



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 1: Lesson 18

World Café to Analyze Themes in *To Kill a Mockingbird* (Chapter 10)



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World Café to Analyze Themes in *To Kill a Mockingbird*:
(Chapter 10)

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)

Supporting Learning Targets

- I can support my inferences about Chapter 10 of *To Kill a Mockingbird* with the strongest evidence from the text.
- I can analyze how the author draws on the theme of the Golden Rule in Chapter 10.

Ongoing Assessment

- Exit ticket



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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Reviewing Learning Targets (8 minutes)</p> <p>2. Work Time</p> <p>A. World Café Preparation (10 minutes)</p> <p>B. World Café (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Selected Response on the Golden Rule in Chapter 10 (5 minutes)</p> <p>B. Debriefing Learning Targets and Previewing Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of Chapter 11. Take notes using the Structured Notes graphic organizer.</p>	<ul style="list-style-type: none"> • The opening of this lesson is an opportunity for students to add to their Atticus Note-catchers. For this, student answers will vary. Accept any logical, text-supported additions. • This lesson focuses on characterization of Atticus in particular. The goal is for students to understand more fully why Atticus would take a stand for Tom Robinson. Understanding Atticus is key to writing the argument essay for the End of Unit 2 Assessment. • To analyze Chapter 10, students will engage in a World Café protocol, introduced for the first time in Module 2, Unit 1, Lesson 6. Time is built into this lesson for students to prepare for the World Café before they begin their discussion. The purpose of that is to make sure every student is ready to contribute to the conversation. It is fine if students have not had enough time to fully complete their notes before the World Café; the preparation period is meant simply to give them individual processing time in order to elevate the level of conversation during the World Café. • Consider posting the World Café protocol where students can see it during the lesson. • In advance: Decide which Discussion Appointment to use today. • Review: World Café Protocol (see Appendix 1). • Post: Learning targets.



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Lesson Vocabulary	Materials
feeble, inconspicuous, attributes (89), peril (91), vaguely articulate (97)	<ul style="list-style-type: none">• <i>To Kill a Mockingbird</i> (book; one per student)• Atticus Note-catcher (from Lesson 9)• Structured Notes graphic organizers for Chapters 7–10 (from previous lessons)• Chapter 10 Note-catcher (one per student)• Chapter 10 Note-catcher (for Teacher Reference)• Exit ticket (one per student)• <i>To Kill a Mockingbird</i> Structured Notes Graphic Organizer, Chapter 11 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes Graphic Organizer, Chapter 11 (optional for students needing more support)



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Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Review Learning Targets (8 minutes)</p> <ul style="list-style-type: none">• Ask students to sit with their selected Discussion Appointment partner and get out their Atticus Note-catcher, Structured Notes for Chapters 7–10 and copies of <i>To Kill a Mockingbird</i>.• Invite them to work with their partner and add to their Atticus Note-catchers from those chapters.• Cold call a student to read the learning targets.	



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Work Time	Meeting Students' Needs
<p>A. World Café Preparation (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that to analyze Chapter 10, they will engage in a World Café protocol. Remind them that they did this in Module 2, Unit 1, Lesson 6 when they analyzed the Sojourner Truth speech. • Distribute the Chapter 10 Note-catcher. Let them know that they are going to do some preparation for the World Café first. • Ask students to turn to Chapter 10. Tell them to read along silently in their novel while you read aloud. Read from the beginning of Chapter 10 to “He sat in the living room and read?” • Ask students to take notes on their Note-catcher to prepare Round 1. Let them know that they should leave space to add to their notes during the World Café. • After 2 minutes, ask students to open their books again and read along silently while you read aloud. Read from “When he gave us our air-rifles ...” to “That’s why it’s a sin to kill a mockingbird.” • Ask students next to take notes on their Note-catcher for Round 2. Remind them again to leave space to add to their notes during the World Café. • Then read aloud an additional chunk of text as students read along silently. Begin with “Miss Maudie grinned wickedly ...” and read through “‘People in their right minds never take pride in their talents,’ said Miss Maudie.” • Ask students to take notes on their Note-catcher to prepare for Round 3. Remind them to leave space to add to their notes later. • After students have a minute or two to write, point them to the questions on the Note-catcher for Round 4. Ask them to consider what they know about Atticus in Chapter 10 and take notes on the two questions: <ul style="list-style-type: none"> * “What do you learn about Atticus in this chapter?” * “Based on that, how does this chapter relate to Atticus taking a stand for Tom Robinson?” 	<ul style="list-style-type: none"> • This read-aloud builds a familiarity with the structure of a two voice poem in a way that hearing it read by one person or reading it silently cannot do.



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Work Time (continued)	Meeting Students' Needs
<p>B. World Café (20 minutes)</p> <ul style="list-style-type: none"> • Tell students they are ready for the World Café. Remind them that they will work in small groups to discuss the questions they just worked on individually. There will be four rounds, and after each round, the groups switch according to the protocol. • Remind the class of the protocol: <ol style="list-style-type: none"> 1. Students are in groups of four. 2. Each group selects a leader. The leader's job is to facilitate the discussion and keep the group focused. 3. The teacher says the focus question for this round. 4. The group discusses the question for Round One and adds to their notes for 3 or 4 minutes. 5. The leader stays put; the rest of the group rotates to the next table. 6. The leader shares the major points of his or her group's discussion with the new group members. 7. Each table selects a new leader. 8. Repeat the process until students have had the chance to discuss each question. • Circulate and check for understanding as groups meet and discuss each question. Remind students to add to or revise their notes based on their discussions. Provide support to each group as necessary. See Chapter 10 Note-catcher (for Teacher Reference) for sample notes. As much as possible, address any confusion or misconceptions as groups are discussing. • When the protocol is over, refocus whole class. Recognize positive behaviors that you noticed during the World Café (showing leadership, referring often to their texts, asking each other questions to clarify ideas, etc.). Cold call students to share their responses from their Note-catchers. Invite the class to continue revising or adding to the Note-catchers as appropriate during this time. 	<ul style="list-style-type: none"> • Use of protocols (like World Café) 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.



