

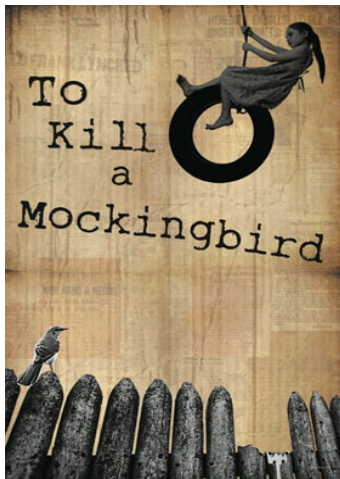


Student Resources

English Language Arts

Grade 10

To Kill a Mockingbird Unit



SAUSD Spring 2014

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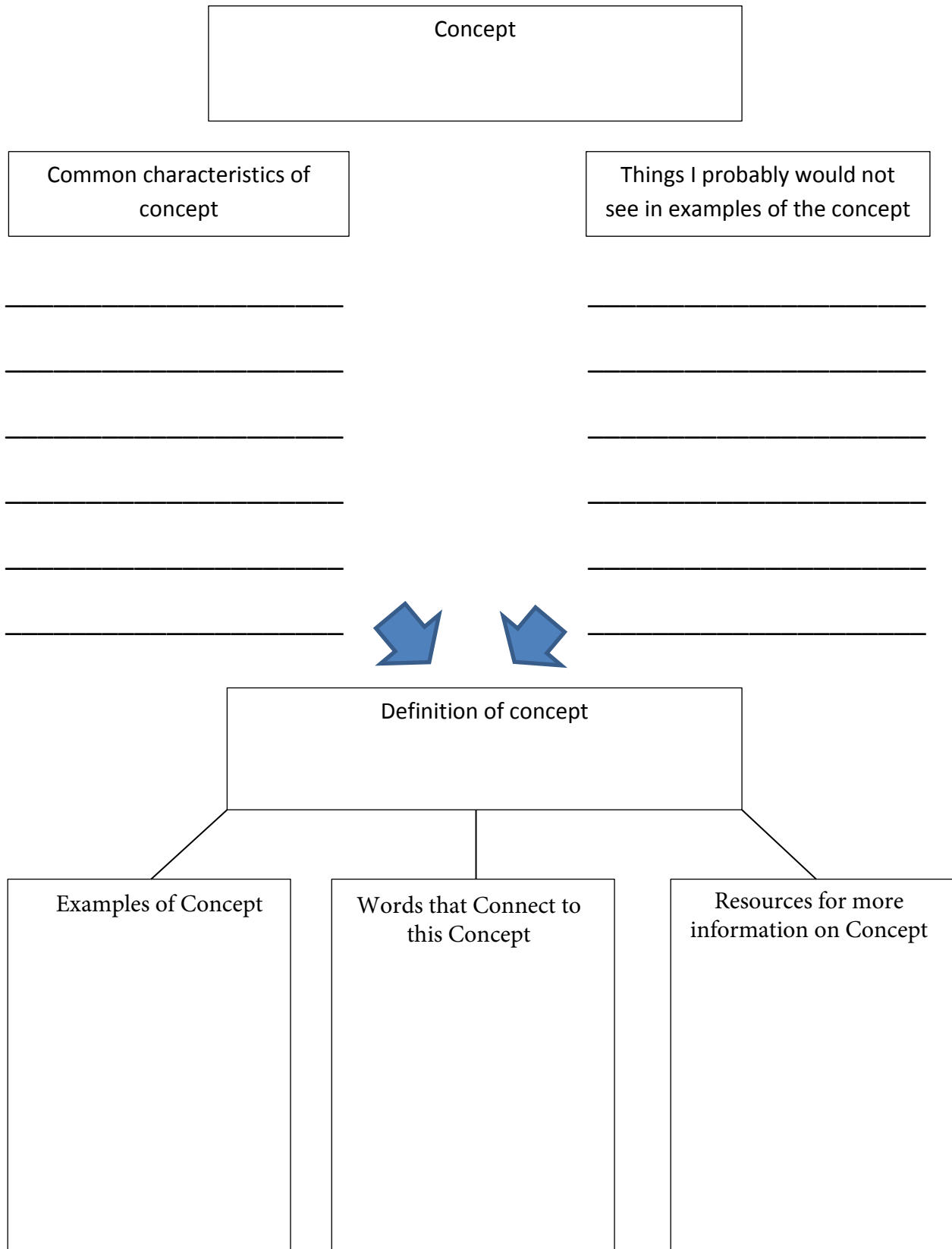
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Thinking map



Concept Attainment







Thinking map



Anticipatory Guide

Read each statement to yourself and place a checkmark next to your answer (“I Agree” or “I Disagree”). Provide an explanation for your response. You will be sharing your responses with a partner.

Statement	I Agree	I Disagree	Explanation
1. People are innocent until proven guilty.			
2. Jurors are chosen because they are fair.			
3. People who are different from me are dangerous.			
4. Justice always prevails.			
5. The majority is always right.			
6. Kids who are in the habit of making trouble are always guilty.			
7. Nice people don't make bad decisions.			

Statements adapted from <http://www.raymondhuber.co.nz>

Academic Discussion Frames

Share Your Thinking/Discussion Starters

- I think that . . . because . . .
- In my opinion . . .
- Based on . . .
- I noticed that . . .
- A good example would be . . .
- According to . . .
- I found this quote interesting because . . .
- I think this means . . .
- This reminds me of . . .
- This is true today because . . .
- I agree/disagree with this quote because . . .

Building on Ideas/Continuing the Discussion

- I see what _____ is saying. Would that also mean . . . ?
- What _____ said reminds me of . . .
- _____ made a good point when he/she said . . . because . . .
- Another example is . . .
- I see what _____ is saying, and I think that . . .

Clarifying Ideas/Understanding the Discussion

- I think _____ means . . .
- _____, could you please clarify what you mean by . . . ?
- _____, can you be more specific about . . . ?
- _____, can you give an example of . . . ?
- _____, are you saying that . . . ?

Classic Trials (A)

The People of the State of California vs. Defendant A



Background

Over the years, the defendant has gained fame for a variety of reasons. He played football for the University of Southern California and while playing in the NFL; he won several awards, including the Hall of Fame! In 1994, far away from his sports days, he was back in the news, but not for football. He became the main suspect in the brutal murder of his wife and her friend. He hired the best group of lawyers that money could buy, who became known as “The Dream Team.”

Each day of his trial was televised. In total, it lasted 134 days. His trial became famous for classic quotes such as, “If it doesn’t fit, you must acquit.” Evidence presented by the State included the murder weapon, inconsistencies in the timeline of the murder, and the alibi of the defendant. 911 calls showing he was violent when angry or jealous were enough to prove a motive. The State also had his bloody footprints and the gloves that were worn during the murder. One glove was found at the murder scene and the other at the defendant’s home a few blocks away. Numerous witnesses testified that they saw his car driving erratically and heard his wife’s dog barking at the time of the attack.

His team of defense attorneys was ruthless, however. They set out to prove that there was enough reasonable doubt about who the real murderer was. They demanded that the defendant be set free. The most shocking and damaging evidence presented was that the Los Angeles Police Department (one officer in particular) did not conduct the investigation properly; they planted evidence and were guilty of being racists.

Predict the Verdict:

<http://law2.umkc.edu/faculty/projects/ftrials/simpson/simpson.htm>

Classic Trials (B)

Lizzie Borden vs. State of Massachusetts



Background

Most students learn of this case through the rhyme

Lizzie Borden took an axe,
 And gave her mother forty whacks,
 When she saw what she had done,
 She gave her father forty-one.

In actuality, there were only 29 whacks recorded. Two days after the murder, papers began reporting evidence that thirty-three-year-old Lizzie Borden might have had something to do with her parents' murders. A clerk at S. R. Smith's drug store in Fall River told police that Lizzie visited the store the day before the murder and attempted to purchase prussic acid, a deadly poison. Another reported rumors that "Lizzie and her stepmother never got along together peacefully, and that for a considerable time back they have not spoken." *The Boston Herald*, meanwhile, viewed Lizzie as above suspicion: "From the consensus of opinion it can be said: In Lizzie Borden's life there is not one unmaidenly nor a single deliberately unkind act."

Police came to the conclusion that the murders must have been committed by someone within the Borden home, but were puzzled by the lack of blood anywhere except on the bodies of the victims and their inability to uncover any obvious murder weapon. Theories about a tall male intruder were reconsidered, and one "leading physician" explained, "hacking is almost a positive sign of a deed by a woman who is unconscious of what she is doing."

Throughout her trial, Lizzie gave confusing and conflicting testimony. A friend of hers witnessed Lizzie burying the blue dress she was wearing the morning of the murders. Although Lizzie was the only one home at the time of the murders, she presented an alibi. A friend had sent her a note to come visit. The note was never found.

Predict the Verdict:

Classic Trials (C)

Sleepy Lagoon Murder Case

The People vs. Zamora



Background

The 38th Street Gang was located in South Los Angeles. The gang, along with other

community members, frequented a water reservoir in a gravel pit located on the Williams Ranch in East Los Angeles. This reservoir was used as a swimming pool by Mexican youth who were not allowed to use segregated public pools. The community called it "Sleepy Lagoon."

On the evening of August 1, 1942, two sweethearts had a violent confrontation at Sleepy Lagoon with a neighboring gang from Downey. When they returned later with their gang in search of the attackers, the attackers had already fled the scene.

Unable to find the rival gang, the 38th Street Gang went to a party at the home of the Delgadillo family. When a fight broke out at the Delgadillo home, Henry Leyvas and the rest of the 38th Street Gang fled the scene. The following morning, the dead body of José Díaz was found on a dirt road near the Delgadillo home.

The Governor of the State of California used the murder as a call to action to address the growing "juvenile delinquency problem." The main piece of evidence against Henry Leyvas and the 38th Street Gang is that they were identified as being at the scene of the murder. A total of twenty-two youths were charged with the murder of Jose Diaz. The Sleepy Lagoon Murder Trial dominated the news in Los Angeles. The defendants were not allowed to change clothes during the trial.

Predict the Verdict:

http://www.pbs.org/wgbh/amex/zoot/eng_peopleevents/e_murder.html

Classic Trials (C): The Trial of Galileo



The **Galileo affair** was a sequence of events, beginning around 1610, during which Galileo Galilei came into conflict with the Catholic Church over his support of Copernican astronomy.^[1]

In 1610, Galileo published his *Sidereus Nuncius* (*Starry Messenger*), describing the surprising observations that he had made with the new telescope, namely the phases of Venus and the Galilean moons of Jupiter. With these observations he promoted the heliocentric theory of Nicolaus Copernicus (published in *De revolutionibus orbium coelestium* in 1543). Galileo's initial discoveries were met with opposition within the Catholic Church, and in 1616 the Inquisition declared heliocentrism to be formally heretical. Heliocentric books were banned and Galileo was ordered to refrain from holding, teaching or defending heliocentric ideas.

Galileo went on to propose a theory of tides in 1616, and of comets in 1619; he argued that the tides were evidence for the motion of the Earth. In 1632 Galileo, now an old man, published his *Dialogue Concerning the Two Chief World Systems*, which implicitly defended heliocentrism, and was immensely popular. Responding to mounting controversy over theology, astronomy and philosophy, the Roman Inquisition tried Galileo in 1633 and found him "gravely suspect of heresy", sentencing him to indefinite imprisonment. Galileo was kept under house arrest for the rest of his life.

Predict the Verdict:

http://en.wikipedia.org/wiki/Galileo_affair

Classic Trials (E)

State of Florida vs. Defendant E

Background

On February 26, a 17-year-old African American youth was walking home from a convenience store after buying snacks. As he walked to his father's house, he chatted on the phone with a friend.

Defendant E, a Neighborhood Watch Captain, followed the youth in his car. He made a phone call to 911. He was told not to apprehend the youth and wait instead for the police. Defendant E approached the youth because he believed the youth was "up to no good." The defendant was concerned because there had been recent break-ins in the area.

When the defendant approached the youth, a fight broke out. The defendant claimed he was worried for his life and was beat up by the youth. A photo of him taken after the attack showed numerous cuts and bruises. He took out his gun and shot the 17 year old. Neighbors hear the fight and a gunshot. The prosecution charged the defendant with second-degree murder.

Florida has "stand your ground" laws for self-defense, although they were not brought up at the trial. At his trial, his lawyers pleaded a "classic self-defense case."



Predict the Verdict:

<http://www.newyorktimes.com>

Gallery Walk: Classic Crimes and Trials

Classic Trial	Prediction <i>Innocent or Guilty?</i>	Evidence from text to support your prediction	Actual Outcome <i>Innocent or Guilty?</i>	Do you think the verdict was fair? Why or why not?	How did society influence or shape the outcome?
<i>Sample</i>	<i>Innocent</i>	<i>The defendant's alibi said she was at work instead of at the crime scene.</i>	<i>Guilty</i>	<i>I don't think it was fair because it seems unlikely she was lying about her alibi, but she was convicted anyway.</i>	<i>It seems like society was trying to make a point because she was a celebrity.</i>
Classic Trial A State of California vs. Defendant A					
Classic Trials B State of Massachusetts vs. Elizabeth Borden					

Classic Trial C The People vs. Zamora					
Classic Trial D The Trial of Galileo					
Classic Trial E The State of Florida vs. Defendant E					

Think-Write-Pair-Share: Generational Differences

Think of a time where you and your parents (or a teacher/other adult) misunderstood each other or came into conflict because you were from different generations. How did your parents' world and upbringing affect their point of view? How did your world affect your point of view?

Pair-Share

1. Student A shares his/her story with Student B.
2. Student B asks at least two clarifying questions about Student A’s story.
 - a. *Optional Sentence Frames:*
 - i. *How did you feel when . . . ?*
 - ii. *Why did you . . . ?*
 - iii. *Why do you think the other person . . . ?*
3. Then Student B shares his/her story with Student A, and Student A asks clarifying questions of Student B.

Life in the 1930s Adjective

An adjective I would use to describe life in the 1930s would be _____ because _____

Think-Write-Pair-Share: Generational Differences

Think of a time where you and your parents (or a teacher/other adult) misunderstood each other or came into conflict because you were from different generations. How did your parents' world and upbringing affect their point of view? How did your world affect your point of view?

One misunderstanding or conflict I experienced was with _____ (person).

Our disagreement was about _____

_____.

I thought / wanted (circle one) _____

_____.

but they thought / wanted (circle one) _____

_____.

They probably felt this way because when they were growing up, _____

_____.

However, it is a different world now, so I am used to _____

_____.

Our conflict was resolved when _____

_____.

Pair-Share

1. Student A shares his/her story with Student B.
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 - a. *Optional Sentence Frames:*
 - i. *How did you feel when . . . ?*
 - ii. *Why did you . . . ?*
 - iii. *Why do you think the other person . . . ?*
3. Then Student B shares his/her story with Student A, and Student A asks clarifying questions of Student B.

Life in the 1930s Adjective

An adjective I would use to describe life in the 1930s would be _____ because _____

_____.

_____.



List of Adjectives

→Remember that adjectives describe or indicate the degree of nouns or pronouns. Also, they are occasionally used after linking verbs.

abrupt	corny	filthy	juicy	precious	sticky
acidic	costly	flat	jumpy	prickly	stormy
adorable	courageous	floppy	kind	proud	stout
adventurous	crabby	fluttering	lackadaisical	pungent	straight
aggressive	creepy	foolish	large	puny	strange
agitated	crooked	frantic	lazy	quaint	strong
alert	cruel	fresh	lethal	quizzical	stunning
aloof	cumbersome	friendly	little	ratty	substantial
amiable	curved	frightened	lively	reassured	successful
amused	cynical	frothy	livid	relieved	succulent
annoyed	dangerous	frustrating	lonely	repulsive	superficial
antsy	dashing	funny	loose	responsive	superior
anxious	decayed	fuzzy	lovely	ripe	swanky
appalling	deceitful	gaudy	lucky	robust	sweet
appetizing	deep	gentle	ludicrous	rotten	tart
apprehensive	defeated	ghastly	macho	rotund	tasty
arrogant	defiant	giddy	magnificent	rough	teeny
ashamed	delicious	gigantic	mammoth	round	tender
astonishing	delightful	glamorous	maniacal	salty	tense
attractive	depraved	gleaming	massive	sarcastic	terrible
average	depressed	glorious	melancholy	scant	testy
batty	despicable	gorgeous	melted	scary	thankful
beefy	determined	graceful	miniature	scattered	thick
bewildered	dilapidated	greasy	minute	scrawny	thoughtful
biting	diminutive	grieving	mistaken	selfish	thoughtless
bitter	disgusted	gritty	misty	shaggy	tight
bland	distinct	grotesque	moody	shaky	timely
blushing	distraught	grubby	mortified	shallow	tricky
bored	distressed	grumpy	motionless	sharp	trite
brave	disturbed	handsome	muddy	shiny	troubled
bright	dizzy	happy	mysterious	short	twitter pated
broad	drab	harebrained	narrow	silky	uneven
bulky	drained	healthy	nasty	silly	unsightly
burly	dull	helpful	naughty	skinny	upset
charming	eager	helpless	nervous	slimy	uptight
cheeky	ecstatic	high	nonchalant	slippery	vast
cheerful	elated	hollow	nonsensical	small	vexed
chubby	elegant	homely	nutritious	smarmy	victorious
clean	emaciated	horrific	nutty	smiling	virtuous
clear	embarrassed	huge	obedient	smoggy	vivacious
cloudy	enchanting	hungry	oblivious	smooth	vivid
clueless	encouraging	hurt	obnoxious	smug	wacky
clumsy	energetic	icy	odd	soggy	weary
colorful	enormous	ideal	old-fashioned	solid	whimsical
colossal	enthusiastic	immense	outrageous	sore	whopping
combative	envious	impressionable	panicky	sour	wicked
comfortable	exasperated	intrigued	perfect	sparkling	witty
condemned	excited	irate	perplexed	spicy	wobbly
condescending	exhilarated	irritable	petite	splendid	wonderful
confused	extensive	itchy	petty	spotless	worried
contemplative	exuberant	jealous	plain	square	yummy
convincing	fancy	jittery	pleasant	stale	zany
convoluted	fantastic	jolly	poised	steady	zealous
cooperative	fierce	joyous	pompous	steep	zippy

#1 – Harper Lee Biography



Famed author Nelle Harper Lee was born on April 28, 1926, in Monroeville, Alabama. Lee is best known for writing the Pulitzer Prize-winning bestseller *To Kill a Mockingbird* (1960)—her one and only novel. The youngest of four children, she grew up as a tomboy in a small town. Her father was a lawyer, a member of the Alabama state legislature and also owned part of the local newspaper. For most of Lee's life, her mother suffered from mental illness, rarely leaving the house. It is believed that she may have had bipolar disorder.

