

To Kill a Mockingbird

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Grade 9 Wisconsin Common Core State Standards

R1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

R3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

R7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

RI 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

RI 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

RL 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Targets

- I can analyze figurative language, word relationships and nuances in word meanings.
- I can analyze how difference in points of view between characters and audience create effects in writing.
- I can analyze how different structures impact meaning and style of a text.
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.
- I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types).

- I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas).
 - I can analyze the extent to which a filmed or live production follows the text or script of the same literary text.
 - 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.
 - I can analyze the impact of word choice on meaning and tone (analogies or allusions).
 - 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).
-
- 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.
 - I can compare and contrast the structure of multiple texts.
 - I can determine an author’s point of view or purpose in informational text.
 - 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.
 - I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings).
 - I can determine the theme or central ideas of an informational text.
 - I can effectively engage in discussions with diverse partners about ninth-grade topics, texts, and issues
 - I can evaluate the advantages and disadvantages of using different media to present an idea.
 - 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).
-
- I can evaluate the choices made by the director or actors in presenting an interpretation of a script.
 - I can identify the argument and specific claims in a text.
-
- I can objectively summarize informational text.
 - I can objectively summarize literary text
-
- I can objectively summarize literary text.
 - I can use a variety of strategies to determine the meaning of unknown words or phrases.

Central Texts

1. Harper Lee, *To Kill a Mockingbird* (New York: Grand Central Publishing, 1960), ISBN: 978-0-446-31078-9.
2. Shirley Chisholm, “Equal Rights for Women,” speech made on May 21, 1969.
3. Sojourner Truth, “Ain’t I a Woman?” speech made in May 1851.
4. *To Kill a Mockingbird*, film directed by Robert Mulligan (and starring Gregory Peck), 1962.
5. Robert Hayden, “Those Winter Sundays,” 1966.
6. Countee Cullen, “Incident,” 1925.
7. Ella Wheeler Wilcox, “Solitude,” 1883.

Day 1: Read *To Kill a Mockingbird* chapter 1 and do “Take a Stand: Frayer Model”

Power Point—Background on the Great Depression

Explain literary circles and assign jobs/groups

**EXPEDITIONARY
LEARNING****Taking a Stand: Frayer Model**

Name: _____

Date: _____

Definition	Characteristics/Explanation
Examples	Non-Examples

Taking a Stand

Day 2: Read Shirley Chisholm letter and do close reading activity

EXPEDITIONARY
LEARNING“Equal Rights for Women”
Shirley ChisholmEqual Rights for Women
Washington, D.C., May 21, 1969
Shirley Chisholm

Mr. Speaker,

P1

When a young woman graduates from college and starts looking for a job, she is likely to have a frustrating and even **demeaning** experience ahead of her. If she walks into an office for an interview, the first questions she will be asked is, “Do you type?”

P2

5 There is a calculated system of prejudice that lies unspoken behind that question. Why is it acceptable for women to be secretaries, librarians, and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and Members of Congress?

P3

10 The unspoken assumption is that women are different. They do not have executive ability, orderly minds, stability, leadership skills, and they are too emotional.

P4

It has been observed before that society for a long time, discriminated against another minority, the blacks, on the same basis – that they were different and inferior. The happy little homemaker and the contented “**old darkey**” on the plantation were both produced by prejudice.

demeaning: humiliating**“old darkey”:** a derogatory and racist name for African-Americans used in the early 1900s

- 15 As a black person, I am no stranger to race prejudice. But the truth is that in the political world I have been far oftener discriminated against because I am a woman than because I am black. P6
- Prejudice against blacks is becoming unacceptable although it will take years to eliminate it. But it is doomed because, slowly, white America is beginning to admit that it exists. Prejudice against women is still acceptable. There is very little understanding yet of the **immorality** involved in double pay scales and the classification of most of the better jobs as “for men only.” P7
- 20
- More than half of the population of the United States is female. But women occupy only 2 percent of the managerial positions. They have not even reached the level of **tokenism** yet. No women sit on the AFL-CIO council or Supreme Court. There have been only two women who have held Cabinet rank, and at present there are none. Only two women now hold ambassadorial rank in the diplomatic corps. In Congress, we are down to one Senator and 10 Representatives. P8
- 25
- 30 Considering that there are about 3 ½ million more women in the United States than men, this situation is outrageous. P9
- It is true that part of the problem has been that women have not been aggressive in demanding their rights. This was also true of the black population for many years. They submitted to **oppression** and even cooperated with it. Women have done the same thing. But now there is an awareness of this situation particularly among the younger segment of the population. P10
- 35

immorality: without moral principles
tokenism: a policy of making only a symbolic effort, but not really meaning it

oppression: unjust or cruel power

As in the field of equal rights for blacks, Spanish-Americans, the Indians, and other groups, laws will not change such deep-seated problems overnight. But they can be used to provide protection for those who are most abused, and to begin the process of **evolutionary** change by compelling the insensitive majority to reexamine its **unconscious** attitudes. P11

It is for this reason that I wish to introduce today a proposal that has been before every Congress for the last 40 years and that sooner or later must become part of the basic law of the land – the Equal Rights Amendment. P12

Let me note and try to refute two of the commonest arguments that are offered against this amendment. One is that women are already protected under the law and do not need legislation. Existing laws are not adequate to secure equal rights for women. Sufficient proof of this is the concentration of women in lower paying, **menial**, unrewarding jobs, and their incredible scarcity in the upper level jobs. If women are already equal, why is it such an event whenever one happens to be elected to Congress? P13

It is obvious that discrimination exists. Women do not have the opportunities that men do. And women that do not conform to the system, who try to break with the accepted patterns, are stigmatized as odd and unfeminine. The fact is that a woman who aspires to be chairman of the board, or a Member of the House, does so for exactly the same reasons as any man. Basically, there are that she thinks she can do the job and she wants to try. P14

evolutionary: gradual
menial: lowly, unskilled

unconscious: unaware

A second argument often heard against the Equal Rights Amendment is that it would eliminate legislation that many States and the Federal Government have enacted giving special protection to women and that it would throw the marriage and divorce laws into chaos. P15

As for the marriage laws, they are due for a **sweeping** reform, and an excellent beginning would be to wipe the existing ones off the books. Regarding special protection for working women, I cannot understand why it should be needed. Women need no protection that men do not need. What we need are laws to protect working people, to guarantee them fair pay, safe working conditions, protection against sickness and layoffs, and provision for dignified, comfortable retirement. P16

Men and women need these things equally. That one sex needs protection more than the other is a male **supremacist** myth as ridiculous and unworthy of respect as the white supremacist myths that society is trying to cure itself of at this time. P17

sweeping: broad, large

supremacist: believing in the superiority of a particular group

EXPEDITIONARY
LEARNING

“Equal Rights for Women”:
Lesson 2 Text Dependent Questions

Name:

Date:

Approaching the Text	Notes
Who is the author?	
What is the title?	
What type of text is it?	
Who is the audience?	

Read the text silently in your head as you hear it read aloud.

