Taking a Stand

Gallery Walk



women war protestors

http://www.loc.gov/pictures/resource/hec.28132/



protestors in hall

http://www.loc.gov/pictures/resource/npcc.18539/

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suffragists

http://www.loc.gov/item/mnwp000288



jewish demonstrators

http://lcweb2.loc.gov/service/pnp/ppmsca/06500/06591v.jpg



civil rights march

http://www.loc.gov/pictures/item/2003654393/

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EXPEDITIONARY LEARNING

Notice/Wonder Note-Catcher

Notice	Wonder

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EXPEDITIONARY LEARNING

Taking a Stand: Frayer Model

Name: _____

Date: _____

Definition	**Characteristics/Explanation**
Examples	**Nonexamples**

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EXPEDITIONARY LEARNING

T-chart: Advantages/Disadvantages

Name: _____

Date: _____

Taking a Stand Photographs	
What are the advantages of using a photograph to learn about taking a stand? How is it positive or helpful?	What are the disadvantages of using a photograph to learn about taking a stand? How is it negative or unhelpful?

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"Equal Rights for Women"

Shirley Chisholm. "Equal Rights for Women." Address to the United States House of Representatives, Washington, DC, May 21, 1969. Public domain.

Hon. Shirley Chisholm of New York

In the House of Representatives, May 21, 1969

Mr. Speaker,

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

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

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

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

As a black person, I am no stranger to race prejudice. But the truth is that in the political world I have been far oftener discriminated against because I am a woman than because I am black.

Prejudice against blacks is becoming unacceptable although it will take years to eliminate it. But it is doomed because, slowly, white America is beginning to admit that it exists. Prejudice against women is still acceptable. There is very little understanding yet of the immorality* involved in double pay scales and the classification of most of the better jobs as "for men only."

More than half of the population of the United States is female. But women occupy only 2 percent of the managerial positions. They have not even reached the level of tokenism* yet. No women sit on the AFL-CIO council or Supreme Court. There have been only two women who have held Cabinet rank, and at present there are none. Only two women now hold ambassadorial rank in the diplomatic corps. In Congress, we are down to one Senator and 10 Representatives.

Considering that there are about 3 1/2 million more women in the United States than men, this situation is outrageous.

It is true that part of the problem has been that women have not been aggressive in demanding their rights. This was also true of the black population for many years. They submitted to oppression* and even cooperated with it. Women have done the same thing. But now there is an awareness of this situation particularly among the younger segment of the population.

As in the field of equal rights for blacks, Spanish-Americans, the Indians, and other groups, laws will not change such deep-seated problems overnight. But they can be used to provide protection for those

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who are most abused, and to begin the process of evolutionary* change by compelling the insensitive majority to reexamine its unconscious* attitudes.

It is for this reason that I wish to introduce today a proposal that has been before every Congress for the last 40 years and that sooner or later must become part of the basic law of the land—the equal rights amendment.

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

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

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

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

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

*demeaning: humiliating

"old darkey": a derogatory and racist name for African Americans used in the early 1900s

immorality: without moral principles

tokenism: a policy of making only a symbolic effort, but not really meaning it

oppression: unjust or cruel power

evolutionary: gradual

unconscious: unaware

menial: lowly, unskilled

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Reading Closely: Guiding Questions

APPROACHING TEXTS

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

I am aware of my purposes for reading:

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

I take note of information about the text:

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

QUESTIONING TEXTS

Reading closely involves:

1. **Initially questioning a text to focus my attention on its structure, ideas, language, and perspective**

THEN

2. **Questioning further as I read to sharpen my focus on the specific details in the text**

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

Structure:

- How is the text organized?
- How has the author structured the sentences, lines, paragraphs, scenes, or stanzas?

Topic, Information, and Ideas:

- What information/ideas are presented at the beginning of the text?
- What stands out to me as I first examine this text?
- What information/ideas are described in detail?
- What do I learn about the topic as I read?
- How do the ideas relate to what I already know?
- What do I think this text is mainly about?