One of her closest childhood friends was another writer-to-be, Truman Capote (then known as Truman Persons). Tougher than many of the boys, Lee often stepped up to serve as Truman's protector. Truman, who shared few interests with boys his age, was picked on for being a sissy and for the fancy clothes he wore. While the two friends were very different, they both shared in having difficult home lives. Truman was living with his mother's relatives in town after

largely being abandoned by his own parents.

In high school, Lee developed an interest in English literature. After graduating in 1944, she went to the all-female Huntingdon College in Montgomery. Lee stood apart from the other students—she couldn't have cared less about fashion, makeup or dating. Instead, she focused on her studies and on her writing. Lee was a member of the literary honor society and the glee club.

Transferring to the University of Alabama at Tuscaloosa, Lee was known for being a loner and an individualist. She did make a greater attempt at a social life there, joining a sorority for a while. Pursuing her interest in writing, Lee contributed to the school's newspaper and its humor magazine, the *Rammer Jammer*. She eventually became the editor of the *Rammer Jammer*.

In her junior year, Lee was accepted into the university's law school, which allowed students to work on law degrees while still undergraduates. The demands of her law studies forced her to leave her post as editor of the *Rammer Jammer*. After her first year in the law program, Lee began expressing to her family that writing—not the law—was her true calling. She went to Oxford University in England that summer as an exchange student. Returning to her law studies that fall, Lee dropped out after the first semester. She soon moved to New York City to follow her dreams to become a writer.

In 1949, a 23-year-old Lee arrived in New York City. She struggled for several years, working as a ticket agent for Eastern Airlines and for the British Overseas Air Corp (BOAC). While in the city, Lee was reunited with old friend Truman Capote, one of the literary rising stars of the time.

She also befriended Broadway composer and lyricist Michael Martin Brown and his wife Joy.

In 1956, the Browns gave Lee an impressive Christmas present—to support her for a year so that she could write full time. She quit her job and devoted herself to her craft. The Browns also helped her find an agent, Maurice Crain. He, in turn, was able to get the publishing firm interested in her first novel, which was first titled *Go Set a Watchman*, then *Atticus*, and later *To Kill a Mockingbird*. Working with editor Tay Hohoff, Lee finished the manuscript in 1959.

Source: <http://www.biography.com/people/harper-lee-9377021?page=1>

#2 – Jim Crow Laws

From the 1880s into the 1960s, a majority of American states enforced segregation through "Jim Crow" laws (so called after a black character in minstrel shows). From Delaware to California, and from North Dakota to Texas, many states (and cities, too) could impose legal punishments on people for consorting with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated. Here is a sampling of laws from various states:

Nurses No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which negro men are placed. *Alabama*

Buses All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races. *Alabama*

Restaurants It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. *Alabama*

Toilet Facilities, Male Every employer of white or negro males shall provide for such white or negro males reasonably accessible and separate toilet facilities. *Alabama*

Intermarriage It shall be unlawful for a white person to marry anyone except a white person. Any marriage in violation of this section shall be void. *Georgia*

Burial The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. *Georgia*

Amateur Baseball It shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race. *Georgia*

Parks It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons . . . and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons. *Georgia*

Circus Tickets All circuses, shows, and tent exhibitions, to which the attendance of . . . more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart. *Louisiana*

The Blind The board of trustees shall . . . maintain a separate building . . . on separate ground for the admission, care, instruction, and support of all blind persons of the colored or black race. *Louisiana*

Promotion of Equality Any person . . . who shall be guilty of printing, publishing or circulating printed, typewritten or written matter urging or presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and negroes, shall be guilty of a misdemeanor and subject to fine or not exceeding five hundred (500.00) dollars or imprisonment not exceeding six (6) months or both. *Mississippi*

Prisons The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. *Mississippi*

Education Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school. *Missouri*

Textbooks Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them. *North Carolina*

Source: <http://academic.udayton.edu/race/02rights/jcrow02.htm>

#3 – Southern Women



Left: A perfect picture of the proper little girl and the ideal family in the South in the 1930s. *Photo courtesy of Mary Ann Norton Meredith*

“We must persistently strive against selfishness, ill-temper, irritability, indolence. It is impossible for the self-centered or ill-tempered girl to win love and friends.

One of the greatest blemishes in the character of any young person, especially of any young girl or woman, is forwardness, boldness, pertness. The young girl who acts in such a manner as to attract attention in public; who speaks loudly, and jokes and laughs and tells stories in order to be heard by others than her immediate companions, . . . who expresses opinions on all subjects with forward self-confidence, is rightly regarded by all thoughtful and cultivated people as one of the most disagreeable and obnoxious characters to be met with in society.”

--Helen Ekin Starrett, *The Charm of Fine Manners* (1920)

Source: <http://library.thinkquest.org/12111/girl.html>

“Southern Belles and Ladies”

A southern belle was a girl who was expected to grow up into a lady. She was supposed to be fragile and flirtatious while also sexually innocent. She was beautiful but risky to touch, like porcelain. Every southern belle was expected to be up-to-date on the latest fashions, which often proved tricky and expensive because fashion was constantly changing throughout the nineteenth century. A true lady embodied the ideals of the South, and was thus hospitable and graceful. Newspapers often took it upon themselves to update their lady readers on the newest fashion trends. The Natchez Weekly Democrat reported on November 22, 1873, that lady readers will be interested to know that spotted short veils are no longer fashionable. Bracelets are now made to twine around the arm and require no clasp. In the new style of hairdressing, called the Josephine, chignons are entirely abolished. The hair is drawn up from the back of the head and piled on the top in thick coils or braids, and loosely frizzled in front.

Source: <http://historyengine.richmond.edu/episodes/view/2259>

#4 – Lynching

“Lynching is the practice whereby a mob – usually several dozen or several hundred persons – takes the law into its own hands in order to injure and kill a person accused of some wrongdoing. The alleged offense can range from a serious crime like theft or murder to a mere violation of local customs and sensibilities. The issue of the victim's guilt is usually secondary, since the mob serves as prosecutor, judge, jury, and executioner.”

--Robert L. Zangrando, “About Lynching”

Source: http://www.english.illinois.edu/maps/poets/g_l/lynching/lynching.htm

Strange Fruit

Abel Meeropol (1937); Recorded as a song by Billie Holiday in 1939

Southern trees bear a strange fruit,
 Blood on the leaves and blood at the root,
 Black bodies swinging in the southern breeze,
 Strange fruit hanging from the poplar trees.

Pastoral scene of the gallant south,
 The bulging eyes and the twisted mouth,
 Scent of magnolias, sweet and fresh,
 Then the sudden smell of burning flesh.

Here is fruit for the crows to pluck,
 For the rain to gather, for the wind to suck,
 For the sun to rot, for the trees to drop,
 Here is a strange and bitter crop.

Source: http://www.lyricsfreak.com/b/billie+holiday/strange+fruit_20017859.html

#5 – The Great Depression



Figure 1: Unemployed men vying for jobs at the American Legion Employment Bureau in Los Angeles during the Great Depression.

The 1929 stock market crash set into motion a series of events that plunged America into its greatest economic depression. By 1933, the country's gross national product had been nearly cut in half, and 16 million Americans were unemployed. Not until 1937 did the New Deal policies of President Franklin Roosevelt temper the catastrophe. This economic downturn persisted until the massive investment in national defense demanded by World War II.

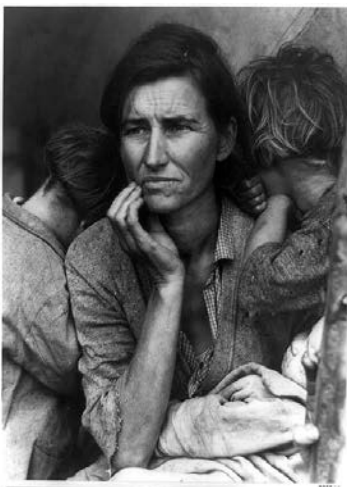
The causes of the Depression were many, and still debated. High spending in the 1920s created a gap preventing working class people from increasing their incomes. The trade policies of earlier administrations increased the cost of American goods abroad. Lines of credit were overextended, which fueled speculation on Wall Street. The crash that occurred on October 29, 1929 ("Black Tuesday") soon spread across the world, ruining European economies not fully recovered from World

War I.

American writers and artists depicted the devastation in prose and pictures. John Steinbeck immortalized the plight of Oklahoma tenant farmers fleeing the Dust Bowl in *The Grapes of Wrath* (1939). James Agee's *Let Us Now Praise Famous Men* (1941) used the grim but dignified photographs of Walker Evans to illustrate the catastrophe in rural areas.

Photographer Dorothea Lange, employed by the Farm Security Administration, documented in magazines and newspapers nationwide the reality that confronted American farmers.

Harper Lee experienced the Great Depression as a child in Monroeville, Alabama, and used her memory of it in *To Kill a Mockingbird*. "Maycomb County," she writes, "had recently been told that it had nothing to fear but fear itself," a reference to a famous speech by President Roosevelt. Walter Cunningham's father refused a WPA (Works Progress Administration) job, fearing what would come of his independence if he went on relief. And Bob Ewell, as Scout tells us, was "the only man I ever heard of who was fired from the WPA for laziness."



And Bob Ewell, as Scout tells us, was "the only man I ever heard of who was fired from the WPA for laziness."

Left: Dorothea Lange's "Migrant Mother," destitute in a pea picker's camp, because of the failure of the early pea crop. These people had just sold their tent in order to buy food. Most of the 2,500 people in this camp were destitute. By the end of the decade there were still 4 million migrants on the road.



Figure 2: Bud Fields and his family. Alabama. 1935 or 1936.

Text Source: http://www.neabigread.org/teachers_guides/handouts/mockingbird/mockingbirdhandout02.pdf

Photo Source: <http://www.english.illinois.edu/maps/depression/photoessay.htm>

#6 – Life in the 1930s and 1940s



A boy builds a model airplane as a girl watches in a Farm Security Administration Camp in Robstown, Texas in January 1942.

Boys and girls at the Rutland State Fair in Rutland, Vermont in September 1941.



Chopping cotton on rented land in White Plains, near Greene County, Georgia in June 1941.



Farmers and townspeople in the center of town on Court day in Campton, Kentucky in September 1940.

Source: http://www.flickr.com/photos/library_of_congress/sets/72157603671370361/with/2178246047/

Era Envelope: Putting *To Kill a Mockingbird* in Context

Directions: As you review each handout in your group's envelope, answer the questions below.

Handout	Text-Dependent Questions
1	<p><i>How would you characterize, or describe, Harper Lee?</i></p> <p><i>Provide three examples from the text to support your response.</i></p>
2	<p><i>What seems to be the purpose of Jim Crow laws?</i></p> <p><i>Which of the sample laws provided stands out to you the most? Why?</i></p>
3	<p><i>Based on the picture and quotations provided, how would you describe the "ideal" Southern girl?</i></p> <p><i>How is the ideal Southern woman similar to expectations for girls and women today?</i></p> <p><i>How is the ideal Southern woman different from expectations for girls and women today?</i></p>

<p>4</p>	<p><i>What is lynching?</i></p> <p><i>What is the “strange fruit” described in the poem? How do you know?</i></p> <p><i>What effect does the description of the “strange fruit” in the poem have on you? Why?</i></p>
<p>5</p>	<p><i>What information presented in the text explains why the Great Depression was such a worldwide catastrophe?</i></p> <p><i>What do the photographs suggest about what life was like for Americans during the Great Depression?</i></p> <p><i>What do the text and photographs suggest about the emotions Americans faced each day during the Great Depression?</i></p>
<p>6</p>	<p><i>What inferences can you make about life in the 1930s based on these photographs?</i></p> <p><i>Which photograph do you find most interesting? Why?</i></p>

Scottsboro Viewing Guide

Directions: As you watch the clips from *Scottsboro: An American Experience*, answer the questions below.

Excerpt	Text-Dependent Questions
1	<p><i>What is the crime that has been committed?</i></p> <p><i>Do you think the nine boys are guilty? Why or why not?</i></p>
Transcript	<p><i>What did the girls have to gain by accusing the black men of rape?</i></p> <p><i>What disadvantages were the nine boys facing?</i></p> <p><i>How did the time period contribute to the trouble that arose?</i></p>
2	<p><i>How did the actions of society shape the individuals involved in the Scottsboro trial?</i></p>

After discussing your responses to the film clips, take five minutes to reflect on what you learned today and respond to the following prompt.

If you grew up in a world similar to Harper Lee’s, why might you be motivated to write a novel about your experience? What would you say?

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If you grew up in a world similar to Harper Lee's, why might you be motivated to write a novel about your experience? What would you say?

If I grew up in a world similar to Harper Lee's, I might be motivated to write a novel about my experience because it made me feel _____.

I would want people to realize _____.

I think the most important part of life in the 1930s to share with people is _____.

because _____.

The most important thing I would want people to understand is _____.

Scottsboro Transcript

Excerpt #1

On the morning of March 25, 1931, a freight of the Southern Rail Corporation left Chattanooga, Tennessee bound for points west. Scattered among the cars of the freight were some two dozen hoboes -- black and white.

A few minutes out of Lookout Mountain, the train dipped into the Northeastern corner of Alabama.

MILLS THORNTON, Historian: As the train emerged from the tunnel under Lookout Mountain, a group of whites was moving along the top of the train and they stepped on the hand of one of the blacks and almost knocked him off the train.

The hand belonged to an 18 year-old named Haywood Patterson, who was on his way to Memphis to look for work.

Voice of Patterson: We was just mindin' our own business, when one of them said, "This is a white man's train. All you Nigger bastards unload." But we weren't goin' nowhere so there was a fight. We got the best of it and threw them off.

Word of the fight reached the tiny town of Paint Rock, Alabama, where the train was scheduled to stop and take on water.

JAMES GOODMAN, Historian: In Paint Rock news goes out that there is a gang of Blacks, a gang of Negroes on the train that beat up a gang of Whites. A posse is organized. Virtually every man in Paint Rock with a gun or a rope shows up. The train stops. The posse goes up and down the train looking in all the cars.

FLYNT: What they thought they were gonna find is a group of blacks who had beaten up a group of whites and thrown them off the train. Immediately unexpected things began to happen. That's what you most fear in a racial confrontation is the unexpected.

Suddenly, from the shadows of a boxcar, emerged two white women: pale and disheveled.

DAN CARTER, Historian: At first they weren't even aware that they were women. They were wearing overalls. They identified themselves as Victoria Price and Ruby Bates. And there are conflicting accounts about who said what, when. But one of the young women said, 'we've been raped. All those colored boys raped us.' And that was it.

CLYDE BARCLAY, Paint Rock Resident: A bunch of people here got the guys off the train, marched them up here about where this old building, right across from where the white wrecked car is there -- lined them up against the wall there.

BILLY O'NEAL, Paint Rock Resident: I saw a lot of people surrounding those boys, many of them having guns of course and ropes or pieces of rope. They were intent on mayhem.

STEVENSON: For any black man in Alabama whenever you saw a group of white men with guns in the menacing ominous way in which people were collected in Paint Rock, Alabama, you knew you were in a lot of trouble.

There were nine prisoners in all. One of them was 19 year-old Clarence Norris.

Norris, audio: The place was surrounded with a mob. They had shotguns, pistols, sticks, pieces a' iron, everything. The crowd commenced to hollerin' "let's take these black son-or-a-bitches up here and put 'em to a tree." I just thought that I was gonna die. Clarence Norris.

GRIGG: Mr. Broadway sent up to the store to get a skein, I never did hear that word before, a skein of plough line, and the rope was cut into pieces where they could tie the hands of the ones that was under arrest. And the next thing was, how we going to get them to Scottsboro?

The prisoners were loaded onto a truck and driven to the nearby town of Scottsboro.

ROBERT WANN, Sheriff's son: On March 25, 1931, a friend and I were playing basketball on the side of the Jackson County jail. And we noticed a flatbed stake-body truck stop in front of the jail with a guard with rifles on each corner. They quickly unloaded the prisoners.

