



EXPEDITIONARY  
LEARNING

# Grade 8: Module 2A: Unit 1: Overview



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**Building Background Knowledge:  
Taking a Stand**

**Unit 1: Building Background Knowledge: Taking a Stand**

In Unit 1, students will be introduced to the module’s theme of taking a stand by reading several speeches given by real people who stand up for a cause to better others. These speeches include Shirley Chisholm’s “Equal Rights for Women” and Sojourner Truth’s “Ain’t I a Woman?” For both speeches, students will analyze the central idea and supporting details, how the structure contributes to the meaning and style, the speaker’s claims and supporting evidence, and how the speaker addresses counterclaims. The mid-unit assessment centers on excerpts from Lyndon Johnson’s “The Great Society” speech, and addresses NYS CCLS RI.8.2, RI.8.5, and RI.8.6. Following the mid-unit assessment, students will begin reading the module’s central text, *To Kill a Mockingbird*, by Harper Lee. The novel is launched with a highly scaffolded reading of the first chapter and building several strong

reading routines (including taking structured notes and an explicit focus on vocabulary work) that will support students in successfully reading this rich text across both Units 1 and 2. As students read Part 1 of the novel, they will gather text evidence related to the theme of taking a stand. They also will consider how the author draws upon the Golden Rule and renders it new. They will analyze several poems related to the Golden Rule, comparing and contrasting the structure of each poem and the narrative arc of chapters of the novel, analyzing how the differing structure of each text contributes to its meaning and style. Finally, students will examine allusions to other texts within the novel. In the end of unit assessment, students will demonstrate their understanding of the Golden Rule theme, allusions to other texts, and how text structure develops meaning.

**Guiding Questions And Big Ideas**

- **How does taking a stand in small ways show integrity?**
- **Is it worth taking a stand for one’s self? For others?**
- *Authors use the structure of texts to create style and convey meaning.*
- *Authors use allusions to layer deeper meaning in the text.*



Building Background Knowledge:  
Taking a Stand

<p>Mid-Unit 1 Assessment</p>	<p><b>Analyzing Excerpts of Lyndon Johnson’s Speech “The Great Society”</b> This reading assessment centers on standards NYSP12 ELA CCLS RI.8.2, RI.8.5, and RI.8.6. Students will read the excerpts from the speech “The Great Society” by Lyndon B. Johnson, determine the central idea, and analyze its development through the speech. Specifically, they first will complete a graphic organizer in which they analyze the speech’s structure by completing information about parts of the speech. Students will identify the main supporting idea of each part, cite evidence from the text that supports their answer, and explain how the textual evidence helped them decide on the supporting idea. After completing the graphic organizer, students then will state the central idea and explain how the parts of the speech developed this theme. They will conclude the assessment by answering several short questions related to perspective, including students’ understanding of how Johnson acknowledges opposing viewpoints, and their ability to explain what role Johnson’s series of questions that begin “Will you join in the battle ...” play in developing and refining the central idea.</p>
<p>End of Unit 1 Assessment</p>	<p><b>Analyzing Author’s Craft in <i>To Kill a Mockingbird</i> and the Poem “Solitude”: Allusions, Text Structure, Connections to Traditional Themes, and Use of Figurative Language</b> This reading assessment centers on standards NYSP12 ELA CCLS RL.8.4, RL.8.5, RL.8.9, and L.8.5a. In order to demonstrate their understanding of different text structures and how these structures contribute to the meaning of the texts, students will analyze the meaning and structure of Chapter 11 of <i>To Kill a Mockingbird</i> and contrast it to the poem “Solitude” by Emma Wheeler Wilcox. Specifically, students will read “Solitude” and two passages from Chapter 11 and then complete a graphic organizer in which they analyze the meaning and structure of each text and identify how these two texts connect to the traditional theme of the Golden Rule (RL.8.5 and RL.8.9). They will also answer selected-response and short-answer questions regarding the allusion to <i>Ivanhoe</i> in Chapter 11, and how this allusion enhances the understanding of the text.</p>



Building Background Knowledge:  
Taking a Stand

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

**Theme 1: Individual Development and Cultural Identity**

- The role of social, political, and cultural interactions supports the development of identity.
- Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences. □

**Theme 5: Development and Transformation of Social Structures**

- Role of social class, systems of stratification, social groups, and institutions
- Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
- Social and political inequalities
- Expansion and access of rights through concepts of justice and human rights



