



EXPEDITIONARY
LEARNING

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

Making Character Inferences: Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*



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Making Inferences:

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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 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 Chapters 11 through 13 of *To Kill a Mockingbird* with the strongest evidence from the text.
- I can analyze what other characters' dialogue about Atticus reveals about his character.
- I can analyze how Atticus's words and actions reveal his character.

Ongoing Assessment

- Structured notes from Chapters 11–13 (from previous two lessons' homework)
- Three Threes in a Row Note-catcher
- Atticus Note-catcher



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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Reviewing Learning Targets: Vocabulary (10 minutes)</p> <p>2. Work Time</p> <p>A. Close Reading: Three Threes in a Row (20 minutes)</p> <p>B. Character Analysis: Atticus Note-catcher (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Preview Homework: Add to Taking a Stand Anchor Chart (5 minutes)</p> <p>4. Homework</p> <p>A. First read of the Chapter 14 summary provided by the teacher and Chapter 15 of the novel with structured notes.</p>	<ul style="list-style-type: none"> • In this lesson, students will work with vocabulary words, mostly adjectives, from all the previous chapters in the novel in an activity called I Have/Who Has. This activity enables students to practice listening skills and work with a full set of 25 words while being responsible for only one or two words to participate in the activity. • Students will also answer text-dependent questions about Chapters 11 and 13 using Three Threes in a Row, a protocol introduced in Module 1, Unit 1, Lesson 10. This activity allows students to work in groups to answer a row of questions before being the “experts” for their classmates during the circulation time. • Students read only a summary of Chapter 14 and won’t work with the content during this lesson. • For a sample completed version of the Taking a Stand anchor chart, see the supporting materials in Unit 2, Lesson 8. • For a sample completed version of the Atticus Note-catcher, see the supporting materials in Unit 2, Lesson 10. • In advance: Copy and cut I Have/Who Has strips; choose groups for Three Threes in a Row; choose Discussion Appointments. • Post: Learning targets; Taking a Stand anchor chart. • Review: Three Threes in a Row protocol (Module 1, Unit 1, Lesson 10). • As noted in Unit 1, Lesson 8, students who struggle may benefit from having a completely separate packet with all of the “Supported Structured Notes” for the entire novel. If you have not already prepared such a packet for the Unit 2 homework, consider doing so in advance of Unit 2, Lesson 1.



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Lesson Vocabulary	Materials
<p>Vocabulary from Chapters 1–13 (provided on “I have, who has?” strips), including new words: confined (99), livid (100), commence (106), undulate (107), beholden (111)</p>	<ul style="list-style-type: none"> • I Have/Who Has strips (teacher-created; see Teaching Note above and Supporting Materials) • I Have/Who Has strips (includes lesson # of words) (for Teacher Reference) • Structured Notes graphic organizers for Chapters 1-13 (from Unit 1) • <i>To Kill a Mockingbird</i> (book; one per student) • Three Threes in a Row Note-catcher (one per student) • Three Threes in a Row Note-catcher (for Teacher Reference; one to display) • Document camera • Atticus Note-catcher (begun in Unit 1, Lesson 9) • Taking a Stand anchor chart (begun in Unit 1, Lesson 11) • <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 14 and 15 (one per student) • <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapters 14 and 15 (optional; for students needing additional support)



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Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Reviewing Learning Targets: Vocabulary (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to get out their Structured Notes for Chapters 1–13. While students are doing this, distribute the I Have/Who Has strips. It is important that all the strips are handed out, as each one relies on the strip before and after. Some students may have two strips. The teacher may also choose to participate. • Ask students to make sure they know the definition of their “I have” word by checking the vocabulary definitions in their structured notes. They should put their notes away after checking their word. • Let students know that they will participate in I Have/Who Has. Briefly review the directions: • The first person to go reads the “Who has _____?” on his or her strip. • Students listen carefully to the definition, and the student with the vocabulary word reads, “I have _____.” That student then reads his or her “Who has _____?” • I Have/Who Has continues until it returns to the first person who read. • Explain that each strip is connected to a strip before and after. It isn’t important to start at the “beginning,” as the game will eventually return to the first person if done properly. • Clarify directions as needed, then begin by choosing a student to read his or her “Who has _____?” first. Be sure to keep a master copy of the strips to quickly provide help to students if they get stuck or to correct them if an incorrect answer is given. • After an initial practice round, the class should do the activity one or more times as time permits. Consider timing each round and having a friendly competition to see which class can complete the activity quickest. Another variation is to have students swap strips after each round so they are exposed to more words; however, this tends to make each round longer. • Collect the strips. Direct student attention to the posted learning targets. • Read the first learning target aloud: <ul style="list-style-type: none"> * “I can support my inferences about Chapters 11 through 13 of <i>To Kill a Mockingbird</i> with the strongest evidence from the text.” 	<ul style="list-style-type: none"> • Provide ELLs and struggling students with the definition to the word on their strip. Teachers can also use their judgment as they hand out the strips by providing struggling students with more familiar words.



