



EXPEDITIONARY
LEARNING

Module 2A

Unit 1



Notice/Wonder Note-Catcher

Notice	Wonder



Taking a Stand: Frayer Model

Name: _____

Date: _____

Definition	Characteristics/Explanation
Taking a Stand	
Examples	Non-Examples



T-Chart: Advantages/Disadvantages

Name:

Date:

Taking a Stand Photographs

What are the advantages of using a photograph to learn about taking a stand? How is it positive or helpful?

What are the disadvantages of using a photograph to learn about taking a stand? How is it negative or unhelpful?

“Equal Rights for Women”
Shirley Chisholm

Equal 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



“Equal Rights for Women”

Shirley Chisholm

- 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
- 35 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

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

oppression: unjust or cruel power

“Equal Rights for Women”

Shirley Chisholm

- 40 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
- 45 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
- 50 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 55 wants to try. P14

evolutionary: gradual
menial: lowly, unskilled

unconscious: unaware

“Equal Rights for Women”

Shirley Chisholm

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

60 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

65 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

Shirley Chisholm. "Equal Rights for Women." Address To The United States House Of Representatives, Washington, DC: May 21, 1969. Public Domain.



READING CLOSELY: GUIDING QUESTIONS

APPROACHING TEXTS

Reading closely begins by considering my specific purposes for reading and important information about a text.

I am aware of my purposes for reading:

- Why am I reading this text?
- In my reading, should I focus on:
 - ⇒ The content and information about the topic?
 - ⇒ The structure and language of the text?
 - ⇒ The author's view?

I take note of information about the text:

- Who is the author?
- What is the title?
- What type of text is it?
- Who published the text?
- When was the text published?

QUESTIONING TEXTS

Reading closely involves:

- 1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then
- 2) questioning further as I read to sharpen my focus on the specific details in the text

I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:

- Structure:**
- How is the text organized?
 - How has the author structured the sentences and paragraphs?
 - How do the text's structure and features influence my reading?
- Topic, Information and Ideas:**
- What information/ideas are presented at the beginning of the text?
 - What information/ideas are described in detail?
 - What stands out to me as I first examine this text?
- Language:**
- What words or phrases stand out to me as I read?
 - What words and phrases are powerful or unique?
 - What do the author's words cause me to see or feel?
- Perspective:**
- What words do I need to define to better understand the text?
 - What words or phrases are critical for my understanding of the text?
 - What words and phrases are repeated?
 - Who is the intended audience of the text?
 - What is the author saying about the topic or theme?
 - What is the author's relationship to the topic or themes?
 - How does the author's language show his/her perspective?

ANALYZING DETAILS

Reading closely involves:

- 1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.

I analyze the details I find through my questioning:

- Patterns across the text:**
- What does the repetition of words or phrases in the text suggest?
 - How do details, information, or ideas change across the text?
- Meaning of Language:**
- How do specific words or phrases impact the meaning of the text?
- Importance:**
- Which details are most important to the overall meaning of the text?
 - Which sections are most challenging and require closer reading?
- Relationships among details:**
- How are details in the text related in a way that develops themes or ideas?
 - What does the text leave uncertain or unstated? Why?

Taken from Odell Education's "Reading Closely for Details: Guiding Questions" handout

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“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’”?	



“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.	



Instructions for Discussion Appointments:
Make one appointment at each location.



Public domain map of the University of Texas Libraries.

In Albany:	
In Buffalo:	
In New York City:	
In Syracuse:	



“Equal Rights for Women”:
Analyzing Text Structure Note-catcher

Name: _____

Date: _____

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>	



“Equal Rights for Women”:
Analyzing Text Structure Note-catcher

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>	



Evaluating Evidence Note Catcher

Name: _____

Date: _____

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



Summary Writing Graphic Organizer:

Name:

Date:

- 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:

Controlling Idea

Key detail

Key detail

Key detail

Key detail

Key detail

Key detail

Clincher



“Equal Rights for Women”:
Close Reading Note-catcher

Name: _____

Date: _____

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?	



“Equal Rights for Women”:
Close Reading Note-catcher

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

“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 P2
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 P3
the audience whispers, “intellect”] That’s it, honey. What’s that got to do with women’s

racket: noise

out of kilter: unbalanced

bear the lash: handle pain, but literally, in the
context of slavery, surviving a whipping



“Ain’t I a Woman?”

Sojourner Truth

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

Sojourner Truth. "Ain't I a Woman?" 1863. Public Domain.



Ain't I a Woman Note-catcher

Name:

Date:

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?

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?

Round 3: Analyzing perspective and opposing claim

What stand is Sojourner Truth taking in this speech?

Summary Preparation

What is the controlling idea?

What opposing claim does Truth address in this speech? How does she respond?

What are the key details?

What is your clincher?



Ain't I a Woman Note-catcher

Homework: Write an objective summary of "Ain't I a Woman?"



To Kill a Mockingbird Structured Notes Chapter 1, Part A
(in Class)

.....
Name:

.....
Date:

What is the gist of what you read?

Focus Question: Based on what you have read so far, how would you describe Atticus? Be sure to use the best details from the novel in your answer.



To Kill a Mockingbird Structured Notes Chapter 1, Part A
(in Class)

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
assuaged (3)		
“the disturbance” (4)		
ambled (6)		
vague optimism (6)		