Building Background Knowledge:  
Taking a Stand

Central Texts

1. Harper Lee, *To Kill a Mockingbird* (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2.
2. Shirley Chisholm, “Equal Rights for Women,” speech made on May 21, 1969.
3. Sojourner Truth, “Ain’t I a Woman?” speech made in May 1851.
4. Lyndon Johnson, “The Great Society,” speech made on May 22, 1964.
5. *To Kill a Mockingbird*, film directed by Robert Mulligan (and starring Gregory Peck), 1962.
6. Robert Hayden, “Those Winter Sundays,” 1966.
7. Countee Cullen, “Incident,” 1925.
8. Ella Wheeler Wilcox, “Solitude,” 1883.



Calendared Curriculum Map:  
Unit-at-a-Glance

**This unit is approximately 4 weeks or 19 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Making Inferences: The Fall of Saigon	<ul style="list-style-type: none"> <li>I can evaluate the advantages and disadvantages of using different media to present an idea. (RI.8.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can get information from photographs about people who are taking a stand about something.</li> <li>I can explain the advantages and disadvantages of gathering information from photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Taking a Stand: Frayer Model</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> </ul>
<b>Lesson 2</b>	Taking a Stand: "Equal Rights for Women"	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite the evidence that Shirley Chisholm uses to support her claims in "Equal Rights for Women."</li> </ul>	<ul style="list-style-type: none"> <li>Answers to text-Dependent questions</li> <li>Students' notes: "Who Is Ha?"</li> </ul>	<ul style="list-style-type: none"> <li>Things Close Readers Do</li> <li>Numbered Heads Together protocol</li> </ul>
<b>Lesson 3</b>	Analyzing Text Structure and Summarizing Text: "Equal Rights for Women" by Shirley Chisholm	<ul style="list-style-type: none"> <li>I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)</li> <li>I can identify the argument and specific claims in a text. (RI.8.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the structure of a specific paragraph in "Equal Rights for Women," including the role of a particular sentence in developing a key concept.</li> <li>I can analyze the development of a central idea in "Equal Rights for Women."</li> <li>I can identify specific claims that Shirley Chisholm makes in "Equal Rights for Women."</li> </ul>	<ul style="list-style-type: none"> <li>Annotated text "Equal Rights for Women"</li> </ul>	



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Unit-at-a-Glance

Lesson	Lesson TitleL	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Central Idea and Supporting Details: “Equal Rights for Women”	<ul style="list-style-type: none"> <li>• I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)</li> <li>• I can objectively summarize informational text. (RI.8.2)</li> <li>• I can identify the argument and specific claims in a text. (RI.8.8)</li> <li>• I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8)</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify specific claims that Shirley Chisholm makes in “Equal Rights for Women.”</li> <li>• I can evaluate evidence that supports a claim in “Equal Rights for Women.”</li> <li>• I can objectively summarize “Equal Rights for Women.”</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighting in student copies of “Equal Rights for Women”</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz-Quiz-Trade protocol</li> <li>• Jigsaw protocol</li> </ul>
<b>Lesson 5</b>	Analyzing the Author's Perspective: “Equal Rights for Women” by Shirley Chisholm	<ul style="list-style-type: none"> <li>• I can determine an author's point of view or purpose in informational text. (RI.8.6)</li> <li>• I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze Shirley Chisholm's perspective in “Equal Rights for Women.”</li> <li>• I can analyze how Shirley Chisholm acknowledges and responds to conflicting viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• “Equal Rights for Women”: Lesson 5 Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk Talk protocol</li> </ul>
<b>Lesson 6</b>	Building Background Knowledge: Guided Practice to Learn about the History of Wars in Vietnam	<ul style="list-style-type: none"> <li>• I can determine the theme or central ideas of an informational text. (RI.8.2)</li> <li>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> <li>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the central ideas in one section of the informational text ‘The Vietnam Wars.’</li> <li>• I can use context clues to determine word meanings.</li> <li>• I can participate in discussions about the text with a partner, small group, and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' questions and notes for section 1 of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share protocol</li> </ul>



