



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 2A: Unit 2: Lesson 4**

## **Mid Unit 2 Assessment: Text to Film and Perspective Comparison of to Kill a Mockingbird (Chapter 18 and One Scene from Chapter 19)**



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Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of To Kill a Mockingbird (Chapter 18 and one Scene from Chapter 19)

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

- I can objectively summarize literary text. (RL.8.2)
- I can analyze how difference in points of view between characters and audience create effects in writing. (RL.8.6)
- I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7)
- I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7)

Supporting Learning Targets

- I can objectively summarize Chapter 18 in *To Kill a Mockingbird*.
- I can analyze how the reader’s perspective is different from Scout’s in a key scene in Chapter 19 and how this affects the reader.
- I can compare the similarities and differences between a key scene in the novel and how that scene is portrayed in the film.
- I can evaluate the choices the director or actors made in the film.

Ongoing Assessment

- Structured notes for Chapter 18 (from homework)
- Mid-Unit 2 Assessment

Agenda

1. Opening
  - A. Engaging the Reader (3 minutes)
2. Work Time
  - A. Mid-Unit 2 Assessment (40 minutes)
3. Closing and Assessment
  - A. Preview Homework (2 minutes)
4. Homework
  - A. Complete a first read of Chapter 19 with structured notes.

Teaching Notes

- This assessment provides an opportunity for students to independently complete a text to film comparison. Consider giving students 15 minutes for Parts A and B of the assessment. Then begin Part C (text to film) of the assessment as a whole group. Watch the scene twice. Students may return to Parts A and B after completing Part C, if necessary.
- Since this assessment addresses students’ ability to analyze the novel, students may have access to the novel during the assessment.
- For this assessment, show only the following portion of the courtroom scene in the film: 1:18:36 to 1:21:14.
- Consider having other independent activities students can work on if they finish the assessment early.
- After this lesson, students turn their attention to reading *To Kill a Mockingbird*. Consider giving them a pep talk after the assessment to get them excited for reading it.
- Post: Learning targets.



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird* (Chapter 18 and one Scene from Chapter 19)

Lesson Vocabulary	Materials
<p>Do not preview vocabulary in this lesson.</p>	<ul style="list-style-type: none"> <li>• <i>To Kill a Mockingbird</i> (book; one per student)</li> <li>• Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (one per student)</li> <li>• Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (Answers for Teacher Reference)</li> <li>• 2-Point Short Response Rubric (for Teacher Reference)</li> <li>• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 19 (one per student)</li> <li>• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapter 19 (optional; for students needing additional support)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud the first learning target and share with students that today they will use what they know about summary writing to write a summary of Chapter 18.</li> <li>• Read aloud the second learning target and tell students that they will also be able to show what they know about perspective.</li> <li>• Finally, read aloud the last two learning targets and tell students that this assessment will have them view another portion of the film and complete a comparison. They will have 15 minutes to begin the assessment, then you will ask them to view the scene together to complete that portion of the assessment. Tell them that they may then return to any unanswered questions from the first portion of the assessment.</li> </ul>	



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of To Kill a Mockingbird (Chapter 18 and one Scene from Chapter 19)

Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 2 Assessment (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their novels, <i>To Kill a Mockingbird</i>. Arrange student seating to allow for an assessment-conducive arrangement in which students independently think, read, and write.</li><li>• Remind students that they have been comparing scenes from the novel with how these scenes are depicted in the film. Remind them that they should also pay attention to choices the director or actors make and how they affect the scene or the viewer. The impact can be positive, negative, or neutral. They have also been summarizing chapters and examining how their point of view compares to Scout's. Share with students that this assessment will give them an opportunity to apply these skills independently and show what they know.</li><li>• Distribute the Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i>. Read aloud through the directions. Address any clarifying questions.</li><li>• Invite students to begin. Circulate to observe but not support; this is students' opportunity to independently apply the skills they have been learning.</li><li>• Collect the assessment.</li><li>• If students finish early, encourage them to complete independent activities you have set up beforehand.</li></ul>	<ul style="list-style-type: none"><li>• For some students, this assessment may require more than the 40 minutes allotted. Consider providing students time over multiple days if necessary.</li></ul>



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of To Kill a Mockingbird (Chapter 18 and one Scene from Chapter 19)

Closing and Assessment	Meeting Students' Needs
<p><b>A. Preview Homework (2 minutes)</b> Ask students to turn and talk:</p> <ul style="list-style-type: none"> <li>Distribute the <i>To Kill a Mockingbird Structured Notes graphic organizer, Chapter 19</i>. Preview the homework..</li> </ul>	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 19 with structured notes. Answer the focus question:</p> <ul style="list-style-type: none"> <li>* “What is the difference between Atticus’s cross-examination of Mayella in Chapter 18 and Mr. Gilmer’s cross-examination of Tom in Chapter 19? Why do you think the author wants us to see both of these cross-examinations? Use the strongest evidence to explain your answer.” □</li> </ul>	<ul style="list-style-type: none"> <li>Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.</li> </ul>



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# Grade 8: Module 2A: Unit 2: Lesson 4

## Supporting Materials



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Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*

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

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

**Part A. Summarizing Narrative Text**

In the space below, write a summary of Chapter 18 that follows the narrative structure. Be sure to include the exposition, rising action, climax, falling action, and resolution.

