Eighth Grade	Quarter 2: EL Curriculum Map	Module 2A

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, *Destination 2025*.

By 2025,
- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 4).

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts

How to Use the Curriculum Maps

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely "cover the curriculum," but rather to "uncover" it by developing students' deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. The curriculum map should be viewed as a *guide,* not a *script*, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.

This curriculum is composed of four modules. Each module consists of three units, and each unit consists of a set of lesson plans. **Each module provides eight weeks of instruction constituting three units**. The unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA & Literacy. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.

Each module is designed to be adapted to a group's specific instructional needs. Lessons are not scripts but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students' needs and to meet the requirements of the shifts and the standards. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, "flex" time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.

Structure of a Module

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students' independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Modules include **daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources**. Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

The Module Overview provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets. The Week-at-a-Glance Calendar adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments. A detailed description in the Module Assessments section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The [MS English Companion Guide](#) emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

Guidance for EL Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and utilize embedded protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

Working with High Quality Texts (60 minutes daily EL lessons)- including listening to, reading, speaking, and writing about texts within the curriculum. The primary goal is to deliver EL lessons that provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s).

Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

EL Curriculum is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Students with Disabilities (SWD)
- Accelerated learners
- Students achieving and performing below grade level

Guidance on Assessments and Tasks

The EL Curriculum provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
  - Selected response (multiple-choice questions)
  - Short constructed response
  - Extended response, either on demand or supported
  - Speaking and listening (discussion or oral presentation)
  - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language.

Unit-Level Assessments:

- Each unit includes two assessments, most of which are "on-demand" (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- End-of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
  - Selected response (multiple-choice questions)
  - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)

Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not "on-demand" assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

Eighth Grade	Quarter 1: EL Curriculum Map	Weeks 1-9
SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and EL competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons**. Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and EL competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and EL competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse**. Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide
The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration. The Coaching Guide is based on the Instructional Practice Guide from Achieve the Core.

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussions, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL **To access the resources, click the link. If the link does not open, copy and paste the link into your search engine's browser.**

Reading Resource Tool Kit:	
The Tennessee State ELA Standards and Crosswalk	
The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html	Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.
Crosswalk https://drive.google.com/file/d/1I_iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
Scaffolding Options for ELA https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing	This table provides scaffolding options regarding the various instructional components found in EL.
Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--Iz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
English as a Second Language (ESL)	
ESL Classroom Resources for EL Curriculum https://scsk12.sharepoint.com/:f:/s/SCSESLResources/Eh504tvuqr9CsdglcKSXankBFa_7OPV_9qXYWEu2p5NCRw?e=cvddtF	This resources provides scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207.
Read-Alouds/Close Reading	
Helping Students Read Closely file:///Users/coach/Downloads/ELED-HelpingStudentsReadCloselyELACurriculumGrades3-8-0815%20(3).pdf	This article provides information regarding how close reads can support students' reading ability.

Close Reading: An Instructional Strategy for Conquering Complex Text https://vimeo.com/89001348	In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. The teacher guides students through the close reading process, checks for understanding, and leverages the power of student talk and collaboration to help them make meaning of a complex text.
Grappling with Complex Informational Text https://vimeo.com/54007714	In this video, students and teachers are engaged with EL Education's grades 3-8 ELA curriculum. Students in a fifth-grade class use close reading strategies to determine the main idea and important details from a newspaper article about the Seneca people.
Student Engagement: EL Protocols	
EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYIt6yT6XY/view?usp=sharing	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.
Classroom Protocols in Action: Science Talk https://vimeo.com/169909161	This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.
Social Emotional Learning Resources	
EL Character Framework https://characterframework.eleducation.org/	Central to EL Education curriculum is a focus on "habits of character" and **social-emotional learning**. This website highlights what EL means by character and how EL Education's curriculum promotes habits of character.
Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning	This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.
Social Emotional Learning: FAQ https://casel.org/faqs/	Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.
Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/	Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.
Additional Resources	
The moDEL Detroit Project: https://www.detroitk12.org/Page/9721	The moDEL Detroit Project Provides both planning and delivery resources to teachers who are implementing the EL Education Curriculum. **This includes PowerPoints for every lesson in grades K-8.** These resources were developed in conjunction with various literacy experts. However, SCS teachers who choose to use the presentations should review them before use to ensure the information highlights the lesson's priorities identified for their students. Please note, once downloaded, the PowerPoints can be revised to meet your needs.

ESSA

Student success is expected for all students. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

SL: English Language Development
To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student's level.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills.   Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	*Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.*	*Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.*	*Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.*	*Organize details that support the main idea of informational text told in expanded oral discourse with visual support.*	*Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.*
Reading	*Sequence a series of pictures to retell key details of informational text with a partner.*	*Locate key details within illustrated informational text with a partner.*	*Sequence key details written in simple sentences on sentence strips with a peer.*	*Organize main topics and key details from informational text in a graphic organizer with a small group.*	*Draw conclusions about key details written in complex language using a graphic organizer.*
Speaking	*Name key details (words) in familiar informational text using illustrations when repeating after a peer.*	*Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.*	*Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.*	*Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.*	*Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.*
Writing	*Draw and label (with words) illustrations that represent key details of informational text with modeled support.*	*Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.*	*Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.*	*Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.*	*Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.*

The WIDA English Language Development (ELD) Standards Connections are found at the following link: https://www.wida.us/standards/eld.asp

Social Emotional Learning (SEL) Connections

EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 1 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

· Role of social, political, and cultural interactions in the development of identity
· Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from
   institutions and lived experiences
· Development, Movement, and Interaction of Cultures
· Role of diversity within and among cultures

For additional informational on EL and Social Emotional Learning: Fostering Character in a Collaborative Classroom Please click link below:

https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyypLAbJ-poE/view?usp=sharing

Note: You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are in bold print under the protocol heading. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.

Module Overview: Working With Evidence: Taking a Stand

In this second module, students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the module's overarching theme, engage in a study of the speaker's perspective, and analyze the craft of forming an argument. In the second half of Unit 1, students will read Part 1 of *To Kill a Mockingbird* by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their end-of-unit 2 argument essay. In addition to reading and studying the text, students will view excerpts of the *To Kill a Mockingbird* film that strongly convey the novel's themes, and they will analyze how the film remains true to the original text as well as how it veers from the original.

In Unit 2, students will continue to study the theme of taking a stand as they finish the novel. They will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they argue whether or not it made sense, based on Atticus's character, for him to have taken a stand and defend Tom Robinson. In Unit 3, having finished the novel, students will return to key quotes from the novel that relate to the themes of the Golden Rule and Taking a Stand. Students will form groups to create a Readers Theater montage in which they select one key quote; then they will select scenes from the novel that reveal the message of the quote. Students will recreate these scenes in a Readers Theater structure and provide commentary on how their script remains true and veers from the original text.

This Readers Theater final performance task centers on **CCSS ELA Standards RL.8.2, RL.8.3, W.8.3, W.8.4, and W.8.10**

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?
- What common themes unify the refugees experience?
- What do we know that Scout doesn't?
- How does the idea of taking a stand connect to the dramatic irony and Scout's perspective?
- *Author's use the structure of texts to create style and convey meaning.*
- *Authors use allusions to layer deeper meaning in the text.*

Performance Task

Readers Theater and Analytical Commentary: Taking a Stand in Maycomb
After reading *To Kill a Mockingbird*, students will analyze key quotes from the novel that reflect the overarching themes they studied in Units 1 and 2. Students then will form small groups and develop a Readers Theater script in which each student will select a different critical scene from the novel that develops the theme of their group's assigned quote. Their group Readers Theater script combines these individual scene selections and will be accompanied by two short written pieces that students will write on their own: a justification (students' Mid-Unit 3 Assessment) in which students justify and explain how the passage develops the main idea of their group's quote and a commentary (students' End-of-Unit 3 Assessment) in which they explain how their script is a response to *To Kill a Mockingbird* and how it connects to and diverges from the novel. The final performance task will be a presentation of the Readers Theater Script by the small group. This Readers Theater final performance task centers on **CCSS ELA Standards RL.8.2, RL.8.3, W.8.3, W.8.4, and W.11b.**
This task centers on CCSS RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6

Eighth Grade Module 2A:
Working With Evidence: Taking a Stand

Unit 1 Overview: 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 **CCSS** 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 thematic topic 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.

Mid-Unit 1 Assessment: Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"

This reading assessment centers on standards **CCSS 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.

End-of-Unit 1 Assessment: Analyzing Author's Craft in To Kill a Mockingbird and the Poem "Solitude": Allusions, Text Structure, Connections to Traditional Themes, and Use of Figurative Language

This reading assessment centers on **CCSS** 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 *To Kill a Mockingbird* and contrast it to the poem "Solitude" by Ella 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

10

RL.8.9). They will also answer selected-response and short-answer questions regarding the allusion to Ivanhoe in Chapter 11, and how this allusion enhances the understanding of the text.

Required Unit Trade Book(s): *To Kill a Mockingbird*

Suggested Pacing: This unit is approximately 4 weeks or 20 sessions of instruction.

Unit 1 Lessons	Agenda	Daily Learning	Prioritized Task

Lesson 1
Launching the Module: Taking a Stand
 	
Lesson Vocabulary
Taking a stand, advantages, disadvantages, characteristics
 	
Materials:
• *Taking a Stand photographs (see links in supporting materials)*
• Notice/ Wonder Note-Catcher (one per student)
• Timer
• Document Camera
• Little Rock Nine photograph, which may be found on the National Park Service's Little Rock Central High School National Historic Site page at http://www.nps.gov/nr/travel/civilrights/ar1.htm (for display)
• Taking a Stand: Frayer Model (one per student)
• Taking a Stand: Frayer Model (completed for Teacher Reference)
• T-Chart: Advantages/ Disadvantages (one per student)
	1. Opening
	
	  A. Review Learning Targets (5 minutes)
	  B. Review Learning Targets (5 minutes)
	
	2. Work Time
	
	  A. Building Background Knowledge: Taking a Stand (10 minutes)
	  B. Taking a Stand: Frayer Model (10 minutes)
	
	3. Closing and Assessment
	
	  A. Debrief Learning Targets (2 minutes)
	  B. Preview Homework (5 minutes)
	
	4. Homework
	
	  A. Write about what you learned from the photographs about taking a stand.
	  B. Evaluate the advantages and disadvantages of learning about taking a stand by only looking at photographs.
		• I can evaluate the advantages and disadvantages of using different media to present an idea. **(RI.8.7)**
		
		Ongoing Assessment
		  • Taking a Stand: Frayer Model
		
		Protocols
		  • **Gallery Walk**
		  • **Turn and Talk**
			Work Time A. Building Background Knowledge: Taking a Stand and Work Time
			
			Reason: This lesson launches Module 2 and frames the theme of "taking a stand." Students begin to build their background knowledge of what it means to take a stand. As students engage in a Gallery Walk, they view powerful photographs to help establish an understanding of this concept.
			
			B. Taking a Stand: Frayer Model
			
			Reason: Students begin with a Taking a Stand: Frayer Model handout. This is designed to support students as they build a deeper understanding of what it means to take a stand, the overarching theme of the module. Be sure students hold onto this handout to work on over several lessons.

Lesson 2
Taking a Stand: Equal Rights for Women
 	
Lesson Vocabulary
Taking a stand, advantages, disadvantages, characteristics
 	
Materials:
• "Equal Rights for Women" by Shirley Chisolm (one per student)
• Reading Closely: Guiding Questions (one per student)
• Document Camera/ Smart Board/ Promethean Board
• "Equal Rights for Women:" Lesson 2 Text-Dependent Questions (one per student)
• "Equal Rights for Women:" Lesson 2 Close Reading Guide (for Teacher Reference)
	1. Opening
	
	  A. Engaging the Reader: Pair and Share the Advantages/ Disadvantages t-chart (3 minutes)
	  B. Review Learning Targets (2 minutes)
	
	2. Work Time
	
	  A. Reading for Gist: "Equal Rights for Women" by Shirley Chisolm (10 minutes)
	  B. Text-Dependent Questions (25 minutes)
	
	3. Closing and Assessment
	
	  A. Debrief Learning Targets and Preview Homework (5 minutes)
	
	4. Homework
	
	  A. Why is Shirley Chisolm taking a stand for women's rights rather than African American rights?
		• I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(RI.8.1)**
		
		Ongoing Assessment
		• Student Note-Catcher with text-dependent questions
		
		Protocols
		
		  • Turn and Talk
			Work Time A. Reading for the Gist: Equal Rights for Women" by Shirley Chisholm
			
			Reason: Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.
			
			Work Time B. Text- Dependent Questions.
			
			Reason: Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.