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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	Mid-Unit Assessment: Analyzing Excerpts of Lyndon Johnson’s Speech “The Great Society”	<ul style="list-style-type: none"> <li>• I can determine a theme or the central ideas of informational text. (RI.8.2)</li> <li>• I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)</li> <li>• I can objectively summarize an informational text. (RI.8.2)</li> <li>• I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)</li> <li>• I can determine an author’s point of view or purpose in informational text. (RI.8.6)</li> <li>• I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the development of a central idea in “The Great Society.”</li> <li>• I can analyze the structure of a paragraph in “The Great Society,” including the role of particular sentences in developing a key concept.</li> <li>• I can objectively summarize “The Great Society.”</li> <li>• I can analyze Lyndon Johnson’s perspective in “The Great Society.”</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment</li> </ul>	
<b>Lesson 8</b>	Launching <i>To Kill a Mockingbird</i> : Establishing Reading Routines (Chapter 1)	<ul style="list-style-type: none"> <li>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> <li>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the strongest evidence from <i>To Kill a Mockingbird</i> in my understanding of the first part of Chapter 1.</li> <li>• I can participate in discussions about the text with a partner, small group, and the whole class.</li> <li>• I can analyze the impact of allusions to world events in <i>To Kill a Mockingbird</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured Notes graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Write-Pair-Share protocol</li> </ul>





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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Analyzing Character: Understanding Atticus (Chapter 1, cont.)	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>I can support my inferences about Chapter 1 of <i>To Kill a Mockingbird</i> with the strongest evidence from the text.</li> <li>I can participate in discussions about the text with a partner, small group, and the whole class.</li> <li>I can analyze how what other characters say about Atticus reveals his character.</li> <li>I can analyze how Atticus' words and actions reveal his character.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes for Chapter 1 (from homework)</li> </ul>	
<b>Lesson 10</b>	Analyzing Text Structure: <i>To Kill a Mockingbird</i> (Chapter 2)	<ul style="list-style-type: none"> <li>I can analyze how different structures affect meaning and style (RL.8.5)</li> <li>I can objectively summarize literary text (RL.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the narrative structure of Chapter 2 of <i>To Kill a Mockingbird</i>.</li> <li>I can objectively summarize Chapter 2 of <i>To Kill a Mockingbird</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Narrative structure</li> <li>Revised Summary Writing handout</li> </ul>	
<b>Lesson 11</b>	Close Reading: Focusing on Taking a Stand (Chapter 2, cont.)	<ul style="list-style-type: none"> <li>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)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> </ul>	<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> <li>I can identify the strongest evidence in Chapter 2 that shows why characters take a stand.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes for Chapter 2 (from Lesson 9 homework)</li> <li>Summary Writing handout (from Lesson 10 homework)</li> <li>Vocabulary square</li> <li>Answers to text-dependent questions</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Taking a Stand</li> </ul>



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<b>Lesson 12</b>	Analyzing How Literature Draws on Themes from the Bible and World Religions: The Golden Rule (Chapter 3)	<ul style="list-style-type: none"> <li>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)</li> <li>I can analyze the extent to which a filmed version of a story stays faithful to or departs from the text, evaluating the choices made by actors or directors. (RL.8.7).</li> <li>I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> </ul>	<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> <li>I can support my inferences about Chapter 3 of <i>To Kill a Mockingbird</i> with the strongest evidence from the text.</li> <li>I can evaluate the similarities and differences between the novel and the film version of <i>To Kill a Mockingbird</i>.</li> <li>I can analyze how the author draws on the theme of the Golden Rule in Chapter 3.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes, Chapter 3 (from homework)</li> <li>Vocabulary square</li> <li>Golden Rule Note-catcher</li> <li>Text to Film Comparison Note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> </ul>
<b>Lesson 13</b>	Making Inferences: The Golden Rule and the Radleys' Melancholy Little Drama (Chapter 4)	<ul style="list-style-type: none"> <li>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)</li> <li>I can objectively summarize literary text. (RL.8.2)</li> <li>I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can support my inferences about Chapter 4 of <i>To Kill a Mockingbird</i> with the strongest evidence from the text.</li> <li>I can summarize Chapter 4 of <i>To Kill a Mockingbird</i>.</li> <li>I can analyze how the author draws on the theme of the Golden Rule in Chapter 4.</li> <li>I can use context clues to determine the meaning of phrases in Chapter 4 of <i>To Kill a Mockingbird</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes, Chapter 4 (from homework)</li> <li>Chapter 4 summary</li> <li>Golden Rule Note-catcher</li> <li>Networking Sessions Note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Networking Sessions protocol</li> </ul>



