



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 1: Lesson 9

Analyzing Character:

Understanding Atticus (Chapter 1, cont.)



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Analyzing Character:
Understanding Atticus (Chapter 1, cont.)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)
- 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 support my inferences about Chapter 1 of *To Kill a Mockingbird* with the strongest evidence from the text.
- I can participate in discussions about the text with a partner, small group, and the whole class.
- I can analyze how what other characters say about Atticus reveals his character.
- I can analyze how Atticus' words and actions reveal his character.

Ongoing Assessment

- Structured notes for Chapter 1 (from homework)



Analyzing Character:
Understanding Atticus (Chapter 1, cont.)

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Structured Notes (12 minutes)</p> <p>B. Review Learning Targets: Homework Discussion (3 minutes)</p> <p>2. Work Time</p> <p>A. Character Analysis: Introducing the Atticus Note-catcher (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief Learning Targets and Preview Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of Chapter 2. Take notes on the Structured Notes graphic organizer.</p>	<ul style="list-style-type: none">• This lesson provides additional scaffolding for students as they learn how to take notes using the structured notes format.• At the end of Unit 2, students will write an essay in which they use evidence and details from the text to argue whether it makes sense for Atticus to defend Tom Robinson. Students will use their knowledge of Atticus to inform their position. This lesson introduces the Atticus Note-catcher, which students will use throughout Units 1 and 2 to collect details from the text that reveal Atticus' character. Be sure students hold on to this Note-catcher; they will need it for their essay.• Students already have rich experience analyzing character based on their study of Ha in Inside Out & Back Again in Module 1. Help students make connections to that previous work (i.e., the Who Is Ha? anchor chart and how they focused on critical incidents that revealed her character).



Lesson Vocabulary	Materials
inference, satisfactory (6), routine contentment (9), malevolent phantom (10), stealthy (10), alien (11)	<ul style="list-style-type: none">• <i>To Kill a Mockingbird</i> (book; one per student)• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 1, Part B (students' homework from Lesson 8)• Atticus Note-catcher (one per student)• Document camera• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 2 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapter 2 (optional for students needing more support)



Analyzing Character:
Understanding Atticus (Chapter 1, cont.)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Structured Notes (12 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their novel, <i>To Kill a Mockingbird</i>. Invite students to pair up with their NYC Discussion Appointment partner from the previous lesson. Invite students to share the gist they wrote on their <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 1, Part B (from homework) with their partner and add or change what they have. • Next, invite students to share their responses to the focus question on their homework. Probe deeper by encouraging students to look back in the text to share the evidence cited in their answers. Again invite students to add or change their answers based on the partner conversation. • Finally, invite students to have a similar conversation with each of the vocabulary words on the homework. Tell students that they should share the definitions as well as the thinking they used from the context to decide on the definition. • During this time, circulate and listen for students to have an accurate understanding of the gist of the second part of Chapter 1, an accurate answer to the focus question, and accurate definitions of the vocabulary words. Clarify vocabulary for pairs that need it. 	<ul style="list-style-type: none"> • Providing the opportunity to read, think, and write in pairs supports students as they work with a complex text.
<p>B. Review Learning Targets: Homework Discussion (3 minutes)</p> <ul style="list-style-type: none"> • Read the first two learning targets aloud: <ul style="list-style-type: none"> * “I can support my inferences about Chapter 1 of <i>To Kill a Mockingbird</i> with the strongest evidence from the □ text.” □ * “I can participate in discussions about the text with a partner, small group, and the whole class.” • Share with students that they will continue to work in pairs to collect the strongest evidence in the novel. • Read the last two learning targets aloud: <ul style="list-style-type: none"> * “I can analyze how what other characters say about Atticus reveals his character.” * “I can analyze how Atticus’ words and actions reveal his character.” • Explain to students that the strongest evidence in today’s lesson will have to do with collecting details and evidence that helps them understand Atticus’ character. 	<ul style="list-style-type: none"> •



Analyzing Character:
Understanding Atticus (Chapter 1, cont.)

