

<p>Anchor Texts:</p> <p>Harper Lee, <i>To Kill a Mockingbird</i></p>	<p>ELA Grade: 8  Module 2 - Working With Evidence: Taking a Stand  Duration: 8 weeks</p>	<p>Unit 2 Focus: Case Study  Duration – 3 weeks or 16 lessons  Essential Question(s):</p> <ul style="list-style-type: none"> <li>• Is it worth taking a stand for yourself? For others?</li> <li>• Does it make sense for Atticus to take a stand?</li> <li>• What do we know that Scout doesn't?</li> <li>• How do film and text differ in impact on the audience?</li> </ul>
--	--	--

<b>Lesson</b>	<b>Standard/Long Term Target</b>	<b>I can statement</b>	<b>Ongoing Assessment</b>	<b>Anchor Charts &amp; Protocols</b>
<p>1 Making Inferences: Analyzing How Words and Actions Reveal Character in <i>To Kill a Mockingbird</i> (Chapters 11–13)</p>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• I can support my inferences about Chapters 11 through 13 of <i>To Kill a Mockingbird</i> with the strongest evidence from the text.</li> <li>• I can analyze what other characters' dialogue about Atticus reveals about his character.</li> <li>• I can analyze how Atticus's words and actions reveal his character.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured notes from Chapters 11–13 (from previous two lessons' homework)</li> <li>• Three Threes in a Row Note-catcher</li> <li>• Atticus Note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>• Three Threes in a Row protocol</li> <li>• Taking a Stand</li> </ul>
<p>2 Text to Film Comparison: Taking a Stand at the Jailhouse (Chapters 14–15)</p>	<ul style="list-style-type: none"> <li>• I can analyze how difference in points of view between characters and audience create effects in writing. (RL.8.6)</li> <li>• 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)</li> <li>• I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7)</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze how the reader's perspective is different from Scout's in Chapter 15 and creates an effect for the reader.</li> <li>• I can evaluate the similarities and differences between the novel and the film version of <i>To Kill a Mockingbird</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured notes for Chapters 14 and 15 (from homework)</li> <li>• Analyzing Scout's and the Reader's Perspective Note-catcher</li> <li>• Text to Film Comparison Note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>• Taking a Stand</li> </ul>

<p>3 Analyzing Themes: The Golden Rule and Taking a Stand (Chapters 16-17)</p>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze how the themes of the Golden Rule and taking a stand are developed in To Kill a Mockingbird.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured notes for Chapters 16 and 17 (from homework)</li> <li>• Analyzing Themes Note-catcher</li> <li>• Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk Talk protocol</li> </ul>
<p>4 Mid-Unit 2 Assessment: Text to Film and Perspective Comparison of To Kill a Mockingbird (Chapters 18 and one scene from Chapter 19)</p>	<ul style="list-style-type: none"> <li>• I can objectively summarize literary text. (RL.8.2)</li> <li>• I can analyze how difference in points of view between characters and audience create effects in writing. (RL.8.6)</li> <li>• 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)</li> <li>• I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7)</li> </ul>	<ul style="list-style-type: none"> <li>• I can objectively summarize Chapter 18 in To Kill a Mockingbird.</li> <li>• I can analyze how the reader's perspective is different from Scout's in a key scene in Chapter 19 and how this affects the reader.</li> <li>• I can compare the similarities and differences between a key scene in the novel and how that scene is portrayed in the film.</li> <li>• I can evaluate the choices the director or actors made in the film.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured notes for Chapter 18 (from homework)</li> <li>• Mid-Unit 2 Assessment</li> </ul>	
<p>5 Close Reading: Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17-19)</p>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>• 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)</li> <li>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)</li> <li>• I can express my own ideas clearly during discussions. (SL.8.1)</li> <li>• I can build on other's</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the strongest evidence from the text in my close reading of a scene in To Kill a Mockingbird.</li> <li>• I can analyze how Atticus's questions reveal aspects of his character.</li> <li>• I can analyze the impact word choice has on meaning and tone as Atticus and Mr. Gilmer cross-examine witnesses.</li> <li>• I can share my ideas and build on other's ideas during Fishbowl.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured notes for Chapter 19 (from homework)</li> <li>• Vocabulary Squares</li> <li>• Atticus Cross-Examination Note-catcher</li> <li>• Mr. Gilmer Cross-Examination Note-catcher`</li> </ul>	<ul style="list-style-type: none"> <li>• Fishbowl protocol</li> </ul>

