



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 2A: Unit 1: Lesson 16**

## **Jigsaw to Analyze Mood and Tone in To Kill a Mockingbird (Chapter 8)**



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Jigsaw to Analyze Mood and Tone in *To Kill a Mockingbird* (Chapter 8)

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 analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9)  
 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 analyze how the structure of “Incident” helps create meaning.
- I can infer how Scout’s perspective about Boo Radley changes from Chapter 1 to Chapter 8 based on events in these chapters.

Ongoing Assessment

- Analyzing Scout’s Perspective about Boo Radley Note-catcher



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Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Engaging the Reader and Reviewing Learning Targets: Reading “Incident” (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Analyzing Text Structure in “Incident” (15 minutes)</p> <p>B. Close Reading Jigsaw: Scout’s Perspective about Boo Radley (22 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debriefing Learning Targets and Previewing Homework (3 minutes)</p> <p><b>4. Homework</b></p> <p>A. Complete a first read of Chapter 9. Take notes using the Structured Notes graphic organizer.</p>	<ul style="list-style-type: none"><li>• The beginning of this lesson builds in more practice for students to analyze the meaning and structure of a poem, a skill introduced in Lesson 15. However, in this lesson, the analysis does not go as in-depth with questions pertaining to word choice or perspective, since this text is more accessible. Remind students that even though they are focused on structure, they need to keep in mind those other elements of poetry in order to understand the meaning. In Lesson 17, students will come back to this poem and compare it to the novel.</li><li>• Note that the poem “Incident” directly refers to a moment when the Golden Rule is not followed, and it involves a racial slur. Be sure to read the poem in advance and be prepared to handle this offensive slur sensitively with students.</li><li>• During Work Time, the reading focus in this lesson is first for students to analyze a quote that shows Scout’s perspective about Boo Radley. These quotes are pulled from several chapters, not just Chapter 8. The purpose is for students to participate in a jigsaw in order to understand how Scout’s perspective about Boo Radley changes over the course of the book. The focus on Boo is built into this lesson because the incident when Boo puts the blanket on Scout’s shoulders is a turning point in the way Scout thinks of Boo.</li><li>• In advance: Decide which Discussion Appointment to use today.</li><li>• Review: Jigsaw protocol (see Appendix 1).</li><li>• Post: Learning targets.</li></ul>



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Lesson Vocabulary	Materials
infer, render; commotion (54), malignant (55), pilgrimage (57), burdensome, rendered (61), unfathomable, aberration (63), procured (66), caricature (67), quelled (71)	<ul style="list-style-type: none"><li>• “Incident” by Countee Cullen (one per student)</li><li>• “Incident” Structure Note-catcher (one per student and one for teacher modeling)</li><li>• “Incident” Structure Note-catcher (for Teacher Reference)</li><li>• Document camera</li><li>• Analyzing Scout’s Perspective about Boo Radley Note-catcher (one per student)</li><li>• Analyzing Scout’s Perspective about Boo Radley Note-catcher (for Teacher Reference)</li><li>• Jigsaw excerpts (one per pair of students)</li><li>• <i>To Kill a Mockingbird</i> (book; one per student)</li><li>• <i>To Kill a Mockingbird</i> Structured Notes, Chapter 9 (one per student)</li><li>• <i>To Kill a Mockingbird</i> Supported Structured Notes, Chapter 9 (optional for students needing more support.)</li></ul>



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Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Reviewing Learning Targets: Reading “Incident” (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute “Incident” and ask students to read it silently twice and jot the gist of each stanza.</li> <li>• Cold call a student to read the learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Work Time	Meeting Students' Needs
<p><b>A. Analyzing Text Structure in “Incident” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to sit with their selected Discussion Appointment partner and distribute the “Incident” Structure Note-catcher. Remind students that they analyzed the text structure of “Those Winter Sundays” in the previous lesson. They will be doing something similar in this lesson with “Incident” by Countee Cullen. This poem was published in 1925.</li> <li>• Ask students to begin by each reading the poem aloud quietly, so only their partner can hear them. Once they have done that, they may begin to work through the “Incident” Note-catcher.</li> <li>• After 10 minutes, cold call pairs to share their thinking. Show a blank “Incident” Note-catcher using a document camera and fill it in as students share answers. Encourage students to support their answers with the text and revise their work as the class understanding develops.</li> <li>• Let students know that they will come back to this Note-catcher tomorrow, when they will compare the structure of “Incident” with the structure of Chapter 8 of <i>To Kill a Mockingbird</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Rereading and reading out loud are important strategies for students to access and comprehend poetry.</li> </ul>



Jigsaw to Analyze Mood and Tone in *To Kill a Mockingbird* (Chapter 8)