Text-Dependent Questions	Notes
1. What is prejudice?	
2. According to Chisholm, what are the assumptions of the “calculated system of prejudice” that lies behind the question “Do you type?”	
3. Look at Paragraph 5 What does Shirley Chisholm mean by the “happy little homemaker”? What does Chisholm mean by the “contented ‘old darkey’”?	

EXPEDITIONARY
LEARNING

“Equal Rights for Women”:
Lesson 2 Text Dependent Questions

Name:

Date:

Text-Dependent Questions	Notes
4. Look at Paragraphs 5–7. □What similarities and differences does Chisholm see between the experience of women and that of blacks?	
5. Look at Paragraphs 8 and 9. □What are the various statistics Chisholm uses to support her argument?	
6. Choose one statistic and use your own words to explain what it means.	

Questions	Notes
<p>Reread Paragraph 10 and answer the following questions:</p> <p>Read the paragraph aloud with your partner. Try paraphrasing the first sentence. What job is this sentence doing in the paragraph?</p>	
<p>How is the second sentence related to this topic sentence? What job is it doing in the paragraph?</p>	
<p>Now look at the third sentence, beginning with “They submitted ...”</p> <p>Who are “they”?</p> <p>What do you think “submitted” means?</p> <p>Now that you know this, see if you can figure out what job this sentence is doing in the paragraph.</p>	
<p>In the next sentence, what does the “same thing” refer to? What job is this sentence doing in the paragraph?</p>	

Questions	Notes
<p>With your partner, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way?</p>	

Claim	What piece of evidence does Chisholm use to best support that argument?	Why is that the best piece of evidence?

- When you are reading actively, one of the most important things you do is figure out what the point of it is. This means you are recognizing the controlling idea of the text.
- Once you have done that, you have really done the hardest work.
- Still, there is more! You need to figure out what the key details in the text are, and write a great closing sentence, a clincher.
- Once that is done, you are ready to write up the notes into a summary paragraph. At that point, you will have gotten a good, basic understanding of the text you are reading.

Summary Writing Graphic Organizer:

The diagram is a graphic organizer for a summary. It consists of a large horizontal oval at the top containing the text "Controlling Idea". Below this oval are six rectangular boxes arranged in two rows of three. Each box contains the text "Key detail". At the bottom of the diagram is another large horizontal oval containing the text "Clincher".

Chalk Talk Questions	Notes
1. What is Shirley Chisholm thinking and saying about discrimination against women?	
2. Who is the intended audience of this speech?	
3. What is Shirley Chisholm's personal role in discrimination against women?	
4. Reread the speech. Where does Chisholm acknowledge other viewpoints?	

Chalk Talk Questions	Notes
5. How does Chisholm respond to these other viewpoints?	
6. Why does Chisholm identify other viewpoints?	

Day 3: Read *To Kill a Mockingbird* chapter 2EXPEDITIONARY
LEARNING“Ain’t I a Woman?”
Sojourner Truth**Ain’t I a Woman?**
1864
Sojourner Truth

- Well, children, where there is so much **racket** there must be something **out of kilter**. P1
I think that ‘twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what’s all this here talking about?
- 5 That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ar’n’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ar’n’t I a woman? I could work as much and eat as much as a man –
10 when I could get it – and **bear the lash** as well! And ain’t I a woman? I have borne thirteen children, and soon most all sold off to slavery, and when I cried out with my mother’s grief none but Jesus heard me! And ain’t I a woman?
- Then they talk about this thing in the head; what’s this they call it? [member of the audience whispers, “intellect”] That’s it, honey. What’s that got to do with women’s P3
- racket:** noise
bear the lash: handle pain, but literally, in the context of slavery, surviving a whipping
- out of kilter:** unbalanced
- 15 rights or negroes’ rights? If my cup won’t hold but a pint, and yours holds a quart, wouldn’t you be mean not to let me have my little half measure full?
- Then that little man in black there, he says women can’t have as much rights as men, ‘cause Christ wasn’t a woman! Where did your Christ come from? From God and a woman! Man had nothing to do with Him. P4
- 20 If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back and get it right side up again! And now they is asking to do it; the men better let them. P5
- Obliged to you** for hearing me, and now old Sojourner ain’t got nothing more to say. P6

obliged to you: I appreciate and owe you

<p>Round 1: Finding the central idea and supporting details According to Truth, what is the “fix” that white men are in? What details does Truth use to support that idea?</p>	<p>Round 2: Analyzing text structure What objection to women having rights is Truth addressing here? How does each sentence in the paragraph contribute to Truth’s response to that?</p>
<p>Round 3: Analyzing perspective and opposing claim What stand is Sojourner Truth taking in this speech?</p>	<p>Summary Preparation What is the controlling idea?</p>
<p>What opposing claim does Truth address in this speech? How does she respond?</p>	<p>What are the key details?</p>
	<p>What is your clincher?</p>

Homework: Write an objective summary of “Ain’t I a Woman?”

Focus Question: Why does Scout stand up for Walter?

EXPEDITIONARY
LEARNING

To Kill a Mockingbird Structured Notes:
Chapter 2

Vocabulary

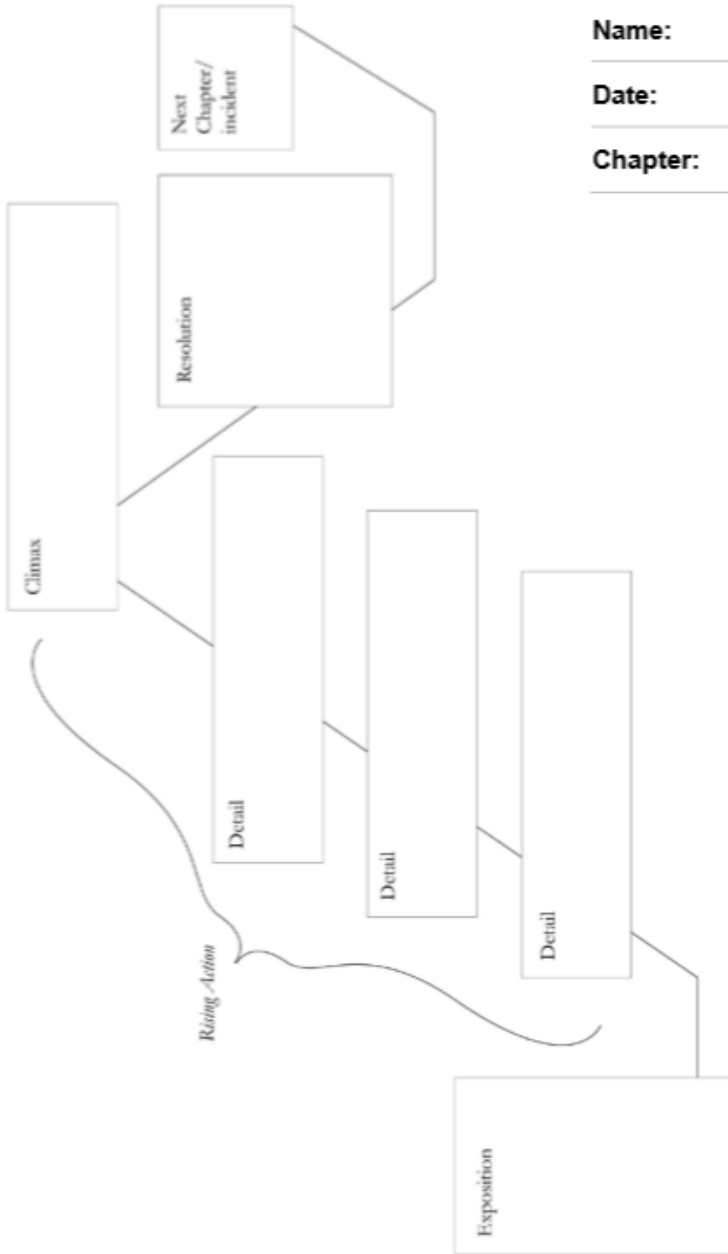
Word	Definition	Context clues: How did you figure out this word?
meditating (23)		
illicitly (23)		
sentimentality (24)		
vexations (27)		
sojourn (29)		
others		