Atticus Note-catcher

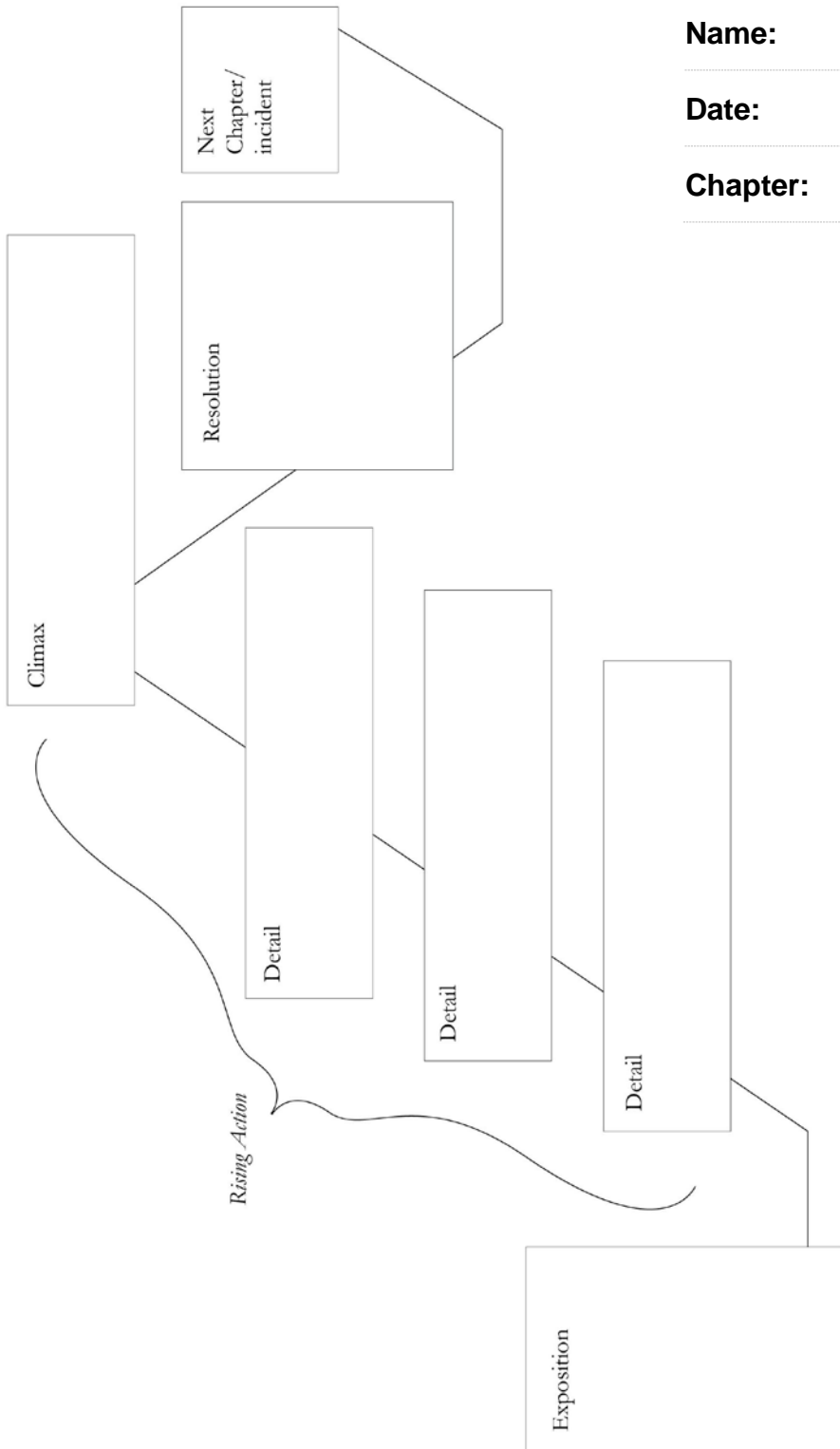
Name: _____

Date: _____

Atticus' words and actions	What do others say about Atticus?	Page Number	What does this reveal about Atticus' character?
<p>“Atticus, the town lawyer, tries to do what is best for his clients, even if they don't listen to him.”</p>		Pg. 5	Atticus has the best interest of others at heart. He tries to do the right thing no matter what.
<p>“During his first five years in Maycomb, Atticus practiced economy more than anything; for several years thereafter he invested his earnings in his brother's education.”</p>		Pg. 5	



Narrative Structure Graphic Organizer



Name: _____

Date: _____

Chapter: _____



Narrative Structure Note-catcher

Name: _____

Date: _____

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>	



Vocabulary Square

Name:

Date:

Definition in your own words	Synonym or variations
Part of speech and prefix/suffix/root (as applicable)	Sketch or symbol



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

Name: _____

Date: _____

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



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

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.	



Vocabulary Square

Name:

Date:

Definition in your own words	Synonym or variations
Part of speech and prefix/suffix/root (as applicable)	Sketch or symbol

Golden Rule Note-catcher
(for Gallery Walk Quotes)

Name: _____

Date: _____

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”



Text to Film Comparison Note-catcher:

To Kill A Mockingbird Part 1

Name:

Date:

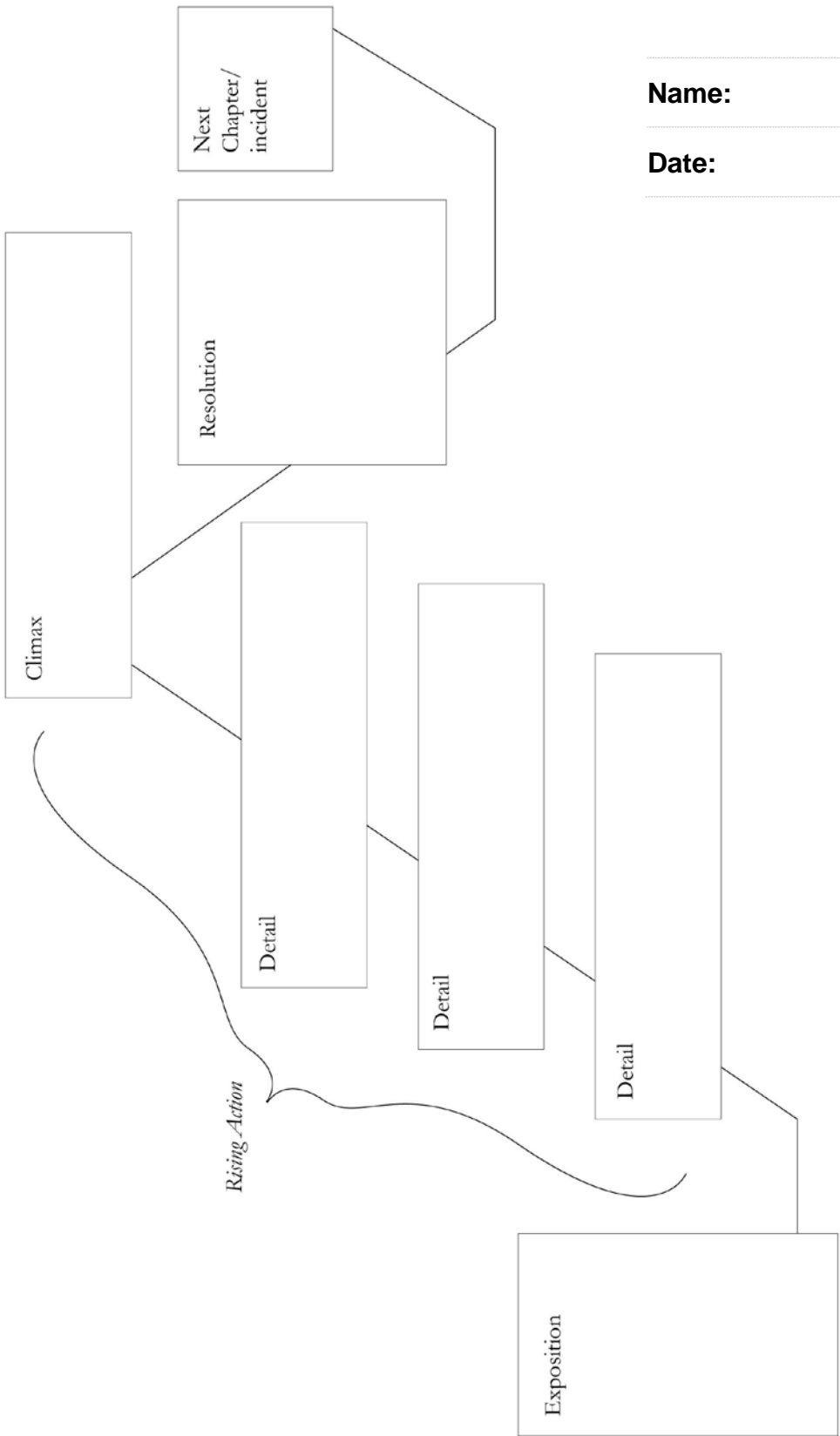
Scene	What is the same? How does the film version stay faithful to the novel?	What is different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?
Read from “Something wrong, Scout?”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



Narrative Structure Chapter 4

Name: _____

Date: _____





“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?



“Golden Rule” in Karen Armstrong’s TED Talk Note- catcher

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?



Networking Sessions Note-catcher
Chapter 4

Name: _____

Date: _____

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



Vocabulary Handout:
Chapter 5

benign	adj.- good, kind, not dangerous
tacit	adj.- understood or implied without being said
cordiality	n.- kindness
benevolence	n.- generosity
morbid	adj.- related to disease or death; often thinking about gloomy things
edification	n.- spiritual, moral or intellectual improvement.

benign	adj.- good, kind, not dangerous
tacit	adj.- understood or implied without being said
cordiality	n.- kindness
benevolence	n.- generosity
morbid	adj.- related to disease or death; often thinking about gloomy things
edification	n.- spiritual, moral or intellectual improvement.



Chapter 5 of *To Kill a Mockingbird* Text Dependent Questions:

Name: _____

Date: _____

Questions	Notes
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?	



Chapter 5 of *To Kill a Mockingbird* Text Dependent Questions:

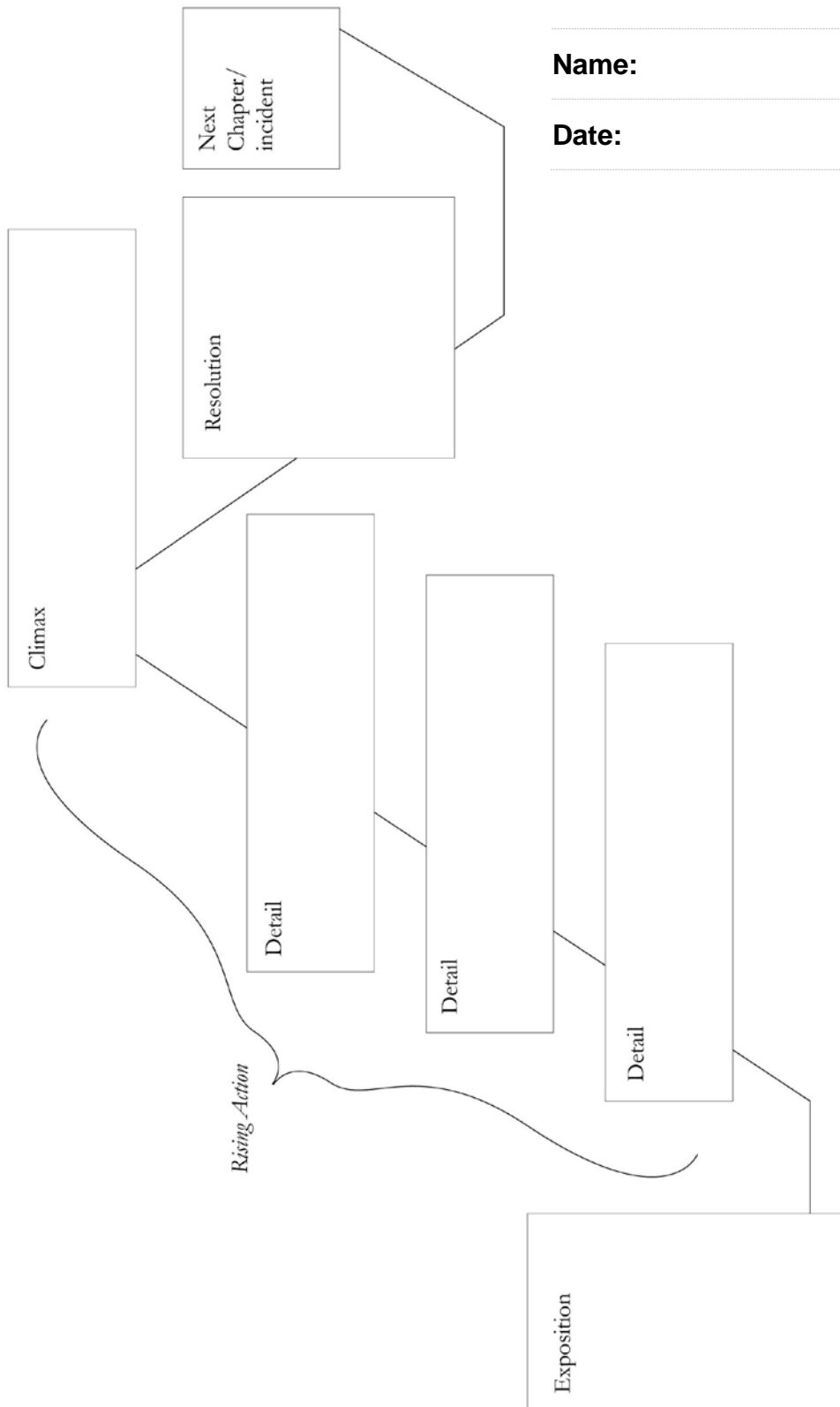
Questions	Notes
<p>4. Reread the top of page 61. What does Scout mean when she says, “Atticus don’t ever do anything to Jem and me that he don’t do in the yard”? How does this draw on the Golden Rule theme?</p>	