Work Time	Meeting Students' Needs
<p>A. Character Analysis: Introducing the Atticus Note-catcher (25 minutes)</p> <ul style="list-style-type: none"> • Distribute and introduce the Atticus Note-catcher and display it using the document camera. Tell students that this will be a useful place for them to collect text evidence that reveals Atticus' character, which is central to understanding the events and themes of the novel. • Orient students to the Note-catcher. Share that the first column provides space for them to record things that Atticus says or does that provide information about his character. The second column provides space for students to record what other characters say about Atticus. The third column allows space for the page number for where the detail or evidence is located in the novel. Finally, the last column provides space for students to explain what the detail or evidence they wrote down reveals about Atticus' character. • Explain that this last part may require them to make an inference. Cold call on a student to share with the class what an inference is. Ideally, students will remember that an inference is when they use clues from the text and their background knowledge to draw a conclusion. • Tell students that they are going to work with their partner to collect details and evidence from Chapter 1 that helps them start to understand Atticus. Model for students the evidence they will need to put on the Note-catcher based on this lesson, by drawing students' attention to the first entry on the Note-catcher: • "Atticus, the town lawyer, tries to do what is best for his clients, even if they don't listen to him." Invite students to turn to page 4 and locate this sentence. Explain that this sentence makes you infer that Atticus tries to do what is right no matter what. • Next, ask students to look at the next detail provided on the Note-catcher. Invite them to locate this sentence in the text and discuss what this tells them about Atticus' character. • Cold call on student pairs to share their inference. Listen for students to understand that Atticus is unselfish because he paid for his brother to start medical school. • Tell students that they will now take about 5 minutes to work with their partner to review Chapter 1 to locate more evidence that helps them understand Atticus' character. Remind them that it can be Atticus' words and actions or what others say about him that will help you understand him better. • Circulate and support student pairs as needed. • If time permits, invite student pairs to share with the class the details and inferences they made. Explain to students that they will 	<ul style="list-style-type: none"> • Modeling for students provides an example of the thinking and writing you are expecting of them.



Analyzing Character:
Understanding Atticus (Chapter 1, cont.)

Work Time (continued)	Meeting Students' Needs
continue to use this Note-catcher throughout Units 1 and 2, so they should hold onto them.	•
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Preview Homework (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to respond with a Fist to Five on how well they did with understanding Atticus based on evidence from the text. • Probe, inviting students to share something that struck them as important to notice about Atticus so far. • Distribute the Homework: <i>To Kill a Mockingbird</i> Structured Notes, Chapter 2 or Homework: <i>To Kill a Mockingbird</i> Supported Structured Notes, Chapter 2 and briefly preview the homework. 	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 2, using structured notes. Answer the focus question: "Why does Scout stand up for Walter?" Use the strongest evidence from the novel.</p>	<ul style="list-style-type: none"> • Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 1: Lesson 9

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



To Kill a Mockingbird Structured Notes:
Chapter 2

Name: _____

Date: _____

What is the gist of what you read?

Focus Question: Why does Scout stand up for Walter?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
meditating (17)		
illicitly (17)		
sentimentality (19)		
vexations (21)		
sojourn (22)		
others		



To Kill a Mockingbird Structured Notes:
Chapter 2 (for Teacher Reference)

Name: _____

Date: _____

What is the gist of what you read?

When September rolls around and Dill leaves to go back home to Meridian, Scout realizes that she's starting her first year of school. After her first day, however, she's determined not to go back. After trying to explain the complicated backgrounds of some of the county folks to the new teacher, Scout lands herself in trouble again and again, and she is not quite sure how. It should be obvious, she thinks, that offering Walter Cunningham a quarter for lunch is simply not done. They don't take help from anyone, and the reason he doesn't have a lunch is that he can't afford one. When she tries to explain this to the new teacher, however, she gets her hands slapped by a ruler. When lunchtime finally rolls around, she's grateful to get out of class and go home.

Focus Question: Why does Scout stand up for Walter?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
meditating (17)	thinking, contemplating	
illicitly (17)	illegally, dishonestly	
sentimentality (19)	a deep feeling or emotion about something, sappy, melodramatic	
vexations (21)	annoyance, displeasures	
sojourn (22)	stay for a time	
others		



Atticus Note-catcher

Name: _____

Date: _____

Atticus' words and actions	What do others say about Atticus?	Page Number	What does this reveal about Atticus' character?
<p>“Atticus, the town lawyer, tries to do what is best for his clients, even if they don't listen to him.”</p>		Pg. 4	<p>Atticus has the best interest of others at heart. He tries to do the right thing no matter what.</p>
<p>“During his first five years in Maycomb, Atticus practiced economy more than anything; for several years thereafter he invested his earnings in his brother's education.”</p>		Pg. 4	