Narrative Structure Graphic Organizer

Name: _____

Date: _____

Chapter: _____



Questions	Notes
<p>At the end of Chapter 2, Scout's narration reflects on Miss Caroline by saying, "Had her conduct been more friendly toward me, I would have felt sorry for her."</p> <p>1. Analyze the meaning of the chapter: What happened in the chapter to make Scout say this?</p>	
<p>2. How is the text structured? What is the job of each structural element of the text? (Use your Narrative Structure graphic organizer to help you answer this question.)</p>	<p>The job of the exposition in this chapter is ...</p> <p>The job of the rising action in this chapter is ...</p> <p>The job of the climax in this chapter is ...</p> <p>The job of the resolution in this chapter is ...</p>
<p>3. How does the structure of the chapter lead readers to understand what Scout means when she says, "Had her conduct been more friendly toward me, I would have felt sorry for her"?</p>	

Day 4: *To Kill a Mockingbird* Chapter 2 Reread

EXPEDITIONARY LEARNING

Text Dependent Questions: Chapter 2 (Pages 19-22)

Name: _____

Date: _____

Text Dependent Questions	Response using the strongest evidence from the text
<p>1. Based on the text, what does the word “delegation” mean? Why might Lee describe the group of students as a “delegation”?</p>	
<p>2. Why is Scout the person who is chosen to explain things to Miss Caroline?</p>	
<p>3. Why does Lee include the information on Mr. Cunningham’s dealings with Atticus in the middle of the classroom scene?</p>	

Text Dependent Questions	Response using the strongest evidence from the text
4. Why does Miss Caroline say, “You’re starting off on the wrong foot in every way, my dear”?	
5. What does Scout’s stand reveal about her personality or character? Explain.	

1. Based on the scene reread in class, what word is closest in meaning to the word “mortification”(28)?
 - a. Silliness
 - b. Humiliation
 - c. Hatred
 - d. Seriousness

2. Atticus’ statement “Jem’s definitions are very nearly accurate sometimes” (28) is meant to create what tone?
 - a. Suspense
 - b. Sentimentality
 - c. Humor
 - d. Seriousness

Read *To Kill a Mockingbird* Chapter 3

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

Character	Stand and Page #	Analysis: Why does the character do that? What does this critical incident reveal about his/her character? (RL.8.3)
Scout	Stands up for Walter (Ch 2, pages 24-29)	Scout cares about others but does not think before she acts.

To Kill a Mockingbird Structured Notes:
Chapter 3**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
erratic (32)		
tranquility (32)		
contemptuous (36)		
compromise (41)		
concessions (41)		

Day 5: Read *To Kill a Mockingbird* Chapter 4

Gallery Walk Quotes (to be hung up around the room)

EXPEDITIONARY
LEARNING

Golden Rule Quotes
(for Teacher Reference)

“Therefore all things whatsoever ye would that me should do to you, do ye even so to them: for this is the law and the prophets.”

- Jesus of Nazareth, Matthew 7:12

“Regard your neighbor’s gain as your own gain, and your neighbor’s loss as your own loss.”

- T'ai Shang Kan Ying P'ien

“Never impose on others what you would not choose for yourself.”

- Confucius

“One should never do that to another which one regards as injurious to one’s own self. This, in brief, is the rule of dharma. Other behavior is due to selfish desires.”

- Brihaspate, Mahabharata (Anusasana Parva, Section CXIII, Verse 8)

“None of you [truly] believes until he wishes for his brother what he wishes for himself.”

- An-Nawawi’s Forty Hadith 13 (p. 56)

“What is hateful to yourself, do not do to your fellow man. That is the whole Torah; the rest is just commentary.”

- Talmud Shabbat 31a

“One going to take a pointed stick to pinch a baby bird should first try it on himself to feel how it hurts.”

- Yoruba Proverb

“And as ye would that me should do to tyou, do ye also to them likewise.”

- Jesus of Nazareth, Luke 6:31

“Ascribe not to any sould that which thou wouldst not have ascribed to thee, and say not that which thou doest not.”

- Baha'u'llah

“Avoid doing what you would blame others for doing.”

- Thales (c. 624 BC – c. 546 BC)

The “Golden Rule” is a philosophy found in cultures and religions around the world.

Pick your favorite from the Gallery Walk and write it below:

In the chart below, identify what is the same and what is different about the various philosophies.

Same	Different

Put the idea of the Golden Rule in your own words:

The “Golden Rule” in *To Kill a Mockingbird* (RL.8.9)

Example in the novel (page #)	Explain how this scene illustrates the “Golden Rule”

Watch To Kill A Mockingbird film.

Scene	What is the same? How does the film version stay faithful to the novel?	What is different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?
Read from “Something wrong, Scout?” (39) to “I never went to school” (42).			

Focus Question: Atticus says, “You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it” (Ch. 3, pg. 39). How is this advice taken or ignored in this chapter?” Use the strongest evidence from the novel in your answer.

To Kill a Mockingbird Structured Notes:
Chapter 4

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
auspicious (43)		
opposition (43)		
impulse (44)		
ethical (47)		
dreary (48)		
others?		

Day 6: To Kill a Mockingbird Chapter 4 cont.**Watch Karen Armstrong's TED Talk,**http://www.ted.com/talks/karen_armstrong_let_s_revive_the_golden_rule.htmlEXPEDITIONARY
LEARNING**“Golden Rule” in Karen Armstrong’s TED Talk Note-catcher**_____
Name:_____
Date:

What does Karen Armstrong say is central to all of the world's religions?

What is compassion?

According to Armstrong, how are compassion and the Golden Rule related?

What evidence from Armstrong's speech suggests that she might agree with Atticus's advice to Scout? "You never really understand a person until you consider things from his point of view— [...] until you climb into his skin and walk around in it" (39).

