



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 2: Lesson 3

Analyzing Themes: The Golden Rule and Taking a Stand (Chapters 16-17)



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Analyzing Themes:
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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can analyze how the themes of the Golden Rule and taking a stand are developed in <i>To Kill a Mockingbird</i>. 	<ul style="list-style-type: none"> Structured notes for Chapters 16 and 17 (from homework) Analyzing Themes Note-catcher Exit ticket

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Connecting Vocabulary to Atticus's Character (4 minutes) Review Learning Target (1 minute) Work Time <ol style="list-style-type: none"> Analyzing Theme: The Golden Rule (20 minutes) Analyzing Theme: Taking a Stand (19 minutes) Closing and Assessment <ol style="list-style-type: none"> Preview Homework (1 minute) Homework: <ol style="list-style-type: none"> Complete a first read of Chapter 18 with structured notes. 	<ul style="list-style-type: none"> In this lesson, students will read a portion of Chapter 16 that they did not read for homework. The scene involves Atticus's conversation with Jem and Scout about the angry mob outside the jail the night before. Students will discuss a key quote from the reading and relate it to the Golden Rule. Students will then view and discuss the Little Rock Nine photograph that they viewed in Unit 1, Lesson 1 in relation to the angry mob scene. This part of the lesson develops the students' continuing understanding of the module's theme of taking a stand by providing an opportunity for students to discuss the difference in taking an informed stand and taking an ignorant stand. This comparison also examines taking a stand as driven by the Golden Rule, as opposed to a stand driven by prejudice. In advance: Decide on Discussion Appointment partners. Post: Learning target.



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Lesson Vocabulary	Materials
formidable (159), amiably (169), acrimonious (171), benignly (172), genially (175)	<ul style="list-style-type: none">• <i>To Kill a Mockingbird</i> (book; one per student)• Analyzing Themes Note-catcher (one per student)• Analyzing Themes Note-catcher (for Teacher Reference)• Document camera• Little Rock Nine photograph, which may be found on the National Park Service's Little Rock Central High School National Historic Site page, at http://www.nps.gov/nr/travel/civilrights/ar1.htm (one for display)• Exit ticket (one per student)• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 18 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapter 18 (optional; for students needing additional support)



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Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Connecting Vocabulary to Atticus's Character (4 minutes)</p> <ul style="list-style-type: none">• Have students to take out their structured notes homework and find their new Discussion Appointment partner to compare the definitions they each came up with for the vocabulary words. Next, have the students discuss which vocabulary words from the homework they would use to describe Atticus's character and why. Cold call several pairs to share their thinking.	<ul style="list-style-type: none">• Use of Discussion Partners allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.
<p>B. Review Learning Target (1 minute)</p> <ul style="list-style-type: none">• Read aloud the learning target and share with students that today they will study two more examples from the novel that relate to the themes of the Golden Rule and taking a stand.	



Analyzing Themes:
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Work Time	Meeting Students' Needs
<p>A. Analyzing Perspective: Scout and the Reader in Chapter 15 (15 minutes)</p> <ul style="list-style-type: none">• Remind students that for homework they read only part of Chapter 16. Today they are going to study an earlier part of the chapter. Invite them to turn to page 157 in their copies of <i>To Kill a Mockingbird</i>. Begin with: “I thought Mr. Cunningham was a friend of ours.” Have students read along silently in their heads as you read aloud to the top of page 158, ending with: “I don’t want either of you bearing a grudge about this thing no matter what happens.”• Invite students to turn and talk to their partner to share the gist of this excerpt. Cold call student pairs to share their understanding of the gist.• Distribute the Analyzing Themes Note-catcher and read aloud the directions. Explain to students that they are going to complete only Part A of the Note-catcher now. Give them about 8 minutes to complete the questions in Part A, circulating and supporting as necessary. See the Analyzing Themes Note-catcher (for Teacher Reference) for help as you support students.• Next, invite students to temporarily find a different discussion partner to share the answers to the questions in Part A. Explain that they should take turns sharing answers and that they may add or revise their answers during this time.• Invite students to return to their original discussion partner and debrief any additions or revisions they may have made based on their sharing with a different partner.	<ul style="list-style-type: none">• Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say: “Check back in the third paragraph on page 157.”• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.