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Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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 what other characters’ dialogue about Atticus reveals about his character. I can analyze how Atticus’s words and actions reveal his character.”• Explain to students that some of the strongest evidence in today’s lesson will have to do with collecting details and evidence that helps them understand Atticus’s character.	



Making Inferences:
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Work Time	Meeting Students' Needs
<p>A. Close Reading: Three Threes in a Row (20 minutes) <i>Note: This is not a pass-the-paper activity. Students each write on their own Note-catcher. They must listen, process, and summarize.</i></p> <ul style="list-style-type: none"> Distribute the Three Threes in a Row Note-catcher and have students get out their copies of <i>To Kill a Mockingbird</i>. Assign each group one row (three questions) of the Note-catcher. (Depending on class size, more than one group may have the same set of three questions.) Give directions: <p><u>Part 1:</u></p> <ol style="list-style-type: none"> Your group answers just the three questions on your row. Take 10 minutes as a group to read your three questions, reread the text, and jot your answers. <p><u>Part 2:</u></p> <ol style="list-style-type: none"> Then you will walk around the room to talk with students from other groups. Bring your notes and text with you. Ask each person to explain one and only one answer. Listen to the explanation and then summarize that answer in your own box. Record the name of the student who shared the information on the line in the question box. Repeat, moving on to another student for an answer to another question. (Ask a different person for each answer so you interact with six other students total.) <ul style="list-style-type: none"> Have students begin Part 1 in their small groups. Circulate to listen in and support as needed. Probe, pushing students to dig back into the text to find answers to each question. After 10 minutes, focus students whole group. Begin Part 2 and give them about 7 minutes to circulate. Then ask students to return to their seats and refocus whole group. 	<ul style="list-style-type: none"> Use of protocols like Three Threes in a Row 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. Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Display the Three Threes in a Row Note-catcher (for Teacher Reference) on the document camera for students to check their answers. Students will be able to use the Three Threes in a Row Note-catcher for the character analysis in Part B. Listen for them to remember that comparing means noticing similarities and differences, while contrasting means noticing differences. Remind students that they discussed the difference between comparing and contrasting earlier in their studies (Unit 1, Lesson 4). • After students have read the poem ask them to read the Performance Task Prompt & underline the main aspects of the task. • Think-Pair-Share: <ul style="list-style-type: none"> * “How will a two voice poem allow you to compare and contrast Salva and Nya?” * “How will you use the novel and informational texts?” 	
<p>B. Character Analysis: Atticus Note-catcher (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to sit with one of their Discussion Appointments. Direct them to take out their Atticus Note-catcher. Explain that the previous activity should have given them some ideas for new evidence to add to their Note-catcher. Remind them that they are searching for evidence of what Atticus says and does, plus what others say about him, and are interpreting that evidence. • Tell students that they will work with their partner to review Chapters 11 and 13 to locate more evidence that helps them understand Atticus’s character. Encourage them to use information from the Three Threes in a Row activity to get started. • Listen for students to use the quotes from the Note-catcher as evidence and provide explanations, such as: “Atticus lives the Golden Rule” and “Atticus believes taking a stand for what you believe in takes courage.” Direct students’ attention to the middle column of the Three Threes in a Row Note-catcher as you probe for connecting Atticus’s character to the Golden Rule. • Circulate and support student pairs as needed. Provide about 5 minutes for them to search for and compile evidence, and if time, invite pairs to share with the class the details they found and inferences they made. Explain that they will continue to use this Note-catcher throughout Unit 2, so they should hold on to it. • At the end of this activity, collect students’ Three Threes in a Row Note-catcher to monitor progress and inform instruction 	<ul style="list-style-type: none"> • Note-catchers provide scaffolding that is especially critical as students collect evidence to use later in the module.