Lesson 3
Analyzing Text Structure & Summarizing Text: "Equal Rights for Women" by Shirley Chisolm
 	
Lesson Vocabulary
Evaluate, objectively summarize, demeaning, "old darkey," immortality, tokenism, oppression, evolutionary, unconscious, menial, sweeping, supremacist
 	
Materials:
• Instructions for Discussion Appointments (for Teacher Reference)
• Discussion Appointments handout (one per student)
• "Equal Rights for Women" (from Lesson 2; students' own copies and one to display)
• "Equal Rights for Women:" Analyzing Text-Structure Note-Catcher (one per student and one for teacher modeling)
• Document camera/ Smart Board/ Promethean Board
• "Equal Rights for Women:" Lesson 3 Close Reading Guide (for Teacher Reference)
	1. **Opening**
	
	  A. Introducing Discussion Appointments (8 minutes)
	  B. Review Learning Targets (2 minutes)
	
	2. **Work Time**
	
	  A. Guided Practice: Analyzing Paragraph Structure (15 minutes)
	  B. Annotating the text of "Equal Rights for Women" by Shirly Chisolm (15 minutes)
	
	3. **Closing and Assessment**
	
	  A. Debrief Learning Targets and Preview Homework (5 minutes)
	
	4. **Homework**
	
	  A. Based on Chisolm's speech, add to your Taking a Stand: Frayer Model handout.
		• 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**
		• I can identify the argument and specific claims in a text. **(RI.8.8)**
		
		Ongoing Assessment
		• Annotated text "Equal Rights for Women"
		
		Protocols
		  • Fist-to-Five
			Work Time A. Guided Practice: Analyzing Paragraph Structure and B. Annotating the Text of "Equal Rights for Women" by Shirley Chisholm
			
			Reason: In this lesson, students work together to analyze a paragraph structure before they annotate the sections of the speech for the gist. This sequence of activities is intentional. The skill of analyzing paragraph structure gives students one more tool to use when determining the gist of each section.
			.

Lesson 4 **Central Idea and Supporting Details:** "Equal Rights for Women" **Lesson Vocabulary** Evaluate; demeaning; "old darkey;" immortality; tokenism; oppression; evolutionary; unconscious; menial; sweeping; supremacist **Materials:** • *"Equal Rights for Women"* (from Lesson 2; students' own copies) • *Blank strips of paper (for Quiz-Quiz-Trade)* • Dictionaries • "Equal Rights for Women" (one copy for teacher, with sections marked) • Index cards with one of the three claims from Chisolm's speech (one index card per pair of students; teacher-generated; see Teaching Note) • Highlighter (one per student) • Evaluating Evidence Note-Catcher (one per student) • Document Camera/ Smart Board/ Promethean Board • Summary Writing graphic organizer (one per student)	**1. Opening** 　A. Engaging the Reader: Vocabulary in "Equal Rights for Women" (8 minutes) 　B. Review Learning Targets (2 minutes) **2. Work Time** 　A. Jigsaw, Part 1: Evaluating Evidence-based Claims (15 minutes) 　B. Jigsaw, Part 2: Sharing Analysis of Evidence-based Claims (10 minutes) **3. Closing and Assessment** 　A. Summarizing "Equal Rights for Women" (10 minutes) **4. Homework** 　A. Using the Summary Writing graphic organizer, write a summary paragraph of the speech.	• I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). **(RI.8.2)** • I can objectively summarize informational text. **(RI.8.2)** • I can identify the argument and specific claims in a text. **(RI.8.8)** • 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)** **Ongoing Assessment** • Highlighting in student copies of "Equal Rights for Women." **Protocols** • Quiz-Quiz-Trade • Jigsaw	**Work Time A. Jigsaw, Part 1: Evaluating Evidence-based Claims and B. Jigsaw, Part 2: Sharing Analysis of Evidence-based Claims** **Reason:** In this lesson, students engage in a jigsaw on the evidence-based claims in Chisholm's speech, where they will evaluate evidence-based claims. **B. Jigsaw, Part 2: Sharing Analysis of Evidence-based Claims** **Reason:** Students will transition to work with students who focused on different claims and discuss three claims that Chisholm makes in her speech.

Lesson 5
Analyzing the Author's Perspective:
"Equal Rights for Women" by Shirley Chisolm
 	
Lesson Vocabulary
Perspective; conflicting viewpoints; demeaning; "old darkey;" immortality; tokenism; oppression; evolutionary; unconscious; menial; sweeping; supremacist
 	
Materials:
• Chart paper for Chalk Talk with questions prepared (new; teacher-created; see supporting material "Equal Rights for Women" Lesson 5 Close Reading Note-Catcher for the Chalk Talk questions)
• Markers (one per student)
• "Equal Rights for Women:" Lesson 5 Close Reading Note-Catcher (one per student)
• "Equal Rights for Women:" Lesson 5 Close Reading Guide (for Teacher Reference)
• Reading Closely: Guiding Questions document (from Lesson 2)
• Lesson 5 homework: Vocabulary in "Equal Rights for Women" (one per student)
	1. Opening
	
	  A. Engaging the Reader: Share Homework Summaries (3 minutes)
	  B. Review Learning Targets (2 minutes)
	
	2. Work Time
	
	  A. Chalk Talk: Questioning Texts, Perspective (18 minutes)
	  B. Close Reading: Analyzing Conflicting Viewpoints (17 minutes)
	
	3. Closing and Assessment
	
	  A. Revisit Learning Targets and Reflect on Close Reading (5 minutes)
	
	4. Homework
	
	  A. Take your copy of "Equal Rights for Women" home with you and complete the vocabulary task.
		• I can determine an author's point of view or purpose in informational text. **(RI.8.6)**
		• I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **(RI.8.6)**
		
		Ongoing Assessment
		• "Equal Rights for Women:" Lesson 5 Close Reading
		
		Protocols
		  • Chalk Talk
			Work Time A. Chalk Talk: Questioning Texts, Perspective
			
			Reason: Chalk Talk provides a whole group space for all students to share their thoughts, ask questions, and respond. It supports students who need more time to process information as well as students who are less likely to participate in whole group discussions.
			
			Work Time B. Close Reading: Analyzing Conflicting Viewpoints
			
			Reason: Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page.

Lesson 6
World Cafe:
Analyzing Sojourner Truth's "Ain't I a Woman?"
 	
Lesson Vocabulary
Racket; out of kilter; bear the lash; obliged to you
 	
Materials:
• "Ain't I a Woman?" by Sojourner Truth (one copy per student)
• "Ain't I a Woman?" Note-catcher (one per student)
• "Ain't I a Woman?" Note-catcher (for Teacher Reference)
	1. Opening
	
	  A. Engaging the Reader: Vocabulary in "Equal Rights for Women" (5 minutes)
	  B. Review Learning Targets (3 minutes)
	
	2. Work Time
	
	  A. Introduce "Ain't I a Woman?" (7 minutes)
	  B. World Café: Analyzing "Ain't I a Woman?" (25 minutes)
	
	3. Closing and Assessment
	
	  A. Preparing for Summary Writing (5 minutes)
	
	4. Homework
	
	A. Write a summary paragraph of "Ain't I a Woman?"
		• I can determine a theme or the central ideas of informational text. **(RI.8.2)**
		• I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). **(RI.8.2)**
		• I can objectively summarize an informational text. **(RI.8.2)**
		• 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)**
		• I can determine an author's point of view or purpose in informational texts. **(RI.8.6)**
		• I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **(RI.8.6)**
		
		Ongoing Assessment
		• Summary Writing graphic organizer
		
		Protocols
		  • World Café
			Work time A. Introduce "Ain't I a Woman?"
			
			Reason: Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page.
			
			B. World Café
			
			Reason: World Café is a protocol that promotes discussion and leadership in students. The first round and the first transition need very clear direction.
			
			For the purposes of this lesson, the World Café protocol is modified to give students time to think on their own before talking to their group.
			
			The goal of this lesson is to give students another opportunity to practice the skills that will be assessed on the Mid-Unit 1 Assessment in the next lesson.

Lesson 7
Mid-Unit Assessment:
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"
 	
Lesson Vocabulary
Indignation; unbridled; ills; despoiling; communion; sustenance; material; exploits
 	
Materials:
• Mid-Unit 1 Assessment: Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (one per student)
• Mid-Unit 1 Assessment: Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (for Teacher Reference)
• 2-point Rubric-Writing from Sources/ Short Response (for Teacher Reference)
	1. Opening
	
	   A. Engaging the Reader: Sharing Homework Summaries (3 minutes)
	
	2. Work Time
	
	   A. Mid-Unit 1 Assessment (40 minutes)
	
	3. Closing and Assessment
	
	   A. Preview Homework (2 minutes)
	
	4. Homework
	
	   A. QuickWrite: Based on the speeches by Shirley Chisholm, Sojourner Truth, and President Lyndon Johnson, you have learned a lot about what it means to "take a stand." Have you ever taken a stand on something? If so, what and why? If not, is there an issue that you can see yourself taking a stand about? When and why? Please explain, providing evidence from your own experience.
		• I can determine a theme or the central ideas of informational text. **(RI.8.2)**
		• I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). **(RI.8.2)**
		• I can objectively summarize an informational text. **(RI.8.2)**
		• 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)**
		• I can determine an author's point of view or purpose in informational text. **(RI.8.6)**
		• I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **(RI.8.6)**
		
		Ongoing Assessment
		• Mid-Unit 1 Assessment
		
		Protocols
		   • None
			Work Time
			
			A. Mid-Unit 1 Assessment

Lesson 8
Launching *To Kill a Mockingbird*: Establishing Reading Routines (Chapter 1)
 	
Lesson Vocabulary
allusion; assuaged (3), "the disturbance" (4), ambled (6), vague optimism (6)
 	
Materials:
• Discussion Appointments (from Lesson 3)
• Story Impressions Note-catcher (one per student)
• *To Kill a Mockingbird* (book; one per student)
• *To Kill a Mockingbird* Structured Notes Graphic Organizer, Chapter 1, Part A (one per student; in class)
• *To Kill a Mockingbird* Structured Notes Graphic Organizer, Chapter 1, Part B (one per student)
• *To Kill a Mockingbird* Supported Structured Notes Graphic Organizer, Chapter 1, Part B (optional for students needing more support)
	1. Opening
	
	  A. Engaging the Reader: Homework Discussion (5 minutes)
	  B. Review Learning Targets (2 minutes)
	
	2. Work Time
	
	  B. Launching the Novel: Story Impressions (5 minutes)
	  C. Reading To Kill a Mockingbird: Read-aloud and Modeling Structured Notes with First Half of Chapter 1 (28 minutes)
	
	3. Closing and Assessment
	
	  A. Preview Homework (5 minutes)
	
	4. Homework
	
	A. Complete a first read of the second part of Chapter 1. Take notes on the Structured Notes graphic organizer.
		• I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(RL.8.1)**
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(SL.8.1)**
		• I can analyze the impact of word choice on meaning and tone (analogies or allusions). **(RL.8.4)**
		
		Ongoing Assessment
		• Structured Notes graphic organizer
		
		Protocols
		  • Turn and Talk
		  • Think-Write-Pair-Share
			Work Time A. Launching the Novel: Story Impressions and B. Reading To Kill a Mockingbird: Read-aloud and Modeling Structured Notes with First Half of Chapter 1
			
			Reason: This lesson launches students' study of *To Kill a Mockingbird*. Students first encounter the novel through Story Impressions, a pre-reading activity in which students make predictions about a piece of literature through reading phrases from the novel or connected to the novel and then developing an "impression" of the text. The phrases included for this activity will familiarize students with setting and characters.
			
			To Kill a Mockingbird is a difficult text. In this lesson, students hear the first chapter read aloud as they follow along silently. This read-aloud gives students a chance to hear a fluent reader model this difficult text.
			
			This lesson introduces students to a new structured notes routine that they will use throughout their study of the novel.

Lesson 9
Analyzing Character:
Understanding Atticus (Chapter 1, cont.)
 	
Lesson Vocabulary
inference, satisfactory (6), routine contentment (9), malevolent phantom (10), stealthy (10), alien (11)
 	
Materials:
• *To Kill a Mockingbird* (book; one per student)
• *To Kill a Mockingbird* Structured Notes graphic organizer, Chapter 1, Part B (students' homework from Lesson 8)
• Atticus Note-catcher (one per student)
• Document camera
• *To Kill a Mockingbird* Structured Notes graphic organizer, Chapter 2 (one per student)
• *To Kill a Mockingbird* Supported Structured Notes graphic organizer, Chapter 2 (optional for students needing more support)
	1. Opening
	
	   A. Engaging the Reader: Structured Notes (12 minutes)
	   B. Review Learning Targets: Homework Discussion (3 minutes)
	
	2. Work Time
	
	   A. Character Analysis: Introducing the Atticus Note-catcher (25 minutes)
	
	3. Closing and Assessment
	
	   A. Debrief Learning Targets and Preview Homework (5 minutes)
	
	4. Homework
	
	   A. Complete a first read of Chapter 2. Take notes on the Structured Notes graphic organizer.
		• I can cite text-based evidence that provides the strongest support for an analysis of literary text. **(RL.8.1)**
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(SL.8.1)**
		• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. **(RL.8.3)**
		
		Ongoing Assessment
		• Structured notes for Chapter 1 (from homework)
		
		Protocols
		   • Fist-to-Five
			Opening A. Engaging the Reader: Structured Notes
			
			Reason: This lesson provides additional scaffolding for students as they learn how to take notes using the structured notes format.
			