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Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the exit ticket and let students know they need to work on it independently. • Collect students' exit tickets to informally assess.. 	<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. Debrief Learning Targets and Preview Homework (2 minutes)</p> <ul style="list-style-type: none"> • Read aloud the learning targets. Have students respond with a fist to five for how well they think they met each target. Note students who indicate mastery of just a 1 or 2; be prepared to confer with them in future lessons. • Distribute the Homework: <i>To Kill a Mockingbird</i> Structured Notes, Chapter 11 or Homework: <i>To Kill a Mockingbird</i> Supported Structured Notes, Chapter 11 and briefly preview the homework. 	<ul style="list-style-type: none"> • Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 11, using structured notes. Answer the focus question: How is the Golden Rule illustrated in Chapter 11? Use the strongest evidence from the novel in your answer.</p> <p><i>Note: Review exit tickets and prepare to address any confusion in following lessons.</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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Chapter 10 Note-catcher:

Name: _____

Date: _____

Round 1	Round 2
What does <i>feeble</i> mean?	What does “it’s a sin to kill a mockingbird” mean?
Why do Scout and Jem think that Atticus is feeble?	How do you think it relates to the title?
Round 3	Round 4
What does Miss. Maudie mean when she says, “People in their right minds never take pride in their talents”?	Based on the last three rounds, what do you learn about Atticus in this chapter?
	How does this chapter relate to Atticus taking a stand for Tom Robinson?



Chapter 10 Note-catcher:
(for Teacher Reference)

Round 1	Round 2
<p>What does <i>feeble</i> mean?</p> <p><i>Feeble means “weak” or “ill.”</i></p>	<p>What does “it’s a sin to kill a mockingbird” mean?</p> <p><i>It means not to hurt innocent people, especially easy targets.</i></p>
<p>Why do Scout and Jem think that Atticus is feeble?</p> <p><i>They think Atticus is feeble because he is older than other fathers in the neighborhood, especially because he doesn’t play football. Instead, Atticus reads all the time and wears glasses.</i></p>	<p>How do you think it relates to the title?</p> <p><i>This relates to the title because the title is a metaphor for Atticus defending Tom Robinson.</i></p> <p><i>Note: The answer above is one possible interpretation. Students may also bring up other possible “mockingbirds” in the book, including Boo Radley, Atticus, Jem. Push students to support their ideas with evidence from the text.</i></p>
Round 3	Round 4
<p>What does Miss Maudie mean when she says, “People in their right minds never take pride in their talents”?</p> <p><i>Miss Maudie means that people who are confident and know themselves don’t need to brag about what they can do.</i></p>	<p>Based on the last three rounds, what do you learn about Atticus in this chapter?</p> <p><i>Atticus is intellectual and humble. He knows how to shoot guns well. Jem says that Atticus is a gentleman.</i></p> <p>How does this chapter relate to Atticus taking a stand for Tom Robinson?</p> <p><i>Atticus telling the children not to shoot mockingbirds is a metaphor for Tom Robinson, a “mockingbird” in the novel. Miss Maudie says that mockingbirds are innocent, and we can tell Atticus thinks that Tom Robinson is innocent.</i></p>



Exit Ticket:

Name:

Date:

1. How do the events in Chapter 10 relate to the Golden Rule?

- a. They show that not everyone needs to be good at the same things.
- b. It's important to treat everyone with kindness and respect because you never know all there is to know about a person.
- c. Animals and people should be treated equally.
- d. Elderly people deserve respect.

2. Use the best evidence to support your answer:



To Kill a Mockingbird Structured Notes:
Chapter 11

What is the gist of what you read?

Focus Question: How is the Golden Rule illustrated in Chapter 11? Use the strongest evidence from the novel in your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
confined (99)		
livid (100)		
commence (106)		
undulate (107)		
beholden (111)		



To Kill a Mockingbird Supported Structured Notes:

Chapter 11

Chapter 11 Summary

The day after Jem’s 12th birthday finds the two walking into town to spend his birthday money. The downside to taking the route into town is that they have to walk past the home of Mrs. Dubose, a cantankerous, bitter old woman who lives at the end of the street.

She never has anything good to say to anyone, but Atticus constantly tells the two of them to ignore her foul words and treat her with courtesy and respect. Normally they’re able to do this, but today their patience wears thin when she starts insulting Atticus’s decision to defend Tom Robinson. They wait until they’re on their way back home from town, and suddenly Jem starts destroying Mrs. Dubose’s flowers with Scout’s baton wand, chopping them viciously off the bush and scattering them across her yard. When Atticus comes home later that evening, Jem knows he’s in for it worse than he’s ever been.

Atticus makes Jem go to her house and talk with her, and when Jem returns he says that she is making him read to her every day for the next month. When Monday comes around, Scout goes with him to keep him company, and the days drag by. When Mrs. Dubose dies a month later, Atticus informs them that Mrs. Dubose was a morphine addict who had decided she was not going to die addicted to the drug. Jem’s afternoons of reading to her broke her from her addiction, and she was able to die in peace.

Focus Question: How is the Golden Rule illustrated in Chapter 11? Use the strongest evidence from the novel in your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
confined (99)	imprisoned	
livid (100)	very angry	
commence (106)	begin	
undulate (107)	to move in a wavelike motion	
beholden (111)	owing something; indebted	