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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Preview Homework: Add to Taking a Stand Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to turn and talk to their partner to find any instances of a character taking a stand in Chapters 11 or 13. Listen for students to identify Mrs. Dubose as having taken a stand. Students might also point out that Jem takes a stand in Chapter 11 by destroying Mrs. Dubose's camellias. This would be a good opportunity to differentiate between taking a stand for a worthwhile cause and taking a stand that hurts others. Some students may point out that Atticus takes a stand against Aunt Alexandra's obsession with good breeding and social position at the end of Chapter 13. This is very subtle but speaks to Atticus's belief that one's character is more important than heritage. • Cold call pairs to share their ideas. Add them to the Taking a Stand anchor chart. • Distribute the <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapters 14 and 15. Preview the homework. 	
Homework	Meeting Students' Needs
<p>A. Complete a first read of the Chapter 14 summary provided by the teacher and read Chapter 15 of the novel. Take notes using the Structured Notes graphic organizer. Answer the focus question:</p> <ul style="list-style-type: none"> * "In Chapter 15, who takes a stand? Why? Use the strongest evidence from the novel in your answer." 	<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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Grade 8: Module 2A: Unit 2: Lesson 1

Supporting Materials



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I Have/Who Has Strips:

I have malevolent phantom. Who has unpredictable?

I have erratic. Who has scornful?

I have contemptuous. Who has a good sign?

I have auspicious. Who has moral?

I have ethical. Who has dismal or bleak?

I have dreary. Who has harmless?

I have benign. Who has unhealthy or gloomy thoughts?

I have morbid. Who has showing ill will?

I have malignant. Who has unruly?

I have obstreperous. Who has watchful or on guard?

I have wary. Who has weak?

I have feeble. Who has hard to bear?

I have burdensome. Who has inborn?



I Have/Who Has Strips:

I have innate. Who has innocent or naïve?

I have ingenuous. Who has not understandable?

I have unfathomable. Who has indebted?

I have beholden. Who has angry?

I have livid. Who has not readily noticeable?

I have inconspicuous. Who has imprisoned?

I have confined. Who has sneaky?

I have stealthy. Who has strange?

I have alien. Who has begin or start?

I have commence. Who has barely coherent?

I have vaguely articulate. Who has move in a wavelike motion?

I have undulate. Who has wicked ghost?



I Have/Who Has Strips:

L. 9 I have malevolent phantom. Who has unpredictable?

L. 11 I have erratic. Who has scornful?
L.

L. 11 I have contemptuous. Who has a good sign?

L. 12 I have auspicious. Who has moral?

L. 12 I have ethical. Who has dismal or bleak?

L. 12 I have dreary. Who has harmless?

L. 13 I have benign. Who has unhealthy or gloomy thoughts?

L. 13 I have morbid. Who has showing ill will?

L. 14 I have malignant. Who has unruly?

L. 16 I have obstreperous. Who has watchful or on guard?

L. 16 I have wary. Who has weak?

L. 17 I have feeble. Who has hard to bear?

L.14 I have burdensome. Who has inborn?



I Have/Who Has Strips:

L. 16 I have innate. Who has innocent or naïve?

L. 16 I have ingenuous. Who has not understandable?

L. 15 I have unfathomable. Who has indebted?

L. 18 I have beholden. Who has angry?

L. 18 I have livid. Who has not readily noticeable?

L. 17 I have inconspicuous. Who has imprisoned?

L. 18 I have confined. Who has sneaky?

L. 9 I have stealthy. Who has strange?

L. 9 I have alien. Who has begin or start?

L. 18 I have commence. Who has barely coherent?

L. 17 I have vaguely articulate. Who has move in a wavelike motion?

L. 18 I have undulate. Who has wicked ghost?



Three Threes in a Row Note-catcher:

<p>Who takes a stand in Chapter 11? Explain.</p>	<p>On page 105, Atticus says, “Before I can live with other folks, I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?</p>	<p>On page 128, Atticus says, “The summer’s going to be a hot one.” Explain what this means.</p>
<p>Why does Atticus refer to Mrs. Dubose as “the bravest person I ever knew”?</p>	<p>On page 112, Atticus says, “I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?</p>	<p>Scout recalls about Aunt Alexandra, “She never let a chance escape her to point out the shortcomings of other tribal groups to the greater glory of our own” (129). Explain what this means.</p>
<p>Why does Aunt Alexandra think the finches are special?</p>	<p>On page 108, Atticus says, “I do my best to love everybody... I’m hard put, sometimes.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?</p>	<p>On page 127, Lee writes, “Aunt Alexandra’s visits from the Landing were rare, and she traveled in state.” Explain what this means.</p>



Three Threes in a Row Note-catcher:
(for Teacher Reference)

<p>Who takes a stand in Chapter 11? Explain.</p> <p>In Chapter 11, Mrs. Dubose took a stand to free herself from her morphine addiction.</p> <p>(Students may mention that Jem took a stand against Mrs. Dubose's insults by chopping off the heads of the camellia bushes. In this case, remind students that taking a stand involves helping oneself or others.)</p>	<p>On page 105, Atticus says, "Before I can live with other folks, I've got to live with myself. The one thing that doesn't abide by majority rule is a person's conscience." What does this quote reveal about Atticus's character? How does this relate to the Golden Rule?</p> <p>This quote reveals that Atticus cares more about his own values and beliefs than what other people think about him. In a democracy, the majority rules, but a person's conscience isn't accountable to anyone but that person. This relates to the Golden Rule because Atticus tries to treat everyone else in a way that stays true to his own beliefs and values.</p>	<p>On page 128, Atticus says, "The summer's going to be a hot one." Explain what this means.</p> <p>Atticus means more than the summer is going to be hot temperature-wise; he means that the summer is going to be uneasy, tense, sensitive, and possibly violent because of the court case.</p>
<p>Why does Atticus refer to Mrs. Dubose as "the bravest person I ever knew"?</p> <p>Atticus refers to Mrs. Dubose as the "bravest person I ever knew" because "she died beholden to no one." Mrs. Dubose was dying, but she wanted to die free and clear. Atticus says she had courage.</p>	<p>On page 112, Atticus says, "I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do." What does this quote reveal about Atticus's character? How does this relate to the Golden Rule?</p> <p>This shows that Atticus defines courage as perseverance, persistence, and being true to yourself and your beliefs. He does not define courage by power and might. Atticus recognizes that courage is an inner quality rather than something that can be displayed by an outer show of strength. This relates to the Golden Rule because Atticus's belief about courage shows that respect for yourself and others may be hard sometimes, but it is the right thing to do.</p>	<p>Scout recalls about Aunt Alexandra, "She never let a chance escape her to point out the shortcomings of other tribal groups to the greater glory of our own" (129). Explain what this means.</p> <p>Aunt Alexandra is quick to point out the faults of others so that it makes the Finches seem better than everyone else.</p>



Three Threes in a Row Note-catcher:
(for Teacher Reference)

<p>Why does Aunt Alexandra think the finches are special? Aunt Alexandra thinks the Finches are special because they had a long history of living on one piece of land. They had deep roots in the area. Atticus said she believed the Finches were of “genteel breeding.”</p>	<p>On page 108, Atticus says, “I do my best to love everybody... I’m hard put, sometimes.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?</p> <p>This shows that Atticus might find it hard to love some people, but he does his best to love everyone. This also means that he does his best to treat others respectfully, which is what the Golden Rule is all about.</p>	<p>On page 127, Lee writes, “Aunt Alexandra’s visits from the Landing were rare, and she traveled in state.” Explain what this means.</p> <p>Aunt Alexandra didn’t come to visit often, but when she did she came with lots and lots of nice things.</p>
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To Kill a Mockingbird Structured Notes:

Chapter 14 and 15

Name: _____

Date: _____

Chapter 14 Summary

As life continues with Aunty in the house, one night Scout goes to bed and steps on something soft and warm and round, which she thins is a snake. After calling Jem in for a thorough investigation under her bed, they find Dill under there, dirty and starving and still his same old self. Scout finds out the reason Dill ran off was because his parents just aren't interested in him, and he spends most of his days alone. He spends the night with them, uncertain what the next day will bring.

What is the gist of what you read in Chapter 15?