BILLY WANN, Sheriff's son: Crowds were beginning to form outside the jail. . . . The rumor was that they were going to go into the jail. There was already poles outside that they were going to break the door down with.

Norris, audio: Cars, trucks, they was comin' in all kinds of ways, the mob was. "Bring them niggers outta there. If you don't bring them out, we'll come in and get 'em." That's all you could hear, all over that little town.

KWANDO KINSHASA, Historian: The sheriff goes out on the front porch and basically makes the comment to the growing crowd outside that the first individual that puts a step on that door, puts their foot on their door step he's gonna kill 'em.

ROBERT WANN: As the situation became desperate, my father took his pistol off and he gave it to his deputies. . . . he walked out the front door right through the middle of the mob and the crowd separated for him, not a hand touched him. He went to the courthouse and called the governor.

By the next morning, the National Guard had secured the jail while newspapers identified what one called "the nine Negro brutes."

Of the nine, only four had known each other before their arrest. Charlie Weems, the oldest, was 19; Eugene Williams, the youngest, 13. Willie Roberson suffered from syphilis so severe he could barely walk. Olin Montgomery, nearly blind, had been looking for a job to pay for a pair of glasses. Clarence Norris had left behind ten brothers and sisters in rural Georgia. Ozie Powell had been found riding alone. Andy Wright, 19, and his thirteen year-old brother Roy had ridden from Chattanooga together. It was Roy's first time away from home. Haywood Patterson had been riding the freight trains so long, he said he could light a butt in the wind from the top of a moving car.

By the time the nine defendants had taken to the rails, the full brunt of the Depression had already struck the South. And no state was hurting worse than Alabama.

FLYNT: Alabama in the 1930's was literally a world coming apart, with massive unemployment in a state that had always been poor, with increasing conflict between both classes and races. It was a state that was in calamitous conditions, families were disintegrating. Hoboes were frequenting the railroads by the thousands and the tens of thousands.

Like the nine alleged rapists, their two accusers had been driven onto the rails by economic necessity. Ruby Bates, 17, and Victoria Price, 21, hailed from the cotton center of Huntsville, 50 miles from Scottsboro. They worked together in the poorest of the town's textile mills.

At 21, Price was already twice married and had served time in the workhouse for adultery and vagrancy.

CARTER: Victoria Price was tough, a survivor in every way. She hardly fit the stereotype of the young Southern lady – hard-talking, tobacco chewing, but a kind of feistiness to her. Ruby Bates is totally different. Very quiet, soft-spoken. In effect it was a kind of relationship in which Victoria totally dominated Ruby Bates.

The mills in which the girls worked employed mostly young women. They labored up to 14 hours a day in deafening noise, air choked with cotton lint, and near complete darkness.

By 1931, wages in the mills had dropped so low that Victoria and Ruby could only afford to live in the black section of Huntsville where they occasionally traded sex with both black and white men for food and clothing.

GOODMAN: Their lives are in fact a complete violation of the ideals of segregation. But the second they accuse a black man of rape at least for an instant they became a pure white woman.

Excerpt #2

Epilogue:

The town of Scottsboro has never lived down the accident of geography that forged its name with those of the defendants.

GRIGG: If the train had gone another 300 yards I believe it was it would have been in Madison County, and we certainly wouldn't have objected.

COOK: That's very true, it would have been the Huntsville boys instead of the Scottsboro boys and we would have been very glad of that.

The year after Judge James Horton overturned the verdict in the Decatur trial, he was defeated for reelection, and would never again serve on the bench. On the top of a campaign speech he had scrawled a note to himself: "Yea Shall Know the Truth and the Truth Shall Make you Free."

Samuel Leibowitz never won a victory in an Alabama court for the Scottsboro defendants, but he did save their lives.

With the Supreme Court decision in *Norris vs. Alabama*, he also set in motion the integration of Southern juries, which would make possible many of the civil rights victories in later decades.

In 1941, Leibowitz was appointed to the bench in New York, where, with a new vantage point, he became a passionate advocate for capital punishment.

Victoria Price, disappeared after the last Scottsboro trial and was presumed to have died sometime in the mid-1950's. Then, in 1976, she surfaced to sue NBC for broadcasting a television movie that portrayed her as a prostitute and a liar.

The suit was settled quietly for what for NBC was a pittance, but for Victoria Price was more money than she'd ever known. She died for real a few years later still insisting that she had told the truth.

After their release from prison, most of the Scottsboro defendants led troubled lives in the North.

Haywood Patterson killed a man in self-defense in a bar fight and died in a Michigan Penitentiary at the age of 39.

Andy Wright wound up in Albany, New York, where he was again falsely accused of raping a white girl: this time he was acquitted.

His brother Roy, youngest of the defendants, served in the army and married. In 1959, convinced that his wife was cheating on him, Roy shot and killed her, and then, with his Bible by his side, shot and killed himself. He is buried in a neglected cemetery in Chattanooga. Beside him, in an unmarked grave, lies his brother, Andy.

FLYNT: I think that's perhaps an ultimate tragedy. People pulled into history who never wanted to be pulled into history suddenly put on a national platform, and tragically paraded out for everybody's benefit but their own. And the question of who really cared about them, who really defended them? Almost everyone had an agenda that involved the Scottsboro Boys. And I think the courage of the Scottsboro Boys is just surviving, just enduring.

Of all the Scottsboro defendants, only Clarence Norris made a life for himself in the North.

He broke parole in 1946 and fled Alabama, making his way to New York. Assuming his brother's name, he got a job as a sanitation worker, married twice, raised a family, and began a fight to get a full pardon from the state of Alabama.

KINSHASA: He wanted the world to know that he was an innocent man. He had a responsibility now to make sure that the world understood that those nine defendants in 1931 were innocent and that it was racism, only racism, that in fact forced them to spend all those years in prison.

On an October day in 1976, Norris received word that Governor George Wallace had pardoned him.

CARTER: Clarence Norris flies to Alabama, goes and meets the members of the Pardon and Parole Board and there goes into George Wallace's office and George Wallace, the great defender of the racial status quo in the South, signs a pardon saying we were wrong. That Alabama made a mistake in the 1930s and Clarence Norris never raped anybody. The Scottsboro defendants never raped anybody.

Voice: Mr. Norris, this is your pardon, full pardon, on behalf of the state of Alabama, the board of pardons and paroles and the governor . . .

WASHINGTON: He was very emotional when he received the pardon at the press conference. Because he remembered getting off that train with those other eight guys and here he was getting his pardon alone. And I'm sure he could feel them around him. I'm sure he could feel their presence and he thought about them, why me?

Norris, SOT: I have no hate toward any creed or color. I like all people, and I think all people accused of things which they didn't commit should be free. I wish these other eight boys were around . . .

Source: <http://www.pbs.org/wgbh/amex/scottsboro/filmmore/pt.html>

Checking for Understanding Questions: Chapter 1

Directions: As you read each chapter of the novel, answer the questions below.

Chapter	Checking for Understanding Questions
1	<p data-bbox="253 373 639 405"><i>Describe the setting of the novel.</i></p> <p data-bbox="253 516 927 548"><i>Why does the Radley Place fascinate Scout, Dill and Jem?</i></p>

***To Kill a Mockingbird* by Harper Lee**
Outline of Chapter Summaries, Checking for Understanding Questions, and Activities

Chapter	Summary/Main Events	Checking for Understanding Questions	Activity
1	The narrator establishes setting and background of Maycomb County. The narrator, Scout, and her brother Jem meet Dill. The three children become fascinated by the story of Boo Radley.	Describe the setting of the novel. Why does the Radley Place fascinate Scout, Dill and Jem?	Who's Who in <i>To Kill a Mockingbird</i> ? Chart Say-Mean-Matter: Diction and Setting

Who's Who in *To Kill a Mockingbird*?

Directions: The first chapter of the novel is its **exposition**, where we meet the important characters and learn the setting. As you read the first chapter, use the chart to record important details about each of the important people and places. You will then be able to refer to your notes as you continue reading the novel.

Character or Place	My Notes
Scout Finch (Narrator)	
Jem Finch	
Atticus Finch	
Maycomb, Alabama	
Calpurnia	
Dill (Charles Baker Harris)	

Character or Place	My Notes
Boo Radley (Arthur)	
The Cunninghams	
Mr. Radley	
Miss Stephanie Crawford	

Say-Mean-Matter: Diction and Setting

A writer's **diction**, or choice of words, helps the reader to travel to the specific place and time that makes up the novel's **setting**. It also creates the tone and mood of the story. Read and analyze each of the following quotations from the first chapter of *To Kill a Mockingbird* to help you get a better understanding of Harper Lee's **diction** and **setting**. For the last row of the chart, use your book to find another quotation that shows how Harper Lee uses language to create her setting, tone, or mood.

<p style="text-align: center;">Say</p> <p>Write your quotation, or the actual words of the author from the text.</p>	<p style="text-align: center;">Mean</p> <p>Paraphrase the text. What is the meaning of the quotation?</p>	<p style="text-align: center;">Matter</p> <p>What effect do the words have on you, the reader? What do they tell you about the setting, mood, or tone of the novel?</p>
<p>“When enough years had gone by to enable us to look back on them, we sometimes discussed the events leading to his accident.”</p>	<p>Years later, we were able to think back and talk about what happened that caused Jem’s injury.</p>	<p>The language is formal and the narrator is telling us that her family didn’t talk about the accident when it happened. It sounds serious. The narrator is also telling us about something that happened in the past.</p>
<p>“Being Southerners, it was a source of shame to some members of the family that we had no recorded ancestors on either side of the Battle of Hastings.”</p>		
<p>“Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square.”</p>		
<p>“People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer.”</p>		

Quick-Write: Making Predictions about the Novel

After reading the first chapter of the novel, what do you predict that it will be about? How do you predict you will like the novel? Give evidence to explain your answers.

Quick-Write: Making Predictions about the Novel

After reading the first chapter of the novel, what do you predict that it will be about? How do you predict you will like the novel? Give evidence to explain your answers.

After reading the first chapter of the novel, I think it might be about _____
_____.

I think this because in the chapter, _____
_____.

I think I will like / not like (circle one) the novel. I think this because _____
_____.

Another reason I think this is _____
_____.

Considering Multiple Perspectives

Consider each of the following scenarios from three different perspectives. How would each person feel or think about the situation? Would they all view it the same way?

Scenario	Jimmy	Jimmy's Sister	Jimmy's Teacher
Jimmy sleeps through his alarm and wakes up five minutes before he has to leave. He needs to get ready, but his sister is using the bathroom and won't get out. Jimmy ends up being late to first period and gets a detention from his teacher.			
Scenario	Mrs. Smith	Alice	Another Student in Alice's Class
Mrs. Smith gets in a car accident on the way to school. She makes it to school on time, but as she is setting her things down, she spills coffee all over her desk. Alice comes into class and asks for a grade report, and Mrs. Smith snaps at her, saying, "Can't you tell this isn't a good time?" Alice rolls her eyes and giggles about Mrs. Smith's outfit with her friend when she gets back to her desk.			
Scenario	Mr. Abbott	Students Who Did Their Homework	Students Who Didn't Do Their Homework
Fifteen students in Mr. Abbott's class don't do their homework. Mr. Abbott gets angry and decides to make the entire class stay in at lunch to get caught up.			

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Scenario	Mrs. Smith	Alice	Another Student in Alice's Class
Mrs. Smith gets in a car accident on the way to school. She makes it to school on time, but as she is setting her things down, she spills coffee all over her desk. Alice comes into class and asks for a grade report, and Mrs. Smith snaps at her, saying, "Can't you tell this isn't a good time?" Alice rolls her eyes and giggles about Mrs. Smith's outfit with her friend when she gets back to her desk.	Mrs. Smith would probably feel . . . She would think . . .	Alice would probably feel . . . She would think . . .	Another student would feel . . . He or she would think . . .
Scenario	Mr. Abbott	Students Who Did Their Homework	Students Who Didn't Do Their Homework
Fifteen students in Mr. Abbott's class don't do their homework. Mr. Abbott gets angry and decides to make the entire class stay in at lunch to get caught up.	Mr. Abbott would probably feel . . . He would think . . .	They would probably feel . . . They would think . . .	They would probably feel . . . They would think . . .

Checking for Understanding Questions: Chapters 2-8


Directions: As you read each chapter of the novel, answer the questions below.

Chapter	Checking for Understanding Questions
2	<i>Why does Scout end up in trouble on her first day of school?</i>
3	<p><i>What does Scout say to Walter Cunningham that gets her into trouble?</i></p> <p><i>Why are the Ewells allowed special privileges?</i></p> <p><i>What compromise does Atticus make with Scout?</i></p>
4	<p><i>What does Scout share at the end of the chapter?</i></p> <p><i>Who was inside the house?</i></p>
5	<i>What reasons does Atticus give when he tells the children to leave Boo alone and stop playing the Boo Radley game?</i>
6	<i>What explanation does Jem give for his missing pants?</i>

Chapter	Checking for Understanding Questions
7	<p data-bbox="250 226 649 256"><i>What does Jem confess to Scout?</i></p> <p data-bbox="250 369 730 399"><i>List the items found in the tree knothole.</i></p> <p data-bbox="250 512 812 541"><i>Why does Mr. Radley fill the hole with cement?</i></p>
8	<p data-bbox="250 718 630 747"><i>How does the weather change?</i></p> <p data-bbox="250 861 708 890"><i>How do Jem and Scout spend the day?</i></p> <p data-bbox="250 1003 594 1033"><i>What happens to Mr. Avery?</i></p> <p data-bbox="250 1146 581 1176"><i>What does Jem tell Atticus?</i></p> <p data-bbox="250 1289 850 1318"><i>Who put the blanket on Scout? How do you know?</i></p>

***To Kill a Mockingbird* by Harper Lee**
Outline of Chapter Summaries, Checking for Questions, and Activities

Chapter	Summary/Main Events	Checking for Understanding Questions	Activity
2	It is Scout's first day of school. She gets in trouble with the teacher, Miss Caroline, for already knowing how to read and for intervening in a miscommunication over Walter Cunningham.	Why does Scout end up in trouble on her first day of school?	"You Never Really Understand a Person Until . . ." Quick-Write: Atticus's Advice
3	Jem invites Walter Cunningham over for lunch. Scout gets in trouble for being rude to Walter. Back at school, Burris Ewell makes the teacher cry and the students try to make her feel better. Atticus gives Scout advice and makes a compromise with her: she will continue going to school, and he will continue reading to her.	What does Scout say to Walter Cunningham that gets her into trouble? Why are the Ewells allowed special privileges? What compromise does Atticus make with Scout?	"You Never Really Understand a Person Until . . ." Quick-Write: Atticus's Advice
4 (OPTIONAL)	In the tree in front of the Radley house, Jem and Scout find presents in a knothole. Dill visits for the summer, and the children play "Boo Radley," where they act out the legends they have heard about their neighbor.	What does Scout share at the end of the chapter? Who was inside the house?	
5 (OPTIONAL)	Dill and Jem grow closer. Miss Maudie shares her garden and wisdom with Jem, Scout and Dill. The children come up with a plan to get a note to Boo Radley, asking him to come get ice cream with them, but Atticus catches them.	What reasons does Atticus give when he tells the children to leave Boo alone and stop playing the Boo Radley game?	
6 (OPTIONAL)	On Dill's last night in Maycomb, the children plan to get a sneak peek at the Radley house. Mr. Radley shoots at them, and as they escape, Jem's pants get caught on the fence.	What explanation does Jem give for his missing pants?	
7 (OPTIONAL)	A new school year begins. Jem tells Scout about finding his pants waiting for him, nicely folded and sewn raggedly. Jem and Scout find more gifts in the oak tree, including two dolls carved out of soap. Mr. Nathan fills the hole with cement.	What does Jem confess to Scout? List the items found in the tree knothole. Why does Mr. Radley fill the hole with cement?	

<p>8 (OPTIONAL)</p>	<p>Old Mrs. Radley dies. School is canceled due to snow in Maycomb. Jem and Scout build a snowman in Miss Maudie's yard, but Atticus makes them disguise it because it looks too much like one of the neighbors. Miss Maudie's house burns down. As Scout and Jem watch on the sidewalk, a stranger covers Scout with a blanket to keep her warm.</p>	<p>How does the weather change?</p> <p>How do Jem and Scout spend the day?</p> <p>What happens to Mr. Avery?</p> <p>What does Jem tell Atticus?</p> <p>Who put the blanket on Scout? How do you know?</p>	
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You Never Really Understand a Person Until . . .

Point of view is the vantage point from which a narrator tells a story. At the end of Chapter 3, Scout receives a valuable piece of advice from her father. What is it? Write the quotation in the space below.

Quotation: _____

What does the quote mean? Put it in your own words on the line below.

Paraphrase: _____



Review the following events from Scout's first day of school. If she had followed Atticus's advice, how would her day have been different? Be prepared to share your responses with your class.

Event	Scout's Point of View	How would her day have been different with the new advice?
Jem walks Scout to school	"I was to stick with the first grade and he would stick to the fifth. In short, I was to leave him alone."	
Miss Caroline finds out Scout can read	"Miss Caroline apparently thought I was lying. 'Let's not let our imaginations run away with us, dear,' she said. 'Now you tell your father not to teach you anymore.'"	
Scout explains to Miss Caroline about the Cunninghams	"You're shamin' him, Miss Caroline. Walter hasn't got a quarter at home to bring you, and you can't use any stovewood."	
Walter eats lunch at the Finches house	"Walter poured syrup on his vegetables and meat with a generous hand. He would probably have poured it into his milk glass had I not asked what the sam hill he was doing."	
Calpurnia calls Scout into the kitchen	"'He ain't company, Cal, he's just a Cunningham—' . . . Calpurnia sent me through the swinging door to the dining room with a stinging smack."	
Scout tries to get Atticus to let her stay home from school.	"Burriss Ewell, remember? He just goes to school the first day. The truant lady reckons she's carried out the law when she gets his name on the roll."	