Analyzing Themes:
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Work Time (continued)	Meeting Students' Needs
<p>B. Analyzing Theme: Taking a Stand (19 minutes)</p> <ul style="list-style-type: none">• Use a document camera (or other available technology) to display the Little Rock Nine photograph. Remind students that they first saw this photograph in Unit 1, Lesson 1, when they looked at other photographs in which people took a stand. Ask:<ul style="list-style-type: none">* “What made this photograph different from the other ones we looked at?”• Cold call several students to answer. Ideally they will remember that this was an example of taking a stand in a hurtful way. Ask:<ul style="list-style-type: none">* “Can you draw any connections between this photograph and the angry mob scene you envisioned when you read that part of the novel?”• Invite students to turn and talk to their partner; cold call several pairs to answer.• Draw students' attention to Part B of the Analyzing Themes Note-catcher and have them complete this second part with their partner. Remind them to use the strongest details from the text to answer the questions. Circulate and support students, using the Analyzing Themes Note-catcher (for Teacher Reference) as a guide.• Next, invite students to find a third discussion partner to share responses to Part B of the Note-catcher. Remind them to take turns sharing and that they should add or revise their answers based on their conversation.• Debrief with students by asking:<ul style="list-style-type: none">* “Both Atticus and Mr. Cunningham took a stand. When is taking a stand a positive action?”• Cold call students to answer. Be sure students understand that when taking a stand is driven by the Golden Rule, it's positive. Ask:<ul style="list-style-type: none">* When is taking a stand a negative action?”• Be sure students understand that it is negative when it is driven by self-interest.• Distribute the exit ticket and have students respond independently. Collect the exit tickets to formatively assess their understanding of the analyzing themes in the novel.	<ul style="list-style-type: none">• Using exit tickets allows you to quickly check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs before the next lesson.



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Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none">Distribute the <i>To Kill a Mockingbird</i> Structured Notes, Chapter 18 or <i>To Kill a Mockingbird</i> Supported Structured Notes, Chapter 18. Preview the homework.	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 18 with structured notes. Answer the focus question:</p> <ul style="list-style-type: none">* “Why do you think Atticus speaks so formally to Mayella during her testimony? What is your impression of Atticus based on Lee’s descriptions during Mayella’s testimony? Use the strongest evidence from the novel to explain your answer.” □ <p><i>Note: The next lesson is the Mid-Unit 2 Assessment. This assessment involves showing a portion of the film for a text to film comparison. Be sure to have the necessary technology ready to show the film selection.</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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Analyzing Themes Note-catcher:

Directions: With your Discussion Appointment partner, choose the strongest evidence from the novel to answer the following questions.

Part A. The Golden Rule

- | | |
|--|--|
| 1. What did Atticus mean when he said, “You children last night made Walter Cunningham stand in my shoes for a minute. That was enough” (157)? | |
| 2. What did Walter Cunningham understand about Atticus when he “stood in his shoes”? | |
| 3. How does this quote relate to what Atticus said earlier in the novel: “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” (30)? | |
| 4. How do these two quotes relate to the Golden Rule? | |



Analyzing Themes Note-catcher:

Part B. Taking a Stand		
	Atticus	Mr. Cunningham
1. What was each character taking a stand about?		
2. How did each character take a stand?		
3. How did Mr. Cunningham's stand change after he "stood" in Atticus's shoes?		



Analyzing Themes Note-catcher:
(for Teacher Reference)

Directions: With your Discussion Appointment partner, choose the strongest evidence from the novel to answer the following questions.