Language:

- What words or phrases stand out to me as I read?
- What words and phrases are powerful or unique?
- What do the author's words cause me to see or feel?
- What words do I need to define to better understand the text?
- What words and phrases are repeated?

Perspective:

- Who is the intended audience of the text?
- What is the author's/narrator's stance or attitude about the topic or theme?
- How does the author's language show his or her perspective?
- What is the author's personal relationship to the topic or themes?

ANALYZING DETAILS

Reading closely involves analyzing and connecting the details I have found through my questioning to determine their meaning and importance, and the ways they help develop ideas across a text.

I analyze the details I find through my questioning:

Patterns across the text:

- What does the repetition of words or phrases in the text suggest?
- How do details, information, characters, or ideas change across the text?
- How do the text's structure and features influence my reading?

Meaning of language:

- How do specific words or phrases affect the meaning of the text?
- What words or phrases are critical for my understanding of the text?

Importance:

- Which details are most important to the overall meaning of the text?
- Which sections are most challenging and require closer reading?

Relationships among details:

- How are details in the text related in a way that develops themes or ideas?
- What does the text leave uncertain or unstated? Why?

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EXPEDITIONARY LEARNING

"Equal Rights for Women"

Lesson 2 Text-Dependent Questions

Name: _____

Date: _____

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

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

Text-Dependent Questions	Notes
1. What is prejudice?	
2. According to Shirley Chisholm, what are the assumptions of the "calculated system of prejudice" that lies behind the question, "Do you type?"	

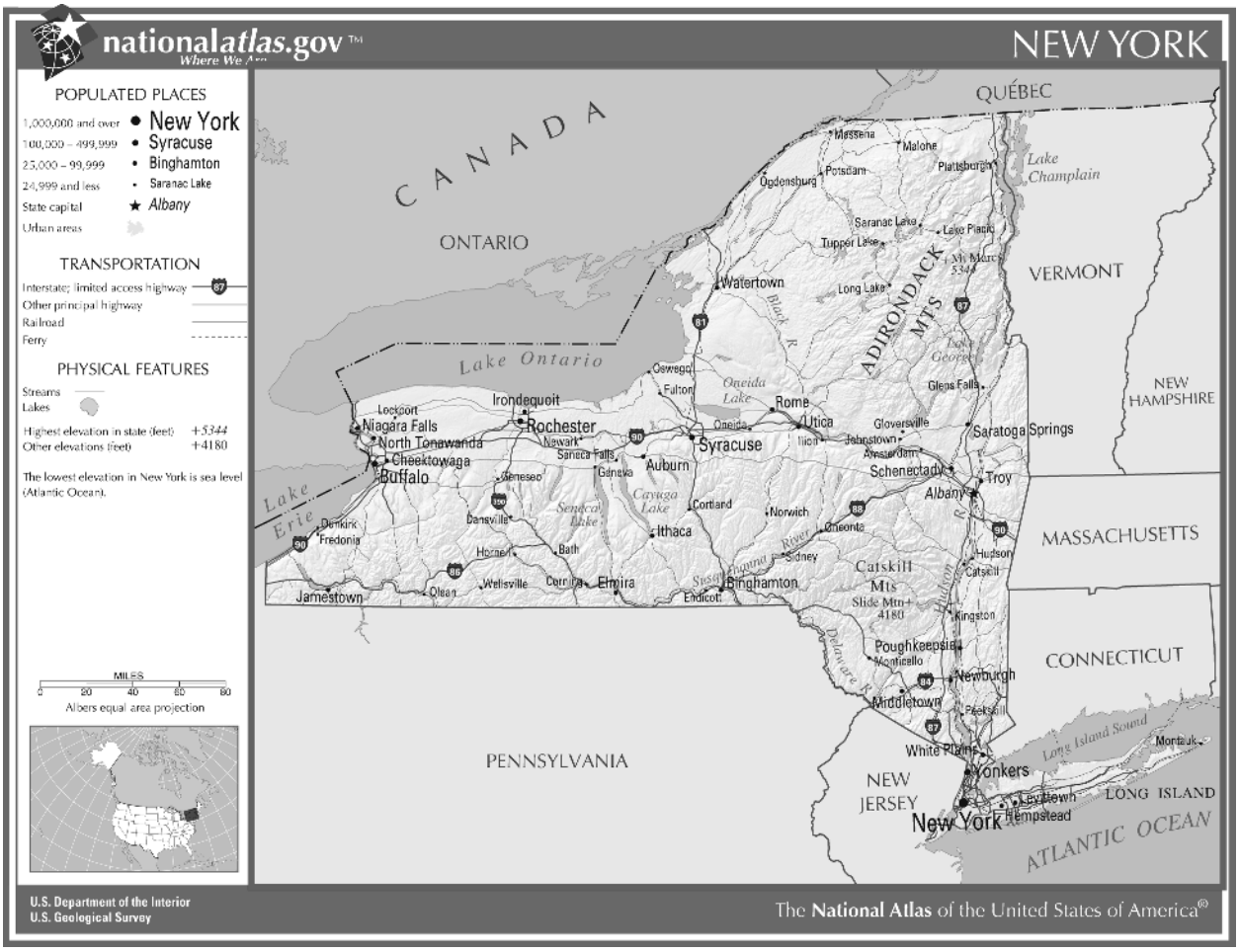
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3. Look at paragraph 4. What does Chisholm mean by the "happy little homemaker"? What does Chisholm mean by the "contented 'old darkey'"?	
4. Look at paragraphs 5–6. What similarities and differences does Chisholm see between the experience of women and that of blacks?	
5. Look at paragraphs 7 and 8. What are the various statistics Chisholm uses to support her argument?	
6. Choose one statistic and use your own words to explain what it means.	