**Part B. Analyzing Point of View**

2a. On page 188, Lee writes, "Somehow, Atticus had hit her hard in a way that was not clear to me, but it gave him no pleasure to do so." What does the phrase "hit her hard" mean in this context? Support your answer with two details from the text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2b. Thinking about the quote in the question above, what does the reader understand about Atticus's questions that Scout does not?

- a. Atticus's questions hurt Mayella's feelings.
- b. Atticus's questions proved Tom was guilty.
- c. Atticus's questions proved Mayella's testimony was unreliable.
- d. Atticus's questions proved that Bob Ewell committed the crime.

2c. What effect does Scout's description of Atticus's questions create for the reader?

- a. Doubt that Mayella was attacked by Tom Robinson.
- b. Sadness that Mayella doesn't have any friends.
- c. Joy that Atticus is winning.
- d. Surprise that Scout remains in the courtroom.



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*

**Part C. Text to Film Comparison**

After viewing the courtroom scene from the film, analyze the extent to which the film stays faithful to the text.

Chapter 18 Reread from “We’ve had a good visit, Miss Mayella, and now I guess we’d better get to the case” (184) to “It most certainly is” (187).	What’s the same? How does the film version stay faithful to the novel?	What’s different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?

Pick one choice of the director or actors in this scene. Does it effectively convey the central message of the text? Why or why not?

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Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*  
(Answers, for Teacher Reference)

**Part A. Summarizing Narrative Text**

In the space below, write a summary of Chapter 18 that follows the narrative structure. Be sure to include the exposition, rising action, climax, falling action, and resolution.

*In Chapter 18 of To Kill a Mockingbird, Mayella Ewell takes the stand. Mr. Gilmer's examination, or questioning, of Mayella really serves as the exposition. This is the first time the reader has been introduced to her as a character, and as she tells her version of events to the prosecutor, she comes across as very sympathetic, as if she is scared of Atticus. The rising action of this chapter comes as Atticus begins his cross-examination. Atticus is courteous as he asks her about her home life and friends. Mayella becomes agitated because she is not used to being treated so politely. The climax of the scene occurs when it becomes clear that Tom Robinson could not have beaten her and taken advantage of her because his arm is crippled. Atticus gives Mayella the opportunity to tell the truth as part of the falling action, but Mayella refuses, accusing the jury of being cowards and glaring at Atticus. The chapter resolves with the judge asking Atticus to call his one witness.*

**Part B. Analyzing Point of View**

2a. On page 188, Lee writes, "Somehow, Atticus had hit her hard in a way that was not clear to me, but it gave him no pleasure to do so." What does the phrase "hit her hard" mean in this context? Support your answer with two details from the text.

*Atticus attacked Mayella's credibility. After Atticus asked, "Do you want to tell us what happened?" Mayella goes on a rant against the jury and refuses to answer any more questions. Scout points out that she cried and "her shoulders shook with angry sobs" (188). Mayella is not sad or hurt to be reliving terrible events. She is angry. Atticus's questioning—as polite as it was—was an attack on her character and reputation, which is what Lee means by he "hit her hard."*

2b. Thinking about the quote in the question above, what does the reader understand about Atticus's questions that Scout does not?

- a. Atticus's questions hurt Mayella's feelings.
- b. Atticus's questions proved Tom was guilty.
- c. Atticus's questions proved Mayella's testimony was unreliable.**
- d. Atticus's questions proved that Bob Ewell committed the crime.

2c. What effect does Scout's description of Atticus's questions create for the reader?

- a. Doubt that Mayella was attacked by Tom Robinson.**
- b. Sadness that Mayella doesn't have any friends.
- c. Joy that Atticus is winning.
- d. Surprise that Scout remains in the courtroom.



Mid-Unit 2 Assessment:

Text to Film and Perspective Comparison of *To Kill a Mockingbird*  
(Answers, for Teacher Reference)

**Part C. Text to Film Comparison**

After viewing the courtroom scene from the film, analyze the extent to which the film stays faithful to the text.

<p><b>Chapter 18</b> <b>Reread from</b> <b>“We’ve had a good visit, Miss Mayella, and now I guess we’d better get to the case” (184) to “It most certainly is” (187).</b></p>	<p><b>What’s the same?</b> <b>How does the film version stay faithful to the novel?</b></p>	<p><b>What’s different?</b> <b>How does the film version depart from the novel?</b></p>	<p><b>Evaluation:</b> Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?</p>
	<p><i>Mayella hesitates as she gives some answers.</i></p>	<p><i>Atticus does NOT say, “We’ve had a good visit ...”</i> <i>It cut out a lot of the questioning about Mayella inviting Tom to come inside the fence. Mayella is argumentative at different points. The jury or court murmurs when Mayella says, “He hit me.”</i></p>	<p><i>Mayella looks away when Atticus says to Tom, “Let Mayella have a good long look at ya.” This seems to indicate that she is embarrassed and makes the viewer wonder if she is lying.</i></p>
	<p><i>Tom rises to his feet.</i> <i>Tom is crippled.</i></p>	<p><i>Atticus throws the glass to Tom to provide an opportunity to explain that he is crippled, rather than Jem pointing out his disability and Reverend Sykes explaining.</i>  <i>Mayella looks horrified when she realizes Tom is crippled.</i></p>	<p><i>The camera pans up to the children and Reverend Sykes in the gallery after Tom’s disability is revealed, but they don’t talk—Jem only looks a little excited. This keeps the action in the courtroom with the testimony, rather than interrupting with Jem and Reverend Sykes talking.</i></p>