			Work Time A. Character Analysis: Introducing the Atticus Note-catcher
			
			Reason: At the end of Unit 2, students will write an essay in which they use evidence and details from the text to argue whether it makes sense for Atticus to defend Tom Robinson. Students will use their knowledge of Atticus to inform their position. This lesson introduces the Atticus Note-catcher, which students will use throughout Units 1 and 2 to collect details from the text that reveal Atticus' character. Be sure students hold on to this Note-catcher; they will need it for their essay.

Lesson 10	1. Opening	• I can analyze how different structures affect meaning and style (RL.8.5)	Work Time A. Analyzing Narrative Structure and B. Analyzing How Structure Contributes to Meaning
Analyzing Text Structure: *To Kill a Mockingbird* (Chapter 2)	A. Engaging the Reader and Review Learning Targets: Vocabulary (5 minutes)	• I can objectively summarize literary text (RL.8.2)	**Reason:** The Narrative Structure graphic organizer is used as prewriting for summary paragraphs. For this purpose, students will use an adapted story map.
Lesson Vocabulary connotation, denotation, narrative, plot, story arc, exposition, setting, rising action, conflict, climax, resolution, chronological; meditating (23), illicitly (23), sentimentality (24), vexations (27), sojourn (29)	**2. Work Time** A. Analyzing Narrative Structure (20 minutes) B. Analyzing How Structure Contributes to Meaning (15 minutes)	**Ongoing Assessment** • Narrative structure • Revised Summary Writing handout **Protocols** • Turn and Talk	The analysis of the structure of Chapter 2 is heavily guided. In later lessons, students will do this sort of analysis more independently.
Materials: • Word strips for word sort (teacher-prepared; see Supporting Materials) • Narrative Structure graphic organizer (one per student and one to display) • Narrative Structure graphic organizer, Chapter 2 (for Teacher Reference) • Document camera • To Kill a Mockingbird (book; one per student) • Narrative Structure Note-catcher (one per student and one to display) • Narrative Structure Note-catcher (for Teacher Reference) • Summary Writing homework (one per student)	**3. Closing and Assessment** A. Debrief Learning Targets and Preview Homework (5 minutes) **4. Homework** A. Summarize Chapter 2 based on the Narrative Structure graphic organizer		In subsequent lessons, students also will use the Narrative Structure graphic organizer to compare and contrast text structures. The narrative analysis in this lesson scaffolds toward the text structure comparison that students will do in Lesson 14.

Lesson 11
Close Reading:
Focusing on Taking a Stand (Chapter 2 cont.)
 	
Lesson Vocabulary
vocabulary square, applicable; malevolent (10), meditating (23), wallowing illicitly (23), delegation (26), entailment (27), mortification (28), vexations (27), sojourn (29)
 	
Materials:
• *To Kill a Mockingbird* Structured Notes graphic organizer Chapter 2 (from Lesson 9)
• Summary Writing handout (from Lesson 10)
• Vocabulary Square (one per student)
• Document camera or overhead projector
• *To Kill a Mockingbird* (book; one per student)
• Chapter 2 Text-Dependent Questions (one per student)
• Taking a Stand anchor chart (new; teacher-created; see Work Time B; see model in supporting materials)
• Rereading *To Kill a Mockingbird* pages 19-22 Close Reading Guide (for Teacher Reference)
• Exit Ticket: *To Kill a Mockingbird* Chapter 2 (one per student)
• *To Kill a Mockingbird* Structured Notes graphic organizer, Chapter 3 (one per student)
• *To Kill a Mockingbird* Supported Structured Notes graphic organizer, Chapter 3 (optional for students needing more support)
	1. **Opening**
	
	  A. Engaging the Reader: Guided Practice with Vocabulary Square (10 minutes)
	
	2. **Work Time**
	
	  A. Review Learning Targets and Rereading: Scout Taking a Stand for Walter (25 minutes)
	  B. Identifying Theme: Taking a Stand Anchor Chart (5 minutes)
	
	3. **Closing and Assessment**
	
	  A. Exit Ticket and Preview Homework (5 minutes)
	
	4. **Homework**
	
	  A. Complete a first read of Chapter 3. Take notes using the Structured Notes graphic organizer.
		• I can cite 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)**
		• I can use a variety of strategies to determine the meaning of unknown words or phrases. **(L.8.4)**
		Ongoing Assessment
		• Structured notes for Chapter 2 (from Lesson 9 homework)
		• Summary Writing handout (from Lesson 10 homework)
		• Vocabulary square
		• Answers to text-dependent questions
		• Exit Ticket
		
		Protocols
		  • Turn and Talk
			Opening A. Engaging the Reader: Guided Practice with Vocabulary Square
			
			Reason: This lesson introduces one of several vocabulary activities students will work on throughout the unit to apply and review the academic vocabulary from the novel. Students learn the root word "sent."
			
			Work Time A. Review Learning Targets and Rereading: Scout Taking a Stand for Walter and B. Identifying Theme: Taking a Stand Anchor Chart
			
			Reason: Students reread a key scene in which Scout takes a stand. They answer text-dependent questions and then are introduced to the Taking a Stand anchor chart, which will be used throughout Units 1 and 2 to help students analyze this central theme of the novel.

Lesson 12 **Analyzing How Literature Draws on Themes from the Bible and World Religions:** The Golden Rule (Chapter 3) **Lesson Vocabulary** evaluate, stay faithful, depart; erratic (32),tranquility (32), contemptuous (36), compromise (41), concessions (41) **Materials:** • Vocabulary square (one per student) • *To Kill a Mockingbird* Structured Notes graphic organizer, Chapter 3 (from Lesson 11) • "Golden Rule" quotes written on chart paper for use in Gallery Walk (new; teacher-created; see quotes in supporting materials) • "Golden Rule" Note-catcher (one per student and one for display) • *To Kill a Mockingbird* (book; one per student) • Timer • Document camera • DVD of *To Kill a Mockingbird* film (segment where Atticus and Scout discuss walking around in another's skin, 39:00- 41:55) • Technology to view scenes from the film • Text to Film Comparison Note-catcher, *To Kill a Mockingbird* Part 1 (one per student) • *To Kill a Mockingbird* Structured Notes graphic organizer, Chapter 4 (one per student) • *To Kill a Mockingbird* Supported	**1. Opening** A. Engaging the Reader and Review Learning Targets: Vocabulary Square (5 minutes) **2. Work Time** A. Gallery Walk: Golden Rule in World Religions (15 minutes) B. Text to Film Comparison: Walking around in Another Person's Skin (20 minutes) **3. Closing and Assessment** A. Debrief Learning Targets and Preview Homework (5 minutes) **4. Homework** A. Complete a first read of Chapter 4. Take notes using the Structured Notes graphic organizer.	• 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)** • 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)** • I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). **(RL.8.9)** • I can use a variety of strategies to determine the meaning of unknown words or phrases. **(L.8.4)** **Ongoing Assessment** • Structured notes, Chapter 3 (from homework) • Vocabulary square • Golden Rule Note-catcher • Text to Film Comparison Note-catcher **Protocols** • Gallery Walk • Turn and Talk • Thin-Write-Pair-Share • Fist-to-Five	**Work Time A. Gallery Walk: Golden Rule in World Religions** **Reason:** This lesson introduces an important theme in the novel, the Golden Rule. The Gallery Walk introduction of this theme incorporates a wide variety of worldviews, philosophies, and religions. **B. Text to Film Comparison: Walking around in Another Person's Skin** **Reason:** Students will view a short segment of the film version of *To Kill a Mockingbird*. Viewing film clips serves two purposes. First, it helps struggling readers make sense of this complex text. The interplay of reading, rereading, and viewing is an engaging way to present this material.

Structured Notes Graphic Organizer, Chapter 4 (optional for students needing more support)			

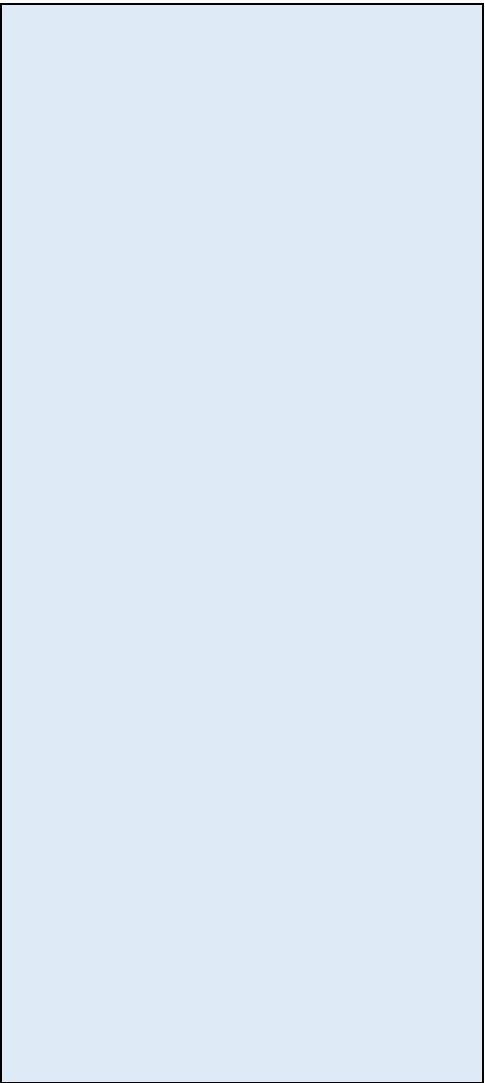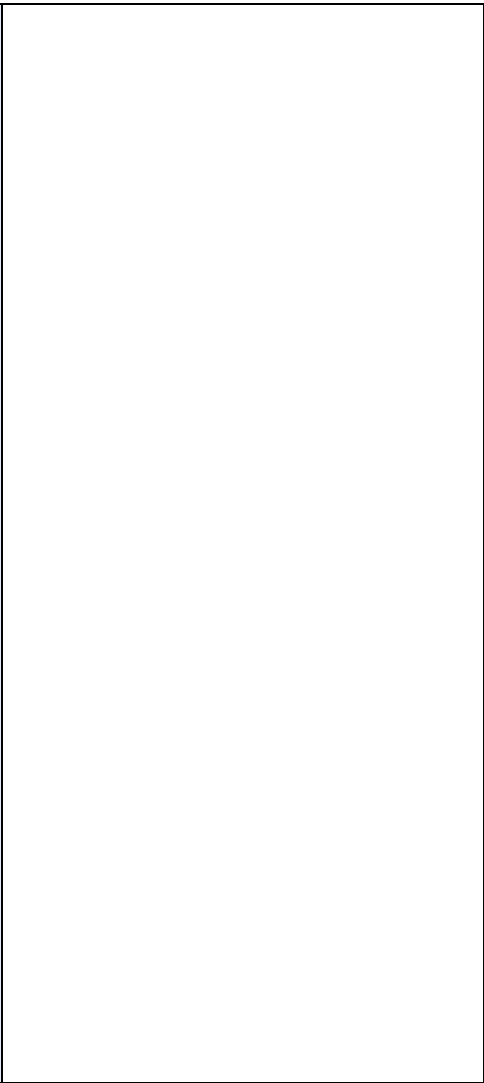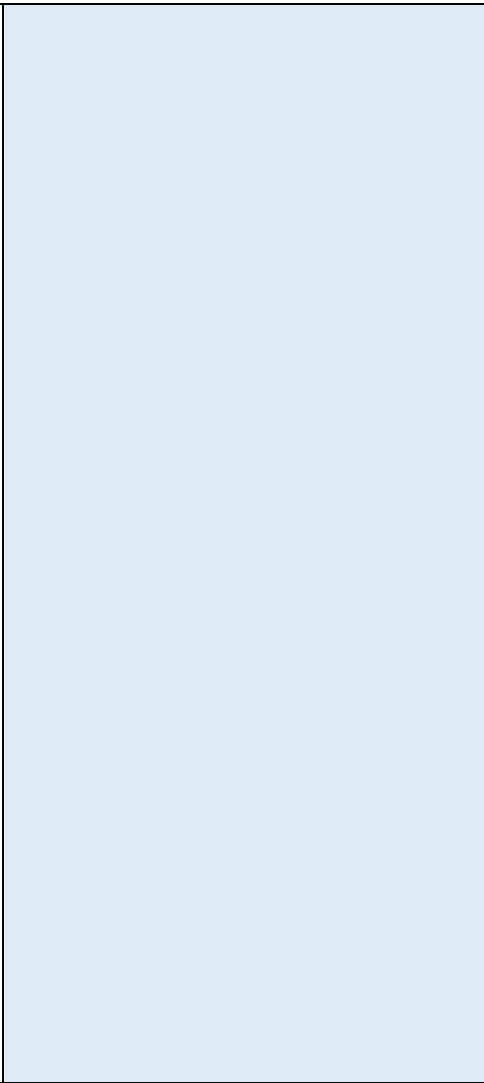|			

