



EXPEDITIONARY  
LEARNING

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

### **Four Corners: Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26 Plus Synthesis of Scenes in Previous Chapters)**



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**Four Corners:**

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

**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 the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)
- 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 analyze how taking a stand is developed in *To Kill a Mockingbird*.

**Ongoing Assessment**

- Structured notes for Chapters 24-26 (from homework)
- Four Corners
- Exit ticket

**Agenda**

- 1. Opening**
  - A. Engaging the Reader and Previewing Learning Targets: Focus Question from Homework (5 minutes)
- 2. Work Time**
  - A. Integrity: Frayer Model (10 minutes)
  - B. Analyzing Taking a Stand: Four Corners (25 minutes)
- 3. Closing and Assessment**
  - A. Exit Ticket and Preview Homework (5 minutes)
- 4. Homework**
  - A. Complete a first read of Chapter 27. Take notes with the Structured Notes graphic organizer.

**Teaching Notes**

- In this lesson, the class will complete a Frayer model for the word integrity, a key idea in the novel. Understanding integrity is integral to understanding Atticus’s character. It is also deeply connected to taking a stand and the Golden Rule.
- Students will also engage with the key quotes for the performance assessment in a Four Corners activity in which they use the quotes as a lens to understand why characters in the novel take a stand. This will help them connect taking a stand to the quotes that they have already examined that illustrate integrity, caring for those who are weak or innocent, standing up for what you believe in even if you are unlikely to succeed, and seeing things from another person’s perspective.
- In advance: Create key quote anchor charts.
- In advance: Prepare the Taking a Stand sentence strips (use the completed Taking a Stand anchor chart to create examples—multiple students having the same example would be ideal).
- Review: Four Corners protocol (Appendix 1).
- Post: Learning targets.



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Lesson Vocabulary	Materials
integrity	<ul style="list-style-type: none"> <li>• Atticus Note-catcher (begun in Unit 1, Lesson 9)</li> <li>• Document camera</li> <li>• Integrity: Frayer Model (one per student and one for display)</li> <li>• Key Quotes handout (one per student and one for display)</li> <li>• Key Quotes anchor charts (new; teacher-created)</li> <li>• Taking a Stand sentence strips (one per student)</li> <li>• Taking a Stand Anchor Chart (Model for Teacher Reference)</li> <li>• Four Corners Possible Responses (for Teacher Reference)</li> <li>• Tape (one per anchor chart)</li> <li>• <i>To Kill a Mockingbird</i> (book; one per student)</li> <li>• <i>To Kill a Mockingbird</i> Structured Notes graphic organizer, Chapter 27 (one per student)</li> <li>• <i>To Kill a Mockingbird</i> Supported Structured Notes graphic organizer, Chapter 27 (optional; for students needing additional support)</li> <li>• Exit Ticket (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Previewing Learning Targets: Focus Question from Homework (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to find a new discussion partner and share their responses to the focus question from homework. Cold call students to share. Invite them to add this information to their <b>Atticus Note-catcher</b>.</li> <li>• Cold call a student to read the learning targets.</li> </ul>	



Four Corners:

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Work Time	Meeting Students' Needs
<p><b>A. Integrity: Frayer Model (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the Integrity: Frayer Model handout to students and display using a document camera. Orient students to each of the four boxes and explain that they will be learning about integrity and will use this Frayer Model organizer to help them.</li> <li>• Draw students' attention to the Examples box in the lower left corner of the chart. Ask:             <ul style="list-style-type: none"> <li>* "What are some examples of showing integrity in the novel or in life?"</li> </ul> </li> <li>• Examples of integrity from life or society might include huge public actions, like Martin Luther King Jr., or much smaller actions, like returning a found wallet to its owner. Integrity appeals to ethical principles that look to a common good, not just what is good for you. Integrity often requires thinking deeply about one's actions and how they affect others. Explain that in the novel, Atticus needing to defend Tom Robinson so he could live with himself is a strong example of integrity.</li> <li>• Invite students to turn and talk with their partner to come up with another example from the novel and from real life. Listen for students to mention that Mrs. Dubose felt she had to die beholden to nobody and overcame her addiction to painkillers, Mr. Underwood writing the editorial comparing Tom's death to the "senseless slaughter of songbirds," etc. Real-life examples could include standing up to a bully on someone else's behalf or informing a server that he or she has left something off your bill at a restaurant.</li> <li>• Next, draw students' attention to the Definition box in the upper left corner and invite them to turn and talk about what integrity means. Remind them that this was a vocabulary word from Chapter 20, Atticus's closing statements. Cold call several pairs to share out a definition and write something like: "Integrity means sticking to a moral or ethical code."</li> <li>• Next, draw students' attention to the box labeled Characteristics/Explanation in the upper right corner of the handout. Ask:             <ul style="list-style-type: none"> <li>* "What characteristics, or qualities, does a person have who has integrity?"</li> </ul> </li> <li>• Invite students to turn and talk with their partner and listen for them to say characteristics like: courage, conviction, strong beliefs, and doing what you believe is right. Integrity is "walking the talk"—living and acting the way you believe is right. Probe by asking students what sort of characteristics the people, both real and fictional, display in the Examples box. Cold call several pairs to share.</li> <li>• If students mention Mr. Dolphous Raymond, point out that he compromises to live his life, but he does not go back on his ethical principles, so he is still living with integrity.</li> </ul>	