	ideas during discussions. (SL.8.1)			
6 Analyzing Word Choice: Atticus's Closing Speech (Chapters 20-21)	<ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). (RL.8.4)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand the literal and figurative meaning of Atticus's language in his closing speech.</li> <li>• I can understand the irony in Atticus's word choice in his closing speech.</li> </ul> <p>I can analyze how Atticus's closing speech relates to the themes of taking a stand and the Golden Rule.</p>	<ul style="list-style-type: none"> <li>• Structured notes for Chapters 20 and 21 (from homework)</li> <li>• Atticus's Closing Speech Note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>• Taking a Stand</li> </ul>
7 Making Inferences: Analyzing Atticus (Chapters 22-23)	<ul style="list-style-type: none"> <li>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• I can support my inferences about Chapters 22 and 23 of To Kill a Mockingbird with the strongest evidence from the text.</li> <li>• I can analyze what other characters' dialogue about Atticus reveals about his character.</li> <li>• I can analyze how Atticus's words and actions reveal his character.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured notes for Chapters 22 and 23 (from homework)</li> <li>• Vocabulary Squares</li> <li>• Written Conversation Note-catcher</li> <li>• Chapter 23 Text-Dependent Questions Note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>• Written Conversation protocol</li> </ul>

<p>8 Four Corners: Taking a Stand in To Kill a Mockingbird (Chapters 24-26, plus synthesis of scenes in previous chapters)</p>	<ul style="list-style-type: none"> <li>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>• 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)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze how taking a stand is developed in To Kill a Mockingbird.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured notes for Chapters 24-26 (from homework)</li> <li>• Four Corners</li> <li>• Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Four Corners protocol</li> <li>• Key Quotes</li> </ul>
<p>9 Analyzing the Model Essay: Studying Argument (Chapter 27, plus synthesis of scenes in previous chapters)</p>	<ul style="list-style-type: none"> <li>• I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>• I can identify the argument and specific claims in a text. (RI.8.8)</li> <li>• I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence.</li> <li>• I can analyze the argument in a model essay.</li> <li>• I can analyze how the author of the model essay acknowledges and responds to a counterclaim.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 27 structured notes (from homework)</li> <li>• Supporting Evidence-Based Claims graphic organizer</li> <li>• Exit ticket</li> </ul>	
<p>10 Writing an Argument Essay: Evaluating the Model and Crafting a Claim (Chapter 28, including synthesis of scenes in previous chapters))</p>	<ul style="list-style-type: none"> <li>• I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)</li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can craft the claim of my argument essay based on the strongest evidence.</li> <li>• I can choose relevant and compelling reasons to support the claim I am making in my argument essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured notes for Chapter 28 (from homework)</li> <li>• Exit ticket</li> </ul>	