Lesson 13
Making Inferences:
The Golden Rule and the Radley's Melancholy Little Drama (Chapter 4)
Lesson Vocabulary
 	
compassion, transcend, ethical culture (47), scuppernongs (47), melancholy (52)
 	
Materials:
• *To Kill a Mockingbird Structured Notes, Chapter 4 (from Lesson 12)*
• *Narrative Structure Note-catcher, Chapter 4 (one per student)*
• *"Golden Rule" in Karen Armstrong's TED Talk Note-Catcher (one per student)*
• *Discussion Appointments (from Lesson 3)*
• *Technology to show TED Talk clip*
• *Document camera or overhead projector*
• *To Kill a Mockingbird (book; one per student)*
• *Networking Sessions Note-catcher, Chapter 4 (one per student and one for display).*
• *Chapter 4 of To Kill a Mockingbird Close Reading Guide (for Teacher Reference)*
• *To Kill a Mockingbird Structured Notes, Chapter 5 (one per student)*
• *To Kill a Mockingbird Supported Structured Notes, Chapter 5 (optional for students needing more support)*
•
	1. Opening
	
	  A. Engaging the Reader and Review Learning Targets: Summarizing (10 minutes)
	
	2. Work Time
	
	  A. Listening to a TED Talk: The Golden Rule (15 minutes)
	  B. Understanding the Radley's Melancholy Little Drama: Networking Sessions (15 minutes)
	
	3. Closing and Assessment
	
	  A. Reflecting on Atticus's Character (5 minutes)
	
	4. Homework
	
	A. Complete a first read of Chapter 5. Take notes using the Structured Notes graphic organizer.
		• 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)**
		• I can objectively summarize literary text. **(RL.8.2)**
		• I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). **(RL.8.9)**
		• I can use a variety of strategies to determine the meaning of unknown words or phrases. **(L.8.3)**
		
		Ongoing Assessment
		• Structured notes, Chapter 4 (from homework)
		• Chapter 4 summary
		• Golden Rule Note-catcher
		• Networking Sessions Note-catcher
		
		Protocols
		  • Turn and Talk
		  • Think-Pair-Share
		  • Networking Sessions
			Work Time A. Listening to a TED Talk: The Golden Rule
			
			Reason: In this lesson, students practice writing a summary of a literary work. These summaries are useful formative assessment data. Review student writing, provide meaningful feedback, and inform instruction on summary writing in future lessons.
			
			B. Understanding the Radleys' Melancholy Little Drama: Networking Sessions
			
			Students will further develop their understanding of the Golden Rule by listening to part of a TED Talk by Karen Armstrong, a religion historian. This activity gives students an opportunity to explore further how *To Kill a Mockingbird* makes connections to a theme from religious works throughout the world.
			
			Students will also learn a new protocol, Networking Sessions, for discussing text. This protocol is similar to Think-Pair-Share, but it allows for movement and a chance to hear from a variety of partners.

[Lesson 14](#)
Inferring About Character:
Atticus (Chapter 5)
Lesson Vocabulary
 	
benign, tacit (56) cordiality, benevolence, morbid (57) edification (65)
 	
Materials:
• *To Kill a Mockingbird (book; one per student)*
• *Vocabulary strips (teacher-prepared; see Supporting Materials)*
• *Vocabulary Handout: Chapter 5 (one per student)*
• *Text-dependent questions for Chalk Talk chart (teacher reference; one chart per group with all four questions on it; see Supporting Materials for example)*
• *Markers (one per student)*
• *Chapter 5 of To Kill a Mockingbird Close Reading Guide (for Teacher Reference)*
• *Chapter 5 of To Kill a Mockingbird Text-dependent Questions (one per student)*
• *QuickWrite: "Stop Tormenting the Man!" (one per student)*
• *To Kill a Mockingbird Structured Notes graphic organizer, Chapters 6 & 7 (one per student)*
• *To Kill a Mockingbird Structured Notes graphic organizer, Chapters 6 & 7 (optional for students needing more support*
	1. Opening
	
	  A. Engaging the Reader and Reviewing Learning Targets: Vocabulary (5 minutes)
	
	2. Work Time
	
	  A. Read-aloud: Miss Maudie's View on Atticus and the Radleys (5 minutes)
	  B. Chalk Talk: Text-Dependent Questions about Chapter 5 (23 minutes)
	
	3. Closing and Assessment
	
	  A. Exit Ticket: "Stop Tormenting the Man" (10 minutes)
	  B. Debriefing Learning Targets and Previewing Homework (2 minutes)
	
	4. Homework
	
	  A. Complete a first read of Chapters 6 and 7. Take notes using the Structured Notes graphic organizer.
		• 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)**
		• 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)**
		• I can use a variety of strategies to determine the meaning of unknown words or phrases. **(L.8.4)**
		
		Ongoing Assessment
		• Quick Write
		
		Protocols
		  • Quiz-Quiz-Trade
		  • Chalk Talk
		  • Fist-to-Five
			Work Time A. Read-aloud: Miss Maudie's View on Atticus and the Radleys
			
			Reason: In this lesson, students do a close read of Chapter 5 to practice analyzing figurative language, as well as making inferences about the text.
			
			B. Chalk Talk: Text-Dependent Questions about Chapter 5
			
			Reason: In this lesson, students will engage in the Chalk Talk protocol. They were first introduced to this in Module 1, Unit 2, Lesson 2. It will be used differently here. Instead of grouping the students, they should walk from chart to chart in order to think about all four questions.

Lesson 15
Comparing Text Structures: *To Kill a Mockingbird* and "Those Winter Sundays" (Chapter 6 and 7)
 	
Lesson Vocabulary
commotion (72) malignant (74), pilgrimage (76), burdensome (81), rendered (82)
 	
Materials:
• To Kill a Mockingbird (book; one per student)
• Narrative Structure Chapter 6 graphic organizer (one per student)
• "Those Winter Sundays" by Robert Hayden (one per student)
• Close Reading "Those Winter Sundays" Note-catcher (one per student and one for teacher modeling)
• Document camera
• Close Reading "Those Winter Sundays" Note-catcher (for Teacher Reference)
• Comparing and Contrasting Text Structures Note-catcher (one per student and one for modeling)
• To Kill a Mockingbird Structured Notes Graphic Organizer, Chapter 8 (one per student)
• To Kill a Mockingbird Supported Structured Notes Graphic Organizer, Chapter 8 (optional for students needing more support)
	1. Opening
	
	  A. Engaging the Reader and Reviewing Learning Targets: Narrative Structure Chapter 6 (8 minutes)
	
	2. Work Time
	
	  A. Close Read of "Those Winter Sundays" (25 minutes)
	  B. Comparing and Contrasting Text Structures (10 minutes)
	
	3. Closing and Assessment
	
	  A. Debrief Learning Targets and Preview Homework (2 minutes)
	
	4. Homework
	
	  A. Complete a first read of Chapter 8. Take notes using the Structured Notes graphic organizer.
		• I can objectively summarize literary text. **(RL.8.2)**
		• 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)**
		• I can compare and contrast the structure of multiple texts. **(RL.8.5)**
		• I can analyze how different structures impact meaning and style of a text. **(RL.8.5)**
		
		Ongoing Assessment
		• Close Reading "Those Winter Sundays" Note-catcher
		• Comparing and Contrasting Text Structures Note- catcher
		
		Protocols
		  • Fist-to-Five
			Work Time A. Close Read of "Those Winter Sundays"
			
			Reason: In the Opening, students focus on Chapter 6, even though they read both Chapters 6 and 7 for homework. This is intentional, since Chapter 6 is more integral to the work of the module, and since during Work Time, students will compare Chapter 6 with the poem "Those Winter Sundays" by Robert Hayden.
			
			B. Comparing and Contrasting Text Structures
			
			Reason: Poem text structure analysis is introduced in this lesson. Because it requires new and complex skills, the teacher guides this lesson heavily. In the next two lessons, students will practice these skills more independently.

Lesson 16 **Jigsaw to Analyze Mood and Tone in *To Kill a Mockingbird* (Chapter 8)** **Lesson Vocabulary** infer, render; commotion (72), malignant 74), pilgrimage (76), burdensome (81), rendered (82), unfathomable, aberration (85), procured (89), caricature (90), quelled (94) **Materials:** • "Incident" by Countee Cullen (one per student) • "Incident" Structure Note-catcher (one per student and one for teacher modeling) • "Incident" Structure Note-catcher (for Teacher Reference) • Document camera • Analyzing Scout's Perspective about Boo Radley Note-catcher (one per student) • Analyzing Scout's Perspective about Boo Radley Note-catcher (for Teacher Reference) • Jigsaw excerpts (one per pair of students) • *To Kill a Mockingbird* (book; one per student) • *To Kill a Mockingbird* Structured Notes, Chapter 9 (one per student) • *To Kill a Mockingbird* Supported Structured Notes, Chapter 9 (optional for students needing more support.	**1. Opening** A. Engaging the Reader and Reviewing Learning Targets: Reading "Incident" (5 minutes) **2. Work Time** A. Analyzing Text Structure in "Incident" (15 minutes) B. Close Reading Jigsaw: Scout's Perspective about Boo Radley (22 minutes) **3. Closing and Assessment** A. Debriefing Learning Targets and Previewing Homework (3 minutes) **4. Homework** A. Complete a first read of Chapter 9. Take notes using the Structured Notes graphic organizer.	• 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)** • I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). **(RL.8.9)** • 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)** **Ongoing Assessment** • Analyzing Scout's Perspective about Boo Radley Note-catcher **Protocols** • Jigsaw	**Work Time A. Analyzing Text Structure in "Incident"** **Reason:** The beginning of this lesson builds in more practice for students to analyze the meaning and structure of a poem, a skill introduced in Lesson 15. *Remind students that even though they are focused on structure, they need to keep in mind those other elements of poetry in order to understand the meaning.* **Close Reading Jigsaw: Scout's Perspective about Boo Radley** **Reason:** During Work Time, the reading focus in this lesson is first for students to analyze a quote that shows Scout's perspective about Boo Radley. These quotes are pulled from several chapters, not just Chapter 8. The purpose is for students to participate in a jigsaw in order to understand how Scout's perspective about Boo Radley changes over the course of the book. The focus on Boo is built into this lesson because the incident when Boo puts the blanket on Scout's shoulders is a turning point in the way Scout thinks of Boo.

Lesson 17
Text Comparisons:
Comparing Text Structure and Text Types (Chapter 9)
 	
Lesson Vocabulary
compare, contrast, faithful, depart, evaluate/evaluation (review), connotation, denotation; inordinately (101), ingenuous (103), wary (103), innate (104), obstreperous (113), "Maycomb's usual disease" (117)
 	
Materials:
• *To Kill a Mockingbird* (book; one per student)
• Narrative Structure, Chapter 8 Graphic Organizer (one per student)
• Comparing and Contrasting Text Structures (one per student and one for teacher modeling)
• Text to Film Comparison Note-catcher (one per student and one for display)
• Document camera
• *To Kill a Mockingbird* DVD (beginning at 51:36 and ending at 54:10)
• Written Conversation Note-catcher (one per student and one for display)
• Taking a Stand anchor chart (from Lesson 11)
• *To Kill a Mockingbird* Structured Notes graphic organizer, Chapter 10 (one per student)
• *To Kill a Mockingbird* Supported Structured Notes graphic organizer, Chapter 10 (optional for students needing more support)
	1. Opening
	
	   A. Engaging the Reader and Reviewing Learning Targets (5 minutes)
	
	2. Work Time
	
	   A. Comparing and Contrasting Text Structures (15 minutes)
	
	   B. Text to Film Comparison: Atticus Explains Defending Tom (10 minutes)
	
	3. Closing and Assessment
	
	   A. Written Conversation (10 minutes)
	   B. Adding to Taking a Stand Anchor Chart (5 minutes)
	
	4. Homework
	
	   A. Complete a first read of Chapter 10. Take notes using the Structured Notes graphic organizer.
		• 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)**
		• I can compare and contrast the structure of multiple texts. **(RL.8.5)**
		• I can analyze how different structures impact meaning and style of a text. **(RL.8.5)**
		• 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)**
		
		Ongoing Assessment
		• Comparing and Contrasting Text Structures Note- catcher
		• Text to Film Comparison Note-catcher
		• Written Conversation Note-catcher
		
		Protocols
		  • Turn and Talk
		  • Written Conversation
			Work Time A. Comparing and Contrasting Text Structures
			
			Reason: In this lesson, students will practice the comparing and contrasting that they have learned in this unit: comparing and contrasting text structures, as well as comparing and contrasting the text and film versions of To Kill a Mockingbird. Feel free to point out where the skills are similar, even though the application of the skills is in different contexts. Generalizing critical thinking skills will help students master them in multiple contexts.
			