How does the "ethical culture" (47) of Jem and Scout illustrate the idea of treating others the way you want to be treated? Why is "finders keepers" different with money?

Read *To Kill a Mockingbird* Chapter 5

Focus Question: Miss Maudie says, "Atticus Finch is the same in his house as he is in public" (61). What evidence so far proves this true?

To Kill a Mockingbird Structured Notes:
Chapter 5

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
benign (56)		
tacit (56)		
cordiality (57)		
benevolence (57)		
morbid (57)		
edification (65)		

Directions for activity on next page:

- Give directions:
- After you hear the question read aloud, take one minute to think about your answer, locating evidence in the novel to support your thinking. Jot down ideas or page numbers on your note sheet.
- When given the signal, find someone you do not have a Discussion Appointment with or have not worked with before and write his/her initials on your paper. Both partners take turns sharing their thinking, using evidence from the text for 1 minute total.
- Repeat Steps 1 and 2 for the remaining prompts.

Why does Lee call it a “melancholy little drama” (52)?

_____ initials

What do the children actually “know” about the Radleys?

_____ initials

Are Jem, Scout, and Dill treating the Radleys with compassion? Explain.

_____ initials

Assignment: Find a photograph that shows prejudice

1. Discuss the different kinds of prejudice that could be found in the world. (example: prejudice against someone’s age)
2. Find and print a photograph that shows an example of prejudice.
3. On a notecard, write five or more sentences explaining your example of prejudice and what is happening in your picture.
4. Have your picture printed and ready to hang up for the gallery walk before chapter 10.

Day 7: *To Kill a Mockingbird* Ch.5 Cont.**EXPEDITIONARY
LEARNING****Text Dependent Questions for Chalk Talk Chart:
(for Teacher Reference)**

1. Reread the end of page 57. Why does Miss Maudie say Scout is being morbid?	2. Reread the end of page 58. What does “the best defense ... was a spirited offense” mean?
3. Reread the top of page 60. What does “The Bible in the hand of one man is worse than a whiskey bottle in the hand of ... your father” mean?	4. Reread the top of page 61. What does Scout mean when she says, “Atticus don’t ever do anything to Jem and me that he don’t do in the yard”? How does this draw on the Golden Rule theme?

Read *To Kill a Mockingbird* Chapter 6-7

QuickWrite:
"Stop Tormenting the Man!"

Name:

Date:

Do a QuickWrite to address the prompt:

"I'm going to tell you something and tell you one time: stop tormenting that man" (65). What does this statement show about Atticus's belief in the Golden Rule?

Focus Question: What does the reader learn about Jem, Scout, and Boo in these chapters? Use the strongest evidence from the novel in your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
commotion (72)		
malignant (74)		
pilgrimage (76)		
burdensome (81)		
rendered (82)		

Day 8: Read *To Kill a Mockingbird* Chapter 8, Do literary circle for ch.1-7

**EXPEDITIONARY
LEARNING****“Those Winter Sundays”
by Robert Hayden****Those Winter Sundays**

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labor in the weekday weather made
banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress,
fearing the chronic angers of that house,

Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices? –

"Those Winter Sundays". Copyright © 1966 by Robert Hayden, from COLLECTED POEMS OF ROBERT HAYDEN by Robert Hayden, edited by Frederick Glaysher. Used by permission of Liveright Publishing Corporation.

Close Reading:
"Those Winter Sundays"

Name: _____

Date: _____

1. What do you think the gist of the poem might be?

2. Vocabulary Chart

Word	Predicted meaning from context	Actual meaning
banked (line 5)		
chronic (line 9)		
indifferently (line 10)		
austere (line 14)		
offices (line 14)		

**EXPEDITIONARY
LEARNING**

Close Reading:
"Those Winter Sundays"

4. What do these stanzas tell us about the narrator and his father? What do they care about?

<p>Evidence about the father: What does he do in the poem?</p>	<p>Elaborate/analyze/infer: What does this show about what the father cares about?</p>
<p>Evidence about the narrator: What does he do in the poem?</p>	<p>Elaborate/analyze/infer: What does this show about what the narrator cares about?</p>

5. In the last two lines of the poem, the poet tells us how he feels about his relationship with his father. How does the poet structure this poem so that the last two lines accomplish this?

The poet structures his poem so that the last two lines explain how he feels about his relationship with his father. He realizes that, when he was young, he didn't understand how much his father loved him, and he regrets this.

In the first stanza,

In the second stanza,

In the first lines of the third stanza,

In the last two lines of the third stanza,

6. What do you think this poem seems to be saying about the Golden Rule?

Discuss briefly with a partner, capture your ideas, and then you'll come to a consensus about this with your class.

Notes

To Kill a Mockingbird Structured Notes:
Chapter 8

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
unfathomable (85)		
aberration (85)		
procured (89)		
caricature (90)		
quelled (94)		

Day 9: Read *To Kill a Mockingbird* Chapter 9EXPEDITIONARY
LEARNING**“Incident”**
Countee Cullen**Incident***(For Eric Walrond)*

Once riding in old Baltimore,
Heart-filled, head-filled with glee,
I saw a Baltimorean
Keep looking straight at me.

Now I was eight and very small,
And he was no whit bigger,
And so I smiled, but he poked out
His tongue, and called me, “Nigger.”

I saw the whole of Baltimore
From May until December;
Of all the things that happened there
That’s all that I remember.

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Structure Note-catcher:
"Incident"

Name:

Date:

1. What do you think the gist of the poem might be?

2. What do the three stanzas tell us about the narrator and his experience in Baltimore?

Evidence from stanza 1	Elaborate/analyze/infer: What does this show about the narrator?
Evidence from stanza 2	Elaborate/analyze/infer: What does this show about the narrator?
Evidence from stanza 3	Elaborate/analyze/infer: What does this show about the narrator?

Structure Note-catcher:
"Incident"

3. In the last two lines of the poem, the poet reflects back on his time in Baltimore. How does the poet structure this poem so that the last two lines accomplish this?

Focus Statement: The poet structures his poem so that the last two lines show how important that experience was.

In the first stanza,

Then in the second stanza,

In the first lines of the third stanza,

By the last two lines of the third stanza,

6. What do you think this poem seems to be saying about the Golden Rule?

Discuss briefly with a partner, capture your ideas, and then you'll come to a consensus about this with your class.

Notes

Focus Question: Atticus says, “Simply because we were licked a hundred years before we started is no reason for us not to try to win” (101). What does he mean? Explain the significance of this statement. Use the strongest evidence from the novel in your answer.