**Four Corners:**

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finally, draw students' attention to the box labeled Non-Examples in the lower right corner. Ask: * "What are non-examples of integrity?"</li><li>• Encourage students to think about the definition and the characteristics listed on the handout and remind them that they are thinking about the opposite of this. Listen for them to talk about non-examples like: following the crowd or giving in to peer pressure; not following your moral or ethical principles; the teacher's hypocrisy about Hitler and her acceptance of racism in Maycomb; Bob Ewell. Probe by asking:<ul style="list-style-type: none"><li>* "How are the deeply held beliefs of the mob outside the jailhouse, or Bob Ewell, or Hitler different from 'integrity'? Are these examples of people working for the common good?"</li></ul></li><li>• Cold call pairs and record the non-examples.</li><li>• Explain that the idea of integrity will be important in upcoming lessons. It is closely related to the ideas of taking a stand and the Golden Rule.</li></ul>	



Four Corners:

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<p><b>B. Analyzing Taking a Stand: Four Corners (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the Key Quotes anchor charts in four corners of the room. Distribute and display the Key Quotes handout.</li><li>• Cold call students to read each key quote. Explain that today they will revisit the various stands they've read about in the novel and try to categorize them under one of the four quotes. Each quote represents a different reason someone might take a stand. For example, Quote A could be seen as not hurting the innocent, or even protecting the innocent. Make sure students annotate their handout with these gist statements.</li><li>• Ask them to turn and talk with a neighbor about how we might summarize Quote B. Listen for them to mention that Quote B is about seeing things from other people's perspective. Cold call partners to share their thinking and remind them to annotate their handout with these gist statements.</li><li>• Ask students to turn and talk with a neighbor about how we might summarize Quote C. Listen for them to mention that Quote C is about doing what is right even though you know you can't succeed. Cold call partners to share their thinking and remind students to record the gist statement on their handouts.</li><li>• Ask students to turn and talk with a neighbor about how we might summarize Quote D. Listen for them to mention that Quote D is about maintaining integrity so you can live with yourself. Cold call partners to share their thinking and have students record the gist statement on their handouts.</li><li>• Provide each student with a Taking a Stand sentence strip featuring a stand taken by a character from the Taking a Stand anchor chart. There will be two or more students with the same stand. Explain that they should take a few moments to read the stand, think about why the character took the stand, and then review the quotes on the Key Quotes handout to determine which quote best represents why the character might have taken a stand.</li><li>• Students should write a brief explanation under the quote to explain their thinking. They may find that more than one reason could apply to their stand, but they should choose the one they think is a good reason with strong critical thinking.</li><li>• Direct students' attention the Key Quotes anchor charts in the four corners of the room. Give the following directions:<ol style="list-style-type: none"><li>1. Proceed to the anchor chart you think represents a good reason the character took the stand that you are holding.</li><li>2. Share sentence strips with your group and explain why your scene belongs on this chart.</li><li>3. Group share with whole class.</li></ol></li></ul>	



Four Corners:

Taking a Stand in *To Kill a Mockingbird* (Chapters 24-26, Plus Synthesis of Scenes in Previous Chapters)