			The lesson begins with an analysis of the narrative structure of Chapter 8 and then compares it with the text structure of "Incident," which students analyzed in the previous lesson.
			
			B. Text to Film Comparison: Atticus Explains Defending Tom
			
			For the Text to Film Comparison, the Note-catcher is chunked into several paragraphs because the excerpt includes a conversation between Scout and Atticus. Each time the speaker changes, it is counted as a new paragraph.

- Half sheet of paper for Exit Ticket (one per student)

Lesson 18
World Café to Analyze Themes in To Kill a Mockingbird (Chapter 10)
 	
Lesson Vocabulary
feeble (118), attributes (118), inconspicuous (119), peril (121), vaguely articulate (129)
 	
Materials:
 	
• *To Kill a Mockingbird* (book; one per student)
• Atticus Note-catcher (from Lesson 9)
• Structured Notes graphic organizers for Chapters 7–10 (from previous lessons)
• Chapter 10 Note-catcher (one per student)
• Chapter 10 Note-catcher (for Teacher Reference)
• Exit ticket (one per student)
• *To Kill a Mockingbird* Structured Notes Graphic Organizer, Chapter 11 (one per student)
• *To Kill a Mockingbird* Supported Structured Notes Graphic Organizer, Chapter 11 (optional for students needing more support)
	1. Opening
	
	  A. Engaging the Reader and Reviewing Learning Targets (8 minutes)
	
	2. Work Time
	
	  A. World Café Preparation (10 minutes)
	  B. World Café (20 minutes)
	
	3. Closing and Assessment
	
	  A. Exit Ticket: Selected Response on the Golden Rule in Chapter 10 (5 minutes)
	  B. Debriefing Learning Targets and Previewing Homework (2 minutes)
	
	4. Homework
	
	  A. Complete a first read of Chapter 11. Take notes using the Structured Notes graphic organizer.
		• I can determine a theme or central idea of literary text. **(RL.8.1)**
		• I can analyze the connections and distinctions between individuals, ideas, or events in a text. **(RI.8.3)**
		• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(SL.8.1)**
		
		Ongoing Assessment
		• Specific Factual Details tickets
		• Chalk Talk participation and discussion
		
		Protocols
		  • World Café
		  • Fist-to-Five
			Work Time A. World Café Preparation and
			
			Reason: This lesson focuses on characterization of Atticus in particular. The goal is for students to understand more fully why Atticus would take a stand for Tom Robinson. Understanding Atticus is key to writing the argument essay for the End of Unit 2 Assessment.
			
			B. World Café
			
			Reason: To analyze Chapter 10, students will engage in a World Café protocol, introduced for the first time in Module 2, Unit 1, Lesson 6. Time is built into this lesson for students to prepare for the World Café before they begin their discussion. The purpose of that is to make sure every student is ready to contribute to the conversation. It is fine if students have not had enough time to fully complete their notes before the World Café; the preparation period is meant simply to give them individual processing time in order to elevate the level of conversation during the World Café.

Lesson 19
End-of-Unit 1 Assessment:
Analyzing Author's Craft in To Kill a Mockingbird: Allusions, Text Structure, Connections to Traditional Themes, and Figurative Language
 	
Lesson Vocabulary
Do not preview vocabulary for today's assessment.
 	
Materials:
• *To Kill a Mockingbird* (book; one per student)
• End-of-Unit 1 Assessment: Analyzing Author's Craft in *To Kill a Mockingbird*: Allusion, Text Structure, Connections to
• Traditional Themes, and Figurative Language (one per student)
• End-of-Unit 1 Assessment: Analyzing Author's Craft in *To Kill a Mockingbird*: Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language (Answers for Teacher Reference)
• *To Kill a Mockingbird* Structured Notes Graphic Organizer, Chapters 12 & 13 (one per student)
• *To Kill a Mockingbird* Supported Structured Notes Graphic Organizer, Chapters 12 & 13 (optional for students needing more
• support)
• 2 Point Rubric: Writing from Sources/Short Response (for Teacher Reference)
	1. Opening
	
	   A. Review Learning Targets (2 minutes)
	
	2. Work Time
	
	   A. End-of-Unit 1 Assessment (40 minutes)
	
	3. Closing and Assessment
	
	   A. Debrief and Preview Homework (3 minutes)
	
	4. Homework
	
	   A. Complete a first read of the Chapter 12 summary and a first read of Chapter 13 in the novel. Take notes using the Structured Notes graphic organizer.
		• I can analyze the impact of word choice on meaning and tone (analogies or allusions). **(RL.8.4)**
		• I can compare and contrast the structure of multiple texts. **(RL.8.5)**
		• I can analyze how different structures impact meaning and style of a text. **(RL.8.5)**
		• I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). **(RL.8.9)**
		• I can analyze figurative language, word relationships and nuances in word meanings. **(L.8.5)**
		
		Ongoing Assessment
		• End-of-Unit 1 Assessment
		
		Protocols
		None
			Work Time A. End of Unit 1 Assessment
			
			During today's assessment, students independently analyze how the author uses allusions, perspective, and text structure to convey meaning in a piece of literature.

Eighth Grade Module 2A Unit 2:
Case Study: Atticus Takes a Stand

Unit 2 Overview

In this unit, students begin to read Part 2 of the novel *To Kill a Mockingbird*, and they finish it before the unit's end. As they read, students will continue to reflect on the reading by answering focus questions that attend to the theme of taking a stand, while also studying other important aspects of the novel involving character analysis and perspective. In order to track their thinking as they read the rest of the novel, students will continue to add to their Atticus Note-catchers from Unit 1 as well as the Taking a Stand anchor chart.

For the mid-unit assessment, students will summarize a key scene in the novel, view the film excerpt of that scene, then compare and contrast the film version and the novel to determine how the film version remains the same or veers from the original text. Students will also consider the choices made by the actors and the director in their text-to-film analysis. After the mid-unit assessment, students continue to read the novel and begin to prepare for the argument essay by examining a model essay and writing rubric.

For their end-of-unit assessment, students write an argument essay in which they argue whether it makes sense for Atticus, based on his character, to take a stand to defend Tom Robinson.

Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of To Kill a Mockingbird

This assessment centers on standards ELA CCSS RL.8.2, RL.8.6 and RL.8.7. Students will summarize the courtroom scene in the novel from Chapter 18 in To Kill a Mockingbird, then view the courtroom scene in the film version of the novel and compare how the film version remains true or veers from the original text. Students also will evaluate the choices made by the actors or director in the film. Finally, students will analyze how the reader's perspective of the scene differs from the characters' (RL.8.6), thinking specifically about what the reader knows that Scout doesn't know.

End-of-Unit 2 Assessment: This assessment centers on standards ELA CCSS **RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b**.

Students will cite the strongest evidence from the novel as they write an argument essay in which they answer the following prompt: "Atticus says, 'Simply because we were licked a hundred years before we started is no reason for us not to try to win' (Chapter 9, page 101). Now that you have read the whole text, what do you think? Based on his character, does it make sense for Atticus to take a stand to defend Tom Robinson? Give evidence from the text to support your thinking and be sure to take into account what people who disagree might say." Students will have to weigh the evidence based on Atticus's role as both a parent and community member. In order to meet the rigors of the eighth-grade demands for argumentative writing, students will be required to argue their claim and acknowledge and distinguish their claim from alternate or argument claims.
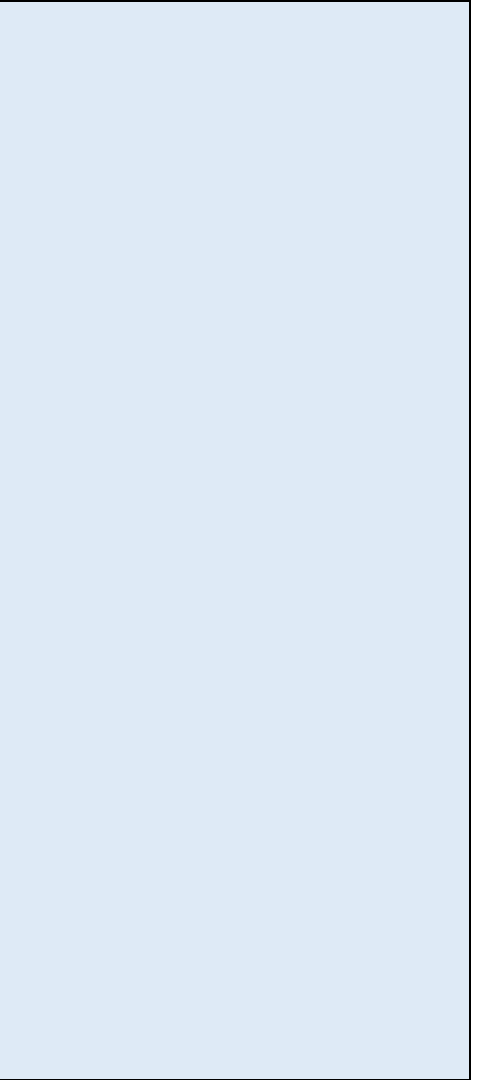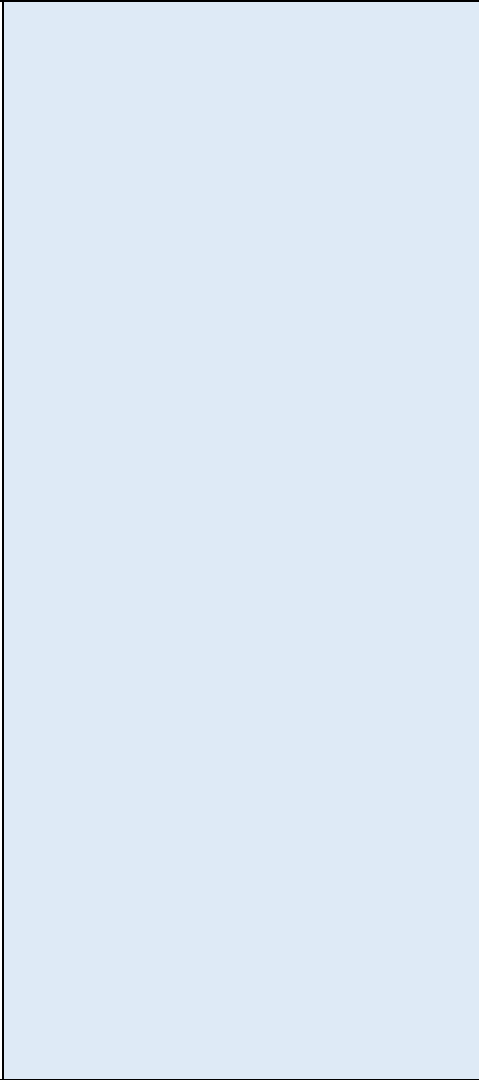
Required Unit Trade book (s):

1. Harper Lee, *To Kill a Mockingbird* (New York: Grand Central Publishing,1960), ISBN:978-0-446-31078-9.
2. *To Kill a Mockingbird*, film directed by Robert Mulligan (and starring Gregory Peck),1962

Suggested Pacing: This unit is approximately 3.5 weeks or 17 sessions of instruction.