You Never Really Understand a Person Until . . .

Point of view is the vantage point from which a narrator tells a story. At the end of Chapter 3, Scout receives a valuable piece of advice from her father. What is it? Write the quotation in the space below.

Quotation: _____

What does the quote mean? Put it in your own words on the line below.

Paraphrase: _____



Review the following events from Scout's first day of school. If she had followed Atticus's advice, how would her day have been different? Be prepared to share your responses with your class.

Event	Scout's Point of View (This should be a quotation from the text.)	How would her day have been different with the new advice?.
Jem walks Scout to school		
Miss Caroline finds out Scout can read		
Scout explains to Miss Caroline about the Cunninghams		
Walter eats lunch at the Finches house		
Calpurnia calls Scout into the kitchen		
Scout tries to get Atticus to let her stay home from school.		

Quick-Write: Atticus's Advice

Do you agree with Atticus's advice to Scout? Why or why not? Provide examples from your own life to support your answer.

Quick-Write: Atticus's Advice

Do you agree with Atticus's advice to Scout? Why or why not? Provide examples from your own life to support your answer.

I do / do not (circle one) agree with Atticus's advice to Scout. One reason for this is _____

_____.

For example, _____

_____.

Another reason I feel this way is _____






_____.







For example, _____

_____.

Practice Explaining Symbols

Directions: Remember that a **symbol** is an object with both a literal and figurative meaning; that is, it represents both itself and something else. Using the sentence frame provided, explain both the literal and figurative meaning of each **symbol** provided below.

EXAMPLE OF SYMBOL	EXPLANATION OF THE SYMBOL
	<p>Literally, this is an image of <u>a circle with a triangle inside it</u>; but figuratively, it is associated with <u>playing a video</u>.</p>
	<p>Literally, this is an image of _____ _____; but figuratively, it is associated with, _____ _____ _____.</p>
	<p>Literally, this is an image of _____ _____; but figuratively, it is associated with, _____ _____ _____.</p>
	<p>Literally, this is an image of _____ _____; but figuratively, it is associated with, _____ _____ _____.</p>
	<p>Literally, this is an image of _____ _____; but figuratively, it is associated with, _____ _____ _____.</p>

	<p>Literally, this is an image of _____ _____; but figuratively, it is associated with, _____ _____.</p>
	<p>Literally, this is an image of _____ _____; but figuratively, it is associated with, _____ _____.</p>
	<p>Literally, this is an image of _____ _____; but figuratively, it is associated with, _____ _____.</p>
	<p>Literally, this is an image of _____ _____; but figuratively, it is associated with, _____ _____.</p>
	<p>Literally, this is an image of _____ _____; but figuratively, it is associated with, _____ _____.</p>
	<p>Literally, this is an image of _____ _____; but figuratively, it is associated with, _____ _____.</p>

Checking for Understanding Questions: Chapters 9-10

Directions: As you read each chapter of the novel, answer the questions below.

Chapter	Checking for Understanding Questions
<p>9</p>	<p><i>What does Atticus tell Scout about his reasons for defending Tom?</i></p> <p><i>Who was Cousin Ike Finch?</i></p> <p><i>Describe what happens at Finch's Landing.</i></p> <p><i>What do Jem and Scout get for Christmas?</i></p>
<p>10</p>	<p><i>Why does Scout think Atticus is feeble?</i></p> <p><i>Who does Scout try to shoot?</i></p> <p><i>Why is it a sin to kill a mockingbird?</i></p>

***To Kill a Mockingbird* by Harper Lee**
Outline of Chapter Summaries, Checking for Understanding Questions,
and Activities

Chapter	Summary/Main Events	Checking for Understanding Questions	Activity
9	Scout fights Cecil Jacobs for saying Atticus defends African Americans. Atticus explains to Scout why he is defending Tom Robinson and asks Scout not to fight. The Finches celebrate Christmas at Finch's Landing, where Aunt Alexandra lives. Scout beats up her cousin Francis for insulting Atticus.	<p>What does Atticus tell Scout about his reasons for defending Tom?</p> <p>Who was Cousin Ike Finch?</p> <p>Describe what happens at Finch's landing.</p> <p>What do Jem and Scout get for Christmas?</p>	<p>Analyzing Symbols in <i>To Kill a Mockingbird</i></p> <p>Creating Your Own Symbol</p>
10	Jem and Scout think Atticus is too old. Uncle Jack teaches the kids how to shoot their air rifles, and Atticus cautions them against shooting mockingbirds. Miss Maudie and Calpurnia explain to Scout the things Atticus is good at. A rabid dog, Tim Johnson, heads toward their street. Atticus shoots him, killing him in one shot. Jem and Scout are impressed to learn that Atticus was the "deadest shot in Maycomb County."	<p>Why does Scout think Atticus is feeble?</p> <p>Who does Scout try to shoot?</p> <p>Why is it a sin to kill a mockingbird?</p>	<p>Analyzing Symbols in <i>To Kill a Mockingbird</i></p> <p>Creating Your Own Symbol</p>

Analyzing Symbols in *To Kill a Mockingbird*

Directions: For each of the following symbols, provide an illustration, two quotations (including page numbers), and an explanation of who or what the symbol represents.

Symbol	Illustration	Two Quotations (including page numbers)	Who or What Does the Symbol Represent?
<p>Miss Maudie's Nut Grass (Chapter 5)</p>		<ul style="list-style-type: none"> • "If she found a blade of nut grass in her yard it was like the Second Battle of the Marne: she swooped down upon it with a tin tub and subjected it to blasts from beneath with a poisonous substance she said was so powerful it'd kill us all if we didn't stand out of the way" (42). • "Why can't you just pull it up?" . . . "Why, one sprig of nut grass can ruin a whole yard. Look here. When it comes fall this dries up and the wind blows it all over Maycomb County" (42). 	
<p>The Mockingbird (Chapter 10)</p>			

Symbol	Illustration	Two Quotations (including page numbers)	Who or What Does the Symbol Represent?
<p>Tim Johnson, the Mad Dog (Chapter 10)</p>		<ul style="list-style-type: none"> “ . . . I hope and pray I can get Jem and Scout through it without bitterness, and most of all, without catching Maycomb’s usual disease. Why reasonable people go stark raving mad when anything involving a Negro comes up, is something I don’t pretend to understand” (88). 	

Analyzing Symbols in *To Kill a Mockingbird*

Directions: For each of the following symbols, provide an illustration, two quotations (including page numbers), and an explanation of who or what the symbol represents.

Symbol	Illustration	Two Quotations (including page numbers)	Who or What Does the Symbol Represent?
<p>Miss Maudie's Nut Grass (Chapter 5)</p>			
<p>The Mockingbird (Chapter 10)</p>			

Symbol	Illustration	Two Quotations (including page numbers)	Who or What Does the Symbol Represent?
Tim Johnson, the Mad Dog (Chapter 10)			

Creating Your Own Symbol

On the lines below, write down something in your world that bothers you, particularly something that you find unjust.

What is an object you could use to represent, or **symbolize**, this injustice? (Use Atticus's saying as a model: "It's a sin to kill a mockingbird.")

Now, complete the sentence frame to create your own saying:

"It's a sin to _____."

In the space below, provide an illustration of your symbol.

Thinking Map (Define in Context)

A large, empty rectangular box with a black border, intended for a thinking map. The box is centered on the page and occupies most of the lower half of the document.

Checking for Understanding Questions: Chapters 11-14

Directions: As you read each chapter of the novel, answer the questions below.

Chapter	Checking for Understanding Questions
11	<p><i>Why does Jem destroy Mrs. Dubose's flowers?</i></p> <p><i>When Atticus states that Mrs. Dubose is a model of real courage, what does he mean?</i></p>
12	<p><i>What is linin'? Why is it done?</i></p> <p><i>What does Scout notice about Calpurnia?</i></p>
13	<p><i>Why does Aunt Alexandra come to visit?</i></p> <p><i>How does Aunt Alexandra explain human behavior?</i></p>
14	<p><i>Why does Aunt Alexandra want to dismiss Calpurnia?</i></p> <p><i>How does Atticus explain rape to Scout?</i></p> <p><i>Why does Dill run away from home?</i></p>

To Kill a Mockingbird by Harper Lee
Outline of Chapter Summaries, Checking for Understanding Questions, and Activities

Chapter	Summary/Main Events	Checking for Understanding Questions	Activity
11	Jem and Scout try to understand Mrs. Dubose, a mean, racist old woman on their street. Atticus tells them to be nice. Jem buys Scout a baton. When Mrs. Dubose insults Atticus, Jem takes Scout's baton and cuts Mrs. Dubose's camellia flowers. As a consequence, Jem reads <i>Ivanhoe</i> to her each week. Mrs. Dubose dies, and Atticus reveals that he asked Jem to read to her to help her overcome her morphine addiction before her death.	Why does Jem destroy Mrs. Dubose's flowers? When Atticus states that Mrs. Dubose is a model of real courage, what does he mean?	Quick-Write and Three-Step Interview: Courage
12 (OPTIONAL)	Part 2 of the novel begins. Jem starts growing up. Jem and Scout go to Calpurnia's church. Jem and Scout feel reverse discrimination from one woman, but are accepted by the other black people out of gratitude for Atticus's work on Tom Robinson's behalf. The church takes up a collection for Tom Robinson's wife. Calpurnia explains why Tom Robinson needs a lawyer.	What is linnin'? Why is it done? What does Scout notice about Calpurnia?	
13 (OPTIONAL)	Aunt Alexandra moves in to help Atticus with the children during the trial and becomes involved in Maycomb society. Aunt Alexandra explains family and heredity traits to Scout and Jem. Atticus explains that the Finches have a reputation to uphold, but later regrets his words, telling Jem and Scout not to bother themselves with what Aunt Alexandra says.	Why does Aunt Alexandra come to visit? How does Aunt Alexandra explain human behavior?	
14 (OPTIONAL)	Atticus and Aunt Alexandra find out that the children went to Calpurnia's church. Atticus defines the word "rape" when Scout asks him what it means after hearing about the trial. Aunt Alexandra wants Calpurnia fired, but Atticus refuses. Scout finds Dill under her bed. He ran away from home because he didn't think his parents love him, so he wanted to be with the Finches.	Why does Aunt Alexandra want to dismiss Calpurnia? How does Atticus explain rape to Scout? Why does Dill run away from home?	

Quick-Write & Three-Step Interview: Courage

"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." --Atticus Finch

In the novel To Kill a Mockingbird, the character of Atticus Finch gives his son this definition of courage. What do you define as courage? Who in your life do you consider courageous? Do you consider yourself courageous? Describe an example from your life.

Three Step Interview:

Step 1 – Using the prompt, Student A interviews Student B, and Student C interviews Student D. Student A and Student C must listen carefully to the responses in order to be able to repeat their partner's response to the table group.

Step 2 – Student B will now interview Student A, and Student D will now interview Student C. Student B and Student D must listen carefully so they can repeat their partner's response to the group.

Step 3 – Each person should share his or her partner's response with the rest of the group.

Quick-Write & Three-Step Interview: Courage

"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." --Atticus Finch

In the novel To Kill a Mockingbird, the character of Atticus Finch gives his son this definition of courage. What do you define as courage? Who in your life do you consider courageous? Do you consider yourself courageous? Describe an example from your life.

I think courage means _____

In my life, I consider _____ to be courageous. I think this person is courageous because

An example of this person being courageous is _____

I do / do not (circle one) consider myself courageous because _____

An example to illustrate this is _____

Three Step Interview:

Step 1 – Using the prompt, Student A interviews Student B, and Student C interviews Student D. Student A and Student C must listen carefully to the responses in order to be able to repeat their partner's response to the table group.

Step 2 – Student B will now interview Student A, and Student D will now interview Student C. Student B and Student D must listen carefully so they can repeat their partner's response to the group.

Step 3 – Each person should share his or her partner's response with the rest of the group.

Mobs and Courthouse Chaos



Former Penn State football coach Jerry Sandusky's lawyer Joe Amendola stands in the center of media circus in front of Centre County Courthouse.



Lynch mob: Furious residents surround a police car carrying four suspected thieves in the crime-ridden village of San Lorenzo Acopilco on the outskirts of Mexico City.



Showdown: Riot police clash with residents as they hurl bricks and stones towards the police car carrying the suspected thieves.



The Kalenji warriors have caught an "enemy lookout" in Chepilat. The aggressive fighters want to kill him immediately.



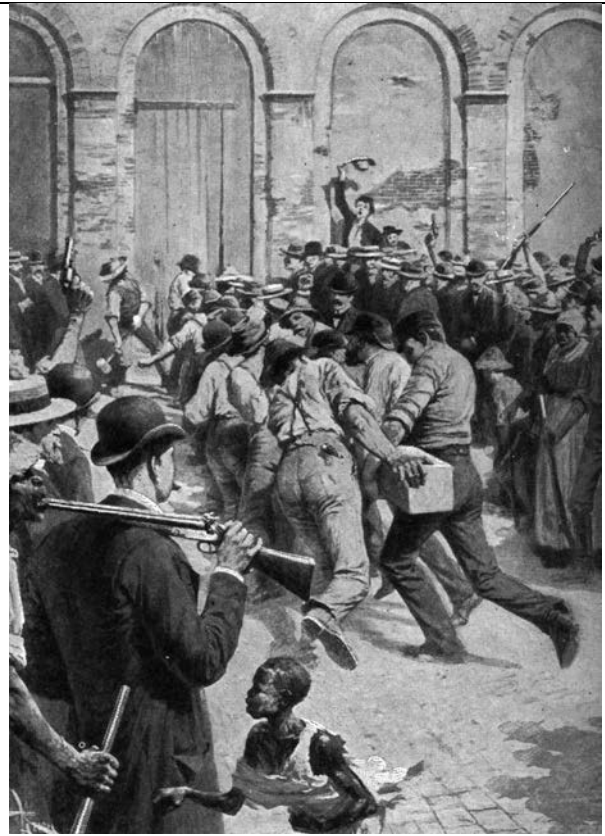
Baying for blood: a lynch mob prepares to attack African immigrants in South Africa's continuing xenophobic attacks. Poor South Africans accuse foreigners of taking their jobs.



An angry mob of Luos attack a Kikuyu man in Mathare North slum whom they accuse of a crime.



Fans of Michael Jackson react outside the courthouse in Los Angeles. (Conrad Murray trial)



Lynch mob



Lynch mob



George Zimmerman trial



Mob



Black Friday stampede



Black Friday stampede



Black Friday



Black Friday stampede

The Psychology of Mob Mentality and Violence

By Dr. Wendy James, PhD.

One dog may bark at you but it's more likely that a pack will attack you.

We are not exempt from that behavior because we are human and not canine. As evidenced by dogs operating in a pack environment, human society is based on group dynamics.

As humans, we have instinctual responses that are exacerbated by group influences.

What we might not do as individuals we may do as part of a group. People may lose control of their usual inhibitions, as their mentality becomes that of the group.

You have never heard of a peaceful riot. Riots are by definition violent in nature.

All a riot is, is violent group behavior. The larger the group the greater the amplification of that group behavior. If the group behavior is peaceful, exemplified by Martin Luther King and Ghandi, the group behavior is peaceful and orderly.

If the group behavior is violent, the larger the group the more magnified the violence.

A mob mentality phenomenon has occurred throughout human history, whether witch burning, religious zealotry, political protests or reaction to perceived racial micro aggressions.

Three psychological theories address crowd behavior.

First is Contagion Theory, proposes that crowds exert a hypnotic influence on their members that results in irrational and emotionally charged behavior often referred to as crowd frenzy.

Second is Convergence Theory that argues the behavior of a crowd is not an emergent property of the crowd but is a result of like-minded individuals coming together. If it becomes violent is not because the crowd encouraged violence yet rather people wanted it to be violent and came together in a crowd.

Third is Emergent-Norm Theory that combines the two above arguing that a combination of liked-minded individuals, anonymity and shared emotions leads to crowd behavior

This entry was posted in [Published Articles](#) on [July 18, 2013](#).

<http://www.drwendyjames.com/the-psychology-of-mob-mentality-and-violence/>

Checking for Understanding Questions: Chapters 15-16

Directions: As you read each chapter of the novel, answer the questions below.