Work Time (continued)	Meeting Students' Needs
<p><b>B. Close Reading Jigsaw: Scout's Perspective about Boo Radley (22 minutes)</b></p> <ul style="list-style-type: none"> <li>• Let students know that, working toward the second learning target, they will continue working with their Discussion Appointment partner to understand how quotes based on events in the novel shows Scout's perspective about Boo Radley.</li> <li>• Pass out the Analyzing Scout's Perspective about Boo Radley Note-catcher and Jigsaw excerpts. Ask students to point to the row on their Note-catcher that matches the excerpt they have. Tell them that they will first work with their partner to infer Scout's perspective about Boo Radley as expressed in the excerpt and fill out their Note-catcher accordingly. Tell students that they must check the context of the quote in their copies of <i>To Kill a Mockingbird</i>.</li> <li>• As they work, circulate and make sure that students' inferences are logical given the quote they have (see Analyzing Scout's Perspective about Boo Radley Note-catcher (Answers for Teacher Reference)).</li> <li>• After about 5 minutes, assemble students into groups of four with each excerpt represented. Instruct them to share their inferences in order: Chapter 1 first, then Chapter 4, then Chapters 6 and 7, and finally Chapter 8. Emphasize that all students are responsible for taking notes on their Note-catcher as their group mates share.</li> <li>• Circulate as groups work, again checking to make sure students' inferences make sense given the excerpts. Clarify any confusion.</li> <li>• After 10 minutes, refocus the groups whole class. Cold call students to share their inferences (again in order from Chapter 1 to Chapter 8).</li> </ul>	<ul style="list-style-type: none"> <li>• Rereading and reading out loud are important strategies for students to access and comprehend poetry.</li> </ul>



Jigsaw to Analyze Mood and Tone in *To Kill a Mockingbird* (Chapter 8)

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debriefing Learning Targets and Previewing Homework (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the learning targets again. Cold call a student to explain what it means that the Golden Rule is rendered new. Let students know that they will continue to work on these skills as they continue reading <i>To Kill a Mockingbird</i>.</li> <li>• Distribute the <b><i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 9</b>. Preview the homework. Read the focus question out loud. Ask students if they have any questions about what significance means. Clarify as necessary. Remind students that significance means “importance.”</li> <li>• Distribute the <b>Homework: <i>To Kill a Mockingbird</i> Structured Notes, Chapter 9</b> or <b>Homework: <i>To Kill a Mockingbird</i> Supported Structured Notes, Chapter 9</b> and briefly preview the homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.</li> </ul>
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 9, using structured notes. Answer the focus question: Atticus says, “Simply because we were licked a hundred years before we started is no reason for us not to try to win” (76). What does he mean? Explain the significance of this statement. Use the strongest evidence from the novel in your answer.</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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## Supporting Materials



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“Incident”  
Countee Cullen

**Incident**

*(For Eric Walrond)*

Once riding in old Baltimore,  
Heart-filled, head-filled with glee,  
I saw a Baltimorean  
Keep looking straight at me.

Now I was eight and very small,  
And he was no whit bigger,  
And so I smiled, but he poked out  
His tongue, and called me, “Nigger.”

I saw the whole of Baltimore  
From May until December;  
Of all the things that happened there  
That’s all that I remember.



Structure Note-catcher:  
"Incident"

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

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

1. What do you think the gist of the poem might be?

\_\_\_\_\_

\_\_\_\_\_

2. What do the three stanzas tell us about the narrator and his experience in Baltimore?

Evidence from stanza 1	Elaborate/analyze/infer: What does this show about the narrator?
Evidence from stanza 2	Elaborate/analyze/infer: What does this show about the narrator?
Evidence from stanza 3	Elaborate/analyze/infer: What does this show about the narrator?



Structure Note-catcher:  
“Incident”

3. In the last two lines of the poem, the poet reflects back on his time in Baltimore. How does the poet structure this poem so that the last two lines accomplish this?

Focus Statement: The poet structures his poem so that the last two lines show how important that experience was.

In the first stanza,


Then in the second stanza,


In the first lines of the third stanza,


By the last two lines of the third stanza,




Structure Note-catcher:  
“Incident”

6. What do you think this poem seems to be saying about the Golden Rule?

Discuss briefly with a partner, capture your ideas, and then you’ll come to a consensus about this with your class.