Unit 2 Lessons	Agenda	Daily Learning	Prioritized Task

Lesson 1
Making Inferences:
Analyzing How Words and Actions Reveal Character in *To Kill a Mockingbird*
Lesson Vocabulary
Vocabulary from Chapters 1–13 (provided on "I have, who has?" strips), including new words: confined (132), livid (133), commence (141), undulate (142), beholden (148)
 	
Materials:
• *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)*
• *To Kill a Mockingbird (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)*
• *To Kill a Mockingbird Structured Notes graphic organizer, Chapters 14 and 15 (one per student)*
	1. **1.Opening**
	   C. Engaging the Reader and Reviewing Learning Targets: Vocabulary (10 minutes)
	2. **Work Time**
	   A. Close Reading: Three Three's in a Row (20 minutes)
	   B. Character Analysis: Atticus Note-catcher (10 minutes)
	3. **Closing and Assessment**
	   A. Debrief and Preview Homework: Add to Taking a Stand Anchor Chart (5 minutes)
	4. **Homework**
	   A. First read of the Chapter 14 summary provided by the teacher and Chapter 15 of the novel with structured notes.
		• 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)**
		
		Ongoing Assessment
		  • Structured notes from Chapters 11–13 (from previous two lessons' homework)
		  • Three Threes in a Row Note-catcher
		  • Atticus Note-catcher
		
		Protocols
		  • Three Threes in a Row
		  • Turn and Talk
			Work Time A. Close Reading: Three Threes in a Row
			
			Reason: 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.

• *To Kill a Mockingbird Supported Structured Notes graphic organizer, Chapters 14 and 15 (optional; for students needing additional support)*			

Lesson 2
Text to Film Comparison: Taking a Stand at the Jailhouse
 	
Lesson Vocabulary
perspective; antagonize (183), infallible (187), ominous (195), acquiescence (203), impassive (206)
 	
Materials:
• *To Kill a Mockingbird* (book; one per student)
• Taking a Stand anchor chart (begun in Unit 1, Lesson 11)
• Analyzing Scout's and the Reader's Perspectives Note-catcher (one per student and one for display)
• Document camera
• Text to Film Comparison: Taking a Stand at the Jailhouse Note-catcher (one per student and one for display)
• DVD of *To Kill a Mockingbird* film (beginning at 1:02:15 and ending at 1:07:00)
• Atticus Note-catcher (begun in Unit 1, Lesson 9)
• Equipment needed to watch film scene
• *To Kill a Mockingbird* Structured Notes graphic organizer, Chapters 16 and 17 (one per student)
• *To Kill a Mockingbird* Supported Structured Notes graphic organizer, Chapters 16 and 17 (optional; for students needing additional support)
	1. **Opening**
	   A. Engaging the Reader and Reviewing Learning Targets: Taking a Stand in Chapter 15 (5 minutes)
	1. **Work Time**
	   A. Analyzing Perspective: Scout and the Reader in Chapter 15 (15 minutes)
	   B. Text to Film Comparison: Taking a Stand at the Jailhouse (20 minutes)
	2. **Closing and Assessment**
	   A. Debrief and Preview Homework: Add to Atticus Note-catcher (5 minutes)
	3. **Homework**
	   A. Complete a first read of the Chapter 16 summary and pages 216-221 (beginning with "The Maycomb County courthouse was faintly reminiscent of Arlington in some respects"). Read Chapter 17 with structured notes.
		• 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)**
		
		Ongoing Assessment
		• Structured notes for Chapters 14 and 15 (from homework)
		• Analyzing Scout's and the Reader's Perspective Note-catcher
		• Text to Film Comparison Note-catcher
		
		Protocols
		   • Turn and Talk
			Work Time A. Analyzing Perspective: Scout and the Reader in Chapter 15
			
			Reason: In Unit 1, students analyzed Scout's changing perspective about Boo. In this lesson, they will analyze the perspectives of a character—Scout—and the reader and the effect this creates for the reader.
			
			B. Text to Film Comparison: Taking a Stand at the Jailhouse
			
			Reason: This lesson also features the last text to film comparison before the mid-unit assessment. Use information from the first two text to film comparisons to focus any instruction or reteaching needed.

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Lesson 3
Analyzing Themes: The Golden Rule and Taking a Stand (Chapters 16-17)
 	
Lesson Vocabulary
formidable (213), amiably (226), acrimonious (229), benignly (230), genially (234)
 	
Materials:
• *To Kill a Mockingbird* (book; one per student)
• Analyzing Themes Note-catcher (one per student)
• Analyzing Themes Note-catcher (for Teacher Reference)
• Document camera
• Little Rock Nine photograph, which may be found on the National Park Service's Little Rock Central High School National Historic Site page, at http://www.nps.gov/nr/travel/civilrights/ar1.htm (one for display)
• Exit ticket (one per student)
• *To Kill a Mockingbird* Structured Notes graphic organizer, Chapter 18 (one per student)
• *To Kill a Mockingbird* Supported Structured Notes graphic organizer, Chapter 18 (optional; for students needing additional support)
	1. **Opening**
	  A. Engaging the Reader: Connecting Vocabulary to Atticus's Character (4 minutes)
	  B. Review Learning Target (1 minute)
	2. **Work Time**
	  A. Analyzing Theme: The Golden Rule (20 minutes)
	  B. Analyzing Theme: Taking a Stand (19 minutes)
	3. **Closing and Assessment**
	  A. Preview Homework (1 minute)
	4. **Homework**
	  A. Complete a first read of Chapter 18 with structured notes.
		• 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**)
		
		Ongoing Assessment
		• Structured notes for Chapters 16 and 17 (from homework)
		• Analyzing Themes Note-catcher
		• Exit ticket
		
		Protocols
		  • Turn and Talk
		  • Chalk Talk
			Work Time A. Analyzing Theme: The Golden Rule
			
			Reason: In this lesson, students will read a portion of Chapter 16 that they did not read for homework. The scene involves Atticus's conversation with Jem and Scout about the angry mob outside the jail the night before. Students will discuss a key quote from the reading and relate it to the Golden Rule.
			
			B. Analyzing Theme: Taking a Stand
			
			Reason: Students will then view and discuss the Little Rock Nine photograph that they viewed in Unit 1, Lesson 1 in relation to the angry mob scene. This part of the lesson develops the students' continuing understanding of the module's theme of taking a stand by providing an opportunity for students to discuss the difference in taking an informed stand and taking an ignorant stand. This comparison also examines taking a stand as driven by the Golden Rule, as opposed to a stand driven by prejudice.

Lesson 4
Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of *To Kill a Mockingbird* (Chapter 18 and Once Scene from Chapter 19)
 	
Lesson Vocabulary
Do not preview vocabulary in this lesson.
 	
Materials:
• *To Kill a Mockingbird (book; one per student)*
• *Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of To Kill a Mockingbird (one per student)*
• *Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of To Kill a Mockingbird (Answers for Teacher Reference)*
• *2-Point Short Response Rubric (for Teacher Reference)*
• *To Kill a Mockingbird Structured Notes graphic organizer, Chapter 19 (one per student)*
• *To Kill a Mockingbird Supported Structured Notes graphic organizer, Chapter 19 (optional; for students needing additional support)*
	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.
		• 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)**
		
		Ongoing Assessment
		• Structured notes for Chapter 18 (from homework)
		• Mid-Unit 2 Assessment
		
		Protocols
		  • None
			Work Time
			A. Mid-Unit 2 Assessment
			
			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.

Lesson 5	1. Opening	• I can cite text-based evidence that	Work Time A. Character Study:

Lesson 5
Close Reading:
Fishbowl Comparing Atticus and Mr. Gilmer
 	
Lesson Vocabulary
mollified (241), arid (247), wrathfully (248), volition (257), subtlety (260), expunge (262), candid (264), impudent (265)
 	
Materials:
• Vocabulary Square (one for each pair)
• Atticus Cross-Examination Note-catcher (one for each student in half of the class)
• Mr. Gilmer Cross-Examination Note-catcher (one for each student in the other half of the class)
• Atticus Note-catcher (begun in Unit 1, Lesson 9)
• *To Kill a Mockingbird* Structured Notes graphic organizer, Chapters 20 and 21 (one per student)
• *To Kill a Mockingbird* Supported Structured Notes graphic organizer, Chapters 20 and 21 (optional; for students needing additional support)
	1. **Opening**
	  A. Engaging the Reader: Vocabulary Squares (4 minutes)
	  B. Review Learning Targets (1 minute)
	2. **Work Time**
	  A. Character Study: Atticus and Mr. Gilmer (10 minutes)
	  B. Fishbowl: Cross-Examination of Witnesses in Chapter 18 and 19 (28 minutes)
	3. **Closing and Assessment**
	  A. Preview Homework (2 minutes)
	4. **Homework**
	  A. Read Chapters 20 and 21 with structured notes.
		• 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)**
		• I can analyze the impact of word choice on meaning and tone (analogies or allusions). **(RL.8.4)** I can express my own ideas clearly during discussions. **(SL.8.1)**
		• I can build on other's ideas during discussions. **(SL.8.1)**
		
		Ongoing Assessment
		• Structured notes for Chapter 19 (from homework)
		• Vocabulary Squares
		• Atticus Cross- Examination Note-catcher
		• Mr. Gilmer Cross- Examination Note-catcher
		
		Protocols
		  • Fishbowl
		  • Think-Pair-Share
			Work Time A. Character Study: Atticus and Mr. Gilmer
			
			Reason: In this lesson, students will closely read to better understand Atticus as a character by comparing his and Mr. Gilmer's approaches to cross-examination of witnesses.
			
			B. Fishbowl: Cross-Examination of Witnesses in Chapters 18 and 19
			
			Reason: Students will be introduced and participate in a new protocol: Fishbowl. Fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all Fishbowl activities, both those in the inner and those in the outer circles have roles to fulfill. For this lesson, those in the center will discuss text-dependent questions. Those in the outer circle will act as observers and take notes on the conversation the inner circle is having. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific techniques such as literature circles or Socratic Seminars.

Lesson 6
Analyzing Word Choice:
Atticus's Closing Speech (chapters 20-21)
Lesson Vocabulary
irony, literally, figuratively; detachment (270), subsequent (272), unmitigated, temerity (273), integrity (274), acquit, indignant (277)
 	
Materials:
• Atticus Note-catcher (begun in Unit 1, Lesson 9)
• Document camera
• Irony example (one for display)
• *To Kill a Mockingbird* (book; one per student)
• Atticus's Closing Speech Note-catcher (one per student)
• Atticus's Closing Speech Note-catcher (for Teacher Reference)
• Taking a Stand anchor chart (begun in Unit 1, Lesson 11)
• *To Kill a Mockingbird* Structured Notes graphic organizer, Chapters 22 and 23 (one per student)
• *To Kill a Mockingbird* Supported Structured Notes graphic organizer, Chapters 22 and 23 (optional; for students needing additional support)
	1. **Opening**
	   A. Engaging the Reader: Focus Question from Homework (5 minutes)
	   B. Review Learning Targets (3 minutes)
	2. **Work Time**
	   A. Analyzing Word Choice: Atticus's Closing Speech (20 minutes)
	   B. Analyzing Theme: Taking a Stand (15 minutes)
	3. **Closing and Assessment**
	   A. Debrief Learning Targets and Briefly Preview Homework (2 minutes)
	4. **Homework**
	   A. Complete a first read of Chapters 22 and 23 with structured notes.
		• I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). **(RL.8.4)**
		• 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)**
		
		Ongoing Assessment
		• Structured notes for Chapters 20 and 21 (from homework)
		• Atticus's Closing Speech Note-catcher
		
		Protocols
		   • Turn and Talk
		   • Think-Write-Pair-Share
			Work Time A. Analyzing Word Choice: Atticus's Closing Speech
			
			Reason: In this lesson, students will analyze a key line from Atticus's closing speech by studying the literal and figurative meanings of what Atticus says to the jury. Students will also analyze the line to understand the irony of what Atticus says. By doing this, students will synthesize and refer to the racial prejudice and tension that this trial represents. This is a crucial aspect of the novel that comes to the forefront in Part 2.
			
			B. Analyzing Theme: Taking a Stand
			
			Reason: Students will also relate Chapters 20 and 21 to taking a stand as they continue to study this theme across various scenes, individuals, and groups of people in the novel.

Lesson 7
Making Inferences:
Analyzing Atticus (Chapters 22- 23)

Lesson Vocabulary
cynical (287), fatalistic, ruefully (288), wryly,(292) furtive (293), commutes (293), vehement (296)

Materials:
- Vocabulary Square (one per student)
- Written Conversation: Chapters 22 and 23 Note-catcher (one per student and one for display)
- Document camera
- Chapter 23 Text-Dependent Questions Note-catcher (one per student)
- Close Reading Guide: Rereading *To Kill a Mockingbird* Pages 217–223 (for Teacher Reference)
- *To Kill a Mockingbird* (book; one per student)
- Atticus Note-catcher (begun in Unit 1, Lesson 9)
- *To Kill a Mockingbird* Structured Notes graphic organizer, Chapters 24-26 (one per student)
- *To Kill a Mockingbird* Supported Structured Notes graphic organizer, Chapters 24-26 (optional; for students needing additional support)

1. **Opening**
   A. Engaging the Reader and Reviewing Learning Targets: Vocabulary Square (5 minutes)
2. **Work Time**
   A. Coming to Terms with the Outcome of the Trial: Written Conversation (15 minutes)
   B. Close Reading: Atticus Explains Things (20 minutes)
3. **Closing and Assessment**
   A. Debrief Learning Targets and Preview Homework: Atticus Note-catcher (5 minutes)
4. **Homework**
   A. Complete a first read of Chapters 24-26 with structured notes.