Narrative Structure Chapter 6 Graphic Organizer

Name: _____

Date: _____





“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)		



Close Reading:
“Those Winter Sundays”

3. Draw the images in three stanzas as thoroughly and with as much detail as you can. Go back to the poem as much as you need to as you draw. *HINT: Be careful with the third stanza. Notice this box for the third stanza has two parts. Pay attention to that in your drawing.*

Stanza 1	Stanza 2	Stanza 3
Lines 1-5	Lines 6-9	Lines 10-12
		Lines 13-14



Close Reading:
“Those Winter Sundays”

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

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



Close Reading:
“Those Winter Sundays”

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,



Close Reading:
“Those Winter Sundays”

In the last two lines of the third stanza,



Close Reading:
“Those Winter Sundays”

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

Class Consensus



Comparing and Contrasting Text Structures:

	“Those Winter Sundays”	Chapter 6
How does this text relate to the Golden Rule?		
How is this text structured?		
How does the structure help create the meaning?		



“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.



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,



Structure Note-catcher:
“Incident”

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

Class Consensus



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

.....
Name:

.....
Date:

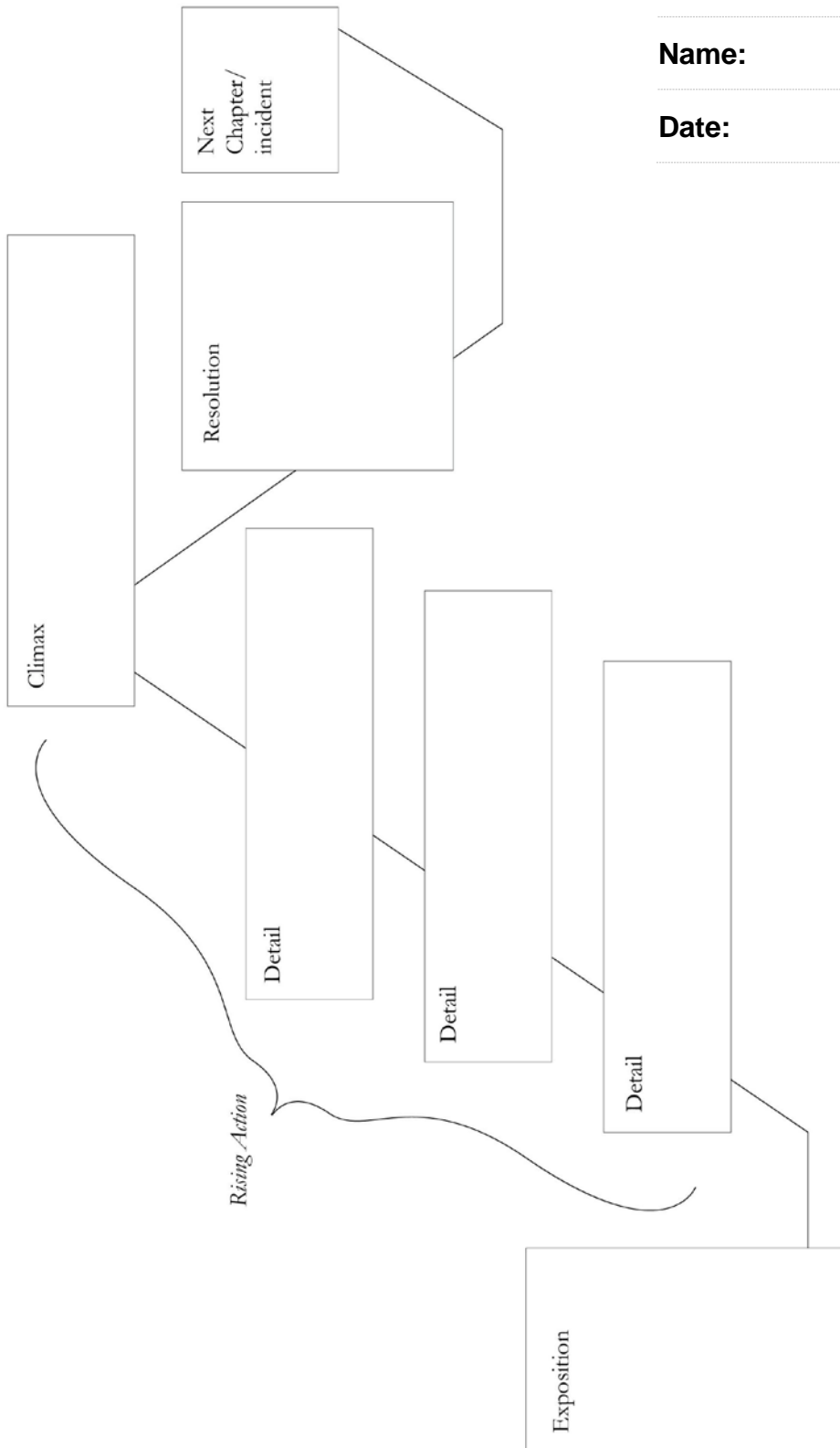
Chapter	Scout's Perspective	Evidence
1		
4		
6 and 7		
8		



Narrative Structure Chapter 8 Graphic Organizer

Name: _____

Date: _____





Comparing and Contrasting Text Structures

Name: _____

Date: _____

	“Incident”	Chapter 8
How does this text relate to the Golden Rule?		
How is this text structured?		
How does the structure help to create the meaning?		