**Notes**


**Class Consensus**




Structure Note-catcher:

“Incident” (Answers, for Teacher Reference)

1. What do you think the gist of the poem might be?

*Despite all of the wonderful things the narrator saw on his trip, the only thing he remembers is a terrible unkindness from a stranger.*

2. What do the three stanzas tell us about the narrator and his experience in Baltimore?

Evidence from stanza 1	Elaborate/analyze/infer: What does this show about the narrator?
<p><i>The narrator describes his feelings as he is riding around Baltimore on a trip. This experience is very positive, as he is filled with glee.</i></p>	<p><i>Cullen’s description shows that this trip is very exciting, and the young boy, the narrator, is happy to be there.</i></p>
<p><i>The narrator describes a fellow rider who is very similar to himself. The narrator then explains how the rider sticks out his tongue and calls him “nigger” when the narrator smiles at him.</i></p>	<p><i>This description shows that the narrator was a pleasant boy who thought he might have found a friend on the bus or train, but, sadly, his attempt to be kind to a stranger is met with a terrible reaction from the Baltimorean.</i></p>
<p><i>The narrator explains how, despite the fact that he saw many wonderful things in Baltimore, the only thing he remembers is the incident in which he was called an awful name.</i></p>	<p><i>The final stanza shows the impact of having a kindness met with terrible unkindness. Even looking back on this trip, all the narrator remembers is being called a name.</i></p>

**Structure Note-catcher:**  
“Incident” (Answers, for Teacher Reference)

3. In the last two lines of the poem, the poet reflects back on his time in Baltimore. How does the poet structure this poem so that the last two lines accomplish this?

**Focus Statement:** The poet structures his poem so that the last two lines show how important that experience was.

In the first stanza,

*the poet describes the feelings of joy the narrator has to be “riding in Old Baltimore.”*

Then in the second stanza,

*the poet describes the narrator’s attempt to be kind to a fellow passenger. This kindness is met with an ugly, hurtful reaction—he is called “nigger.”*

In the first lines of the third stanza,

*the poet describes how the narrator’s trip was actually quite long and encompassed more than that one incident on the train or bus.*

By the last two lines of the third stanza,

*the poet makes it clear that the narrator remembers only the awful word that a stranger on the bus called him in response to his smile.*

6. What do you think this poem seems to be saying about the Golden Rule?

Discuss briefly with a partner, capture your ideas, and then you’ll come to a consensus about this with your class.

Notes

*This poem seems to indicate that the when we don’t treat others the way we wish to be treated, we can have a lasting impact on other people that can even ruin an otherwise wonderful experience.*

Class Consensus




Analyzing Scout's Perspective about Boo Radley Note-catcher:

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

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

<b>Chapter</b>	<b>Scout's Perspective</b>	<b>Evidence</b>
<b>1</b>		
<b>4</b>		
<b>6 and 7</b>		
<b>8</b>		



Analyzing Scout’s Perspective about Boo Radley Note-catcher:  
(for Teacher Reference)

Chapter	Scout’s Perspective	Evidence
<b>1</b>	<i>Scout thinks that Boo Radley is a scary monster or ghost.</i>	<i>Scout describes Boo as “a malevolent phantom” (9).  She also calls Jem’s description of Boo as “reasonable.” He describes someone who eats animals raw and is frightening to look at.</i>
<b>4</b>	<i>Scout is less afraid of the Radley residence.</i>	<i>Even though everyone believes that things from the Radley place (like the pecans) are poisonous, Scout chews the gum she finds in their tree. When Jem tells her to spit out the gum, she says, “I’ve been chewin’ it all afternoon and I ain’t dead yet, not even sick” (33).</i>
<b>6 and 7</b>	<i>After being shot at by Nathan Radley, Scout is afraid of Boo again. However, when Jem finds his pants mended, Scout isn’t sure about whether the Radleys are good or bad.</i>	<i>Scout can’t sleep because she’s afraid that Boo is lurking outside her window. But later, she realizes that someone mended Jem’s pants, a very kind thing to do.</i>
<b>8</b>	<i>Scout still fears Boo, but here she finds out that Boo draped a blanket over her shoulder. This is another kind thing that Boo did, so her perspective is slowly shifting.</i>	<i>Atticus tells Scout she needs to thank the person who brought her the blanket. “Thank who?” I asked. “Boo Radley. You were so busy looking at the fire you didn’t know it when he put the blanket around you” (72).</i>





Jigsaw Excerpts:

**Chapter 1**

“Inside the house lived a malevolent phantom. People said he existed, but Jem and I had never seen him” (9).

“Jem gave a reasonable description of Boo: Boo was about six and a half feet tall, judging from his tracks; he dined on raw squirrels and any cats he could catch. That’s why his hands were bloodstained—if you ate an animal raw, you could never wash the blood off. There was a long jagged scar that ran across his face; what teeth he had were yellow and rotten; his eyes popped, and he drooled most of the time” (13).

**Chapter 4**

Two live oaks stood at the edge of the Radley lot; their roots reached out into the side-road and made it bumpy. Something about one of the trees attracted my attention.

Some tinfoil was sticking in a knot-hole just above my eye level, winking at me in the afternoon sun. I stood on tiptoe, hastily looked around once more, reached into the hole, and withdrew two pieces of chewing gum minus their outer wrappers.