--

Analyzing Scout's Perspective about Boo Radley Note-catcher:_____
Name:_____
Date:

Chapter	Scout's Perspective	Evidence
1		
4		
6 and 7		
8		

To Kill a Mockingbird Structured Notes:
Chapter 9

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
inordinately (101)		
ingenious (103)		
wary (103)		
innate (104)		
obstreperous (113)		
“Maycomb’s usual disease” (117)		

Day 10: Read To Kill a Mockingbird Chapter 10**World Café Teacher/Student Instructions**

- Explain the protocol:
 1. Students are in groups of four.
 2. Each group selects a leader. The leader’s job is to facilitate the discussion and keep their group focused.
 3. The teacher says the focus question for this round.
 4. Students take 2 minutes of silence to independently review the text, think about the question, and take notes in their Note-catcher.
 5. The group discusses the question for Round 1 and adds to their notes for 4 minutes.
 6. The leader stays put; the rest of the group rotates to the next table.
 7. The leader shares the major points of his/her group’s discussion with the new group members.
 8. Each table selects a new leader.
 9. Repeat the process until students have had the chance to discuss each question.
- From here, facilitate according to the protocol. Be sure to read each question aloud before students begin a new round.
- Circulate and check for understanding as groups meet and discuss each question. Provide support to all groups as necessary.

Round 1	Round 2
What does <i>feeble</i> mean?	What does “it’s a sin to kill a mockingbird” mean?
Why do Scout and Jem think that Atticus is feeble?	How do you think it relates to the title?

Round 3 What does Miss. Maudie mean when she says, “People in their right minds never take pride in their talents”?	Round 4 Based on the last three rounds, what do you learn about Atticus in this chapter?
	How does this chapter relate to Atticus taking a stand for Tom Robinson?

Do prejudice picture gallery walk that was assigned on day 6.

Exit Ticket:

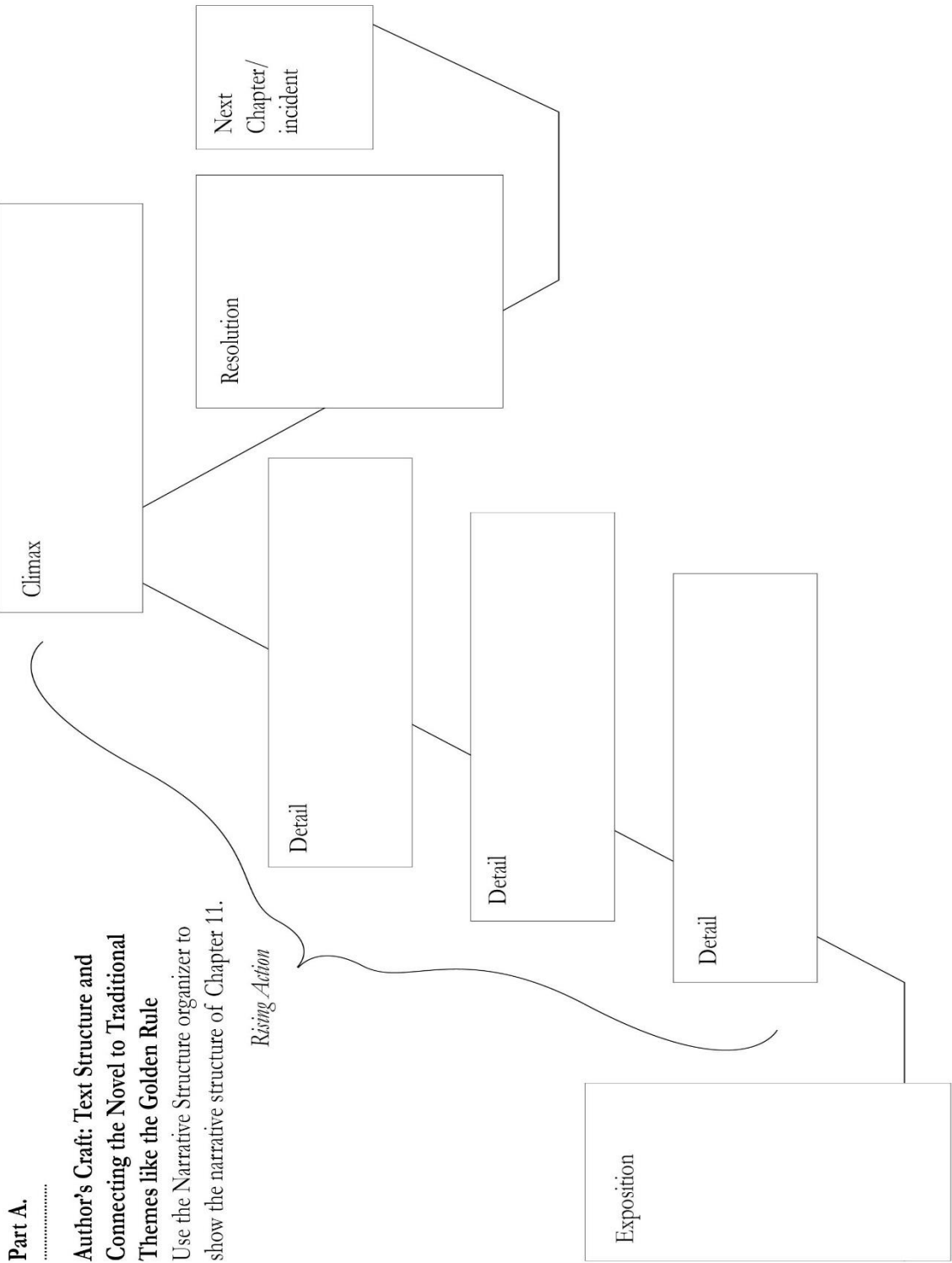
Name:

Date:

1. How do the events in Chapter 10 relate to the Golden Rule?
 - a. They show that not everyone needs to be good at the same things.
 - b. It's important to treat everyone with kindness and respect because you never know all there is to know about a person.
 - c. Animals and people should be treated equally.
 - d. Elderly people deserve respect.

2. Use the best evidence to support your answer:

Day 11: Read *To Kill a Mockingbird* Chapter 11



End of Unit Assessment: Analyzing Author's Craft in To Kill a Mockingbird:
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

Read the following excerpt from Chapter 11 of *To Kill a Mockingbird* and explain how it illustrates the Golden Rule.

Excerpt from Chapter 11	How does this illustrate the Golden Rule?
<p>“Easy does it, son,” Atticus would say. “She’s an old lady and she’s ill. You just hold your head high and be a gentleman. Whatever she says to you, it’s your job not to let her make you mad.”</p> <p>Jem would say she must not be very sick, she hollered so. When the three of us came to her house, Atticus would sweep off his hat, wave gallantly to her and say, “Good evening, Mrs. Dubose! You look like a picture this evening” (133).</p>	

EXPEDITIONARY
LEARNING**End of Unit Assessment: Analyzing Author's Craft in To Kill a Mockingbird:**
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

Read the poem and answer the questions below.

Solitude
Ella Wheeler Wilcox

Laugh, and the world laughs with you;
Weep, and you weep alone.
For the sad old earth must borrow its mirth,
But has trouble enough of its own.
Sing, and the hills will answer;
Sigh, it is lost on the air.
The echoes bound to a joyful sound,
But shrink from voicing care.

Rejoice, and men will seek you;
Grieve, and they turn and go.
They want full measure of all your pleasure,
But they do not need your woe.
Be glad, and your friends are many;
Be sad, and you lose them all.
There are none to decline your nectared wine,
But alone you must drink life's gall.