- 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)**
- I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **(RI.8.6)**

Ongoing Assessment
- Structured notes for Chapters 22 and 23 (from homework)
- Vocabulary Squares
- Written Conversation Note-catcher
- Chapter 23 Text-Dependent Questions Note-catcher

Protocols
- Written Conversation
- Think-Write-pair-Share

Work Time A. Coming to Terms with the Outcome of the Trial: Written Conversation

Reason: In this lesson, students will use the Written Conversation protocol to synthesize the various reactions of characters to the verdict.

B. Close Reading: Atticus Explains Things

Reason: They will also continue to analyze Atticus's character through carefully chosen examples of his dialogue as he tries to help his children understand the trial and their town. Text-dependent questions will help students better understand Atticus's character.

Lesson 8
Four Corners:
Taking a Stand in To Kill a Mockingbird (Chapters 24-26 Plus Synthesis of Scenes in Previous Chapters)
 	
Lesson Vocabulary
integrity
 	
Materials:
• Atticus Note-catcher (begun in Unit 1, Lesson 9)
• Document camera
• Integrity: Frayer Model (one per student and one for display)
• Key Quotes handout (one per student and one for display)
• Key Quotes anchor charts (new; teacher-created)
• Taking a Stand sentence strips (one per student; new, teacher-created; see Teaching Notes)
• Taking a Stand Anchor Chart (Model for Teacher Reference)
• Four Corners Possible Responses (for Teacher Reference)
• Tape (one per anchor chart)
• *To Kill a Mockingbird* (book; one per student)
• *To Kill a Mockingbird* Structured Notes graphic organizer, Chapter 27 (one per student)
• *To Kill a Mockingbird* Supported Structured Notes graphic organizer, Chapter 27 (optional; for students needing additional support)
• Exit Ticket (one per student)
	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
	4. **Homework**
	    A. Complete a first read of Chapter 27. Take notes with the Structured Notes graphic organizer.
		• 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)**
		
		Ongoing Assessment
		• Structured notes for Chapters 24-26 (from homework)
		• Four Corners
		• Exit ticket
		
		Protocols
		• Turn and Talk
		• Four Corners
			Work Time A. Integrity: Frayer Model
			
			Reason: 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.
			
			B. Analyzing Taking a Stand: Four Corners
			
			Reason: 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.

Lesson 9 **Analyzing the Model Essay:** Studying Argument (Chapter 27 Plus Synthesis of Scenes in Previous Chapters) **Lesson Vocabulary** argument, coherent, relevant evidence, counterclaim, conflicting viewpoint; analyze, logical; industry, notoriety (332) obscure (333), eccentricities (337) **Materials:** • *To Kill a Mockingbird Model Essay (one per student and one to display)* • *Supporting Evidence-Based Claims graphic organizer (one per student and one for display)* • *Supporting Evidence-Based Claims graphic organizer (for Teacher Reference)* • *Document camera* • *Exit ticket (one per student)* • *To Kill a Mockingbird Structured Notes Graphic Organizer, Chapter 28 (one per student)* • *To Kill a Mockingbird Supported Structured Notes Graphic Organizer, Chapter 28 (optional; for students needing additional support)*	1. **Opening** A. Engaging the Writer and Reviewing Learning Targets (10 minutes) 2. **Work Time** A. Reading and Analyzing the Model Essay (30 minutes) 3. **Closing and Assessment** A. Exit Ticket (5 minutes) 4. **Homework** A. Complete a first read of Chapter 28 with structured notes.	• I can write arguments to support claims with clear reasons and relevant evidence. **(W.7.1)** • I can identify the argument and specific claims in a text. **(RI.8.8)** • I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints. **(RI.8.6)** **Ongoing Assessment** • Chapter 27 structured notes (from homework) • Supporting Evidence-Based Claims graphic organizer • Exit ticket **Protocols** • Turn and Talk	**Work Time A. Reading and Analyzing the Model Essay** **Reason:** In this lesson, students begin the writing process for the End of Unit 2 Assessment, an argument essay on *To Kill a Mockingbird*.

Lesson 10	1. Opening	• I can write arguments to support	Work Time A. Coding the Atticus
Writing an Argument Essay: *Evaluating the Model and Crafting a Claim (Chapter 28, Including Synthesis of Scenes in Previous Chapters)*	A. Engaging the Writer and Reviewing Learning Targets: Focus Question from Homework (5 minutes)	claims with clear reasons and relevant evidence. **(W.8.1)** • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.8.4)**	**Note-catcher** **Reason:** This lesson continues to prepare students to write the End of Unit 2 Assessment.
Lesson Vocabulary claim, argument, relevant, compelling reasons; irascible (342), gait (342), pinioned (351), staccato (352), untrammeled (357)	2. **Work Time** A. Coding the Atticus Note-catcher (15 minutes) B. Building an Evidence-Based Argument (20 minutes)	• I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(RL.8.1)** **Ongoing Assessment**	Today, students use their Atticus Note-catchers and their understanding of Atticus as a character to weigh the evidence and craft the claim for their argument essay.
Materials: • End-of-Unit 2 Assessment Prompt: To Kill a Mockingbird Argument Essay (one per student and one to display)	3. **Closing and Assessment** A. Exit Ticket (5 minutes) 4. **Homework** A. Complete a first read of Chapters 29, 30, and 31 with structured notes.	• Structured notes for Chapter 28 (from homework) • Exit ticket **Protocols** • None	**B. Building an Evidence-Based Argument** **Reason:** This lesson is a decision point for the students. By the end of the lesson, each student will write the claim in her
• Atticus Note-catcher (for Teacher Reference; one to display) • Document camera • Supporting Evidence-Based Claims graphic organizer (one per student) • Colored pencils (enough for four different colors per student) • Exit ticket (one per student) • *To Kill a Mockingbird* Structured Notes Graphic Organizer, Chapters 29, 30, and 31 (one per student) • *To Kill a Mockingbird* Supported Structured Notes Graphic Organizer, Chapters 29, 30, and 31 (optional; for students needing additional support)			essay and the underlying reasons. To help students decide which claim to argue, they will text code the Atticus Note-catchers and weigh the evidence that they have gathered as they read *To Kill a Mockingbird.*

Lesson 11
Writing an Argument Essay:
Peer Critique with Rubric (Chapters 29-31, Including Synthesis of Scenes in Previous Chapters)

Lesson Vocabulary
ellipsis, critique, incorporate feedback

Materials:
- *To Kill a Mockingbird Argument rubric (one per student and one to display)*
- *Document camera*
- *Quote Sandwich guide (one per student)*
- *Quote Sandwich for Peer Critique (one per student)*
- *Peer Critique Expectations and Directions (on chart paper or on white board)*
- *Peer Critique recording form (one per student)*
- *To Kill a Mockingbird Essay planner (one per student)*

1. **Opening**
   A. Engaging the Writer and Review Learning Targets: Focus Questions from Homework (5 minutes)
2. **Work Time**
   A. Incorporating Evidence in an Argument Essay (20 minutes)
   B. Peer Critique Protocol
3. **Closing and Assessment**
   A. Preview Homework (5 minutes)
4. **Homework**
   A. Work on Essay Planner

- I can write arguments to support claims with clear reasons and relevant evidence. **(W.8.1)**
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.8.4)** With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. **(W.8.5)**
- I can select evidence from literary or informational texts to support analysis, reflection, and research. **(W.8.9)**
- I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. **(L.8.2)**

Ongoing Assessment
- Structured notes for Chapters 29, 30, and 31 (from homework)
- Quote Sandwich for Peer Critique
- Exit ticket
- Answers to text-dependent questions
- Exit Ticket

Protocols
- Turn and Talk
- Peer Critique

Work Time A. Incorporating Evidence in an Argument Essay

Reason:
- In this lesson, the idea of a "quote sandwich" is introduced. This is a way to help students understand that when they use evidence in an argument essay, they should always:

- Introduce the quote with context so the reader is not confused about what is happening in the novel.

- Include the quote.

- Analyze the quote.

Lesson 12
Writing an Argument Essay:
Planning the Essay

Lesson Vocabulary
claim, counterclaim

Materials:
- Writing Improvement Tracker (one per student)
- Student essay rubrics from Module 1 (one per student)
- Model To Kill a Mockingbird Essay Planner (optional; for Teacher Reference and/or for students who need additional support)
- Document camera
- Students' exit tickets (from Lesson 10; collected by teacher at the end of Lesson 10)

1. **Opening**
   A. Entry Task: Writing Improvement Tracker (10 minutes)
   B. Reviewing Learning Targets (2 minutes)
2. **Work Time**
   A. Continuing to Plan the Essay (20 minutes)
   B. Essay Plan Talk-Through
3. **Closing and Assessment**
   A. Debriefing Learning Targets (3 minutes)
4. **Homework**
   A. Revise your *To Kill a Mockingbird* essay planner, due next class.

- I can write arguments to support claims with clear reasons and relevant evidence. **(W.8.1)**
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.8.4)**

Ongoing Assessment
- Exit ticket

Protocols
- Fist-to-Five

Opening A. Entry Task: Writing Improvement Tracker

Reason: In this lesson, students start a Writing Improvement Tracker that they will return to after writing the essay in each module for the rest of the year. The purpose of this is to develop students' awareness of their strengths and challenges, as well as ask students to strategize to address their challenges.

Work Time A. Continuing to Plan the Essay

Reason: Students will review the writing rubric to continue to plan and write their essay.

Lesson 13 **End-of-Unit 2 Assessment, Part 1:** Drafting The Argument Essay **Lesson Vocabulary** argument **Materials:** • *Computers* • *To Kill a Mockingbird (book; one per student)* • *To Kill a Mockingbird Argument rubric (from Lesson 11; for Teacher Reference; use this to assess students' draft essays)* • End-of-Unit *2 Assessment Prompt: To Kill a Mockingbird Argument Essay (from Lesson 8; included again in this lesson for Teacher Reference; one per student and one to display)* • *Sample student argument essay (for Teacher Reference)* • *Optional: Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org)*	1. **Opening** A. Reviewing Learning Targets (3 minutes) 2. **Work Time** A. Drafting the Essay (40 minutes) 3. **Closing and Assessment** A. Collect Essay Drafts (2 minutes) 4. **Homework** A. Choose two scenes from Chapter 27 onwards in the novel that communicate each of the four key quotes. Record two scenes for each key quote.	• I can write arguments to support claims with clear reasons and relevant evidence. **(W.8.1)** • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.8.4)** • I can select evidence from literary or informational texts to support analysis, reflection, and research. **(W.8.9)** • 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)** **Ongoing Assessment** • Essay draft **Protocols** • None	**Work Time A. Drafting the Essay** **Reason:** In this lesson, students write the draft of their essay about Atticus's decision to defend Tom Robinson. In the previous four lessons, students have shaped their arguments, planned their essays, and critiqued one another's work. At this point, students need time to craft their essay.

Lesson 14
Launching the Readers Theater Groups:
Allocating Key Quotes and Scenes
Lesson Vocabulary
 	
Readers Theater, effectively, norms, collaborative, productive
 	
Materials:
• *Equity sticks*
• *Key Quotes anchor charts (from Lesson 8)*
• *Performance Task Prompt (one per student and one for display)*
• *Model Readers Theater One-Scene Script (one per student and one to display)*
• *Readers Theater Criteria Anchor Chart (new; co-created with students during Work Time A; see Supporting Materials)*
• *Chart paper (one piece per group)*
• *Marker (one per group)*
• *Exit ticket: My Key Quote and Scene (one per student)*
	1. **Opening**
	  A. Sharing Homework: Scenes that Communicate Key Quotes (6 minutes)
	  B. Unpacking Learning Targets (4 minutes)
	2. **Work Time**
	  A. Studying the Prompt (10 minutes)
	  B. Launch Readers Theater Groups (10 minutes)
	  C. Allocating Key Quotes (10 minutes)
	3. **Closing and Assessment**
	  A. Exit Ticket: My Key Quote and Scene (5 minutes)
	4. **Homework**
	  A. Read through the scene for which you will be writing a Readers Theater script and use evidence flags to mark the dialogue in that scene.
		• 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 effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. **(SL.8.1)**
		
		Ongoing Assessment
		• Exit ticket: My Key Quote and Scene
		
		Protocols
		  • Think-Pair-Share
			Work Time A. Studying the Prompt
			
			Reason: Although this lesson is in Unit 2, it is actually the kickoff for Unit 3. This is to give you time to look over the draft end of unit assessments before handing them back to students with feedback in Lesson 16.
			