My first impulse was to get it into my mouth as quickly as possible, but I remembered where I was. I ran home, and on our front porch I examined my loot. The gum looked fresh. I sniffed it and it smelled all right. I licked it and waited for a while. When I did not die I crammed it into my mouth: Wrigley’s Double-Mint.

When Jem came home he asked me where I got such a wad. I told him I found it.

“Don’t eat things you find, Scout.”

“This wasn’t on the ground, it was in a tree.”

Jem growled.

“Well it was,” I said. “It was sticking in that tree yonder, the one comin’ from school.”

“Spit it out right now!”

I spat it out. The tang was fading, anyway. “I’ve been chewin’ it all afternoon and I ain’t dead yet, not even sick” (33).



**Chapter 6 and 7**

“Had Jem’s pants been safely on him, we would not have slept much anyway. Every night-sound I heard from my cot on the back porch was magnified three-fold; every scratch of feet on gravel was Boo Radley seeking revenge, every passing Negro laughing in the night was Boo Radley loose and after us; insects splashing against the screen were Boo Radley’s insane fingers picking the wire to pieces; the chinaberry trees were malignant, hovering, alive” (55).

One afternoon when we were crossing the schoolyard toward home, Jem suddenly said: “There’s something I didn’t tell you.”

As this was his first complete sentence in several days, I encouraged him: “About what?”

“About that night.”

“You’ve never told me anything about that night,” I said.

Jem waved my words away as if fanning gnats. He was silent for a while, then he said, “When I went back for my breeches—they were all in a tangle when I was gettin’ out of ’em, I couldn’t get ’em loose. When I went back—” Jem took a deep breath. “When I went back, they were folded across the fence ... like they were expectin’ me.”

“Across—”

“And something else—” Jem’s voice was flat. “Show you when we get home. They’d been sewed up. Not like a lady sewed ’em, like somethin’ I’d try to do. All crooked. It’s almost like—”

“—somebody knew you were comin’ back for ’em” (58).



### Chapter 8

It was obvious that he had not followed a word Jem said, for all Atticus said was, “You’re right. We’d better keep this and the blanket to ourselves. Someday, maybe, Scout can thank him for covering her up.”

“Thank who?” I asked.

“Boo Radley. You were so busy looking at the fire you didn’t know it when he put the blanket around you.”

My stomach turned to water and I nearly threw up when Jem held out the blanket and crept toward me. “He sneaked out of the house—turn ’round—sneaked up, an’ went like this!”

Atticus said dryly, “Do not let this inspire you to further glory, Jeremy.”

Jem scowled, “I ain’t gonna do anything to him,” but I watched the spark of fresh adventure leave his eyes. “Just think, Scout,” he said, “if you’d just turned around, you’d a seen him” (72).



To Kill a Mockingbird Structured Notes:  
Chapter 9

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

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

What is the gist of what you read?

**Focus Question:** Atticus says, “Simply because we were licked a hundred years before we started is no reason for us not to try to win” (76). What does he mean? Explain the significance of this statement. Use the strongest evidence from the novel in your answer.

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
inordinately (76)		
ingenious (77)		
wary (78)		
innate (78)		
obstreperous (85)		
“Maycomb’s usual disease” (88)		



*To Kill a Mockingbird* Supported Structured Notes:

Chapter 9

**Chapter 9 Summary**

As the school year progresses, Scout begins to get teased at school over her father. Atticus is called a “Nigger Defender,” and one night she asks Atticus why people are talking about him. He tells her that he has taken on a case that affects him personally and because he is defending this man, Tom Robinson, there is a big stink about it in town. Atticus asks Scout not to get into a fight with someone over this case, no matter what she hears. True to her word, she doesn’t fight, even when antagonized at school until Christmas.

Their Uncle Jack Finch comes down from Boston, which is the good part of Christmas. The bad part is that they all have to spend Christmas day at Aunt Alexandra’s house at Finch’s Landing. Even worse, their cousin Francis is there, and Scout hates him. Things go smoothly until after dinner, when, alone in the backyard with Scout, Francis starts calling Atticus all sorts of terrible names because he’s defending a black man. Scout sails in with her fists to defend her father and gets caught by Uncle Jack. She doesn’t have a moment to tell her side of the story, and moments later they’re on their way back home. She’s finally able to tell her story to Uncle Jack later that night, and he apologizes for jumping all over her when he should’ve been punishing Francis.

**Focus Question:** Atticus says, “Simply because we were licked a hundred years before we started is no reason for us not to try to win” (76). What does he mean? Explain the significance of this statement. Use the strongest evidence from the novel in your answer.

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
inordinately (76)	exceeding reasonable limits	
ingenious (77)	innocent or naive	
wary (78)	on guard; watchful	
innate (78)	inborn	
obstreperous (85)	noisily defiant or unruly	
“Maycomb’s usual disease” (88)	racism	