<p>11 Writing and Argument Essay: Peer Critique with Rubric (Chapters 29-31, including synthesis of scenes in previous chapters)</p>	<ul style="list-style-type: none"> <li>• I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)</li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)</li> <li>• With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5)</li> <li>• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)</li> <li>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>• I can critique my partner’s use of evidence using criteria from the To Kill a Mockingbird argument rubric.</li> <li>• I can revise my work by incorporating helpful feedback from my partner.</li> <li>• I can write an organized argument essay about To Kill a Mockingbird.</li> <li>• Add bullet: I can use correct punctuation in my Quote Sandwich.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured notes for Chapters 29, 30, and 31 (from homework)</li> <li>• Quote Sandwich for Peer Critique</li> <li>• Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Peer critique protocol</li> <li>• Praise-Question-Suggest protocol</li> </ul>
<p>12 Writing an Argument Essay: Planning the Essay</p>	<ul style="list-style-type: none"> <li>• I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)</li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>• I can select reasons and support them with evidence to support my claim about To Kill a Mockingbird.</li> <li>• I can explain how the details develop the reasons that support my claim.</li> <li>• I can acknowledge and respond to a counterclaim.</li> </ul>	<ul style="list-style-type: none"> <li>• Exit ticket</li> </ul>	
<p>13 End of Unit 2 Assessment, Part 1: Drafting the Argument Essay</p>	<ul style="list-style-type: none"> <li>• I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)</li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>• I can write an organized argument essay about To Kill a Mockingbird.</li> <li>• In my essay, I can support my claim with reasons, details, and quotes from the novel.</li> <li>• In my essay, I can explain how the details</li> </ul>	<p>Essay draft</p>	

	<ul style="list-style-type: none"> <li>• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>• 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)</li> <li>• 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)</li> </ul>	<p>develop the reasons that support my claim.</p> <ul style="list-style-type: none"> <li>• In my essay, I can acknowledge and respond to a counterclaim.</li> </ul>		
14 Launching the Reader's Theater Groups and Allocating Key Quotes and Scenes	<ul style="list-style-type: none"> <li>• 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)</li> <li>• I can effectively engage in discussions with diverse partners about 8th grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what reader's theater is and list criteria of reader's theater.</li> <li>• I can work effectively with a group to create group norms to make group discussion and collaborative work productive and enjoyable.</li> <li>• I can work effectively with a group to allocate a scene to each person.</li> </ul>	• Exit Ticket: My Key Quote and Scene	<ul style="list-style-type: none"> <li>• Key Quotes</li> <li>• Reader's Theater Criteria</li> </ul>
15 Writing the First Draft of the Reader's Theater Script	<ul style="list-style-type: none"> <li>• I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)</li> <li>• I can create poetry, stories and other literary forms. (W.8.11b)</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze a model reader's theater script to generate criteria of an effective reader's theater script.</li> <li>• I can write a first draft of my reader's theater script.</li> </ul>	• Draft reader's theater script	• Key Quotes
16 End of Unit 2	• With support from peers and adults, I can use a	• I can use feedback from others to revise and	• Revised Essay	• End of Unit 2

Assessment, Part 2: Revise Essay Drafts	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)	improve my essay. • I can use correct grammar and punctuation in my essay.	Assessment, Part One: Drafting the Argument Essay
---	--	---	---

**Academic and Reading Vocabulary:**

Vocabulary from Chapters 1–13 (provided on “I have, who has?” strips), including new words: confined (99), livid (100), commence (106), undulate (107), beholden (111), perspective; antagonize (137), infallible (140), ominous (146), acquiescence, impassive (154), formidable (159), amiably (169), acrimonious (171), benignly (172), genially (175), mollified (180), arid, wrathfully (185), volition (192), subtlety (195), expunge (196), candid, impudent (198), irony, literally, figuratively; detachment (202), subsequent (203), unmitigated, temerity (204), integrity (205), acquit, indignant (207), cynical (214), fatalistic, ruefully (215), wryly, furtive (218), commutes (219), vehement (221), integrity, argument, coherent, relevant evidence, counterclaim, conflicting viewpoint; analyze, logical; industry, notoriety, obscure (248), eccentricities (250), claim, argument, relevant, compelling reasons; irascible (255), gait (255), pinioned (262), staccato (263), untrammelled (266), ellipsis, critique, incorporate feedback,

**Central Texts:**

1. Harper Lee, *To Kill a Mockingbird* (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2.
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. Lyndon Johnson, “The Great Society,” speech made on May 22, 1964.
5. *To Kill a Mockingbird*, film directed by Robert Mulligan (and starring Gregory Peck), 1962.
6. Robert Hayden, “Those Winter Sundays,” 1966.
7. Countee Cullen, “Incident,” 1925.
8. Ella Wheeler Wilcox, “Solitude,” 1883.