Work Time (continued)	Meeting Students' Needs
<p>4. Carousel review of other charts.</p> <ul style="list-style-type: none"> <li>• Remind students to move safely and quietly. Circulate and monitor conversations, listening for explanations that are logical. Listen for students identifying the various stands as examples of integrity, standing up for others who are weak or innocent, standing up even though you know you can't win, or taking a stand because you see someone else's perspective.</li> <li>• After sharing their stands and explanations and listening to others in the group share theirs, some students may feel that their stand belongs with another quote. After 5 minutes, invite students to move to a different quote if they have changed their minds based on their discussions. Give students a few more minutes to finish up their conversations about their examples. Then direct them to post their stands on their anchor chart using tape.</li> <li>• Once all students have posted their stands, ask:             <ul style="list-style-type: none"> <li>* "What examples did you choose to put on your anchor chart?"</li> </ul> </li> <li>• Cold call a student from each group to share the groups' thinking.</li> <li>• Then invite groups to rotate to each anchor chart to review where others posted their examples. This should be a silent activity. When they return to their original anchor charts, invite students to briefly turn and talk about any surprises, new ideas, or confirmations.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* "Were there any surprises after listening to the other groups' thinking and seeing their charts?"</li> </ul> </li> <li>• Cold call students to share their surprises. They may have been surprised to note that another student with the same stand may have chosen a different quote.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* "What learning or thinking was confirmed after listening to groups and seeing their charts?"</li> </ul> </li> <li>• Cold call students to share what was confirmed for them. Taking a stand is complicated and deeply connected to integrity.</li> </ul>	



**Four Corners:**

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Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket and Preview Homework (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Hand out the exit ticket and invite students to answer the question. Collect the tickets.</li> <li>• Distribute the <i>To Kill a Mockingbird Structured Notes graphic organizer, Chapter 27</i>. Preview the homework.</li> </ul>	
Homework	Meeting Students' Needs
<p>A. Complete a first read of Chapter 27 with structured notes. Answer the focus question:</p> <ul style="list-style-type: none"> <li>* Reread Atticus's explanation of Bob Ewell's actions on page 251, beginning with 'I think I understand ...' and ending with 'Atticus chuckled.' What does Atticus's explanation reveal about his character? Use the strongest evidence from the novel to support 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 8

## Supporting Materials



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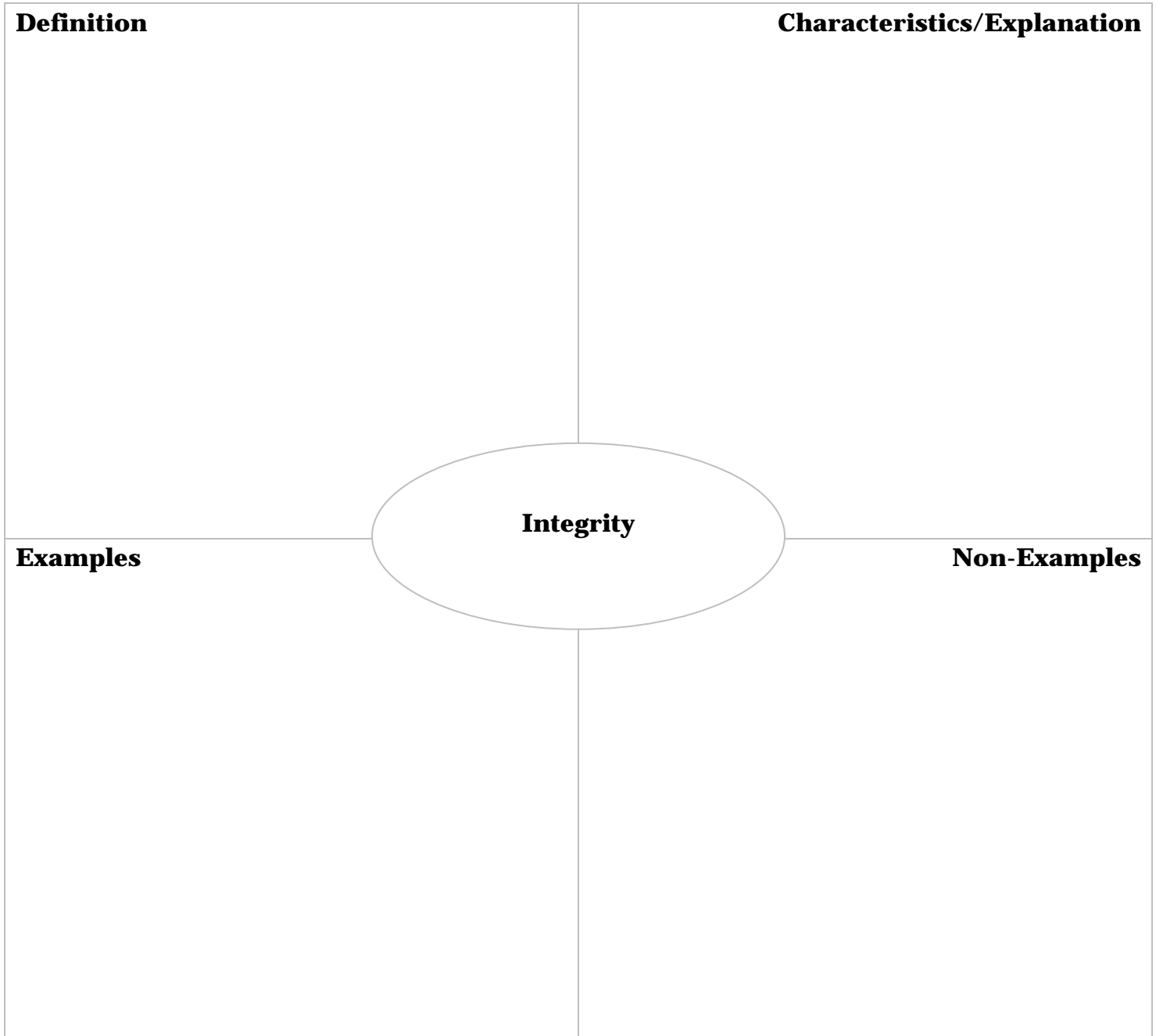
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**Integrity:**  
Frayer Model