Feast, and your halls are crowded;
Fast, and the world goes by.
Succeed and give, and it helps you live,
But no man can help you die.
There is room in the halls of pleasure
For a long and lordly train,
But one by one we must all file on
Through the narrow aisles of pain.

First published in the February 25, 1883 issue of the New York Sun. Public Domain

1. What is the poem mostly about?

- a. Laughter is the answer to a happy life.
- b. What you put out, the world returns to you.
- c. Positive actions result in positive returns.
- d. Negative actions result in negative returns.

2. What do the first two stanzas tell us about what the narrator has learned about life?

Evidence from Stanza 1	Elaborate/analyze/infer: What does this show about the narrator?
Evidence from Stanza 2	Elaborate/analyze/infer: What does this show about the narrator?

EXPEDITIONARY
LEARNING

End of Unit Assessment: Analyzing Author’s Craft in *To Kill a Mockingbird*:
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

3. In the last stanza of the poem, the poet sums up what she has learned about living, dying, and the support of others. How does the poet structure this poem so that the last the stanza reveals these lessons? Use the organizer below to explain your answer.

In Stanzas 1 and 2,

By the last stanza of the poem,

4. What do you think this poem seems to be saying about the Golden Rule?

**EXPEDITIONARY
LEARNING**

**End of Unit Assessment: Analyzing Author's Craft in To Kill a Mockingbird:
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language**

	"Solitude"	Chapter 11
How does this text relate to the Golden Rule?		
How is this text structured?		
How does the structure affect the meaning?		

EXPEDITIONARY
LEARNING**End of Unit Assessment: Analyzing Author’s Craft in *To Kill a Mockingbird*:
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language****Part B. Author’s Craft: Allusion**

In Chapter 11, Jem reads *Ivanhoe* by Sir Walter Scott aloud to Mrs. Dubose. *Ivanhoe* was published in 1820. It takes place in England in the same time period as King Richard and Robin Hood. The primary theme of *Ivanhoe* is reconciliation, the act of bringing people together again.

Reread the following passage, then analyze this allusion’s impact on the meaning of Chapter 11.

The following Monday afternoon Jem and I climbed the steep front steps to Mrs. Dubose’s house and padded down the open hallway. Jem, armed with *Ivanhoe* and full of superior knowledge, knocked at the second door on the left.

“Mrs. Dubose?” he called.

Jessie opened the wood door and unlatched the screen door.

“Is that you, Jem Finch?” she said. “You got your sister with you. I don’t know—”

“Let ’em both in, Jessie,” said Mrs. Dubose. Jessie admitted us and went off to the kitchen.

An oppressive odor met us when we crossed the threshold, an odor I had met many times in rain-rotted gray houses where there are coal-oil lamps, water dippers, and unbleached domestic sheets. It always made me afraid, expectant, watchful.

In the corner of the room was a brass bed, and in the bed was Mrs. Dubose. I wondered if Jem’s activities had put her there, and for a moment I felt sorry for her. She was lying under a pile of quilts and looked almost friendly.

There was a marble-topped washstand by her bed; on it were a glass with a teaspoon in it, a red ear syringe, a box of absorbent cotton, and a steel alarm clock standing on three tiny legs.

“So you brought that dirty little sister of yours, did you?” was her greeting.

Jem said quietly, “My sister ain’t dirty and I ain’t scared of you,” although I noticed his knees shaking.

I was expecting a tirade, but all she said was, “You may commence reading, Jeremy.”

Jem sat down in a cane-bottom chair and opened *Ivanhoe*. I pulled up another one and sat beside him.

“Come closer,” said Mrs. Dubose. “Come to the side of the bed.”

We moved our chairs forward. This was the nearest I had ever been to her, and the thing I wanted most to do was move my chair back again (141-142).

1. What impact does the allusion to *Ivanhoe* have on the meaning of Chapter 11?

- It emphasizes that Jem wants revenge on Mrs. Dubose.
- It shows that Jem loves adventure novels.
- It makes Jem and Scout’s relationship clearer.
- It shows that this chapter brings Jem and Mrs. Dubose together peacefully.
- It brings up the idea of slavery.
- It refers to the court system.
- It makes Mrs. Dubose look even meaner.

2. Justify your answer using evidence from the text.

Part C. Author’s Craft: Figurative Language

1. What is the figurative meaning of the underlined phrase? “The day after Jem’s twelfth birthday his money was burning up his pockets, so we headed for town in the early afternoon. Jem thought he had enough to buy a miniature steam engine for himself and a twirling baton for me” (134).

- The coins in Jem’s pockets were hot because of the sun.
- Jem was eager to spend his birthday money.
- Jem felt guilty about having money in his pockets.
- Jem had stolen the money in his pockets.

Day 12: Read *To Kill a Mockingbird* Chapter 12-13

EXPEDITIONARY
LEARNING

To Kill a Mockingbird Structured Notes, Chapter 12 and 13

Focus Question: What is an example of the Golden Rule in this chapter?
Use the strongest evidence from the novel in your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
appalling (153)		
diligently (155)		
contentious (159)		
tactful (170)		
prerogative (172)		
caste system (175)		

Focus Question: In Chapter 13, Atticus says to Jem and Scout, “Don’t you worry about anything,” he said. “It’s not a time to worry.” What did he mean by this? Use the strongest evidence from the novel in your answer.

Literary Circle 8-11

Watch *To Kill a Mockingbird* movie

Day 13: Read To Kill a Mockingbird Chapter 14-15**Do Vocabulary Activity “I Have, You Have”****Three in a Row Notecatcher**

Who takes a stand in Ch. 11? Explain.	page number _____ Evidence:	page number _____ Evidence:
Why does Atticus refer to Mrs. Dubose as “the bravest person I ever knew”?	page number _____ Evidence:	page number _____ Evidence:
Why does Aunt Alexandra think the Finches are special?	page number _____ Evidence:	page number _____ Evidence:

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

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

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
antagonize (183)		
infallible (187)		
ominous (195)		
acquiescence (203)		
impassive (206)		

Day 14: Read To Kill a Mockingbird Chapter 16-17

Analyzing Scout's and the Reader's Perspectives Note-catcher:

Name: _____

Date: _____

Excerpt	Scout's Perspective What does Scout think is happening?	Reader's Perspective? What does the reader understand is happening?
<p>“Do you really think so?”</p> <p>This was the second time I heard Atticus ask that question in two days, and it meant somebody's man would get jumped. This was too good to miss. I broke away from Jem and ran as fast as I could to Atticus” (202).</p>		
<p>“I sought once more for a familiar face, and at the center of the semicircle I found one.</p> <p>‘Hey, Mr. Cunningham.’</p> <p>The man did not hear me, it seemed.</p> <p>‘Hey, Mr. Cunningham. How's your entailment gettin' along?’ (204)”</p>		

Excerpt	Scout's Perspective What does Scout think is happening?	Reader's Perspective? What does the reader understand is happening?
<p>“Entailments are bad,’ I was advising him, when I slowly awoke to the fact that I was addressing the entire aggregation. The men were all looking at me, some had their mouths half-open. Atticus had stopped poking at Jem: they were standing together beside Dill. Their attention amounted to fascination. Atticus’s mouth, even, was half-open, an attitude he had once described as uncouth. Our eyes met and he shut it” (205).</p>		

Excerpt	Scout's Perspective What does Scout think is happening?	Reader's Perspective? What does the reader understand is happening?
<p>“I looked around and up at Mr. Cunningham, whose face was equally impassive. Then he did a peculiar thing. He squatted down and took me by both shoulders.</p> <p>‘I’ll tell him you said hey, little lady,’ he said.</p> <p>Then he straightened up and waved a big paw. ‘Let’s clear out,’ he called. ‘Let’s get going, boys’” (206).</p>		

What effect does Scout’s misunderstanding create for the reader?