Text to Film Comparison Note-catcher

<p>Chapter 9 text</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 actor(s) effectively convey the central message of the text? Why or why not?</p>
<p>Paragraphs 1–5 “Do you defend niggers, Atticus?” to “... why do you send me to school?”</p>			
<p>Paragraph 6 “My father looked at me mildly.”</p>			
<p>Paragraphs 7–10 “But I was worrying another bone.” to “John Taylor was nice enough to give us a postponement.”</p>			



Text to Film Comparison Note-catcher

<p>Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?</p>			
<p>What's different? How does the film version depart from the novel?</p>			
<p>What's the same? How does the film version stay faithful to the novel?</p>			
<p>Chapter 9 text</p> <p>Paragraphs 11–15 “If you shouldn’t be defendin’ him ...” to “Why?”</p>		<p>Paragraph 16 “Because I could never ” ...</p>	<p>Paragraph 17–20 “Atticus, are we going to win it?” to, “Simply because we were licked a hundred years before we started is no reason for us not to try to win,” Atticus said.”</p>



Written Conversation Note-catcher

Re-read from the middle of page 115 to the end of page 117. Scout, as the narrator, ends the chapter by saying: “It was not until many years later that I realized he (Atticus) wanted me to hear every word he said.”

Why might Atticus want her to hear every word? What makes you think as you do?

I Say	My Partner Responds	I Build	My Partner Concludes



Chapter 10 Note-catcher:

Name:

Date:

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?



Chapter 10 Note-catcher:

Round 3	Round 4
What does Miss. Maudie mean when she says, “People in their right minds never take pride in their talents”?	Based on the last three rounds, what do you learn about Atticus in this chapter?
	<p data-bbox="808 1037 1541 1155">How does this chapter relate to Atticus taking a stand for Tom Robinson?</p>



EXPEDITIONARY
LEARNING

Module 2A

Unit 2



Three Threes in a Row Note-catcher:

<p>Who takes a stand in Chapter 11? Explain.</p>	<p>On page 140, Atticus says, “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.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?</p>	<p>On page 171, Atticus says, “The summer’s going to be a hot one.” Explain what this means.</p>
<p>Why does Atticus refer to Mrs. Dubose as “the bravest person I ever knew”?</p>	<p>On page 149, Atticus says, “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.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?</p>	<p>Scout recalls about Aunt Alexandra, “She never let a chance escape her to point out the shortcomings of other tribal groups to the greater glory of our own” (172). Explain what this means.</p>
<p>Why does Aunt Alexandra think the finches are special?</p>	<p>On page 144, Atticus says, “I do my best to love everybody... I’m hard put, sometimes.” What does this quote reveal about Atticus’s character? How does this relate to the Golden Rule?</p>	<p>On page 169, Lee writes, “Aunt Alexandra’s visits from the Landing were rare, and she traveled in state.” Explain what this means.</p>



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>		



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

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>		



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

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?

- a. It increases the tension in a suspenseful scene.
- b. It causes the reader to doubt the intentions of the group of men who have arrived at the jailhouse.
- c. It relieves the tension in an otherwise serious scene.
- d. 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: _____

Chapter 15 text 201-207	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 actors effectively convey the central message of the text? Why or why not?
Page 201-202			
Page 203-205			
Page 206-207			
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?			



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?



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?		



Vocabulary Square

Definition in your own words	Synonyms or variations
Part of speech and prefix/suffix/root (as applicable)	Sketch or symbol



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?



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.

A large, empty rectangular box intended for students to write their responses to the question above.



Vocabulary Square

Name: _____

Date: _____

Definition in your own words	Synonym or variations
Part of speech and prefix/suffix/root (as applicable)	Sketch or symbol



Written Conversation:
Chapters 22 and 23

Characters have very different reactions in the aftermath of the verdict. How do different characters react? Choose Jem, the black community, Miss Maudie, Bob Ewell, or Dill to write about. What do these reactions reveal about that character or group?

I Say	My Partner Responds	I Build	My Partner Concludes



Chapter 23 Text Dependent Questions:

Name:

Date:

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



Chapter 23 Text Dependent Questions:

Name:

Date:

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 23 Text Dependent Questions:

Name: _____

Date: _____

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 23 Text Dependent Questions:

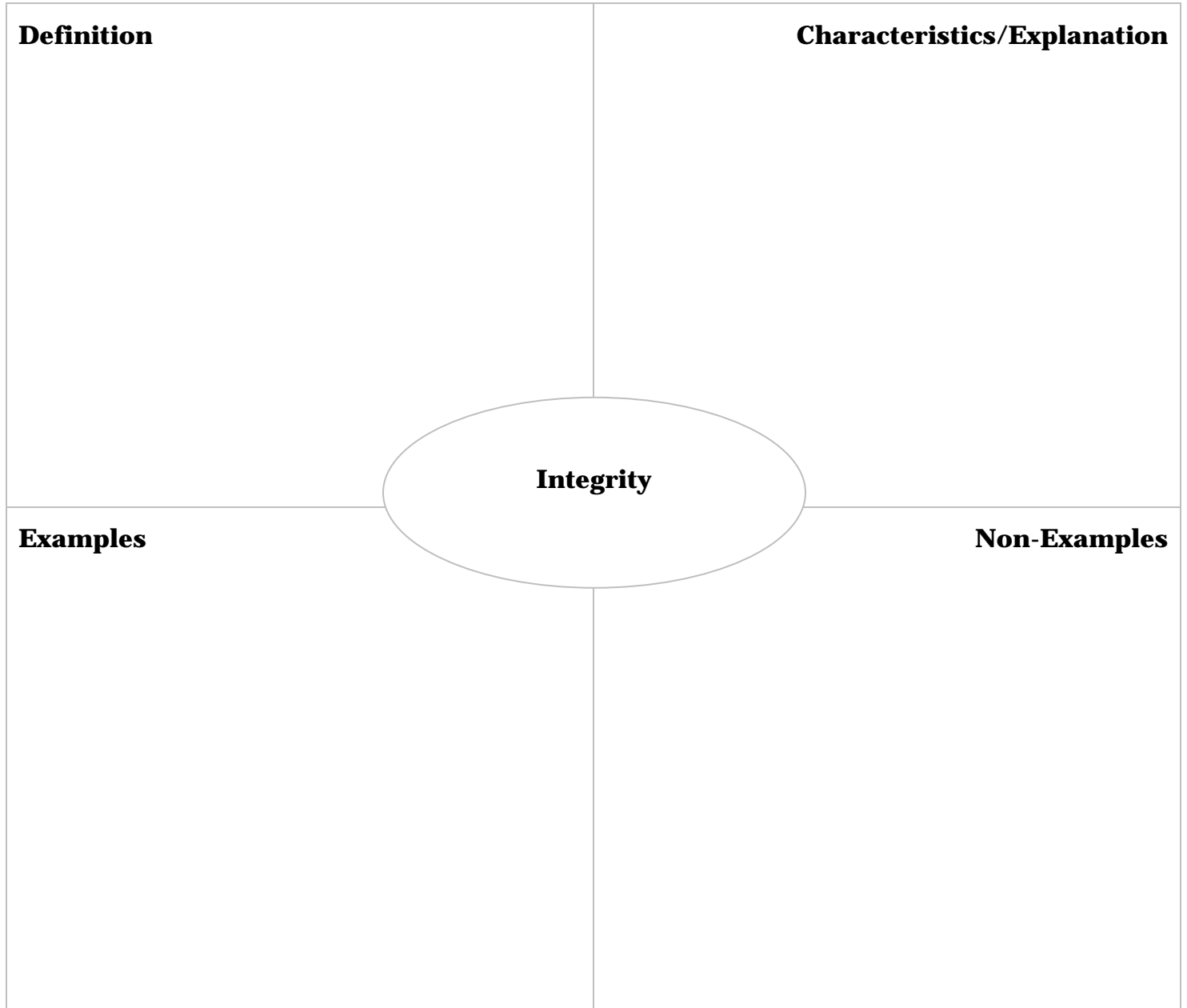
Text-Dependent Questions	Response using the strongest evidence from the text
<p>5. When discussing choosing a Cunningham for the jury, Atticus says, “When you analyze it, there was little risk. There’s no difference between one man who’s going to convict and another man who’s going to convict, is there? 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>	



Integrity:
Frayer Model

Name: _____

Date: _____





Key Quotes

Name:

Date:

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

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



Key Quotes

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).

To Kill a Mockingbird Model Essay

Essay Prompt: When Mrs. Dubose dies, Atticus says, “It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what.” (149) Does it make sense for Mrs. Dubose to take a stand for herself? Give evidence from the text to support your thinking, and be sure to take into account what people who disagree might say.

Mrs. Henry Lafayette Dubose is a grumpy old woman who lives down the street from the Finches in Harper Lee’s *To Kill a Mockingbird*. She spends her days in bed, but sometimes sits on her porch in her wheelchair and yells at Jem and Scout as they walk by. Despite her rough exterior, Mrs. Dubose takes a stand for herself, determined to overcome a morphine addiction before she dies. Because of her high expectations for herself and her courage, it makes sense for Mrs. Dubose to take that stand.

The first reason it makes sense for Mrs. Dubose to take a stand is that she has high expectations for people, including herself. When Jem and Scout walk by her house, Mrs. Dubose would not let any small transgression go by without commenting on it. For instance, Scout says “If I said as sunnily as I could, ‘Hey, Mrs. Dubose,’ I would receive for an answer, ‘Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!’” (133) This shows that Mrs. Dubose holds high expectations of others, even if they make a small mistake. Just as she had high expectations for Scout and Jem’s behavior, she had high expectations of herself. After her death, Atticus reports that, “She said she was going to leave this world beholden to nothing and nobody.” (148) This shows that Mrs. Dubose meant to hold herself to the kind of expectations that she holds others to, even if it was going to be very difficult for her.

The second reason it makes sense for Mrs. Dubose to take a stand is her courage. As Atticus says to Jem, Mrs. Dubose was in a lot of pain. “Most of time you were reading to her, I doubt if she heard a word you said. Her whole mind and body were concentrated on that alarm clock.” (111) This shows that Mrs. Dubose needed to find a way to keep her mind off the pain. The fact that she was successful shows how brave she was. Atticus says to Jem: “I wanted you to see something about her—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.... She was the bravest person I ever knew.” (149) This demonstrates that Mrs. Dubose has lots of courage, even though she seems so hateful. Mrs. Dubose shows courage by taking a stand for herself.



To Kill a Mockingbird Model Essay

Some might say that it does not make sense for Mrs. Dubose to take this stand. It is true that her decision to overcome her addiction increases her pain. As Atticus says about her morphine addiction, “She’d have spent the rest of her life on it and died without so much agony, but she was too contrary ...” (147) This shows that it was agony to get herself off morphine. However, that reinforces the idea that Mrs. Dubose is, in fact, a brave woman. If she tolerates pain in order to die how she wants to, it means that she is courageous. Therefore, it does make sense for Mrs. Dubose to take that stand.

It is clear that Mrs. Dubose’s decision to take a stand for herself makes sense. She holds herself to the same high expectations that she holds others to. Mrs. Dubose is also very brave and faces pain and suffering to take her stand. Mrs. Dubose shows how important it is to stand up for yourself, even “... when you know you’re licked before you begin but you begin anyway and you see it through no matter what.” (148)



Supporting Evidence-Based Claims:

Body Paragraph 1		
Reason 1:		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	How does this evidence support this reason?