Chapter	Checking for Understanding Questions
15	<p><i>What is the mood in Maycomb before the trial?</i></p> <p><i>Why is Jem worried?</i></p> <p><i>How does Scout stop the mob?</i></p>
16	<p><i>Who is Dolphus Raymond?</i></p> <p><i>Explain the following statement: "He really intends to defend Tom Robinson."</i></p>

***To Kill a Mockingbird* by Harper Lee**
Outline of Chapter Summaries, Checking for Understanding Questions, and Activities

Chapter	Summary/Main Events	Checking for Understanding Questions	Activity
15	Concerned townsmen visit Atticus at home to discuss the upcoming Tom Robinson trial. Jem worries about the danger of the trial. Tom Robinson is moved to Maycomb County Jail. Atticus goes to guard Tom overnight. When a gang of Cunninghams shows up to harm Tom Robinson, Scout, Jem, and Dill move through the mob, and Scout shames the group of men into leaving.	<p>What is the mood in Maycomb before the trial?</p> <p>Why is Jem worried?</p> <p>How does Scout stop the mob?</p>	<p>Think-Write-Pair-Share: Revisiting Multiple Perspectives and Courage</p> <p>Character Gallery Walk</p>
16	At breakfast, the Finches talk about the visiting mob and racial attitudes of the town. It is the first day of the trial. Wagonloads of people are coming to the courthouse. The children see Mr. Dolphus Raymond, notorious for being the town drunk and preferring the company of black people despite the fact that he is white. Reverend Sykes invites Jem, Scout, and Dill to sit in the balcony with the black community to watch the trial since the courthouse is full.	<p>Who is Dolphus Raymond?</p> <p>Explain the following statement: “He really intends to defend Tom Robinson.”</p>	<p>Think-Write-Pair-Share: Revisiting Multiple Perspectives and Courage</p> <p>Character Gallery Walk</p>

Think-Write-Pair-Share: Revisiting Multiple Perspectives and Courage

How did these chapters illustrate Atticus’s advice to Scout to “climb in someone else’s skin and walk around in it”?

How did these chapters illustrate Atticus’s definition of “courage” in Chapter 11?

Pair-Share

1. Student A shares his/her responses with Student B.
2. Student B asks at least two clarifying questions about Student A’s response.
 - a. *Optional Sentence Frames:*
 - i. *What did you mean when you said . . . ?*
 - ii. *Why do you think . . . ?*
 - iii. *Could you give an example of . . . ?*
3. Then Student B shares his/her response with Student A, and Student A asks clarifying questions of Student B.

Think-Write-Pair-Share: Revisiting Multiple Perspectives and Courage

How did these chapters illustrate Atticus's advice to Scout to "climb in someone else's skin and walk around in it"?

An example of someone in this chapter "climbing in someone else's skin and walking around in it" is when _____

_____.

Originally, this person wanted _____;

however, after he / she considered _____'s perspective, he / she realized _____

_____.

and decided to _____.

How did these chapters illustrate Atticus's definition of "courage" in Chapter 11?

Atticus defined "courage" as _____.

Someone in this chapter who showed this kind of courage is _____.

This person showed courage by _____

_____.

The result of this person showing courage was _____

_____.

Pair-Share

1. Student A shares his/her responses with Student B.
2. Student B asks at least two clarifying questions about Student A's response.
 - a. *Optional Sentence Frames:*
 - i. *What did you mean when you said . . . ?*
 - ii. *Why do you think . . . ?*
 - iii. *Could you give an example of . . . ?*
3. Then Student B shares his/her response with Student A, and Student A asks clarifying questions of Student B.

Thinking map



Thinking map



Thinking map



Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

Collecting Character Traits

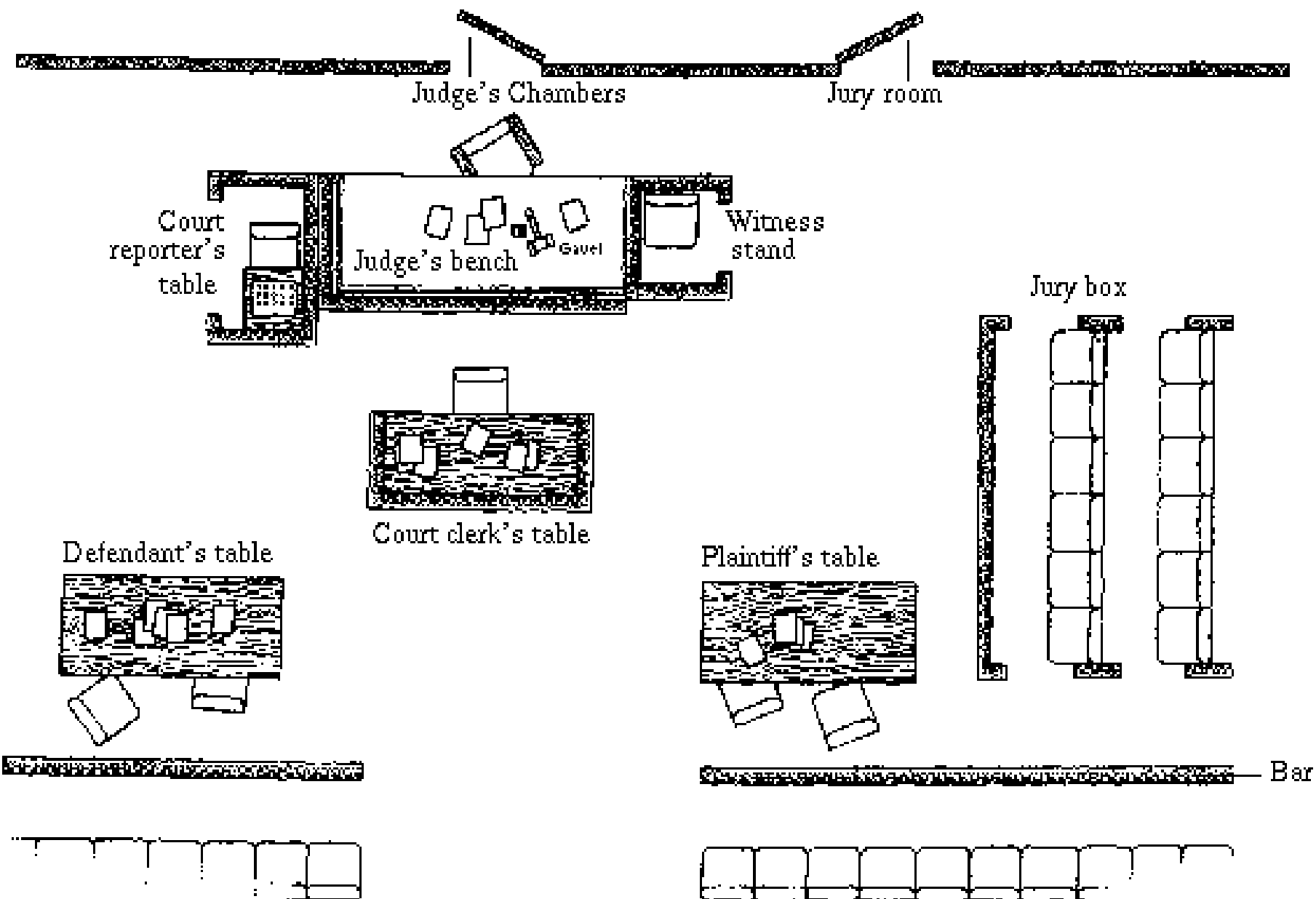
Directions: As you walk around the room to view your classmates' Bubble Maps, record the key information you learn about each character.

Character or Place	My Notes
Scout Finch (Narrator)	
Jem Finch	
Atticus Finch	
Dill (Charles Baker Harris)	
Calpurnia	
Miss Maudie	

Character or Place	My Notes
Boo Radley (Arthur)	
The Cunninghams	
Aunt Alexandra	

Thinking map





Courtroom Vocabulary

Term	Definition
bench	the large, unusually long and wide desk raised above the level of the rest of the courtroom, at which the judge sits
beyond all reasonable doubt	part of the instructions given to a jury – they must only find a defendant guilty if they are sure there is no other logical explanation for the crime
circumstantial evidence	evidence that indirectly proves something to be true (for example, if Jim said he saw Tom shoot Sally, it would be direct evidence; however, if Jim said he saw Tom and Sally go into a room and then heard a gunshot and saw Tom leave the room with a gun, it would be circumstantial evidence because he didn't see it himself but inferred it from what he did see)
closing argument	a direct address each lawyer gives to the judge or jury at the end of a trial, summarizing his or her case and attempting to weaken the other side's case
contempt	behavior that disobeys or disrespects the laws, regulation, or authority of a court; it is an actual crime for which the offender is punished
convicted	found guilty of a crime at the end of a trial
counsel	an attorney or lawyer (in a trial, there is counsel for both the defense and the prosecution)
court reporter	person who makes a word-for-word record and transcription of court proceedings
cross-examination	questioning a witness already questioned by the opposing side
defendant	person who has been accused of a crime and is on trial
deliberations	the jury's formal discussion and debate over what the verdict of a trial will be
disorderly conduct	a minor offense involving disturbance of public peace and decency
gavel	a small hammer used by a judge to signal for attention or order
Immaterial/irrelevant	of no importance or relevance to the matter at hand; used by attorneys as a reason for objecting to an opposing attorney's question
judge	a public officer who presides over and administers the law in a courtroom; he or she controls the proceedings in the courtroom and decides on questions of law or discretion
jury	a group of people who are selected and sworn in to hear a trial and to reach a verdict based on the evidence presented to them
misdemeanor	a minor crime punishable by a fine or jail time of less than one year (more serious offenses are called felonies)
oath	a solemn promise to perform an act truthfully and faithfully
objection	a lawyer's protest about the legal appropriateness of a question posed to a witness by the opposing lawyer; a question might be considered inappropriate if it is irrelevant to the case at hand, if it could only be answered by hearsay, if it requires the witness to offer an opinion or discuss something they are unfamiliar with, if it leads the witness to answer in a certain way, or several other reasons. The judge will either sustain the objection (meaning the lawyer cannot ask the question) or overrule the objection (meaning the lawyer can ask the question).

overruled	a judge's decision to ignore a lawyer's objection and allow the questioning to continue
rape	forcing a person to have sexual relations against his or her will
sheriff	the chief peace officer of a county (as opposed to police officers, who keep the peace of a city)
solicitor	a lawyer; in context of the novel, "solicitor" refers to the prosecutor, or the representative of the state trying to prove that the defendant is guilty of a crime
testify	to provide evidence as a witness
testimony	evidence provided by a witness
verdict	the formal finding made by a jury as to whether a defendant is guilty or innocent
witness	a person who testifies under oath in a trial with evidence
witness stand	a chair at the end of the judge's bench on the jury box side, usually with a low "modesty screen," where a witness sits and gives testimony after he or she has sworn to tell the truth

Source: legal-dictionary.thefreedictionary.com

Checking for Understanding Questions: Chapters 17-19

Directions: As you read each chapter of the novel, answer the questions below.

Chapter	Text-Dependent Questions
17	<p><i>What does Atticus ask Mr. Tate?</i></p> <p><i>Where do the Ewells live?</i></p> <p><i>Why does Atticus want Mr. Ewell to write his name?</i></p>
18	<p><i>Why does Mayella think Atticus is making fun of her?</i></p> <p><i>What does Mayella want Tom Robinson to chop?</i></p>
19	<p><i>How does Tom Robinson place his hand on the Bible?</i></p> <p><i>What happened to his arm?</i></p> <p><i>Why does Tom Robinson visit the Ewell place?</i></p>

***To Kill a Mockingbird* by Harper Lee**
Outline of Chapter Summaries, Checking for Understanding Questions, and Activities

Chapter	Summary/Main Events	Checking for Understanding Questions	Activity
17	The trial begins, and Mr. Heck Tate (the sheriff) testifies. We find out that Mayella was bruised on the right side of her face. Mr. Ewell also takes the stand. Judge Taylor silences the spectators and cautions Mr. Ewell on his use of language. Atticus points out that Mr. Ewell is left-handed.	What does Atticus ask Mr. Tate? Where do the Ewells live? Why does Atticus want Mr. Ewell to write his name?	Compare-Contrast Matrix: Trial Evidence Chart
18	Mayella Violet Ewell is called to testify. Mayella thinks Atticus is “sassing” her. Atticus establishes a timeline of the alleged rape.	Why does Mayella think Atticus is making fun of her? What does Mayella want Tom Robinson to chop?	Compare-Contrast Matrix: Trial Evidence Chart
19	Tom Robinson is called to the stand and explains why he doesn’t have the use of his left arm. He is questioned and explains his side of the event, which is that Mayella invited him onto her property and started kissing him, but Mr. Ewell got angry. Dill gets emotional at the line of questioning by the prosecutor, Mr. Gilmer.	Why does Tom Robinson visit the Ewell place? How does Tom Robinson place his hand on the Bible? What happened to his arm?	Compare-Contrast Matrix: Trial Evidence Chart

Trial Evidence Chart

As you read Chapters 17-19, fill in the chart with each witness’s answers to the questions on the left. In each box, provide both a complete sentence answering the question and a quotation from the novel to support your answer.

After you have filled in the chart for all four witnesses and discussed your answers as a class, use the information in the chart to decide who you believe to be telling the truth for each question. You will need to give a reason for your decision.

Question	Heck Tate’s Answer (Chapter 17)	Bob Ewell’s Answer (Chapter 17)	Mayella Ewell’s Answer (Chapter 18)	Tom Robinson’s Answer (Chapter 19)	I believe . . .
Had Tom ever come inside the Ewell’s fence before?	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	I believe _____ because . . .
On the day in question, when Mayella asked Tom to come inside the fence, what did she ask Tom to do for her?	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	I believe _____ because . . .
What happened when Tom was inside the house?	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	I believe _____ because . . .

Question	Heck Tate's Answer (Chapter 17)	Bob Ewell's Answer (Chapter 17)	Mayella Ewell's Answer (Chapter 18)	Tom Robinson's Answer (Chapter 19)	I believe . . .
Who was Bob Ewell yelling at?	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>I believe _____ because . . .</p>
Why did Tom run away?	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>I believe _____ because . . .</p>
Who harmed Mayella Ewell?	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>I believe _____ because . . .</p>

Question	Heck Tate's Answer (Chapter 17)	Bob Ewell's Answer (Chapter 17)	Mayella Ewell's Answer (Chapter 18)	Tom Robinson's Answer (Chapter 19)	I believe . . .
Did this person provide any other important information?	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	I believe _____ because . . .
Where did this person get his/her information (for example, were they an eyewitness or did they hear it from someone else)?	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	I believe _____ because . . .
How did this person behave on the witness stand? In other words, how would you describe them as a person?	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	Answer: Quotation:	I believe _____ because . . .

Question	Heck Tate's Answer (Chapter 17)	Bob Ewell's Answer (Chapter 17)	Mayella Ewell's Answer (Chapter 18)	Tom Robinson's Answer (Chapter 19)	I believe . . .
Was this person willing to admit to information that might make them look bad?	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>I believe _____ because . . .</p>
What does this person look like?	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>I believe _____ because . . .</p>
How would you describe this person's body language? (For example, do they fidget and act nervous, are they soft-spoken and confident, etc.)	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>Answer:</p> <p>Quotation:</p>	<p>I believe _____ because . . .</p>

Deconstruction of an Analytical Paragraph

Typical Text Structure (TEPAC)

Topic Sentence

- Identify the text, author and publisher (if provided) + strong predicate + central idea/theme.

Evidence

- Include specific details from the text to support the topic sentence.

Paraphrase evidence

- Use your own thinking and language to express the author's ideas.

Analysis of evidence

- Explain the significance (provide an interpretation) of the evidence.

Concluding statement

- Explain how the evidence connects back to the topic sentence/claim.

Typical Language Features

- The Timeless present tense (unless past or future is required)
- Verbs used to express opinions
- Passive verbs are often used
- Signal words/phrases (conjunctions) for
 - Introducing evidence that supports the central idea/claim
 - Paraphrasing information
 - Explaining significance (analyzing evidence)
 - Making connections/Concluding
- Modality used to show strength of feeling (should, must, may)
- Vocabulary specific to the topic
- Strong and effective adjectives

TEPAC Analytical Paragraph Chart

Prompt: Do you believe Tom Robinson is guilty or innocent in the case of Mayella Ewell’s rape?

Student Response (Topic Sentence/Claim): _____

<p>Evidence</p> <p><i>Provide evidence from the novel supporting your claim.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or how it supports your claim.</i></p>	<p>Concluding Statement</p> <p><i>Explain how your evidence connects back to the topic sentence or theme/claim.</i></p>
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>

TEPAC Analytical Writing Language Supports

SAMPLE LANGUAGE FRAMES AND SIGNAL WORDS/PHRASES

<p><u>Language Frames for Citing Evidence</u> – <i>“What evidence do you have to support your topic sentence/claim?”</i></p> <ul style="list-style-type: none"> • For example, on page __ (or in lines __), __ says, “...” • As an illustration, in the text on page ____ (or in lines ____), it reads, “...” • For instance, in the text it states, “...” • To illustrate this idea/theme, the author describes... • The description on page ____ (or in lines ____) is a perfect illustration of ... • The author sites evidence that illustrates... 	<p><u>Language Frames for Paraphrasing Information</u> – <i>“How can you paraphrase the evidence?”</i></p> <ul style="list-style-type: none"> • In other words, __ is ... • In this quote, __ compares/ describes/ refers to... • At this point in the story/poem, __ is ... • That is to say, ____ feels/thinks/ believes ... • In the literal sense/ Literally speaking, ... • To sum up/ In summary, ____ ... • According to __, ... • Basically, ____ is saying ... 	<p><u>Language Frames for Analyzing Information</u> – <i>“What is the significance of the evidence?”</i></p> <ul style="list-style-type: none"> • From this, (I/we) can infer that ... • I interpret this to mean ... • The author (This) suggests/ conveys/ intimates/ implies/ illustrates ... • ____ refers to / represents ... • Possibly/ Maybe the character/speaker is ... • ... may suggest (is suggesting) that ... • It seems to me that ... • On a figurative level/ Figuratively speaking, ... • Like/Similar to ____, ... • ____ is compared to ____ because ... • The author makes this comparison because/ so that ... • The evidence highlights that... • The author includes this fact to emphasize... 	<p><u>Language Frames for Connecting to Theme/Claim</u> – <i>“How can you connect the evidence back to your topic sentence/claim?”</i></p> <ul style="list-style-type: none"> • ____ clearly suggests ... • To sum up/ In summary, ... • As one can see, ... • ____ illustrates/ examines/ demonstrates... • ... connects with/to ... • ____ emphasizes...
<p><u>Signal Words/Phrases for Citing Evidence:</u></p> <ul style="list-style-type: none"> • For example • As an illustration • For instance • To illustrate this idea/theme 	<p><u>Signal Words/Phrases for Paraphrasing Information:</u></p> <ul style="list-style-type: none"> • In other words • That is to say • Literally speaking • To sum up/ In summary • According to • Basically 	<p><u>Signal Words/Phrases for Analyzing Information:</u></p> <ul style="list-style-type: none"> • Infer • Interpret • Suggest • Convey/ Imply • Illustrate • May suggest • Figuratively speaking 	<p><u>Signal Words/Phrases for Connecting to Theme/Thesis:</u></p> <ul style="list-style-type: none"> • Clearly suggests • To sum up • As one can see • Illustrate/examine/demonstrate • Connect (to/with) • Emphasize

Checking for Understanding Questions: Chapters 20-21

Directions: As you read each chapter of the novel, answer the questions below.