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Lesson 14	Inferring about Character: Atticus (Chapter 5)	<ul style="list-style-type: none"> <li>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)</li> <li>I can determine figurative and connotative meanings of words and phrases as they are used in a text including analogies or allusions to other texts. (RL.8.4).</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can deepen my understanding of key words in <i>To Kill a Mockingbird</i> by engaging in Quiz-Quiz-Trade.</li> <li>I can support my inferences about Chapter 5 of <i>To Kill a Mockingbird</i> with the strongest evidence from the text.</li> <li>I can determine the figurative meanings of words and phrases as they are used in Chapter 5 of <i>To Kill a Mockingbird</i>.</li> </ul>	<ul style="list-style-type: none"> <li>QuickWrite</li> </ul>	<ul style="list-style-type: none"> <li>Quiz-Quiz-Trade protocol</li> <li>Chalk Talk protocol</li> </ul>
Lesson 15	Comparing Text Structures: <i>To Kill a Mockingbird</i> and “Those Winter Sundays” (Chapters 6 and 7)	<ul style="list-style-type: none"> <li>I can objectively summarize literary text. (RL.8.2)</li> <li>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)</li> <li>I can compare and contrast the structure of multiple texts. (RL.8.5)</li> <li>I can analyze how different structures impact meaning and style of a text. (RL.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and contrast the structure of Chapter 6 of <i>To Kill a Mockingbird</i> and “Those Winter Sundays.”</li> <li>I can analyze how the structures of Chapter 6 of <i>To Kill a Mockingbird</i> and “Those Winter Sundays” affect meaning.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Close Reading “Those Winter Sundays” Note-catcher</li> <li>Comparing and Contrasting Text Structures Note-catcher</li> <li></li> </ul>	



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Unit-at-a-Glance

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<b>Lesson 16</b>	Jigsaw to Analyze Mood and Tone in <i>To Kill a Mockingbird</i> (Chapter 8)	<ul style="list-style-type: none"> <li>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)</li> <li>I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how the structure of “Incident” helps create meaning.</li> <li>I can infer how Scout’s perspective about Boo Radley changes from Chapter 1 to Chapter 8 based on events in these chapters.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Scout’s Perspective about Boo Radley Note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw protocol</li> </ul>
<b>Lesson 17</b>	Text Comparisons: Comparing Text Structures and Text Types (Chapter 9)	<ul style="list-style-type: none"> <li>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)</li> <li>I can compare and contrast the structure of multiple texts. (RL.8.5)</li> <li>I can analyze how different structures impact meaning and style of a text. (RL.8.5)</li> <li>I can analyze the extent to which a filmed version of a story stays faithful to or departs from the text, evaluating the choices made by actors or directors. (RL.8.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and contrast the structure of Chapter 8 of <i>To Kill a Mockingbird</i> and “Incident.”</li> <li>I can analyze how the structures of Chapter 8 of <i>To Kill a Mockingbird</i> and “Incident” affect meaning.</li> <li>I can evaluate the similarities and differences between the novel and the film version of <i>To Kill a Mockingbird</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing and Contrasting Text Structures Note-catcher</li> <li>Text to Film Comparison Note-catcher</li> <li>Written Conversation Note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Written Conversation protocol</li> <li>Taking a Stand</li> </ul>



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Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 18</b>	World Café to Analyze Themes in <i>To Kill a Mockingbird</i> (Chapter 10)	<ul style="list-style-type: none"> <li>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)</li> <li>I can analyze the connections between modern fiction and myths, traditional stories or religious works (themes, patterns of events, character types). (RL.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can support my inferences about Chapter 10 of <i>To Kill a Mockingbird</i> with the strongest evidence from the text.</li> <li>I can analyze how the author draws on the theme of the Golden Rule in Chapter 10.</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>World Café protocol</li> </ul>
<b>Lesson 19</b>	End of Unit Assessment: Analyzing Author's Craft in <i>To Kill a Mockingbird</i> : Allusions, Text Structure, Connections to Traditional Themes, and Figurative Language	<ul style="list-style-type: none"> <li>I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)</li> <li>I can compare and contrast the structure of multiple texts. (RL.8.5)</li> <li>I can analyze how different structures impact meaning and style of a text. (RL.8.5)</li> <li>I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9)</li> <li>I can analyze figurative language, word relationships and nuances in word meanings. (L.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how the author uses the allusion to the Golden Rule in a new way.</li> <li>I can compare and contrast how two texts, a poem, and a scene from the novel have different structures, which contribute to meaning and style.</li> <li>I can analyze how the author draws on the theme of the Golden Rule in the novel.</li> <li>I can analyze the figurative language in an excerpt from Chapter 18.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment</li> </ul>	



**Optional: Experts, Fieldwork, And Service**

**Experts:**

- Invite local people with firsthand experiences with civil rights causes to speak about their experiences.