			B. Launch Readers Theater Groups and C. Allocating Key Quotes
			
			In this lesson, students are put into groups for Readers Theater, and one of the key quotes from Lesson 8 is allocated to each group. Students then work in their groups to give each group member a different scene from the anchor chart for which he or she will write a Readers Theater script.

Lesson 15
Writing the First Draft of the Readers Theater
 	
Lesson Vocabulary
Readers Theater, response
 	
Materials:
• Equity sticks
• Model Readers Theater One-Scene Script (from Lesson 14; one per student)
• Readers Theater Criteria anchor chart (from Lesson 14)
• Lined paper (two pieces per student)
	1. **Opening**
	   A. Unpacking Learning Targets (3 minutes)
	2. **Work Time**
	   A. Analyzing a Model Script to Generate Criteria (9 minutes)
	   B. Drafting a Script (20 minutes)
	   C. Reading Scripts (8 minutes)
	3. **Closing and Assessment**
	   A. Discussion: How Does My Script Develop the Main Idea of the Key Quote? (5 minutes)
	4. **Homework**
	   A. Take your script home and finish/revise it.
		• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. **(W.8.3)**
		• I can create poetry, stories, and other literary forms. **(W.8.11b)**
		
		Ongoing Assessment
		• Draft Readers Theater script
		
		Protocols
		   • Think-Pair-Share
			Work Time A. Analyzing a Model Script to Generate Criteria, B. Drafting a Script, and C. Reading Scripts
			
			Reason: Although this lesson and the previous lesson are in Unit 2, they actually represent the kickoff for Unit 3. This allows you time to look over the draft end of unit assessments before handing them back to students with feedback in Lesson 16.
			
			At the end of the lesson, groups read each of the scripts generated by students in the group, one at a time, in order for students to hear what their script sounds like read aloud, which will help them to realize where they need to make revisions. They then take their scripts home to finish and revise.

Lesson 16
End-of-Unit 2 Assessment, Part 2: Revise Essay Drafts
 	
Lesson Vocabulary
feedback
 	
Materials:
• Document camera
• Student essays with teacher feedback (from Lesson 13)
• Exemplar body paragraph (one for display; see Teaching Note above)
• Computers
	1. **Opening**
	   A. Reviewing Learning Targets (2 minutes)
	2. **Work Time**
	   A. Mini Lesson: Addressing Common Errors (5 minutes)
	   B. Return Draft Essays with Feedback (5 minutes)
	   C. Essay Revision (30 minutes)
	3. **Closing and Assessment**
	   A. Previewing Unit 3 (2 minutes)
	4. **Homework**
	   A. Finalize your essay.
		• With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. **(W.8.5)**
		• I can use correct grammar and usage when writing or speaking. **(L.8.1)**
		• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. **(L.8.2)**
		
		Ongoing Assessment
		• Revised Essay
		
		Protocols
		   • None
			Work Time C. Essay Revision
			
			Reason: Students will have the opportunity to address common errors, receive feedback and revise their essays.

Eighth Grade Module 2A Unit 3
Performance Task: Reader's Theater: Taking a Stand in Maycomb

Unit 3 Overview

In this third unit, students will analyze key quotes that reflect the overarching themes they studied in Units 1 and 2. Students will form small groups and be assigned one of the quotes as the basis of a Readers Theater script. Students will craft their script by selecting critical scenes from the novel that develop the theme in the quote.

This assessment centers on CCSS RL.8.1 and W.8.9a and serves as a scaffold toward students' Readers Theater script. For the mid-unit assessment, students will write a short justification of why they chose the scene they did and explain how their passage develops the main idea of the anchor quote. Students will write a short commentary that explains how the passage develops the main idea of the anchor quote.

For the end-of-unit assessment, students will write a commentary on how their script is a response to *To Kill a Mockingbird* and how it connects to and diverges from the novel. The final performance task will be a presentation of the Readers Theater script by the small group. This Readers Theater final performance task centers on CCSS ELA standards RL.2, RL.8.3, W.8.4, and W.8.11b (Note that students are not formally assessed on their individual script itself, but only on their commentary.

Mid-Unit Assessment: Readers Theater Scene Selection: Justification

This assessment centers on ELA standards RL.8.1 and W.8.9a, and serves as a scaffold toward students' Readers Theater script. For the Mid-Unit 3 Assessment, students will write a short justification of why they chose the scene they did and explain how their passage develops the main idea of the anchor quote.

End of Unit Assessment: Readers Theater Commentary

For the End of Unit 3 Assessment, students will write a commentary on how their individual script is a response to *To Kill a Mockingbird* and how it connects to and diverges from the novel. This assessment centers on RL.8.2, RL.8.3, and W.8.11. (Note that students are not formally assessed on their individual script itself, but only on their commentary.)

Required Unit Trade book(s): Harper Lee, *To Kill a Mockingbird* (New York: Grand Central Publishing, 1960), ISBN:978-0-446-31078-9.

Suggested Pacing: This unit is approximately **one week** or **5 sessions** of instruction.

Unit 3 Lessons	Agenda	Daily Learning	Prioritized Task

Lesson 1
Mid-Unit Assessment: Readers Theater Scene Selection Justification and Peer Critique
 	
Lesson Vocabulary
Readers Theater
 	
Materials:
• *Key Quotes anchor charts (begun in Unit 2, Lesson 8)*
• *Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification (one per student)*
• *Peer Critique Guidelines (one to display)*
• *Readers Theater Criteria anchor chart (from Unit 2, Lesson 14)*
• *Stars and Steps recording form (one per student)*
• *Grade 8 2-Point Rubric--Short Response (from Unit 1, Lesson 7; see teaching note)*
	1. **Opening**
	    A. Collecting End-of-Unit 2 Assessments (5 minutes)
	    B. Unpacking Learning Targets (3 minutes)
	2. **Work Time**
	    A. Mid-Unit 3 Assessment (15 minutes)
	    B. Peer Critique of Draft Scripts (15 minutes)
	3. **Closing and Assessment**
	    A. Revising Scripts (7 minutes)
	4. **Homework**
	    A. Finish revising your Readers Theater script based on the stars and steps from the peer critique.
		• I can cite text-based evidence that provides the strongest support for my analysis of literary text. **(RL.8.1)**
		• With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. **(W.8.5)**
		• I can use evidence from informational texts to support analysis, reflection and research. **(W.8.9a)**
		I can create poetry, stories, and other literary forms. **(W.8.11b)**
		
		Ongoing Assessment
		• Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification
		
		Protocols
		• Think-Pair-Share
			Work Time A. Mid-Unit 3 Assessment
			
			Reason: In this lesson, students complete an on-demand mid-unit assessment. The questions posed in the assessment have been discussed at length in previous lessons, so students should be able to answer them confidently.

Lesson 2
Our Group Readers Theater: Managing the Sequence of Events in Our Script
Lesson Vocabulary
transitional
 	
Materials:
• Document camera
• Transition Model (one for display)
• Writing Transitions (excerpt) (one per Readers Theater group)
	1. **Opening**
	  A. Unpacking Learning Targets (2 minutes)
	2. **Work Time**
	  A. Combining Scripts and Adding Transitions (25 minutes)
	3. **Closing and Assessment**
	  A. Group Read of the Entire Script (18 minutes)
	4. **Homework**
	  A. Continue independent reading.
		• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. **(W.8.3)**
		• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.8.4)**
		
		Ongoing Assessment
		• Readers Theater script, draft with revisions and transitions
		
		Protocols
		• None
			Work Time A. Combining Scripts and Adding Transitions
			
			Reason: The prompt for the performance task requested that the scenes be presented in chronological order, in the order they happened in the novel. Give teams a few minutes to put their individual scenes in chronological order according to when they happened in the book.
			
			After they have determined the sequence of their scenes, they will need to revise existing narrator lines between each script by adding transitional words and/or phrases so that the group script flows smooth from one scene to the next.

Lesson 3
Readers Theater: Writing a Conclusion
 	
Lesson Vocabulary
diverge
 	
Materials:
   - End-of-Unit 2 Assessments (from Unit 2, Lesson 16; with teacher feedback and rubric)   - Readers Theater Criteria anchor chart (from Unit 2, Lesson 14)   - Document camera   - Model script conclusion (one for display)   - Venn Diagram: Similarities and Differences between the Readers Theater Script and *To Kill a Mockingbird* (one per student and one for display)
	1. **Opening**
	  A. End-of-Unit 2 Assessment Feedback (8 minutes)
	  B. Unpacking Learning Target (2 minutes)
	2. **Work Time**
	  A. Group Work: Writing a Group Conclusion (20 minutes)
	3. **Closing and Assessment**
	  A. Venn Diagram: Similarities and Differences between the Readers Theater Script and *To Kill a Mockingbird* (15 minutes)
	4. **Homework**
	  A. There is no homework for this lesson.
		- I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. **(W.8.3)** - I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.8.4)**
		Ongoing Assessment
		   - Readers Theater script revisions - Conclusion for group script - Performance practice feedback - Venn Diagram: Similarities and Differences between the Readers Theater Script and *To Kill a Mockingbird*
		Protocols
		   - None
			Work Time A. Group Work: Writing a Group Conclusion
			
			Reason: In this lesson, groups write a conclusion for their script. Note that this may be challenging to do as a group, so first they review a model and then they orally rehearse a conclusion together before writing.
			
			Closing and Assessment A. Venn Diagram: Similarities and Differences between the Readers Theater Script and *To Kill a Mockingbird*
			
			Reason: The Venn diagram that students fill out at the end of this lesson is in preparation for their end of unit assessment in the next lesson, in which they write a commentary on how their script is a response to *To Kill a Mockingbird* and how it connects to and diverges from the novel.

Lesson 4
End-of-Unit 3 Assessment: Readers Theater Commentary
 	
Lesson Vocabulary
response, diverges; commentary, peer critique
 	
Materials:
• End-of-Unit *3 Assessment: Readers Theater Commentary (one per student)*
• *Lined paper (two pieces per student)*
• *Readers Theater Criteria anchor chart (from Unit 2, Lesson 14)*
• *Row 1 of Readers Theater rubric (one per student)*
• *Peer Critique Guidelines (from Lesson 1; one to display)*
• *Index cards (one per group)*
	1. **Opening**
	  A. Mid-Unit 3 Assessment Feedback (5 minutes)
	  B. Unpacking Learning Targets (2 minutes)
	2. **Work Time**
	  A. End-of-Unit 3 Assessment (20 minutes)
	  B. Peer Critique (12 minutes)
	3. **Closing and Assessment**
	  A. Group Work: Brainstorm Visuals (6 minutes)
	4. **Homework**
	  A. Gather your props you have recorded on your index card for your final Readers Theater performance.
	  B. Take home your script and practice reading your parts, considering the feedback given in the peer critique.
		• I can determine a theme or the central ideas of literary text. **(RL.8.2)**
		• 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 objectively summarize literary text. **(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)**
		• I can create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. **(W.8.11)**
		• I can create poetry, stories, and other literary forms. **(W.8.11b)**
		
		Ongoing Assessment
		• End-of-Unit 3 Assessment: Readers Theater Commentary
		
		Protocols
		• Think-Pair-Share
			Work Time A. End of Unit 3 Assessment
			
			Reason: In this lesson, students complete an on-demand end of unit assessment. They are required to write a commentary to answer specific questions about the connections between their script and the novel *To Kill a Mockingbird*. Students prepared for this in Lesson 3 by completing a Venn diagram of the similarities and differences between their script and the novel.

Lesson 5	1. **Opening**	• I can determine a theme or the central ideas of literary text. **(RL.8.2)**	**Work Time A. Performance Task: Readers Theater Performance for an Audience**
Performance Task: Readers Theater Performance	A. Unpacking Learning Targets (2 minutes)	• 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)**	
Lesson Vocabulary None	2. **Work Time** A. Performance Task: Readers Theater Performance for an Audience (30 minutes)	• I can objectively summarize literary text. **(RL.8.2)**	**Reason:** Students perform their Readers Theaters in this lesson.
Materials: • Readers Theater Rubric (two per student—one for teacher assessment and one for student self-assessment) • Readers Theater Rubric Self-Assessment (one per student)	3. **Closing and Assessment** A. Self-Assessment 4. **Homework** A. There is no homework assignment for this lesson.	• 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)** • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.8.4)** • I can create poetry, stories, and other literary forms. **(W.8.11b)** **Ongoing Assessment** • Group Narrative Script • Readers Theater performance • Self-assessment **Protocols** • Fishbowl	