Chapter	Checking for Understanding Questions
20	<p data-bbox="253 363 948 394"><i>Why does Dolphus Raymond pretend to be drinking liquor?</i></p> <p data-bbox="253 552 846 583"><i>Why does Jem feel confident that Atticus will win?</i></p>
21	<p data-bbox="253 762 1122 793"><i>As they wait for the verdict, Scout thinks of earlier events. What are they?</i></p> <p data-bbox="253 951 773 982"><i>What does Reverend Sykes say about court?</i></p>

***To Kill a Mockingbird* by Harper Lee**
Outline of Chapter Summaries, Checking for Understanding Questions, and Activities

Chapter	Summary/Main Events	Checking for Understanding Questions	Activity
20	Dolphus Raymond shares his wisdom with Dill and Scout outside the courthouse. Mr. Raymond shares his secret with them, which is that he only pretends to be drunk so the white people have an explanation for his desire to spend time with black people. Jem thinks Atticus will win. Atticus presents his passionate closing argument.	Why does Dolphus Raymond pretend to be drinking liquor? Why does Jem feel confident that Atticus will win?	Save the Last Word for Me
21	Calpurnia brings a note to Atticus in which Aunt Alexandra states that the children are missing. Mr. Underwood tells Atticus they are in the balcony. Atticus sends them home. They beg to return to hear the verdict. He agrees. Jem is optimistic about the trial, but Tom Robinson receives a “guilty” verdict. The courtroom clears, but the balcony spectators rise in respect as Atticus walks out of the courtroom.	As they wait for the verdict, Scout thinks of earlier events. What are they? What does Reverend Sykes say about court?	Think-Pair-Share

Atticus's Closing Argument

"Gentlemen," he was saying, "I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure beyond all reasonable doubt as to the guilt of the defendant. To begin with, this case should never have come to trial. This case is as simple as black and white.

"The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination, but has been flatly contradicted by the defendant. The defendant is not guilty, but somebody in this courtroom is.

"I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man's life at stake, which she has done in an effort to get rid of her own guilt.

"I say guilt, gentlemen, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white. She knew full well the enormity of her offense, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent reaction is something that all of us have known at one time or another. She did something every child has done—she tried to put the evidence of her offense away from her. But in this case she was no child hiding stolen contraband: she struck out at her victim—of necessity she must put him away from her—he must be removed from her presence, from this world. She must destroy the evidence of her offense.

"What was the evidence of her offense? Tom Robinson, a human being. She must put Tom Robinson away from her. Tom Robinson was her daily reminder of what she did. What did she do? She tempted a Negro.

"She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

"Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don't know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr. Ewell did: he did what any God-fearing, persevering, respectable white man would do under the circumstances—he swore out a warrant, no doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses—his right hand.

"And so a quiet, respectable, humble Negro who had the unmitigated temerity to 'feel sorry' for a white woman has had to put his word against two white people's. I need not remind you of their appearance and conduct on the stand—you saw them for yourselves. The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you gentlemen, to this court, in the cynical confidence that their testimony would not be doubted, confident that you gentlemen would go along with them on the assumption—the evil assumption—that *all* Negroes lie, that *all* Negroes are basically immoral beings, that *all* Negro men are not to be trusted around our women, an assumption one associates with minds of their caliber.

"Which, gentlemen, we know is in itself a life as black as Tom Robinson's skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women—black or white. But this is a truth that applies to the human race and to no particular race of men. There is not a person in this courtroom who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman without desire."

Atticus paused and took out his handkerchief. Then he took off his glasses and wiped them, and we saw another “first”: we had never seen him sweat—he was one of those men whose faces never perspired, but now it was shining tan.

“One more thing, gentlemen, before I quit. Thomas Jefferson once said that all men are created equal, a phrase that the Yankees and the distaff side of the Executive branch in Washington are fond of hurling at us. There is a tendency in this year of grace, 1935, for certain people to use this phrase out of context, to satisfy all conditions. The most ridiculous example I can think of is that the people who run public education promote the stupid and idle along with the industrious—because all men are created equal, educators will gravely tell you, the children left behind suffer terrible feelings of inferiority. We know all men are not created equal in the sense some people would have us believe—some people are smarter than others, some people have more opportunity because they’re born with it, some men make more money than others, some ladies make better cakes than others—some people are born gifted beyond the normal scope of most men.

“But there is one way in this country in which all men are created equal— there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honorable court which you serve. Our courts have their faults, as does any human institution, but in this country our courts are the great levelers, and in our courts all men are created equal.

“I’m no idealist to believe firmly in the integrity of our courts and in the jury system—that is no ideal to me, it is a living, working reality. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you gentlemen will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty.”

Atticus’s voice had dropped, and as he turned away from the jury he said something I did not catch. He said it more to himself than to the court. I punched Jem. “What’d he say?”

“In the name of God, believe him, I think that’s what he said.”

Save the Last Word for Me

Record your three quotations on the lines below:

1. _____

2. _____

3. _____

Use the sentence frames below if you need help responding to your peers' quotes.

Share Your Thinking/Discussion Starters

- I think that . . . because . . .
- In my opinion . . .
- Based on . . .
- I noticed that . . .
- A good example would be . . .
- According to . . .
- I found this quote interesting because . . .
- I think this means . . .
- This reminds me of . . .
- This is true today because . . .
- I agree/disagree with this quote because . . .

Building on Ideas/Continuing the Discussion

- I see what _____ is saying. Would that also mean . . . ?
- What _____ said reminds me of . . .
- _____ made a good point when he/she said . . . because . . .
- Another example is . . .
- I see what _____ is saying, and I think that . . .

Clarifying Ideas/Understanding the Discussion

- I think _____ means . . .
- _____, could you please clarify what you mean by . . . ?
- _____, can you be more specific about . . . ?
- _____, can you give an example of . . . ?
- _____, are you saying that . . . ?

Think-Write-Pair-Share: Responding to the Verdict

How do you feel about the verdict in the Tom Robinson trial? Why do you feel this way? Why do you think the jury came to this verdict?

Pair-Share

1. Student A shares his/her response with Student B.
2. Student B asks at least two clarifying questions about Student A's response.
 - a. *Optional Sentence Frames:*
 - i. *How did you feel when . . . ?*
 - ii. *Why did you think . . . ?*
 - iii. *Why do you think the other person . . . ?*
 - iv. *If you were on the jury, . . . ?*
3. Then Student B shares his/her response with Student A, and Student A asks clarifying questions of Student B.

Think-Write-Pair-Share: Responding to the Verdict

How do you feel about the verdict in the Tom Robinson trial? Why do you feel this way? Why do you think the jury came to this verdict?

When I read that the verdict in the Tom Robinson trial was _____, I felt _____

because _____.

Based on what I read in earlier chapters, I thought _____

but instead _____

I think the jury came to this verdict because _____

Pair-Share

1. Student A shares his/her response with Student B.
2. Student B asks at least two clarifying questions about Student A's response.
 - a. *Optional Sentence Frames:*
 - i. *How did you feel when . . . ?*
 - ii. *Why did you think . . . ?*
 - iii. *Why do you think the other person . . . ?*
 - iv. *If you were on the jury, . . . ?*
3. Then Student B shares his/her response with Student A, and Student A asks clarifying questions of Student B.

Thinking map



Checking for Understanding Questions: Chapters 22-25

Directions: As you read each chapter of the novel, answer the questions below.

Chapter	Checking for Understanding Questions
22	<p><i>Who sends food over to the Finches? Why?</i></p> <p><i>What does Atticus mean when he says, "only children weep"?</i></p>
23	<p><i>What is Bob Ewell's threat?</i></p> <p><i>Where is Tom Robinson?</i></p> <p><i>What bill will have to be paid "one of these days"?</i></p>
24	<p><i>Describe the conversation at the Missionary Society meeting.</i></p> <p><i>What event happens at the end of the chapter?</i></p> <p><i>How do Miss Maudie, Aunt Alexandra and Scout handle the news?</i></p>

Chapter	Checking for Understanding Questions
25	<i>Explain the statement, "Tom was tried in the secret courts of men's hearts." In what way are hearts like courts?</i>

***To Kill a Mockingbird* by Harper Lee**
Outline of Chapter Summaries, Checking for Understanding Questions, and Activities

Chapter	Summary/Main Events	Checking for Understanding Questions	Activity
22	Jem is distraught at the verdict. In the morning, families from the black community have sent a wide variety of food to the Finches to show appreciation. Miss Maudie bakes a cake and serves Jem a slice while Scout and Dill get separate little cakes. As they eat, Miss Maudie explains how Atticus was assigned Tom Robinson's case. Bob Ewell spits on Atticus and swears revenge.	Who sends food over to the Finches? Why? What does Atticus mean when he says, "only children weep"?	Compare-Contrast Matrix: Responses to the Trial
23	Jem and Scout are worried for Atticus. An appeal is filed for Tom Robinson's case. Atticus explains circumstantial evidence to Jem and Scout. Jem wonders why women don't serve on juries. Atticus describes how the jury took a few hours (instead of only a few minutes) to reach a verdict because of one of the Cunninghams. Jem explains the "types of folks" in Maycomb County. He comes to the conclusion that Boo Radley WANTS to stay in the house because of the manner in which people behave toward one another.	What is Bob Ewell's threat? Where is Tom Robinson? What bill will have to be paid "one of these days"?	Compare-Contrast Matrix: Responses to the Trial
24 (OPTIONAL)	Scout attends a Missionary Circle meeting hosted by Aunt Alexandra. Scout witnesses the hypocrisy of the ladies in the group. Atticus shows up to take Calpurnia with him to Helen Robinson's house. Tom was shot dead while escaping prison. Scout, Miss Maudie, and Aunt Alexandra are upset but do not show it to their guests.	Describe the conversation at the Missionary Society meeting. What event happens at the end of the chapter? How do Miss Maudie, Aunt Alexandra and Scout handle the news?	Say-Mean-Matter
25 (OPTIONAL)	Dill and Jem accompany Calpurnia and Atticus to Helen Robinson's house to give her the news. Mr. Underwood writes an editorial about the senseless killing. Mr. Ewell comments, "one down, two more to go."	Explain the statement, "Tom was tried in the secret courts of men's hearts." In what way are hearts like courts?	Say-Mean-Matter

Responses to the Trial

After you read Chapters 22-23, fill in the chart with each character's responses to the trial. In each box, provide a complete sentence answering the question, and provide a quotation from the text supporting your response when asked.

Character	How did he/she react to the events of the trial?	Why do you think he/she reacted this way?	How did society shape or influence this individual?
Jem	Answer: Quotation:		
Atticus	Answer: Quotation:		
Miss Maudie	Answer: Quotation:		
The colored community	Answer: Quotation:		

Character	How did he/she react to the events of the trial?	Why do you think he/she reacted this way?	How did society shape or influence this individual?
Bob Ewell	Answer: Quotation:		
Miss Stephanie	Answer: Quotation:		
The member of the Cunningham family who was on the jury	Answer: Quotation:		
Aunt Alexandra	Answer: Quotation:		
Boo Radley	Answer: Quotation:		

Say-Mean-Matter Reading Excerpts

Excerpt #1 (from Chapter 24)

The front door slammed and I heard Atticus's footsteps in the hall. Automatically I wondered what time it was. Not nearly time for him to be home, and on Missionary Society days he usually stayed downtown until black dark.

He stopped in the doorway. His hat was in his hand, and his face was white.

"Excuse me, ladies," he said. "Go right ahead with your meeting, don't let me disturb you. Alexandra, could you come to the kitchen a minute? I want to borrow Calpurnia for a while." He didn't go through the diningroom, but went down the back hallway and entered the kitchen from the rear door. Aunt Alexandra and I met him. The diningroom door opened again and Miss Maudie joined us. Calpurnia had half risen from her chair.

"Cal," Atticus said, "I want you to go with me out to Helen Robinson's house—"

"What's the matter?" Aunt Alexandra asked, alarmed by the look on my father's face.

"Tom's dead." Aunt Alexandra put her hands to her mouth.

"They shot him," said Atticus. "He was running. It was during their exercise period. They said he just broke into a blind raving charge at the fence and started climbing over. Right in front of them—"

"Didn't they try to stop him? Didn't they give him any warning?" Aunt Alexandra's voice shook.

"Oh yes, the guards called to him to stop. They fired a few shots in the air, then to kill. They got him just as he went over the fence. They said if he'd had two good arms he'd have made it, he was moving that fast. Seventeen bullet holes in him. They didn't have to shoot him that much. Cal, I want you to come out with me and help me tell Helen."

"Yes sir," she murmured, fumbling at her apron. Miss Maudie went to Calpurnia and untied it.

"This is the last straw, Atticus," Aunt Alexandra said.

"Depends on how you look at it," he said. "What was one Negro, more or less, among two hundred of 'em? He wasn't Tom to them, he was an escaping prisoner."

Atticus leaned against the refrigerator, pushed up his glasses, and rubbed his eyes. "We had such a good chance," he said. "I told him what I thought, but I couldn't in truth say that we had more than a good chance. I guess Tom was tired of white men's chances and preferred to take his own. Ready, Cal?"

"Yessir, Mr. Finch." "Then let's go."

Aunt Alexandra sat down in Calpurnia's chair and put her hands to her face. She sat quite still; she was so quiet I wondered if she would faint. I heard Miss Maudie breathing as if she had just climbed the steps, and in the diningroom the ladies chattered happily.

I thought Aunt Alexandra was crying, but when she took her hands away from her face, she was not. She looked weary. She spoke, and her voice was flat.

“I can’t say I approve of everything he does, Maudie, but he’s my brother, and I just want to know when this will ever end.” Her voice rose: “It tears him to pieces. He doesn’t show it much, but it tears him to pieces. I’ve seen him when—what else do they want from him, Maudie, what else?”

“What does who want, Alexandra?” Miss Maudie asked.

“I mean this town. They’re perfectly willing to let him do what they’re too afraid to do themselves—it might lose ‘em a nickel. They’re perfectly willing to let him wreck his health doing what they’re afraid to do, they’re—”

“Be quiet, they’ll hear you,” said Miss Maudie. “Have you ever thought of it this way, Alexandra? Whether Maycomb knows it or not, we’re paying the highest tribute we can pay a man. We trust him to do right. It’s that simple.”

“Who?” Aunt Alexandra never knew she was echoing her twelve-year-old nephew.

“The handful of people in this town who say that fair play is not marked White Only; the handful of people who say a fair trial is for everybody, not just us; the handful of people with enough humility to think, when they look at a Negro, there but for the Lord’s kindness am I.” Miss Maudie’s old crispness was returning: “The handful of people in this town with background, that’s who they are.”

Had I been attentive, I would have had another scrap to add to Jem’s definition of background, but I found myself shaking and couldn’t stop. I had seen Enfield Prison Farm, and Atticus had pointed out the exercise yard to me. It was the size of a football field.

“Stop that shaking,” commanded Miss Maudie, and I stopped. “Get up, Alexandra, we’ve left ‘em long enough.”

Aunt Alexandra rose and smoothed the various whalebone ridges along her hips.

She took her handkerchief from her belt and wiped her nose. She patted her hair and said, “Do I show it?”

“Not a sign,” said Miss Maudie. “Are you together again, Jean Louise?” “Yes ma’am.” “Then let’s join the ladies,” she said grimly.

Excerpt #2 (from Chapter 25)

Maycomb was interested by the news of Tom’s death for perhaps two days; two days was enough for the information to spread through the county. “Did you hear about? . . . No? Well, they say he was runnin’ fit to beat lightnin’ . . .” To Maycomb, Tom’s death was typical. Typical of a nigger to cut and run. Typical of a nigger’s mentality to have no plan, no thought for the future, just run blind first chance he saw. Funny thing, Atticus Finch might’ve got him off scot free, but wait—? Hell no. You know how they are. Easy come, easy go. Just shows you, that Robinson boy was legally married, they say he kept himself clean, went to church and all that, but when it comes down to the line the veneer’s mighty thin. Nigger always comes out in ‘em.