**Mid-Unit 2 Assessment:**

Text to Film and Perspective Comparison of *To Kill a Mockingbird*  
(Answers, for Teacher Reference)

<p><b>Chapter 18</b> <b>Reread from</b> <b>“We’ve had a</b> <b>good visit, Miss</b> <b>Mayella, and now</b> <b>I guess we’d</b> <b>better get to the</b> <b>case” (184) to “It</b> <b>most certainly is”</b> <b>(187).</b></p>	<p><b>What’s the</b> <b>same?</b> <b>How does the</b> <b>film version</b> <b>stay faithful to</b> <b>the novel?</b></p>	<p><b>What’s different?</b> <b>How does the film</b> <b>version depart from</b> <b>the novel?</b></p>	<p><b>Evaluation:</b> Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?</p>
		<p><i>Atticus does not repeat what Mayella had said Tom did (as on page 186).</i></p>	<p><i>The director uses a medium shot to show Atticus standing next to Tom as he asks Mayella, “Is this the man who raped you?” The camera is then close-up on Mayella’s face as she says, “It most certainly is.” However, she looks down, does not look at Tom.</i></p>



**Mid-Unit 2 Assessment:**

Text to Film and Perspective Comparison of *To Kill a Mockingbird*  
(Answers, for Teacher Reference)

Pick one choice of the director or actors in this scene. Does it effectively convey the central message of the text? Why or why not?

*Atticus stands next to Tom as he asks Mayella, “Is this the man who raped you?” This medium shot helps establish their relationship—Atticus is defending Tom. Next, there is a close-up on Mayella’s face as she says, “It most certainly is.” However, she looks down; she does not look at Tom. This makes her seem embarrassed or even guilty about what she is accusing Tom of doing to her. This makes the viewer doubt her testimony because she looks guilty as she accuses Tom.*



**Two-Point Rubric:**  
Writing from Sources/Short Response  
(for Teacher Reference)

<b>2 Point Response</b>	<p>The features of a 2 point response are:</p> <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability.</li></ul>
<b>1 Point Response</b>	<p>The features of a 1 point response are:</p> <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt.</li><li>• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.</li><li>• Incomplete sentences or bullets</li></ul>
<b>0 Point Response</b>	<p>The features of a 0 point response are:</p> <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate.</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable.</li></ul>



*To Kill a Mockingbird* Structured Notes:

Chapter 19

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

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

What is the gist of what you read?

Focus Question: What is the difference between Atticus’s cross-examination of Mayella in Chapter 18 and Mr. Gilmer’s cross-examination of Tom in Chapter 19? Why do you think the author wants us to see both of these cross-examinations? Use the strongest evidence to explain your answer.

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
volition (192)		
subtlety (195)		
expunge (196)		
candid (198)		
impudent (198)		



*To Kill a Mockingbird* Supported Structured Notes:

**Chapter 19 Summary**

The next and last witness is Tom Robinson himself. Tom tells the jury that he went into Mayella’s yard lots of times to help her with little chores, and that she was always asking for his help. She once offered to pay him, but Tom declined the offer. Since then, Tom willingly executed Mayella’s chores free of charge. When he begins talking about the night of the rape, he tells everyone that Mayella invited him in to do a chore and then started coming on to him, trying to kiss him, and it was her father who saw what she was trying to do through the window. Tom tried to resist Mayella without hurting her, and as soon as he could get away, he took off running. He is soft-spoken and polite. But he makes the mistake of telling Mr. Gilmore that the reason he helped Mayella is because he felt sorry for her. And in those times, a black man feeling sorry for a white woman or even saying it may as well be a crime.

During the cross- examination by Mr. Gilmore, Dill begins crying uncontrollably, so Scout takes him outside for some fresh air. Dill cannot get over how cruel Mr. Gilmore (the prosecutor) is to Tom Robinson, and another man is outside the courthouse and knows exactly why Dill is so upset.

**Focus Question:** What is the difference between Atticus’s cross-examination of Mayella in Chapter 18 and Mr. Gilmer’s cross-examination of Tom in Chapter 19? Why do you think the author wants us to see both of these cross-examinations? Use the strongest evidence to explain your answer.

**Vocabulary**

<b>Word</b>	<b>Definition</b>	<b>Context clues: How did you figure out this word?</b>
volition (192)	will, choice	
subtlety (195)	delicacy	
expunge (196)	remove, purge	
candid (198)	open, straightforward	
impudent (198)	rude, disrespectful	