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

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





Key Quotes

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

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

**Directions:** Read the example of a character taking a stand on the sentence strip. Choose one of the four quotes that best demonstrates the category of the stand you’ve been given. Write a brief explanation for why you think the example fits under that quote.

A. “Mockingbirds don’t do one thing but make music for us to enjoy. They don’t eat up people’s gardens, don’t nest in corncribs, they don’t do one thing but sing their hearts out for us. That’s why it’s a sin To Kill a Mockingbird” (90).

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

B. “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” (30).

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

C. “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” (112).

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

D. “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” (105).

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



### Four Corners Possible Responses

(for Teacher Reference)

**Directions:** Read the example of a character taking a stand on the sentence strip. Choose one of the four quotes that best demonstrates the category of the stand you've been given. Write a brief explanation for why you think the example fits under that quote.

A. "Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin To Kill a Mockingbird" (90).

*Scout stands up for Walter*

*Atticus defends Tom Robinson*

*Mr. Underwood writes editorial*

*Atticus stands by his decision to defend Tom to Heck Tate*

*Atticus spends the night outside the jailhouse*

*Mr. Underwood stays at the newspaper office to protect Atticus outside the jailhouse*

*Atticus's closing argument □ Mr. Underwood's editorial*

B. "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" (30).

*Atticus spends the night outside the jailhouse*

*Mr. Raymond lives how he believes*

*Atticus's closing argument*

C. "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" (112).

*Atticus defends Tom Robinson*

*Mrs. Dubose battles addiction*

*Atticus stands by his decision to defend Tom to Heck Tate*

*Tom Robinson goes to court*

D. "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" (105).

*Atticus defends Tom Robinson*

*Calpurnia brings the children to church*

*Atticus insists Cal can stay as long as she wishes with the Finch family*

*Atticus stands by his decision to defend Tom to Heck Tate*

*Tom Robinson goes to court*

*Atticus's closing argument*

*Mr. Underwood's editorial*



Taking a Stand Anchor Chart  
(Model for Teacher Reference)

*Note: This represent many of the stands in the novel that students may have identified during class discussions but should not be considered exhaustive. Students may have identified other examples to add to class anchor charts.*

Character	Stand and Page	Analysis: Why does the character do that? What does this critical incident reveal about his/her character? (RL.8.3)
Scout	stands up for Walter (Chapter 2, pages 19–22)	Scout cares about others but doesn't think before she acts.
Atticus	defends Tom Robinson (Chapter 9, pages 75 and 76)	Atticus feels that he has to do what's right to be able to hold his head up or even have any authority over his children. He also is willing to stand up against the odds—he knows he's "licked" before he even begins.
Mrs. Dubose	takes a stand against her drug addiction (Chapter 11, page 112)	Mrs. Dubose wants to die on her terms—free of the drugs that not only eased her pain, but also made her lose touch with the world. She is brave to suffer when she doesn't have to.
Calpurnia	takes a stand by bringing the children to church (Chapter 12, page 119)	Calpurnia is proud of the Finch family and what Atticus is doing for Tom. She doesn't necessarily see the color lines as rigidly as others—it doesn't even seem to occur to her that others might be offended by her bringing white children to a black church.
Atticus	insists Calpurnia will stay with the Finches as long as she wants to, even though Aunt Alexandra thinks she should go (Chapter 14, page 137)	Atticus recognizes that he relies on Calpurnia and considers her an integral part of the family, even though at the time many white employers might not have looked upon the housekeeper the same way.
Atticus	stands by his decision to defend Tom to Heck Tate and the other men (Chapter 15, page 146)	Atticus insists that the truth about what occurred at the Ewell house will be heard in court. This further illustrates his integrity.
Atticus	spends the night outside the jailhouse to protect Tom Robinson (Chapter 15, pages 150–154)	Despite the danger of a mob of men coming to lynch Tom, Atticus sits outside the jailhouse with nothing but a lamp. He faces danger calmly, intent on using reason to sway unreasonable men.