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Instructions for Discussion Appointments

Make one appointment at each location.



Source: United States Geological Survey, http://nationalmap.gov/small_scale/printable/reference.html#New_York

In Albany:	
In Buffalo:	
In New York City:	
In Rochester:	

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"Equal Rights for Women"

Analyzing Text Structure Note-Catcher

Name: _____

Date: _____

Reread paragraph 9 and answer the following questions:

Questions	Notes
Read the paragraph aloud with your peer. Try paraphrasing the first sentence. What job is this sentence doing in the paragraph?	
How is the second sentence related to this topic sentence? What job is it doing in the paragraph?	
Now look at the third sentence, beginning with "They submitted . . ." Who are "they"? What do you think *submitted* means? Now that you know this, see if you can figure out what job this sentence is doing in the paragraph.	
In the next sentence, what does the "same thing" refer to? What job is this sentence doing in the paragraph?	
With your peer, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way?	

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EXPEDITIONARY LEARNING

Evaluating Evidence Note-Catcher

Name: _____

Date: _____

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

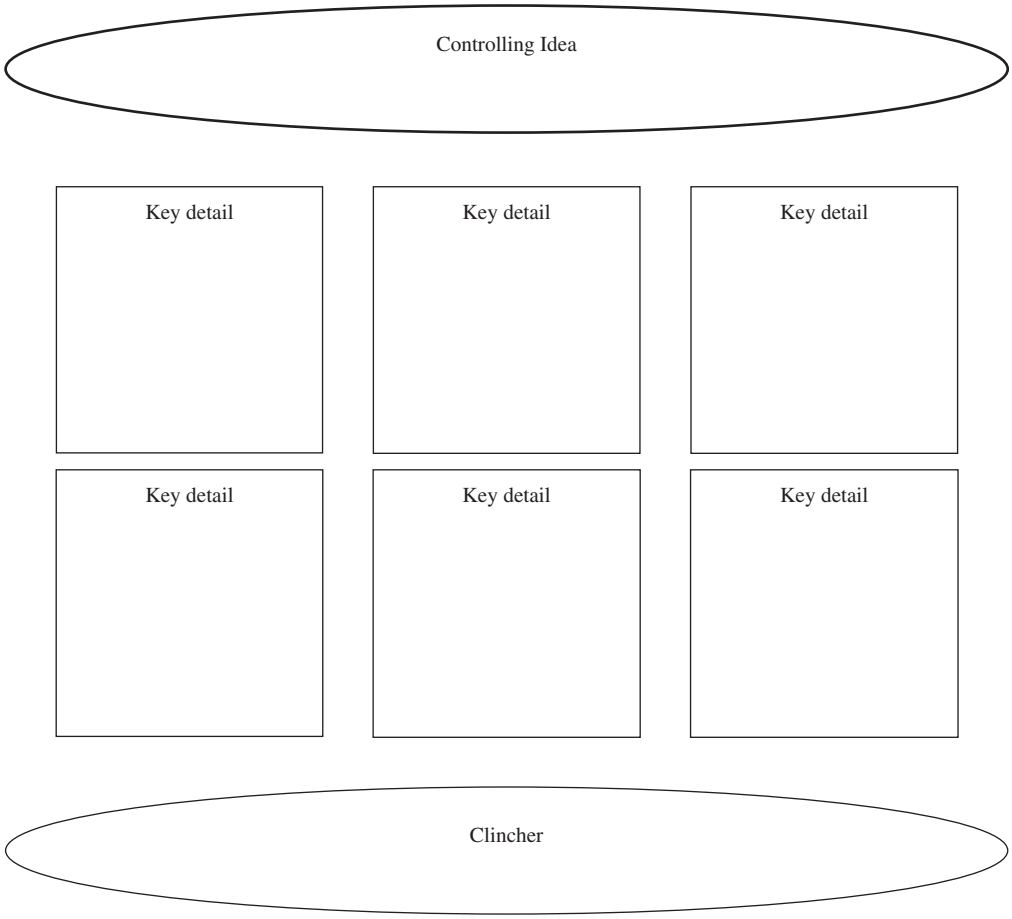
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Summary Writing Graphic Organizer

Name: _____

Date: _____

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



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"Equal Rights for Women"

Close Reading Note-Catcher

Name: _____

Date: _____

Chalk Talk Questions	Notes
1. What is Shirley Chisholm thinking and saying about discrimination against women?	
2. Who is the intended audience for this speech?	
3. What is Shirley Chisholm's personal role in discrimination against women?	
4. Reread the speech. Where does Chisholm acknowledge other viewpoints?	
5. How does Chisholm respond to these other viewpoints?	