Body Paragraph 2		
Reason 1:		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	How does this evidence support this reason?

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Supporting Evidence-Based Claims:

Body Paragraph 3

Reason 1:

Reason for counterclaim:

Evidence

Evidence

Evidence

How does this evidence support this reason?

How does this evidence support this reason?

Why is your claim stronger than this counterclaim?

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Supporting Evidence-Based Claims:

Body Paragraph 1		
Reason 1:		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	How does this evidence support this reason?

Body Paragraph 2		
Reason 1:		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	How does this evidence support this reason?

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Supporting Evidence-Based Claims:

Body Paragraph 3		
Reason 1:		
Reason for counterclaim:		
Evidence	Evidence	Evidence
How does this evidence support this reason?	How does this evidence support this reason?	Why is your claim stronger than this counterclaim?

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Argument Writing Rubric Grade 8

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces precise claim(s) (9-10W1a) ▪ distinguishes the claim(s) from alternate or opposing claims (9-10W1a) ▪ creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence (9-10W1a) ▪ uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims (9-10W1c) ▪ skillfully provides a concluding statement or section that follows from and supports the argument presented (9-10W1e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s) (8W1a) ▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims (8W1a) • organizes reasons and evidence logically (8W1a) • uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (8W1c) • provides a concluding statement or section that follows from and supports the argument presented (8W1e) ▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to introduce the claim(s) ▪ attempts to acknowledge and distinguish the claim(s) from alternate or opposing claims ▪ attempts to organize reasons and evidence logically ▪ attempts to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence ▪ attempts to provide a concluding statement or section that follows from and supports the argument presented ▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> • makes little or no attempt to introduce the claim(s) • makes little or no attempt to acknowledge and distinguish the claim(s) from alternate or opposing claims • makes little or no attempt to organize reasons and evidence logically • makes little or no attempt to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • makes little or no attempt to provide a concluding statement or section that follows from and supports the argument presented • makes little to no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	Organization/Purpose 2 X II
<p>The writing –</p> <ul style="list-style-type: none"> ▪ develops the claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns (9-10W1.b) ▪ uses relevant information from multiple authoritative print and digital sources (9-10W8) ▪ integrates information into the text selectively to maintain the flow of ideas avoids plagiarism (9-10W8) ▪ skillfully follows a standard format for citation, when appropriate (9-10W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ supports claim(s) with clear reasons and relevant and sufficient evidence (8W1b) ▪ uses accurate, credible resources (8W1b) ▪ uses relevant information from multiple print and digital sources (8W8) ▪ appropriately quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8) ▪ follows a standard format for citation, when appropriate (8W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to support claim(s) with clear reasons and relevant and sufficient evidence • attempts to use accurate, credible resources ▪ attempts to use relevant information from multiple print and digital sources ▪ attempts to appropriately quote or paraphrase data and conclusion of others while avoiding plagiarism ▪ attempts to follow a standard format for citation, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> • makes little to no attempt to support claim(s) with clear reasons and relevant and sufficient evidence • makes little to no attempts to use accurate, credible resources • makes little or no attempt to use relevant information from multiple print and digital sources • makes little to no attempts to appropriately quote or paraphrase data and conclusion of others while avoiding plagiarism • makes little to no attempt to follow a standard format for citation, when appropriate 	Evidence/Elaboration 2 X II

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (9-10W1d) ▪ skillfully demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)* ▪ has errors that do not interfere with understanding (9-10L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ establishes and maintains a formal style (8.W.1d) ▪ employs language and tone appropriate to purpose and audience (L3)* ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)* ▪ has errors that do not interfere with understanding (8L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> • attempts to establish and maintain a formal style • attempts to employ language and tone appropriate to purpose and audience • attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> • makes little to no attempt to establish and maintain a formal style • makes little to no attempt to employ language and tone appropriate to purpose and audience • makes little to no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that interfere with understanding 	Language/Conventions =

Non-scorable responses: insufficient information, copied text, in language other than English, off topic, off purpose (see *Text-Based Scoring Guidelines*).

*Conventions Chart p. 3

CONVENTIONS CHART GRADES 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Spells words at grade level and below correctly (L2c) 	<ul style="list-style-type: none"> • Uses capitalization rules from the previous grades (L2a) 	<p>Comma, Ellipsis, Dash(8L2a):</p> <ul style="list-style-type: none"> • To indicate a pause or break Ellipsis (...): • To show omitted words) • Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information* 	<p>Verbs:</p> <ul style="list-style-type: none"> • Correctly uses verbs in the active and passive voice (8L1b) • Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (8L1c) • Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive) (8L1d) • Avoids inappropriate shifts in verb tense (8L1)* <p>Pronouns (previous grade L1c):</p> <ul style="list-style-type: none"> • Avoids inappropriate shifts in pronoun number and person* • Avoids vague or ambiguous or unclear pronoun references* <p>Agreement (previous grade L1d) :</p> <ul style="list-style-type: none"> • Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags) • Subjects and verbs agree (People who forget the words just hum the tune) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> • Uses frequently confused words* correctly (previous grade L1g) 	<ul style="list-style-type: none"> • Avoid “fused” sentences* • Avoids sentence fragments* • May use purposeful fragments.

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.



Quote Sandwich Guide

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in an argument essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea. Read this example of using a quote in an argument essay, then take a look at the graphic:

When Jem and Scout walk by her house, Mrs. Dubose would not let any small transgression go by without commenting on it. For instance, Scout says “If I said as sunnily as I could, ‘Hey, Mrs. Dubose,’ I would receive for an answer, ‘Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!’” (99) This shows that Mrs. Dubose holds high expectations of others, even if they make a small mistake.

Introduce the quote.

This includes the “who” and “when” of the quote.

Example: *When Jem and Scout walk by her house, Mrs. Dubose would not let any small transgression go by without commenting on it.*

Sample sentence starters for introducing a quote:

In chapter _____, _____.

When Scout is _____, she _____.