**Taking a Stand Anchor Chart**  
(Model for Teacher Reference)

Character	Stand and Page	Analysis: Why does the character do that? What does this critical incident reveal about his/her character? (RL.8.3)
Mr. Underwood	stays at the newspaper office with his shotgun to defend Tom against any lynch mobs (Chapter 15, page 155)	Despite being racist, Mr. Underwood feels the need to protect Atticus as he does what is right.
Tom Robinson	doesn't plead guilty and testifies in court against a white woman (Chapter 19)	Tom Robinson's testimony reveals that he is a moral, sympathetic man who feels sorry for the condition Mayella lives in. He embodies the Golden Rule by doing for others.
Mr. Dolphous Raymond	lives with a black woman and has mixed-race children in a time when that would not be acceptable (Chapter 20, pages 200 and 201)	Dolphous Raymond compromises with the expectations of the town by pretending to be an alcoholic so he can live the life he would like to with his children.
Atticus	stands up for Tom Robinson with his closing argument, urging the jury to do their duty (Chapter 20, pages 202–206)	Atticus's closing argument represents his firm belief that the court system should be colorblind. He feels that Tom Robinson should have a fair trial, even though, based on the accusation of a white woman, that is nearly impossible. This shows Atticus to be an idealist.
Mr. Underwood	writes an editorial condemning the town and comparing Tom's death to killing innocent songbirds (Chapter 25, page 241)	This is a major shift in Mr. Underwood's character, as it seemed before that he was protecting Atticus. Now he is taking a public stand in support of a black man who was wrongly accused.



Exit Ticket:

Name:

Date:

How is taking a stand related to integrity? Explain.

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*To Kill a Mockingbird* Structured Notes:  
Chapter 27

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

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

What is the gist of what you read?

Focus Question: Reread Atticus’s explanation of Bob Ewell’s actions on page 251, beginning with “I think I understand …” and ending with “Atticus chuckled.” What does Atticus’s explanation reveal about his character? Use the strongest evidence from the novel to support your answer.

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
industry (248)		
notoriety (248)		
obscure (248)		
eccentricities (250)		





*To Kill a Mockingbird* Supported Structured Notes:

Chapter 27

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

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

**Chapter 27 Summary**

As October crawls forward, a few things happen in town. The judge finds a nighttime crawler in his yard but doesn't see who it is. Helen Robinson, Tom's wife, starts working for Mr. Link Deas, Tom's old employer, who offers her a job because he feels so badly about what happened to Tom. She has to go a mile out of her way to avoid the Ewell place, because each time she passes they antagonize her. When Mr. Deas finds out about it, he goes over to the Ewell place and threatens Mr. Ewell to leave Helen alone. The next day, Mr. Ewell follows Helen all the way to work and Mr. Deas has to chew him out again. To Aunt Alexandra, it bodes trouble.

As Halloween approaches, Scout learns that she will be required to participate in the school pageant, an agricultural-themed production in which she'll be playing the part of "Pork". Her costume is a large ham hock fashioned out of brown cloth and chicken wire. Everyone else is too worn out to come to the pageant, so Scout and Jem go alone.

**Focus Question:** Reread Atticus's explanation of Bob Ewell's actions on page 251, beginning with "I think I understand ..." and ending with "Atticus chuckled." What does Atticus's explanation reveal about his character? Use the strongest evidence from the novel to support your answer.

**Vocabulary**

<b>Word</b>	<b>Definition</b>	<b>Context clues: How did you figure out this word?</b>
industry (248)	dedication to work, diligence	
notoriety (248)	widely and unfavorably well-known	
obscure (248)	faintly perceptible, unclear	
eccentricities (250)	odd behaviors	