**Fieldwork:**

- Take the class to a local museum or monument dedicated to a person who took a stand. Conduct research about that person and the impact of taking a stand on the person's life or the community.

**Service:**

- Lead students to research a need in their community for which they can meet a need and live the message of the Golden Rule. Students write a reflection on the research, preparation, and implementation of the project.

**Optional: Extensions**

- With the media specialist, research the Jim Crow era to examine the context in which the novel was written.
- With the media specialist, research the Harlem Renaissance to compare and contrast the lives of African Americans in the North and South around the time the novel takes place.
- With parental permission, students could “take a stand” by attending a rally for a cause they believe in and write a reflection to share with the class.
- Read the Langston Hughes's short story “Thank You, Ma'am” to analyze how the Golden Rule is rendered new in a short story.
- Listen to “Bridge over Troubled Water” by Simon & Garfunkel and analyze how the Golden Rule is rendered new in a song.
- Revisit the Gallery Walk photos from the first lesson to conduct short research projects on one of the groups taking a stand (e.g., the women's suffrage movement, the Little Rock Nine and the integration of schools, the eight-hour workday, or anti-war movements).



## Preparation and Materials

### Building Students' Stamina and Supporting Students in Reading a Complex Text

*To Kill a Mockingbird* is a more complex text than *Inside Out & Back Again*, and students move through the book fairly quickly as they complete the reading for homework. All students, even readers at grade level, will need your support in developing their stamina and independence with complex text during this unit. This directly addresses some of the shifts in the Common Core in general and CCSS RL10 in particular that call for students to proficiently make meaning of grade-level text.

□

The sequence of homework, lessons, and assessments in this unit has been carefully designed to improve students' stamina, provide appropriate supports, and make sure that students who are struggling with reading complex text at home will not be unduly disadvantaged on assessments. The homework routine is designed to support students in a first read of a given section of text. The structured notes that students complete as they read provide students with structures that help them make meaning of the text, answer a focus question about the reading, and attend to important and rich vocabulary words. In class, students will closely read specific sections of *To Kill a Mockingbird*, addressing the sections of the text that are most central to understanding the book and those that are referenced by assessments.

Consider how your existing routines and class culture around celebrating homework completion and effort might be used to support and encourage students as they read *To Kill a Mockingbird*. In addition, consider providing students with additional time during the school day to read, if possible. If you feel that many of your students are falling behind, you might add a “catch-up” reading day where students read independently during class or where you read aloud a chapter during class. Also consider how you might collaborate with the teachers who support ELL and Sped students—perhaps these students could work on the homework during their resource period. □

In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:

- Before you begin the unit, build background knowledge about this time. *To Kill a Mockingbird* is set in a time and place unfamiliar to many students, and if they develop an understanding of the South during Jim Crow, they will understand the story of *To Kill a Mockingbird* much better.
- Consider giving struggling students the supported structured notes, included at the end of each lesson.
- Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.
- If possible, give students access to an audio book version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud.
- As students study the novel's text and the film version of the novel, consider using the following website to develop your own knowledge and understanding of media literacy: <http://www.frankwbaker.com/INTRODUCTION.htm>



## Preparation and Materials

### Close Reading

- This module introduces a new Close Reading Guide (for Teacher Reference). This guide was developed to streamline the detailed lesson agenda and provide an easy “cheat sheet” for teachers to use to guide instruction of lessons that involve close reading and text-dependent questions. The guide includes not only the questions to ask students, but how to pace, when to probe, and where to provide additional scaffolding.

### Structured Notes

- The structured notes provide students with a place to record their thinking as they read. Structured notes are organized by chapter and have three parts. Part 1 asks students to write the gist of what they read. Part 2 asks students to respond to a focus question about the reading homework. This focus question is related to the overarching themes in the novel or to studying the decisions or actions of characters.
- You may need to modify this homework plan to meet the needs of your students. Your routine should allow you to look closely at student work several days into the homework routine to make sure they are on track. Your routine also needs to allow students to use these notes in class daily and to keep track of them, as they will draw heavily on them as they write their essays (End of Unit 2 Assessment).
- Will find the structured notes (and supported structured notes) at the end of each lesson.