- It increases the tension in a suspenseful scene.
- It causes the reader to doubt the intentions of the group of men who have arrived at the jailhouse.
- It relieves the tension in an otherwise serious scene.
- It creates a feeling of confusion around Atticus playing checkers at night in front of the jailhouse.

Text to Film Comparison:
Taking a Stand at the Jailhouse

Name: _____

Date: _____

<p>Chapter 15 text 201-207</p>	<p>What's the same? How does the film version stay faithful to the novel?</p>	<p>What's different? How does the film version depart from the novel?</p>	<p>Evaluation: Do the choices of the director or actors effectively convey the central message of the text? Why or why not?</p>
<p>Page 201- 202</p>			
<p>Page 203- 205</p>			
<p>Page 206- 207</p>			
<p>Pick one choice of the director or actors in this scene. Does it effectively convey the central message of the text? Why or why not?</p>			

Focus Question: On page 218, Scout learns that her father was appointed to defend Tom Robinson. She observes, “The court appointed Atticus to defend him. Atticus aimed to defend him. That’s what they didn’t like about it. It was confusing.” What does the reader understand about why the townspeople are upset that Scout doesn’t? Use the strongest evidence from the novel in your answer.

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
Formidable (213)		
Amiably (226)		
Acrimonious (229)		
Benignly (230)		
Genially (234)		

Day 15 & 16: Read To Kill a Mockingbird Chapter 18-19 & 20-22

Do literary circle ch. 12-17

EXPEDITIONARY LEARNING

Analyzing Themes Note-catcher:

Directions: With your Discussion Appointment partner, choose the strongest evidence from the novel to answer the following questions.

Part A. The Golden Rule	
1. What did Atticus mean when he said, "You children last night made Walter Cunningham stand in my shoes for a minute. That was enough" (210)?	
2. What did Walter Cunningham understand about Atticus when he "stood in his shoes"?	
3. How does this quote relate to what Atticus said earlier in the novel: "You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it" (39)?	
4. How do these two quotes relate to the Golden Rule?	

EXPEDITIONARY
LEARNING

Analyzing Themes Note-catcher:

Part B. Taking a Stand		
	Atticus	Mr. Cunningham
1. What was each character taking a stand about?		
2. How did each character take a stand?		
3. How did Mr. Cunningham's stand change after he "stood" in Atticus's shoes?		

Focus Question: Why do you think Atticus speaks so formally to Mayella during her testimony? What is your impression of Atticus based on Lee's descriptions during Mayella's testimony? Use the strongest evidence from the novel to explain your answer.

Exit Ticket

Directions: With your Discussion Appointment partner, choose the strongest evidence from the novel to answer the following questions.

How was each theme demonstrated in today's lesson? Use the strongest details from the novel to support your answer. You may use the Analyzing Themes Note-catcher.

The Golden Rule

Taking a stand

What is the connection between the two themes of the Golden Rule and taking a stand?

To Kill a Mockingbird Structured Notes:
Chapter 18

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
mollified (241)		
arid (247)		
wrathfully (248)		

Part B. Analyzing Point of View

- 1a. On page 252, Lee writes, “Somehow, Atticus had hit her hard in a way that was not clear to me, but it gave him no pleasure to do so.” What does the phrase “hit her hard” mean in this context? Support your answer with two details from the text.

- 1b. Thinking about the quote in the question above, what does the reader understand about Atticus’s questions that Scout does not?

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

- 1c. What effect does Scout’s description of Atticus’s questions create for the reader?

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

Chapter 18 Reread from “We’ve had a good visit, Miss Mayella, and now I guess we’d better get to the case” (246) to “It most certainly is” (249).	What’s the same? How does the film version stay faithful to the novel?	What’s different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?

Atticus’s Closing Speech Note-catcher

Part B. Taking a Stand in the Courtroom

After Atticus’s speech to the court in Chapter 21, how do both the jury and the black community take a stand? How is this tied to the Golden Rule? Explain.

Atticus's Closing Speech Note-catcher

Part A. Word Choice: Analyzing Meaning and Irony

"This case is as simple as black and white."	
Literal and Figurative Meanings	
1 How is this case literally about black and white?	2 How is this case black and white, figuratively speaking?
Describe the irony of Atticus's statement. Irony: words that express something different from and often opposite to their literal meaning.	
3. What do Atticus's words mean without irony?	4. Atticus is speaking with irony here. What do his words really mean?

Focus Question: Miss Maudie says, "There are some men in this world who were born to do our unpleasant jobs for us. Your father's one of them" (288). What does she mean? What evidence from the novel supports this statement?

Day 17: Read *To Kill a Mockingbird* Chapter 23**Day 18: Read *To Kill a Mockingbird* Chapter 24****Day 19: Read *To Kill a Mockingbird* Chapter 25-27, Do literary circle for ch. 23-24**

The teacher will divide you into five groups. Each group will get a question. Read your question and answer it, using textual evidence from the reading.

Text-Dependent Questions	Response using the strongest evidence from the text
1. What does Atticus’s reaction to Bob Ewell’s threats and name-calling reveal about his character?	

Chapter 22-23

The teacher will divide you into five groups. Each group will get a question. Read your question and answer it, using textual evidence from the reading.

Text-Dependent Questions	Response using the strongest evidence from the text
2. Atticus says, “Jem, see if you can stand in Bob Ewell’s shoes a minute. I destroyed his last shred of credibility at that trial, if he had any to begin with. The man had to have some kind of comeback, his kind always does. So, if spitting in my face and threatening me saved Mayella Ewell one extra beating, that’s something I’ll gladly take. He had to take it out on somebody and I’d rather it be me than that houseful of children. You understand?” (292-293). How does his explanation relate to the Golden Rule?	

Chapter 22-23

The teacher will divide you into five groups. Each group will get a question. Read your question and answer it, using textual evidence from the reading.