Part A. The Golden Rule

1. What did Atticus mean when he said, “You children last night made Walter Cunningham stand in my shoes for a minute. That was enough” (157)?	Atticus is telling Jem and Scout that they made Walter Cunningham see things from Atticus’s perspective. Seeing things from where Atticus stands was enough prevent what the mob had intended to do.
2. What did Walter Cunningham understand about Atticus when he “stood in his shoes”?	Walter Cunningham understood that Atticus was a man just like him. They were both fathers with children in the same class at school. Atticus became a real person to him, not just an idea about race and equality.
3. How does this quote relate to what Atticus said earlier in the novel: “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” (30)?	This quote relates to what Atticus said on page 30 because Walter was starting to understand Atticus as he considered things from Atticus’s point of view.
4. How do these two quotes relate to the Golden Rule?	Both quotes relate to the Golden Rule because they are about considering where other people are coming from in order to respect others and do right by people.



Analyzing Themes Note-catcher:
(for Teacher Reference)

Part B. Taking a Stand		
	Atticus	Mr. Cunningham
1. What was each character taking a stand about?	Atticus was taking a stand to protect Tom from the angry mob. He was taking a stand based on his values to respect all people.	Mr. Cunningham was taking a stand to hurt Tom. He was led by his prejudice and hatred against black people.
2. How did each character take a stand?	Atticus took a stand by positioning himself outside the jail and putting himself between Tom and any danger that might come along. When the angry mob came, Atticus stood up to them by being composed, convinced, and committed to doing what he believed was right.	Mr. Cunningham took a stand by joining an angry group of men and marching down to the jailhouse to hurt Tom. He stood up in emotion, anger, and impulse.
3. How did Mr. Cunningham's stand change after he "stood" in Atticus's shoes? After Walter Cunningham stood in Atticus's shoes, he backed down. He calmed down and thought about where he was, what he was doing, and what he was about to do to Tom. He realized there's more to what's going on than an idea. He came to see Atticus, though maybe not Tom, as a real person with a family. Walter Cunningham changed his stand by walking away from a situation that could have brought violence and pain to Atticus and his family.		



Exit Ticket

Directions: With your Discussion Appointment partner, choose the strongest evidence from the novel to answer the following questions.

How was each theme demonstrated in today's lesson? Use the strongest details from the novel to support your answer. You may use the Analyzing Themes Note-catcher.

The Golden Rule

Taking a stand

What is the connection between the two themes of the Golden Rule and taking a stand?



To Kill a Mockingbird Structured Notes:

Chapter 18

Name: _____

Date: _____

What is the gist of what you read?

Focus Question: Why do you think Atticus speaks so formally to Mayella during her testimony? What is your impression of Atticus based on Lee's descriptions during Mayella's testimony? Use the strongest evidence from the novel to explain your answer.



To Kill a Mockingbird Structured Notes:
Chapter 18

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
mollified (180)		
arid (185)		
wrathfully (185)		



To Kill a Mockingbird Supported Structured Notes:

Chapter 18

Name: _____

Date: _____

Chapter 18 Summary

Mayella is the next to take the stand, and as Atticus questions her, he begins to poke holes in her testimony as well. Finally he asks Tom Robinson to stand up so Mayella can identify him, and everyone sees that his left arm is fully 12 inches shorter than his right and is therefore crippled and unusable. Scout finally sees that there is no way he could have choked Mayella and blacked her right eye. It's a physical impossibility. Atticus then begins to ask her if it was really her father who beat her up, but she refuses to say, and she refuses to say another word after she accuses Tom Robinson one more time.

Focus Question: Why do you think Atticus speaks so formally to Mayella during her testimony? What is your impression of Atticus based on Lee's descriptions during Mayella's testimony? Use the strongest evidence from the novel to explain your answer.



To Kill a Mockingbird Supported Structured Notes:
Chapter 18

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
mollified (180)	calmed, soothed	
arid (185)	dry	
wrathfully (185)	angrily	