### Multimedia

- This unit includes recommendations to show students several video clips (Lessons 12 and 17, and Unit 2, Lesson 2) from the film version of *To Kill a Mockingbird*. The selected scenes have been carefully chosen to attend to specific text-to-film comparison. The use of film is an integral part of the module design and directly addresses RL.8.7. Do not just show the whole film to students; scenes were strategically selected and placed during particular lessons.

### Independent Reading

- This module introduces a more robust independent reading structure after students have finished reading *To Kill a Mockingbird* (i.e., at the start of Unit 3). Consider scheduling a week between Unit 2 and Unit 3 to launch independent reading. Alternatively, you could lengthen the time for Unit 3 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: *The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan*, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about ½ class period per week, with an additional day near the end of a unit or module for students to review and share their books. Unit 3 includes time to maintain the independent reading routine (calendared into the lessons). But you may wish to review the independent reading materials now to give yourself time to gather texts and to make a launch plan that meets your students’ needs.



Reading Calendar:

*To Kill a Mockingbird*, Part 1, Lessons 9-19

**The calendar below shows what is due on each day.**

**Teachers can modify this document to include dates instead of lessons.**

*Note: Students will continue reading *To Kill a Mockingbird* in Unit 2.*

*See Unit 2 overview (to come) for reading calendar for Part 2 of the novel).*

Due at Lesson	Read the pages below:	Gathering Textual Evidence: Focus Question
9	Remainder of Chapters 1, 6–19	<ul style="list-style-type: none"> <li>Take notes on the Structured Notes graphic organizer. Answer the focus question: “Based on your reading of Chapter 1, how do Jem, Scout, and Dill describe Boo Radley? Use the strongest evidence from the novel to support the description.”</li> </ul>
10	Chapter 2	<ul style="list-style-type: none"> <li>Take notes on the Structured Notes graphic organizer. Answer the focus question: “Why does Scout stand up for Walter?”</li> <li>Use the strongest evidence from the novel.</li> </ul>
11	Reread Chapter 2 as needed	<ul style="list-style-type: none"> <li>Write a summary using the narrative structure of Chapter 2, meaning that the summary needs to include the exposition, rising action, climax, and resolution of the chapter.</li> </ul>
12	Chapter 3	<ul style="list-style-type: none"> <li>Take notes using the Structured Notes graphic organizer. Answer the focus question: “Who takes a stand in this chapter?” Use the strongest evidence from the novel.</li> </ul>
13	Chapter 4	<ul style="list-style-type: none"> <li>Take notes using the Structured Notes graphic organizer. Answer the focus question: “Atticus says, ‘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’ (Ch. 3, pg. 30). How is this advice taken or ignored in this chapter? Use the strongest evidence from the novel in your answer.”</li> </ul>
14	Chapter 5	<ul style="list-style-type: none"> <li>Take notes using the Structured Notes graphic organizer. Answer the focus question: “Miss Maudie says, ‘Atticus Finch is the same in his house as he is in public’ (46). What evidence so far proves this true?”</li> </ul>
15	Chapters 6 & 7	<ul style="list-style-type: none"> <li>Take notes using the Structured Notes graphic organizer. Answer the focus question: “What does the reader learn about Jem, Scout, and Boo in these chapters? Use the strongest evidence from the novel in your answer.”</li> </ul>
16	Chapter 8	<ul style="list-style-type: none"> <li>Take notes using the Structured Notes graphic organizer. Answer the focus question: “What is an example of the Golden Rule in this chapter? Use the strongest evidence from the novel in your answer.”</li> </ul>



Reading Calendar:

*To Kill a Mockingbird*, Part 1, Lessons 9-19

Due at Lesson	Read the pages below:	Gathering Textual Evidence: Focus Question
17	Chapter 9	<ul style="list-style-type: none"><li>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.</li></ul>
18	Chapter 10	<ul style="list-style-type: none"><li>Take notes using the Structured Notes graphic organizer. Answer the focus question: “Atticus says, ‘Remember it’s a sin to kill a mockingbird.’ Put this statement in your own words. What does Atticus really mean? Use the strongest evidence from the novel in your answer.”</li></ul>
19	Chapter 11	<ul style="list-style-type: none"><li>Take notes using the Structured Notes graphic organizer. Answer the focus question: “How is the Golden Rule illustrated in Chapter 11? Use the strongest evidence from the novel in your answer.”</li></ul>