After _____, Atticus _____.

Include the quote.

Make sure to punctuate the quotes correctly, using quotation marks. Remember to cite the page number in parentheses after the quote.

Example: *For instance, Scout says “If I said as sunnily as I could, ‘Hey, Mrs. Dubose,’ I would receive for an answer, ‘Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!’” (99)*

Analyze the quote.

This is where you explain how the quote supports your idea.

Example: *This shows that Mrs. Dubose holds high expectations of others, even if they make a small mistake.*

Sample sentence starters for quote analysis:

This means that _____.

This shows that _____.

This demonstrates that _____.



Quote Sandwich for Peer Critique

Name:

Date:

Directions: For today’s peer critique, look at your Supporting Evidence-Based Claims graphic organizer and choose the reason in one of your body paragraphs to focus on. Then choose one piece of evidence from that paragraph to turn into a quote sandwich. Make sure you introduce the quote, include the quote, and explain how the quote supports the reason in that paragraph. Remember that you have practiced quote sandwiches orally and found them in the model essay.

Reason in the body paragraph

Quote Sandwich



Quote Sandwich for Peer Critique

For the peer critique, you will share your quote sandwich with a partner. Ask your partner to focus on giving you feedback on one of the four following questions:

Feedback questions

Does the introduction of the quote give enough background information to understand it?

Did I punctuate and cite the quote correctly?

Does the explanation of the quote make sense?

Do I use the best evidence to support the reason in my body paragraph?



Peer Critique Recording Form (Side A)

Name: _____

Date: _____

0	1	2	3	4
<ul style="list-style-type: none"> claim and reasons demonstrate a lack of comprehension of the text(s) or task 	<ul style="list-style-type: none"> claim and reasons demonstrate little understanding of the text(s) does not acknowledge and/or respond to counterclaim(s) 	<ul style="list-style-type: none"> claim and reasons demonstrate a literal comprehension of the text(s) acknowledges and responds to counterclaim(s), but the thinking isn't clear 	<ul style="list-style-type: none"> claim and reasons demonstrate grade-appropriate analysis of the text(s) acknowledges and responds to counterclaim(s) appropriately and clearly 	<ul style="list-style-type: none"> claim and reasons demonstrate insightful analysis of the text(s) acknowledges and responds to counterclaim(s) skillfully and smoothly
<ul style="list-style-type: none"> provides no evidence or provide evidence that is completely irrelevant does not explain how evidence supports the claim and reasons 	<ul style="list-style-type: none"> demonstrates an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant attempts to explain how evidence supports the claim and reasons 	<ul style="list-style-type: none"> partially develops the argument (claim and reasons) of the essay with the use of some textual evidence, some of which may be irrelevant uses relevant evidence inconsistently sometimes logically explains how evidence supports the claim and reasons 	<ul style="list-style-type: none"> develops the argument (claim and reasons) with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustains the use of relevant evidence, with some lack of variety logically explains how evidence supports the claim and reasons 	<ul style="list-style-type: none"> develops the argument (claim and reasons) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustains the use of varied, relevant evidence skillfully and logically explains how evidence supports the claim and reasons



Peer Critique Recording Form (Side B)

Name:

Date:

Focus of Critique: Quote Sandwich

My partner thinks the best thing about my quote sandwich is ...

My partner wondered about ...

My partner suggested I ...

My next step(s) ...



To Kill a Mockingbird Essay Planner

Name:

Date:

Focus Question: Does it make sense for Atticus to defend Tom Robinson?

I. Introduction

A. Hook to capture the reader's interest and attention

B. Name the book and author

C. Give brief background information to the reader about the book (characters, plot overview, etc.)

D. Claim



To Kill a Mockingbird Essay Planner

II. Body Paragraph 1	
First reason to support your claim	
A. Topic sentence	
B. Quote sandwich 1	
C. Quote sandwich 2	
D. Quote sandwich 3	
Concluding Sentence	



To Kill a Mockingbird Essay Planner

III. Body Paragraph 2	
Second reason to support your claim	
A. Topic sentence	
B. Quote sandwich 1	
C. Quote sandwich 2	
D. Quote sandwich 3	
Concluding Sentence	



To Kill a Mockingbird Essay Planner

IV. Body Paragraph 3	
Counterclaim	
A. Topic sentence	
B. Reason to support counterclaim	
C. Quote sandwich 1	
D. Quote sandwich 2	
E. Response to counterclaim	
F. Explanation of response to counterclaim	
G. Concluding Sentence	



To Kill a Mockingbird Essay Planner

V. Conclusion	
A. Restate claim	
B. Summarize reasons	
C. Explain why your view is worth consideration by the reader	



Writing Improvement Tracker

Name:

Date:

Strategies to Improve Writing

Revise my writing (or my planning) multiple times

Ask myself, "Does this make sense?"

Look at other models

Read the necessary texts closely

Read others' work

Talk through my ideas with an adult

Ask questions when I have them

Use quote sandwiches

Take a break and reread with fresh eyes

Have another student write the gist of my paragraphs and make sure they match what I thought they were



Writing Improvement Tracker

Essay from Module 1

Directions: Look at the first two rows of the 8th Grade Informational/Explanatory Writing rubric.

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific. "I will do better" is too general. Name a specific skill to improve, such as "I will use stronger evidence in my writing")

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



Writing Improvement Tracker

Essay from Module 2

Directions: Look at the first two rows of the 8th Grade Argument Writing rubric.

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific. “I will do better” is too general. Name a specific skill to improve, such as “I will use stronger evidence in my writing”)

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



Writing Improvement Tracker

Essay from Module 3

Directions: Look at the first two rows of the 8th Grade Informational/Explanatory Writing rubric.

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific. “I will do better” is too general. Name a specific skill to improve, such as “I will use stronger evidence in my writing”)

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



Writing Improvement Tracker

Position Paper from Module 4

Directions: Look at the first two rows of 8th Grade Argument Writing rubric.

1. What did I do well in my essay?

2. What in my writing improved this year?

3. What strategy helped me the most?

4. What improvement am I most proud of?