Text-Dependent Questions	Response using the strongest evidence from the text
<p>3. “Atticus tells Jem, ‘As you grow older, you’ll see white men cheat black men every day of your life, but let me tell you something and don’t you forget it—whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash.’</p> <p>Atticus was speaking so quietly his last word crashed on our ears. I looked up, and his face was vehement. ‘There’s nothing more sickening to me than a low-grade white man who’ll take advantage of a Negro’s ignorance. Don’t fool yourselves—it’s all adding up and one of these days we’re going to pay the bill for it. I hope it’s not in you children’s time’” (296).</p> <p>What do you think Atticus means when he says “it’s all adding up”?</p>	

Chapter 22-23

The teacher will divide you into five groups. Each group will get a question. Read your question and answer it, using textual evidence from the reading.

Text-Dependent Questions	Response using the strongest evidence from the text
<p>4. ‘Tom’s jury sho’ made up its mind in a hurry,’ Jem muttered.</p> <p>Atticus’s fingers went to his watchpocket. ‘No it didn’t,’ he said, more to himself than to us. ‘That was the one thing that made me think, well, this may be the shadow of a beginning. That jury took a few hours. An inevitable verdict, maybe, but usually it takes ’em just a few minutes’ (297).</p> <p>Why is Atticus so vehement?</p> <p>What does Atticus mean by “shadow of a beginning”? Beginning of what? Explain.</p>	

Chapter 22-23

The teacher will divide you into five groups. Each group will get a question. Read your question and answer it, using textual evidence from the reading.

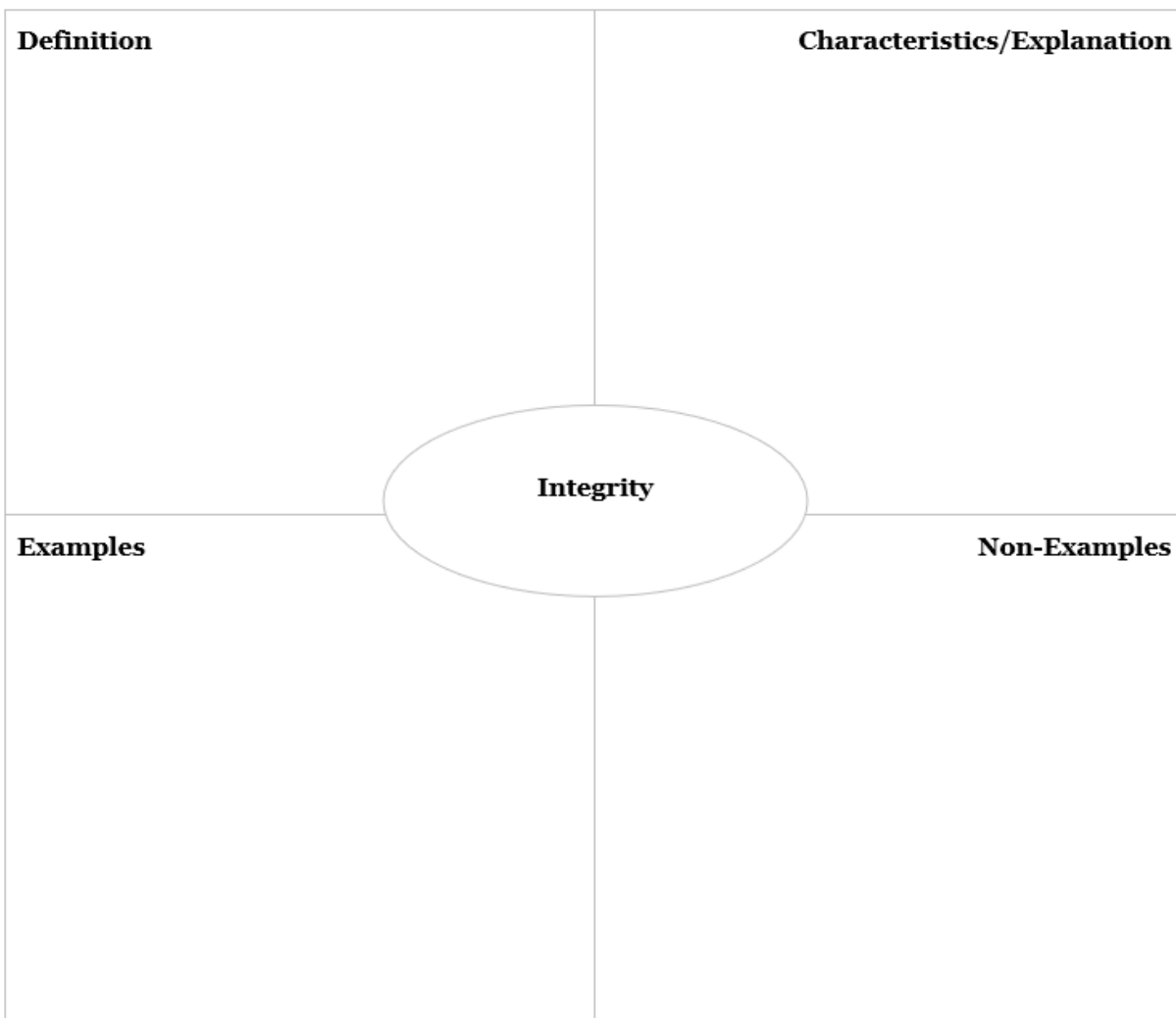
Text-Dependent Questions	Response using the strongest evidence from the text
<p>5. When discussing choosing a Cunningham for the jury, Atticus says, “When you analyze it, there was little risk. There’s no difference between one man who’s going to convict and another man who’s going to convict, is there? There’s a faint difference between a man who’s going to convict and a man who’s a little disturbed in his mind, isn’t there?” (297).</p> <p>What does he mean that there was little risk? What does this illustrate about Atticus’s belief in his fellow human beings?</p>	

Chapter 24-26

EXPEDITIONARY
LEARNING

Integrity:
Frayer Model

Name: _____
Date: _____



Sentence Strips

Atticus defends Tom Robinson

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

Atticus spends the night outside the jailhouse

Atticus stands by his decision to defend Tom to Heck Tate

Atticus's closing argument

Calpurnia brings the children to church

Mr. Raymond lives how he believes

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

Mr. Underwood's editorial

Mrs. Dubose battles addiction

Scout stands up for Walter

Tom Robinson goes to court

Everyone will receive a sentence strip. Write what your sentence strip says under the quote that you think best demonstrated the stand that you have been given. As an exit ticket, write your explanation under the quote that you chose (on the next page.)

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

- A. "Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin To Kill a Mockingbird" (119).

- B. "You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it" (39).

- C. "I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do" (149).

- D. "Before I can live with other folks I've got to live with myself. The one thing that doesn't abide by majority rule is a person's conscience" (140).

Day 20: Read To Kill a Mockingbird Chapter 28-29

Focus Question: How does Harper Lee build suspense in this chapter? Use the strongest details from the novel to support your answer.

Chapter 28

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
irascible (342)		
gait (342)		
pinioned (351)		
staccato (352)		
untrammelled (357)		

Day 21: Read *To Kill a Mockingbird* Chapter 30-31, finish movie

Day 22: Do literary circle for ch. 25-31, Final test on *To Kill a Mockingbird*