6. Why does Chisholm identify other viewpoints?	

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"Equal Rights for Women"

Vocabulary

Name: _____

Date: _____

Directions: In the following chart, write the words you circled in "Equal Rights for Women." Do your best to infer the meaning of the word from the context and write it in the second column. Then, using a dictionary, check your inferred meaning and write the dictionary definition in the third column.

Word	Paragraph Number	Inferred Meaning	Dictionary Definition

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"Ain't I a Woman?"

Sojourner Truth

Source: Sojourner Truth. "Ain't I a Woman?" Speech delivered at the Women's Rights Convention, Akron, Ohio, 1851. This version was recounted by Frances Gage in 1863. Public domain.

Well, children, where there is so much racket* there must be something out of kilter.* I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash* as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged* to you for hearing me, and now old Sojourner ain't got nothing more to say.

racket: noise

out of kilter: unbalanced

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

obliged: I appreciate and owe you

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"Ain't I a Woman?" Note-Catcher

Name: _____

Date: _____

Round 1: Finding the central idea and supporting details	Round 2: Analyzing text structure
According to Truth, what is the "fix" that white men are in? What details does Truth use to support that idea?	What objection to women having rights is Truth addressing here? How does each sentence in the paragraph contribute to Truth's response to that?
Round 3: Analyzing perspective and opposing claim	**Summary Preparation**
What stand is Sojourner Truth taking in this speech?	What is the controlling idea?
What opposing claim does Truth address in this speech? How does she respond?	What are the key details?
	What is your clincher?
Homework: Write an objective summary of "Ain't I a Woman?"	