Focus Question: In Chapter 15, who takes a stand? Why? Use the strongest evidence from the novel.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
antagonize (137)		
infallible (140)		
ominous (146)		
acquiescence (154)		
impassive (154)		



To Kill a Mockingbird Supported Structured Notes:
Chapter 14 and 15

Chapter 14 Summary

As life continues with Aunty in the house, one night Scout goes to bed and steps on something soft and warm and round, which she thins is a snake. After calling Jem in for a thorough investigation under her bed, they find Dill under there, dirty and starving and still his same old self. Scout finds out the reason Dill ran off was because his parents just aren't interested in him, and he spends most of his days alone. He spends the night with them, uncertain what the next day will bring.

Chapter 15 Summary

It Is decided a week later that Dill will stay in Maycomb with his Aunt Rachel, who happens to be the Finches' neighbor. This news makes both Scout and Jem very happy. One night they are all relaxing in the living room when Mr. Heck Tate, the sheriff, comes knocking at the door with a group of men, warning Atticus that the local group of no accounts might try to come at Tom Robinson this weekend. He is being held in the Maycomb jail.

The next night, Atticus mysteriously leaves the house, and on a hunch Jem, Scout, and Dill go looking for him in town. They finally find him reading a book on the porch of the jailhouse. Once Jem is satisfied that Atticus is OK, they turn to go, but suddenly a line of cars pull up and a group of men get out and surround the porch. Things get serious when Scout, Jem and Dill rush in to the crowd to Atticus;s defense, and although he tells them to go home, they don't' budge. Scout realizes that these men are strangers, and they are here to get Tom Robinson.

Scout finally sees that she does know one man in the crowd, Mr. Cunningham, Walter's father, and as she tried to make conversation with him the entire group falls silent, listening to her talk about Walter and Mr. Cunningham's entailment, which Atticus is helping him out with. Although she doesn't realize it, she makes them all see that they are acting barbaric, and finally it's Mr. Cunningham who calls off the mob and makes everyone go home.

Focus Question: In Chapter 15, who takes a stand? Why? Use the strongest evidence from the novel.



To Kill a Mockingbird Supported Structured Notes:
Chapter 14 and 15

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
antagonize (137)	To bother	
infallible (140)	Incapable of error	
ominous (146)	Menacing or threatening	
acquiescence (154)	Agreement without protest	
impassive (154)	Without emotion	



<p>Historical facts that connect to or provide context for this part of Nya's story (informational texts)</p>	<p>Drilling a well requires equipment that can drill a borehole well, which is a well that goes down hundreds of feet to an aquifer. Villages cannot do this on their own because they do not have the expertise or the equipment.</p> <p>Water for South Sudan believes that by working with villagers to help them drill a well, they will make it possible for the villagers to improve their own lives in many ways.</p> <p>(waterforsouthsudan.org)</p>
<p>Evidence from Nya's story about how this factor helped her survive (A Long Walk to Water)</p>	<p>Salva's organization, Water for South Sudan, drilled a well in Nya's town.</p> <p>The well would make her life better: She would not get sick from dirty water like her sister, and she would be able to go to school.</p> <p>When Nya found out a school would be built, "She felt as if she were flying." (104)</p>
<p>Factor that allowed survival (from Survival anchor chart)</p>	<p>Aid organizations</p>
<p>Evidence from Salva's story about how this factor helped him survive (A Long Walk to Water)</p>	<p>Salva lived for a number of years in refugee camps in Kenya that were run by aid organizations.</p> <p>He learned English from an aid worker named Michael.</p> <p>An aid organization helped him resettle in the United States.</p>
<p>Historical facts that connect to or provide context for this part of Salva's story (informational texts)</p>	<p>Many other boys, like Salva, fled the fighting in Sudan and ended up in refugee camps. Many of them were helped by aid organizations to resettle in the United States.</p> <p>(A Long Walk to Water, Author's Note)</p>



What is one strategy on our “Things Close Readers Do” chart that helps me the most when I read a text to gather and select evidence to support my analysis? Why is this strategy most helpful to me?

- Get the gist of what a text is about
- Use the text to answer questions
- Reread the text
- Gather evidence (quotes) from the text
- Annotate text
- Focus on key vocabulary
- Discuss to clarify thinking or deepen understanding
- Use the text to gather evidence for answers to text-dependent questions
- Determine vocabulary in context
- Select evidence from the text to use in writing