A few more details, enabling the listener to repeat his version in turn, then nothing to talk about until *The Maycomb Tribune* appeared the following Thursday. There was a brief obituary in the *Colored News*, but there was also an editorial.

Excerpt #3 (from Chapter 25)

Mr. B. B. Underwood was at his most bitter, and he couldn't have cared less who canceled advertising and subscriptions. (But Maycomb didn't play that way: Mr. Underwood could holler till he sweated and write whatever he wanted to, he'd still get his advertising and subscriptions. If he wanted to make a fool of himself in his paper that was his business.) Mr. Underwood didn't talk about miscarriages of justice, he was writing so children could understand. Mr. Underwood simply figured it was a sin to kill cripples, be they standing, sitting, or escaping. He likened Tom's death to the senseless slaughter of songbirds by hunters and children, and Maycomb thought he was trying to write an editorial poetical enough to be reprinted in *The Montgomery Advertiser*.

Excerpt #4 (from Chapter 25)

How could this be so, I wondered, as I read Mr. Underwood's editorial. Senseless killing—Tom had been given due process of law to the day of his death; he had been tried openly and convicted by twelve good men and true; my father had fought for him all the way. Then Mr. Underwood's meaning became clear: Atticus had used every tool available to free men to save Tom Robinson, but in the secret courts of men's hearts Atticus had no case. Tom was a dead man the minute Mayella Ewell opened her mouth and screamed.

Say-Mean-Matter Chart

Excerpt	“Say” <i>Summarize the text in your own words.</i>	“Mean” <i>What does the passage mean? What are its implications, motivations, or intentions?</i>	“Matter” <i>So what? Why is this passage important to the topic, novel, time period, or mankind itself?</i>
1			
2			
3			
4			

Say-Mean-Matter Chart

Excerpt	“Say” <i>Summarize the text in your own words.</i>	“Mean” <i>What does the passage mean? What are its implications, motivations, or intentions?</i>	“Matter” <i>So what? Why is this passage important to the topic, novel, time period, or mankind itself?</i>
1	<i>This passage says . . .</i>	<i>This passage shows . . .</i>	<i>This passage is important because . . .</i>
2	<i>This passage says . . .</i>	<i>This passage says . . .</i>	<i>This passage is important because . . .</i>
3	<i>This passage says . . .</i>	<i>This passage says . . .</i>	<i>This passage is important because . . .</i>
4	<i>This passage says . . .</i>	<i>This passage says . . .</i>	<i>This passage is important because . . .</i>

Say-Mean-Matter Chart

Excerpt	Quotation <i>Find a meaningful quotation from the text and write it here.</i>	“Say” <i>Summarize the text in your own words.</i>	“Mean” <i>What does the passage mean? What are its implications, motivations, or intentions?</i>	“Matter” <i>So what? Why is this passage important to the topic, novel, time period, or mankind itself?</i>
1				
2				
3				
4				

TEPAC Analytical Paragraph Chart

Prompt: Why do you believe Mr. Underwood compared Tom Robinson to a mockingbird?

Student Response (Topic Sentence/Claim): _____

<p>Evidence</p> <p><i>Provide evidence from the novel supporting your claim.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or how it supports your claim.</i></p>	<p>Concluding Statement</p> <p><i>Explain how your evidence connects back to the topic sentence or theme/claim.</i></p>
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>

TEPAC Analytical Paragraph Scoring Rubric

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Content	Includes all of the Proficient criteria plus: <input type="checkbox"/> 5 or more sentences of analysis	<input type="checkbox"/> States a claim <input type="checkbox"/> Cites textual evidence to support claim <input type="checkbox"/> Paraphrases the evidence <input type="checkbox"/> Analyzes the evidence (in support of the claim) in one or more of the following ways: <ul style="list-style-type: none"> ○ Explains significance ○ Interprets information ○ Compares/contrasts key concepts ○ Examines causes/effects ○ Debates ideas/concepts ○ Evaluates ideas/rhetoric <input type="checkbox"/> Concludes by stating how the evidence supports the claim	<input type="checkbox"/> Includes 4 of the Proficient criteria	<input type="checkbox"/> Includes fewer than 4 of the Proficient criteria
Language	Includes all of the Proficient criteria plus: <input type="checkbox"/> 5 or more examples of precise language (verbs, nouns, and/or adjectives)	<input type="checkbox"/> Includes 2-4 transitions and/or signal words/phrases <input type="checkbox"/> Includes 2-4 precise nouns, verbs, and/or adjectives <input type="checkbox"/> Uses complete sentences	<input type="checkbox"/> Includes 2 of the Proficient criteria	<input type="checkbox"/> Includes fewer than 2 of the Proficient criteria

Checking for Understanding Questions: Chapters 26-30

Directions: As you read each chapter of the novel, answer the questions below.

Chapter	Checking for Understanding Questions
26	<p><i>Describe the irony of Miss Gates's statement, "We (American People) don't believe in persecuting anyone."</i></p> <p><i>Why does Jem get upset with Scout?</i></p>
27	<p><i>What does Bob Ewell start doing?</i></p> <p><i>Describe the costume Scout will wear for the pageant. What is it made of?</i></p>
28	<p><i>Describe the mood at the beginning of the chapter.</i></p> <p><i>How does Scout's costume save her life?</i></p>
29	<p><i>How did Boo know Jem and Scout were in trouble?</i></p> <p><i>How does Scout describe Boo?</i></p>

Chapter	Checking for Understanding Questions
30	<p data-bbox="253 226 850 258"><i>Why is Atticus so worried throughout the chapter?</i></p> <p data-bbox="253 432 548 464"><i>Who stabbed Bob Ewell?</i></p> <p data-bbox="253 638 907 669"><i>What does Scout compare Boo's potential exposure to?</i></p>

To Kill a Mockingbird by Harper Lee

Outline of Chapter Summaries, Checking for Understanding Questions, and Activities

Chapter	Summary/Main Events	Checking for Understanding Questions	Activity
26 (OPTIONAL)	School begins, and Scout is in the third grade. She is less afraid of the Radley house. She tells Atticus she'd like to get a good look at Boo Radley before she dies. Cecil Jacobs gives a current event at school on Hitler. Miss Gates gives a lecture on prejudice toward the Jews, yet she exhibits prejudice toward the blacks in her own town.	Describe the irony of Miss Gates statement, "We (American People) don't believe in persecuting anyone." Why does Jem get upset with Scout?	
27 (OPTIONAL)	Mr. Ewell intimidates Helen Robinson, but Link Deas puts a stop to it. A stranger (probably Mr. Ewell) tries to break into Judge Taylor's house. Maycomb decides to host a Halloween party and pageant to keep the kids from causing trouble. Scout is assigned "pork," and Mrs. Crenshaw makes her a ham costume.	What does Bob Ewell start doing? Describe the costume Scout will wear for the pageant. What is it made of?	
28	Jem takes Scout to the pageant. The chapter begins with talk of "haints." As they walk, Jem points out the cool spot under the big oak tree as a landmark. Cecil Jacobs tries to scare Jem and Scout as they walk to the school. Scout misses her cue for the stage. With the pageant over, they begin to walk home. Scout wears her costume since her dress is backstage. On the walk home, they hear a noise and think it is Cecil. Jem and Scout are attacked. Scout's view is limited since her costume is on. She falls, gets up, feels a body near her, and heads home. She sees a man carrying Jem home. Scout worries Jem is dead, and Atticus calls Heck Tate. Bob Ewell is found dead near the attack site.	Describe the mood at the beginning of the chapter. How does Scout's costume save her life?	Flow Map
29	Scout tells Mr. Tate what happened. Jem is unconscious. They realize the costume saved her life. Scouts tells Mr. Tate a man helped them; she realizes he is in the room and recognizes him, saying, "Hey, Boo."	How did Boo know Jem and Scout were in trouble? How does Scout describe Boo?	

<p>30</p>	<p>Atticus thinks Jem killed Mr. Ewell. Mr. Tate explains the sequence of events and how Mr. Ewell died. Scout invites Mr. Arthur Radley (Boo) to the front porch. Mr. Tate states firmly that Ewell fell on his knife. Mr. Tate is trying to protect Boo. He tells Atticus, "Let the dead bury the dead." Scout understands the whole conversation and tells Atticus that letting people know Boo was involved would be "draggin' his shy ways into the limelight." Scout tells Atticus that it would be like "shootin' a mockingbird." Atticus shakes Boo's hand and says, "Thank you for my children, Arthur."</p>	<p>Who stabbed Bob Ewell?</p> <p>What does Scout compare Boo's potential exposure to?</p> <p>Why is Atticus so worried throughout the chapter?</p>	<p>Think-Write-Pair-Share</p>
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Round-Robin: Mr. Ewell's Revenge

Why do you think it was so important to Mr. Ewell to get revenge on Atticus? What does this tell us about him as a person?

I think it was so important to Mr. Ewell to get revenge on Atticus because _____

_____.

After the trial, Mr. Ewell probably felt _____ because

_____.

He probably thought getting revenge on Atticus would make him feel _____

_____.

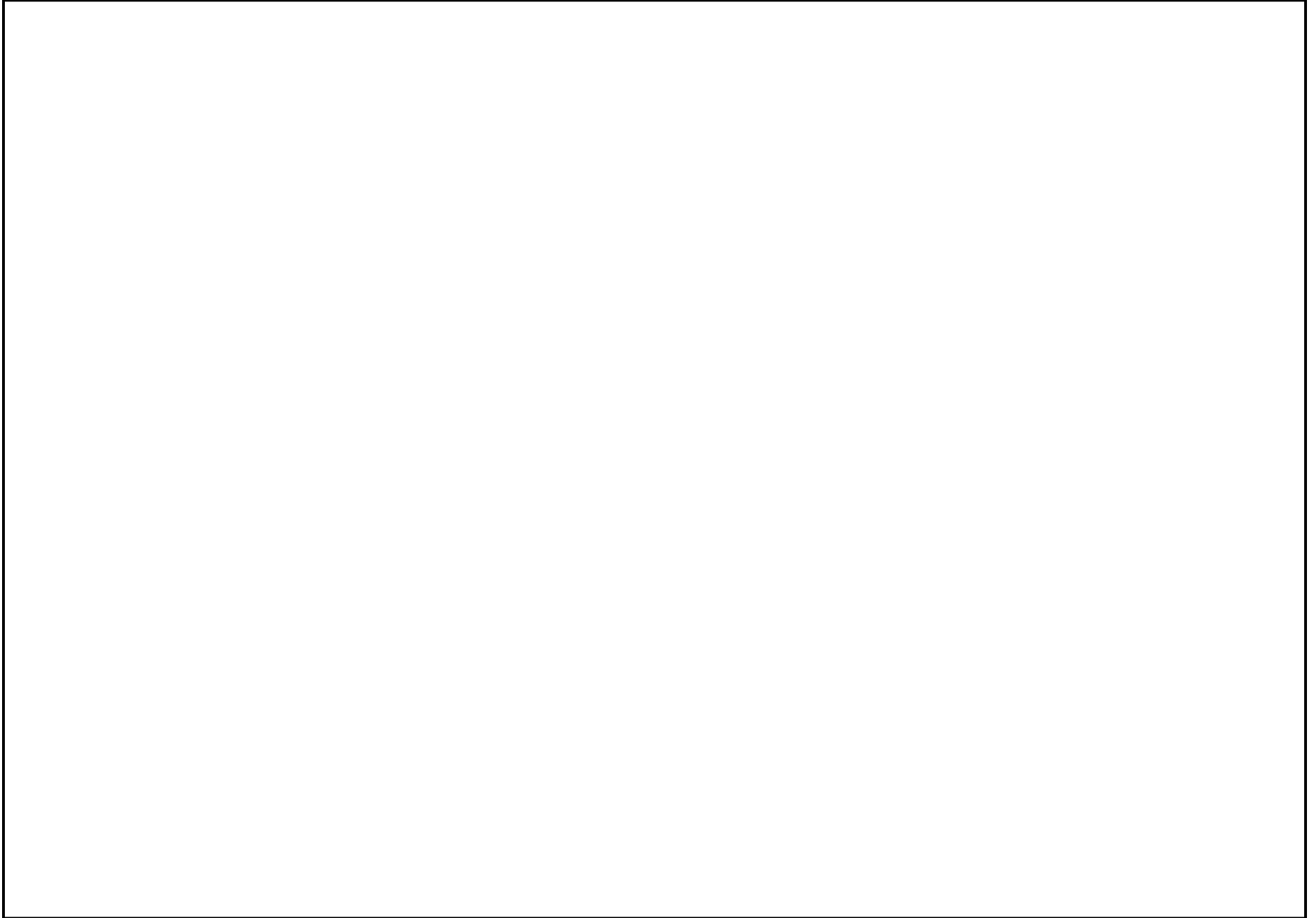
This tells us that Mr. Ewell is a _____ person because

_____.

Round-Robin Rules

1. Each student should share his or her response, one at a time.
2. As each student reads, no one should interrupt: all discussion should wait until everyone has shared.
3. If you have the same response as another student, you may not pass. Instead, begin your response with one of the following statements:
 - a. "I have the same opinion as . . ."
 - b. "I also think . . ."
4. After everyone has shared, you may discuss one another's responses.

Thinking map



Scout cannot see what is happening when she and Jem are attacked under the tree, but she eventually realizes “that there were now four people under the tree.” As you create your flow map, identify who each of the four people are and provide a quotation (with the page number in parentheses) to support your response.

Person #1 is _____. I can tell because in the text, Harper Lee writes, “_____” (_____).

Person #2 is _____. I can tell because in the text, Harper Lee writes, “_____” (_____).

Person #3 is _____. I can tell because in the text, Harper Lee writes, “_____” (_____).

Person #4 is _____. I can tell because in the text, Harper Lee writes, “_____” (_____).

Think-Write-Pair-Share: Mr. Tate's Decision

Why does Mr. Tate claim Bob Ewell killed himself even though that isn't what really happened? Why does Scout say telling the truth would be "sort of like shootin' a mockingbird"? Do you agree with his decision? Why or why not?

Mr. Tate claims Bob Ewell killed himself, even though the person who really killed Mr. Ewell was _____

_____. I think Mr. Tate made this decision because _____

Scout says telling the truth would be "sort of like shootin' a mockingbird" because in the novel, to shoot a mockingbird

means to _____

and _____ is like a mockingbird because _____

If people knew he killed Bob Ewell to save the Finch children, it would make him feel _____

because _____

I agree / disagree (circle one) with Mr. Tate's decision because _____

Pair-Share

1. Student A shares his/her response with Student B.
2. Student B asks at least two clarifying questions about Student A's response.
 - a. *Optional Sentence Frames:*
 - i. *How did you feel when . . . ?*
 - ii. *Why did you . . . ?*
 - iii. *Why do you think the other person . . . ?*
3. Then Student B shares his/her response with Student A, and Student A asks clarifying questions of Student B.

Checking for Understanding: Chapter 31

Directions: As you read each chapter of the novel, answer the questions below.

Chapter	Checking for Understanding Questions
31	<p data-bbox="253 373 867 405"><i>What words does Scout use to describe Boo Radley?</i></p> <p data-bbox="253 579 802 611"><i>What is Atticus' final statement about people?</i></p> <p data-bbox="253 785 1089 816"><i>Where does Atticus spend the night? What does this tell us about him?</i></p>

***To Kill a Mockingbird* by Harper Lee**
Outline of Chapter Summaries, Checking for Understanding Questions, and Activities

Chapter	Summary/Main Events	Checking for Understanding Questions	Activity
<p style="text-align: center;">31</p>	<p>Scout leads Mr. Arthur (Boo) back into the house to say goodbye to Jem. Arthur Radley touches Jem’s hair lightly. Scout walks Mr. Arthur home, arm in arm so that he is “escorting Scout like a gentleman.” When they arrive to the porch, Boo goes in and Scout never sees him again. She lingers on the front porch thinking about the past few years. She notices the whole town from the porch, and realizes how much Boo gave them as a neighbor. She remembers what Atticus had told her about never really understanding a person until you stand in their shoes and walk around in them. On the porch she realizes what he meant. Once home, Atticus is watching over Jem as he sleeps and reading “The Grey Ghost,” in which the main character is misunderstood.</p>	<p>What words does Scout use to describe Boo Radley?</p> <p>What is Atticus’ final statement about people?</p> <p>Where does Atticus spend the night? What does this tell us about him?</p>	<p>Illustrating Boo’s Point of View</p>

Close Read: Standing in Someone Else's Shoes

Excerpt from Chapter 3

"First of all," he said, "if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view – "

"Sir?"

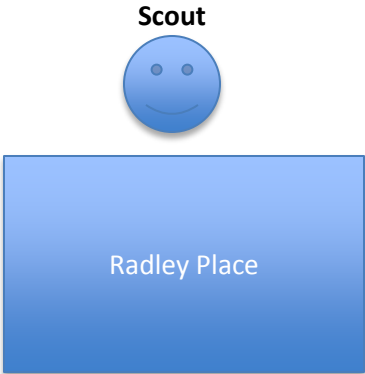
"– until you climb into his skin and walk around in it."

Atticus said I had learned many things today, and Miss Caroline had learned several things herself. She had learned not to hand something to a Cunningham, for one thing, but if Walter and I had put ourselves in her shoes we'd have seen it was an honest mistake on her part. We could not expect her to learn all Maycomb's ways in one day, and we could not hold her responsible when she knew no better.

Review

We discussed what Atticus means here earlier in the unit. In the space below, write down what it means to climb into someone's skin and walk around in it.