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EXPEDITIONARY LEARNING

Mid-Unit Assessment

Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name: _____

Date: _____

Directions: Read the excerpts from President Johnson's speech, then reread the speech and write the gist of each part of the speech in the column to the right.

President Lyndon B. Johnson gave this speech at the University of Michigan's graduation ceremony on May 22, 1964. He directed his speech primarily to the students who were graduating that day.

Excerpts from Speech	Gist
Part 1 Your imagination and your initiative and your indignation[1] will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled[2] growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society. The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning. So I want to talk to you today about three places where we begin to build the Great Society—in our cities, in our countryside, and in our classrooms.	
Part 2 Aristotle[3] said: "Men come together in cities in order to live, but they remain together in order to live the good life." It is harder and harder to	

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live the good life in American cities today. The catalog of ills[4] is long: There is the decay of the centers and the despoiling[5] of the suburbs. There is not enough housing for our people or transportation for our traffic. Open land is vanishing and old landmarks are violated. Worst of all, expansion is eroding these precious and time-honored values of community with neighbors and communion[6] with nature. The loss of these values breeds loneliness and boredom and indifference. And our society will never be great until our cities are great. Today the frontier of imagination and innovation is inside those cities. . . . New experiments are already going on. It will be the task of your generation to make the American city a place where future generations will come, not only to live, but to live the good life.	
Part 3 A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing. A few years ago we were greatly concerned about the "Ugly American." Today we must act to prevent an ugly America. For once the battle is lost, once our natural splendor is destroyed, it can never be recaptured. And once man can no longer walk with beauty or wonder at nature, his spirit will wither and his sustenance[7] be wasted.	

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Part 4 A third place to build the Great Society is in the classrooms of America. There your children's lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal. Today, 8 million adult Americans, more than the entire population of Michigan, have not finished five years of school. Nearly 20 million have not finished eight years of school. Nearly 54 million—more than one-quarter of all America—have not even finished high school. Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it. . . . Poverty must not be a bar to learning, and learning must offer an escape from poverty.	
Part 5 These are three of the central issues of the Great Society. While our government has many programs directed at those issues, I do not pretend that we have the full answer to those problems. But I do promise this: We are going to assemble the best thought and the broadest knowledge from all over the world to find those answers for America. For better or for worse, your generation has been appointed by history to deal with those problems and to lead America toward a new age. . . . So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin? Will you join in the battle to give every citizen an escape from the crushing weight of poverty?	

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Will you join in the battle to build the Great Society, to prove that our material[8] progress is only the foundation on which we will build a richer life of mind and spirit? There are those timid souls that say this battle cannot be won; that we are condemned to a soulless wealth. I do not agree. We have the power to shape the civilization that we want. But we need your will and your labor and your hearts, if we are to build that kind of society.	
Those who came to this land sought to build more than just a new country. They sought a new world. So I have come here today to your campus to say that you can make their vision our reality. So let us from this moment begin our work so that in the future men will look back and say: It was then, after a long and weary way, that man turned the exploits[9] of his genius to the full enrichment of his life. Thank you. Goodbye.	

[1] indignation: anger about something that is unfair
[2] unbridled: unrestrained
[3] Aristotle: a famous philosopher
[4] ills: an evil or misfortune
[5] despoiling: ruining
[6] communion: a relationship with deep understanding
[7] sustenance: nourishment
[8] material: related to physical things
[9] exploits: heroic acts

Source: Lyndon Johnson. "The Great Society" speech. Delivered at the University of Michigan, Ann Arbor, May 22, 1964. Public domain.

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Name: _____

Date: _____

1. Which statement from the speech best reveals its central idea?
   a. "The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time."
   b. "And our society will never be great until our cities are great."
   c. "Poverty must not be a bar to learning, and learning must offer an escape from poverty."
   d. "There are those timid souls that say this battle cannot be won; that we are condemned to a soulless wealth."
2. Explain why the answer you chose best reveals the central idea.

