mockingbird* Structured Notes:  
Chapter 3

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**What is the gist of what you read?**

**Focus Question: Who takes a stand and why? Explain using the strongest details from the novel.**



*To Kill a Mockingbird* Structured Notes:  
Chapter 3

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
erratic (24)		
tranquility (24)		
contemptuous (27)		
compromise (31)		
concessions (31)		



*To Kill a Mockingbird* Supported Structured Notes:  
Chapter 3

What is the gist of what you read?

Scout wastes no time paying back Walter Cunningham for getting her started on the wrong foot with the new teacher. It isn't until Jem comes and stops her that she quits tormenting him in the playground, and she nearly falls over when Jem invites the poor boy to lunch at their house. The day doesn't improve when she embarrasses Walter at the table and is forced to eat in the kitchen by Calpurnia.

When she returns to school the day's drama isn't over. Miss Caroline, the teacher, is horrified to discover a cootie in the hair of Burris Ewell, a hulking, angry boy who quickly reduces Miss Caroline to tears as he slouches out of the room, his first and only day of school over. That evening Scout is weary from the day's crimes and begs Atticus not to send her back to school anymore. The fact that Miss Caroline forbade her to read and write anymore is really what's distressing her, and when Atticus strikes a deal with her that if she will concede to go back to school they'll continue reading together like always, she happily accepts.

Focus Question: Who takes a stand and why? Explain using the strongest details from the novel.



*To Kill a Mockingbird* Supported Structured Notes:  
Chapter 3

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
erratic (24)	Unpredictable	
tranquility (24)	calm	
contemptuous (27)	Scornful, full of contempt	
compromise (31)	Settling differences by making concessions	
concessions (31)	Giving up something in order to compromise	