Illustrating Boo's Point of View



What does Scout learn about Boo Radley from standing in Boo's shoes and walking around in them?

Considering the symbol of the mockingbird we have discussed, how might Boo Radley be considered a mockingbird?

Illustrating Boo's Point of View



What does Scout learn about Boo Radley from standing in Boo's shoes and walking around in them?

When Scout stands in Boo's shoes and walks around in them, she learns

Considering the symbol of the mockingbird we have discussed, how might Boo Radley be considered a mockingbird?

We learned that the mockingbird symbolizes, or stands for, someone who

Based on this definition, Boo Radley might be considered a mockingbird because

Thinking map



Thinking map



Thinking map

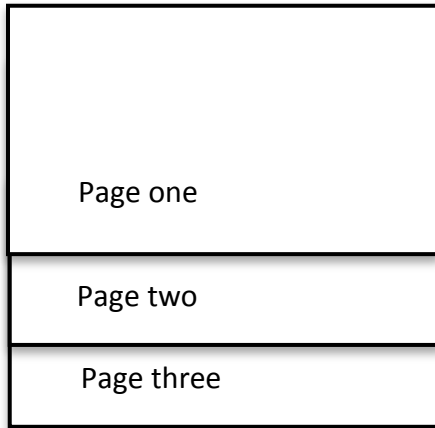


***To Kill a Mockingbird* Flip Chart**

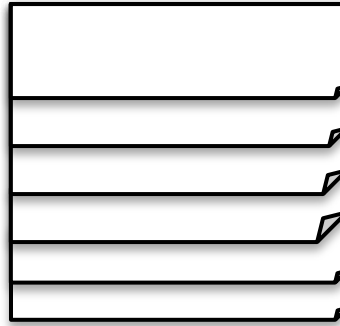
By completing the Flip Chart Activity, you will use your understanding of the novel *To Kill a Mockingbird* to show how society influences and shapes individuals.

Directions:

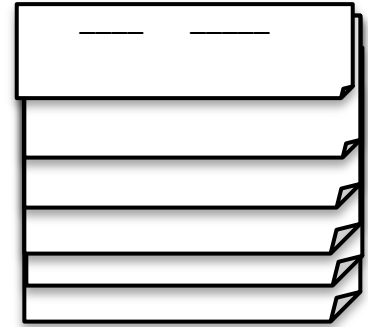
1. Layer three pieces of paper over one another like this:



2. Holding the three pieces of paper in place, fold them in, like this:



3. You now have six pages. Staple near the top by the fold.



Turn over for directions on what must be included on each page of the Flip Chart.

4. Each page of the Flipchart will represent one of six different areas of focus. Please include the following information on each page.

Page One: This is your cover. Include the Big Idea, "Society shapes and influences individuals," along with your name and period number.

Page Two: Write a TEPAC Analytical Paragraph showing how Harper Lee was shaped and influenced by her society to write the novel *To Kill a Mockingbird*. Include an illustration of a symbol that you think represents Harper Lee and the influence society had on her.

Page Three: Write a TEPAC Analytical Paragraph showing how Scout was shaped and influenced by her society in the novel *To Kill a Mockingbird*. Include an illustration of a symbol that you think represents Scout and the influence society had on her.

Page Four: Write a TEPAC Analytical Paragraph showing how a character of your choice was shaped and influenced by society in the novel *To Kill a Mockingbird*. Include an illustration of a symbol that you think represents this character and the influence society had on him or her.

Page Five: Write a TEPAC Analytical Paragraph showing how a character of your choice was shaped and influenced by society in the novel *To Kill a Mockingbird*. Include an illustration of a symbol that you think represents this character and the influence society had on him or her.

Page Six: Write a TEPAC Analytical Paragraph showing how **you** were shaped and influenced by the novel *To Kill a Mockingbird*. Include an illustration of a symbol that you think represents you and the influence this novel had on you.

***Be sure to be creative in your presentation of this information. Make sure you **add color** on each page of the Flip Chart to enhance your work and show creativity.

Resources to Help You:

- Harper Lee:** Era Envelope: Putting *To Kill a Mockingbird* in Context (Resource 2.8); *Scottsboro* Viewing Guide (Resource 2.9)
- Creating Your Symbols:** Symbol Activity (Resource ???)
- Characters Before the Trial:** Character Gallery Walk (Resource ???)
- How to Write a TEPAC Analytical Paragraph:** Deconstruction of an Analytical Paragraph (Resource 3.5); TEPAC Analytical Paragraph Chart (Resources 3.6 and 4.7); TEPAC Analytical Paragraph Scoring Rubric (Resource 4.8)
- Your Response:** Power of a Classic Activity (Resource ???); Quick-Write: Responding to the Verdict (Resource 3.10)
- Characters After the Trial:** Compare-Contrast Matrix: Responses to the Trial (Resource 4.4); Say-Mean-Matter Chart (Resource 4.6), Round-Robin: Mr. Ewell's Revenge (Resource 4.11); Think-Write-Pair-Share: Mr. Tate's Decision (Resource 4.13), Character Double-Bubble Maps (Resources 4.18-4.20)
- Creating a Rough Draft:** TEPAC Analytical Paragraph Charts (Resources 5.2-5.6); TEPAC Analytical Writing Language Supports (Resource 5.7); TEPAC Analytical Paragraph Peer Response Scoring Rubric (Resource 5.8); Flip Chart Scoring Rubric (Resource 5.9)

To Kill a Mockingbird Final Essay Prompt

Situation: Over the course of the last few weeks, we have been exploring the Big Idea that “Society shapes and influences individuals.” We have also read and discussed Harper Lee’s *To Kill a Mockingbird*, which is her response to the society in which she grew up.

Task: Write an essay in which you analyze the ways in which society shaped and influenced Harper Lee to write her novel, the ways in which society (particularly the Tom Robinson trial) shaped and influenced Scout and two other characters in the novel, and finally, the ways in which the novel shaped and influenced you. Be sure to provide textual evidence to support your argument.

Resources to Help You:

- ❑ **Harper Lee:** Era Envelope: Putting *To Kill a Mockingbird* in Context (Resource 2.8); *Scottsboro* Viewing Guide (Resource 2.9)
- ❑ **Characters Before the Trial:** Character Gallery Walk (Resource ???)
- ❑ **How to Write a TEPAC Analytical Paragraph:** Deconstruction of an Analytical Paragraph (Resource 3.5); TEPAC Analytical Paragraph Chart (Resources 3.6 and 4.7); TEPAC Analytical Paragraph Scoring Rubric (Resource 4.8)
- ❑ **Your Response:** Power of a Classic Activity (Resource ???); Quick-Write: Responding to the Verdict (Resource 3.10)
- ❑ **Characters After the Trial:** Compare-Contrast Matrix: Responses to the Trial (Resource 4.4); Say-Mean-Matter Chart (Resource 4.6), Round-Robin: Mr. Ewell’s Revenge (Resource 4.11); Think-Write-Pair-Share: Mr. Tate’s Decision (Resource 4.13), Character Double-Bubble Maps (Resources 4.18-4.20)
- ❑ **Creating a Rough Draft:** TEPAC Analytical Paragraph Charts (Resources 5.2-5.6); TEPAC Analytical Writing Language Supports (Resource 5.7); TEPAC Analytical Paragraph Peer Response Scoring Rubric (Resource 5.8); Flip Chart Scoring Rubric (Resource 5.9)

TEPAC Analytical Paragraph Chart

Prompt: How did society shape and influence Harper Lee to write *To Kill a Mockingbird*?

Student Response (Topic Sentence/Claim): _____

<p>Evidence</p> <p><i>Provide evidence showing what Harper Lee’s society was like.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or why it might have affected Harper Lee.</i></p>	
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	

<p>Evidence</p> <p><i>Provide evidence from the novel showing how society influenced Harper Lee to write her novel.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or how it shows that society influenced Harper Lee.</i></p>	<p>Concluding Statement</p> <p><i>Explain how your two pieces of evidence connect back to the topic sentence or theme/claim.</i></p>
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>

TEPAC Analytical Paragraph Chart

Prompt: How did society shape and influence Scout in *To Kill a Mockingbird*?

Student Response (Topic Sentence/Claim): _____

<p>Evidence</p> <p><i>Provide evidence showing what Scout was like before the trial.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or what it reveals about Scout.</i></p>	
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	

<p>Evidence</p> <p><i>Provide evidence from the novel showing how Scout was different because of the trial.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or how it shows that society influenced Scout.</i></p>	<p>Concluding Statement</p> <p><i>Explain how your two pieces of evidence connect back to the topic sentence or theme/claim.</i></p>
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>

TEPAC Analytical Paragraph Chart

Prompt: How did society shape and influence _____ in *To Kill a Mockingbird*?

Student Response (Topic Sentence/Claim): _____

<p>Evidence</p> <p><i>Provide evidence showing what this character was like before the trial.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or what it reveals about this character.</i></p>	
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	

<p>Evidence</p> <p><i>Provide evidence from the novel showing how this character was different because of the trial.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or how it shows that society influenced this character.</i></p>	<p>Concluding Statement</p> <p><i>Explain how your two pieces of evidence connect back to the topic sentence or theme/claim.</i></p>
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>

TEPAC Analytical Paragraph Chart

Prompt: How did society shape and influence _____ in *To Kill a Mockingbird*?

Student Response (Topic Sentence/Claim): _____

<p>Evidence</p> <p><i>Provide evidence showing what this character was like before the trial.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or what it reveals about this character.</i></p>	
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	

<p>Evidence</p> <p><i>Provide evidence from the novel showing how this character was different because of the trial.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or how it shows that society influenced this character.</i></p>	<p>Concluding Statement</p> <p><i>Explain how your two pieces of evidence connect back to the topic sentence or theme/claim.</i></p>
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>

TEPAC Analytical Paragraph Chart

Prompt: How did reading *To Kill a Mockingbird* shape and influence you?

Student Response (Topic Sentence/Claim): _____

<p>Evidence</p> <p><i>Provide evidence showing you were like or what you thought before reading this book.</i></p>	<p>Paraphrase Evidence</p> <p><i>Provide a second sentence, explaining why you thought this way.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or what it reveals about you.</i></p>	
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	

<p>Evidence</p> <p><i>Provide a quotation from the novel that had a particular effect on you.</i></p>	<p>Paraphrase Evidence</p> <p><i>Summarize this evidence in your own words.</i></p>	<p>Analysis of Evidence</p> <p><i>Explain the significance of this piece of evidence, or how it influenced you.</i></p>	<p>Concluding Statement</p> <p><i>Explain how your two pieces of evidence connect back to the topic sentence or theme/claim.</i></p>
<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>	<p>Rewrite with Academic Language:</p>

TEPAC Analytical Paragraph Scoring Rubric: Peer Response

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Content	<p>Includes all of the Proficient criteria plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5 or more sentences of analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> States a claim <input type="checkbox"/> Cites first piece of textual evidence to support claim <input type="checkbox"/> Paraphrases the evidence <input type="checkbox"/> Analyzes the evidence (in support of the claim) in one or more of the following ways: <ul style="list-style-type: none"> ○ Explains significance ○ Interprets information ○ Compares/contrasts key concepts ○ Examines causes/effects ○ Debates ideas/concepts ○ Evaluates ideas/rhetoric <input type="checkbox"/> Cites second piece of textual evidence to support claim <input type="checkbox"/> Paraphrases the evidence <input type="checkbox"/> Analyzes the evidence (in support of the claim) in one or more of the following ways: <ul style="list-style-type: none"> ○ Explains significance ○ Interprets information ○ Compares/contrasts key concepts ○ Examines causes/effects ○ Debates ideas/concepts ○ Evaluates ideas/rhetoric <input type="checkbox"/> Concludes by stating how the evidence supports the claim 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 6 of the Proficient criteria 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes fewer than 6 of the Proficient criteria
Language	<p>Includes all of the Proficient criteria plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7 or more examples of precise language (verbs, nouns, and/or adjectives) 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 3-6 transitions and/or signal words/phrases <input type="checkbox"/> Includes 3-6 precise nouns, verbs, and/or adjectives <input type="checkbox"/> Uses complete sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 2 of the Proficient criteria 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes fewer than 2 of the Proficient criteria

Paragraph #1: Harper Lee

Did this person’s paragraph show how Harper Lee was influenced by society to write the novel *To Kill a Mockingbird*? Yes / No

If not, what does this person need to do to make it answer the question in the prompt? _____

Based on the rubric, I would give **Paragraph #1** a score of _____ because _____
_____.

To improve your paragraph, you should _____
_____.

Paragraph #2: Scout

Did this person’s paragraph show how Scout was influenced by society in *To Kill a Mockingbird*? Yes / No

If not, what does this person need to do to make it answer the question in the prompt? _____

Based on the rubric, I would give **Paragraph #2** a score of _____ because _____
_____.

To improve your paragraph, you should _____
_____.

Paragraph #3: _____

Did this person’s paragraph show how the character was influenced by society in the novel *To Kill a Mockingbird*? Yes / No

If not, what does this person need to do to make it answer the question in the prompt? _____

Based on the rubric, I would give **Paragraph #3** a score of _____ because _____
_____.

To improve your paragraph, you should _____
_____.

Paragraph #4: _____

Did this person's paragraph show how the character was influenced by society in the novel *To Kill a Mockingbird*? Yes / No

If not, what does this person need to do to make it answer the question in the prompt? _____

Based on the rubric, I would give **Paragraph #4** a score of _____ because _____

To improve your paragraph, you should _____

Paragraph #5: You

Did this person's paragraph show how he/she was influenced by the novel *To Kill a Mockingbird*? Yes / No

If not, what does this person need to do to make it answer the question in the prompt? _____

Based on the rubric, I would give **Paragraph #5** a score of _____ because _____

To improve your paragraph, you should _____

***To Kill a Mockingbird* Flip Chart Scoring Rubric**

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Content	<p>Includes all of the Proficient criteria plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5 or more sentences of analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> States a claim <input type="checkbox"/> Cites first piece of textual evidence to support claim <input type="checkbox"/> Paraphrases the evidence <input type="checkbox"/> Analyzes the evidence (in support of the claim) in one or more of the following ways: <ul style="list-style-type: none"> ○ Explains significance ○ Interprets information ○ Compares/contrasts key concepts ○ Examines causes/effects ○ Debates ideas/concepts ○ Evaluates ideas/rhetoric <input type="checkbox"/> Cites second piece of textual evidence to support claim <input type="checkbox"/> Paraphrases the evidence <input type="checkbox"/> Analyzes the evidence (in support of the claim) in one or more of the following ways: <ul style="list-style-type: none"> ○ Explains significance ○ Interprets information ○ Compares/contrasts key concepts ○ Examines causes/effects ○ Debates ideas/concepts ○ Evaluates ideas/rhetoric <input type="checkbox"/> Concludes by stating how the evidence supports the claim 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 6 of the Proficient criteria 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes fewer than 6 of the Proficient criteria
Language	<p>Includes all of the Proficient criteria plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7 or more examples of precise language (verbs, nouns, and/or adjectives) 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 3-6 transitions and/or signal words/phrases <input type="checkbox"/> Includes 3-6 precise nouns, verbs, and/or adjectives <input type="checkbox"/> Uses complete sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 2 of the Proficient criteria 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes fewer than 2 of the Proficient criteria

Symbol Scoring Rubric

Advanced (4) – Symbol is original (e.g., not a mockingbird) and clearly and insightfully represents character as described in paragraph

Proficient (3) – Symbol may or may not be original but clearly represents character as described in paragraph

Basic (2) – Symbol may or may not be original and connection to character may or may not be clear

Below Basic (1) – Symbol may or may not be original but meaning is unclear or based on misinterpretation of character

Not Included (0)

	Harper Lee	Scout	Character of Choice	Character of Choice	Student	Overall
Paragraph Content						
Language Content						
Symbol						

***To Kill a Mockingbird* Essay Scoring Rubric**

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Content	<p>Includes all of the Proficient criteria plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5 or more sentences of analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> States a claim <input type="checkbox"/> Cites first piece of textual evidence to support claim <input type="checkbox"/> Paraphrases the evidence <input type="checkbox"/> Analyzes the evidence (in support of the claim) in one or more of the following ways: <ul style="list-style-type: none"> ○ Explains significance ○ Interprets information ○ Compares/contrasts key concepts ○ Examines causes/effects ○ Debates ideas/concepts ○ Evaluates ideas/rhetoric <input type="checkbox"/> Cites second piece of textual evidence to support claim <input type="checkbox"/> Paraphrases the evidence <input type="checkbox"/> Analyzes the evidence (in support of the claim) in one or more of the following ways: <ul style="list-style-type: none"> ○ Explains significance ○ Interprets information ○ Compares/contrasts key concepts ○ Examines causes/effects ○ Debates ideas/concepts ○ Evaluates ideas/rhetoric <input type="checkbox"/> Concludes by stating how the evidence supports the claim 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 6 of the Proficient criteria 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes fewer than 6 of the Proficient criteria
Language	<p>Includes all of the Proficient criteria plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7 or more examples of precise language (verbs, nouns, and/or adjectives) 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 3-6 transitions and/or signal words/phrases <input type="checkbox"/> Includes 3-6 precise nouns, verbs, and/or adjectives <input type="checkbox"/> Uses complete sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes 2 of the Proficient criteria 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes fewer than 2 of the Proficient criteria

	Harper Lee	Scout	Character of Choice	Character of Choice	Student	Overall
Paragraph Content						
Language Content						