_____

_____

_____

_____

_____

_____

3. Reread the speech. How does each part develop the central idea?

	What is the supporting idea in this part of the speech?	How does this supporting idea develop the central idea of the speech?
Part 2		
Part 3		
Part 4		
Part 5		

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4. Write a summary of the speech. Be sure to use what you know about the central idea and the gist of each part.

5. Reread part 5. What opposing viewpoint does President Johnson acknowledge? How does he respond to it? Be sure to use what you know about the central idea and the gist of each part.

6. Reread part 5 and think about the audience that is listening to this speech. How does each question that begins "Will you join in the battle" directly address the audience to whom Johnson is speaking?

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7. Write a paragraph that answers the question: How is the central idea of the speech related to the central idea of "taking a stand"? Explain your answer, citing evidence from the text.

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Story Impressions Note-Catcher

Name: _____

Date: _____

Directions: On your own, read the phrases from the novel quietly to yourself. Think about what this novel might be about:

- "I maintain that the Ewells started it all . . ."
- ". . . it really began with Andrew Jackson."
- "Maycomb was an old town . . ."
- "People moved slowly then."
- "Maycomb County had recently been told it had nothing to fear but fear itself."

Prereading Wonder: Based on the phrases and lines from the opening pages of the novel, what do you wonder about this novel?

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapter 1, Part A

Name: _____

Date: _____

What is the gist of what you read?

Focus Question

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

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
assuaged (3)		
"the disturbance" (4)		
ambled (5)		
vague optimism (6)		

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapter 1, Part B

Name: _____

Date: _____

What is the gist of what you read?

Focus Question

Based on your reading of chapter 1, how do Jem, Scout, and Dill describe Boo Radley? Use the best evidence from the novel to support the description.

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
satisfactory (6)		
routine contentment (8)		
malevolent phantom (8)		
stealthy (9)		
alien (9)		

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapter 2

Name: _____

Date: _____

What is the gist of what you read?

Focus Question

Why does Scout stand up for Walter?

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
meditating (17)		
illicitly (17)		
sentimentality (19)		
vexations (21)		
sojourn (22)		
Others:		

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Atticus Note-Catcher

Name: _____

Date: _____

What does this reveal about Atticus's character?	Page	What do others say about Atticus?	Atticus's words and actions
Atticus has the best interest of others at heart. He tries to do the right thing no matter what.	4	"Atticus, the town lawyer, tries to do what is best for his clients, even if they don't listen to him."	
	4	"During his first five years in Maycomb, Atticus practiced economy more than anything; for several years thereafter he invested his earnings in his brother's education."	

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Word Strips

satisfactory

routine contentment

malevolent phantom

stealthy

alien

mediating

illicitly

vexations

sojourn

assuaged

ambled

vague optimism

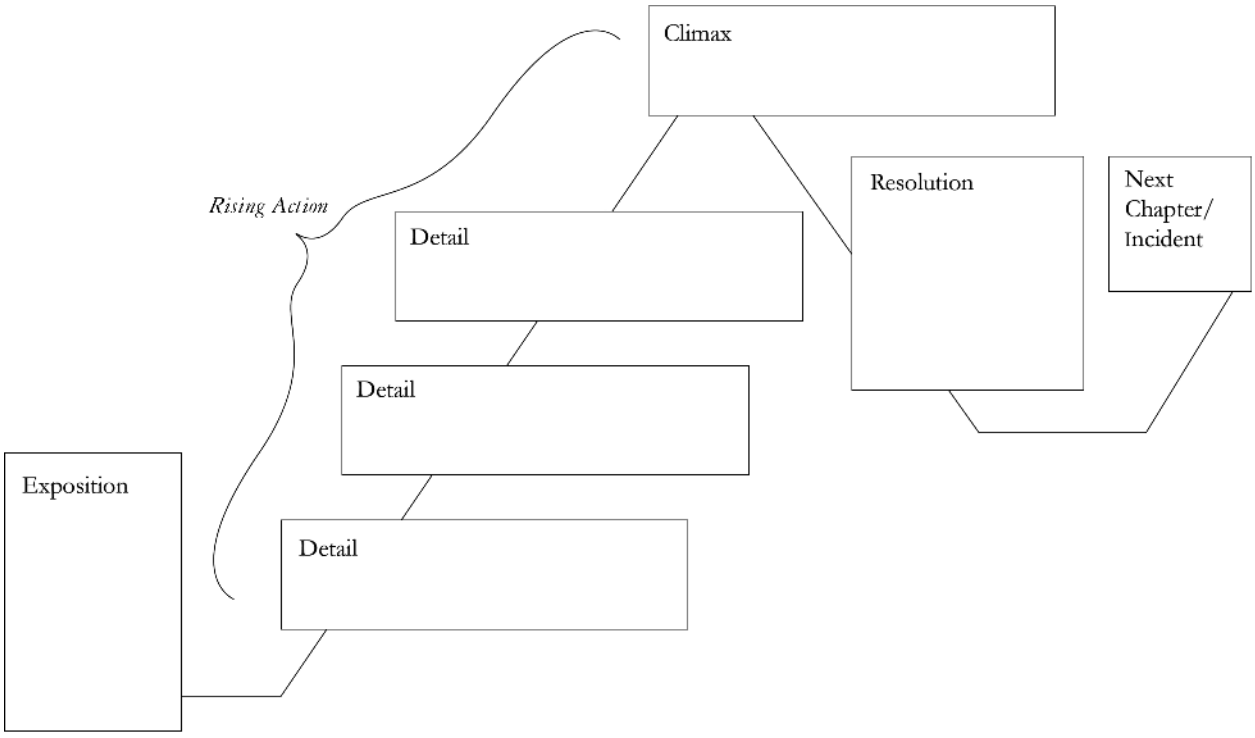
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Narrative Structure Graphic Organizer

Name: _____

Date: _____

Chapter: _____



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EXPEDITIONARY LEARNING

Narrative Structure Note-Catcher

Name: _____

Date: _____

At the end of chapter 2, Scout's narration reflects on Miss Caroline by saying, "Had her conduct been more friendly toward me, I would have felt sorry for her."

Questions	Notes
1. Analyze the meaning of the chapter: What happened in the chapter to make Scout say this?	
2. How is the text structured? What is the job of each structural element of the text? (Use your Narrative Structure Graphic Organizer to help you answer this question.)	The job of the exposition in this chapter is . . .
	The job of the rising action in this chapter is . . .
	The job of the climax in this chapter is . . .
	The job of the resolution in this chapter is . . .
3. How does the structure of the chapter lead readers to understand what Scout means when she says, "Had her conduct been more friendly toward me, I would have felt sorry for her"?	

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Summary Writing Homework

Name: _____

Date: _____

In chapter 2 of *To Kill a Mockingbird* . . .

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EXPEDITIONARY LEARNING

Vocabulary Square

Name: _____

Date: _____

Definition in Your Own Words	Synonym or Variations
Part of Speech and Prefix/Suffix/Root (as Applicable)	**Sketch or Symbol**

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Text-Dependent Questions

Chapter 2 (Pages 19–22)

Name: _____

Date: _____

Text-Dependent Questions	Response Using the Strongest Evidence from the Text
1. Based on the text, what does the word *delegation* mean? Why might Lee describe the group of students as a *delegation*?	
2. Why is Scout the person who is chosen to explain things to Miss Caroline?	
3. Why does Lee include the information on Mr. Cunningham's dealings with Atticus in the middle of the classroom scene?	
4. Why does Miss Caroline say, "You're starting off on the wrong foot in every way, my dear"?	
5. What does Scout's stand reveal about her personality or character? Explain.	

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Exit Ticket

To Kill a Mockingbird, Chapter 2

Name: _____

Date: _____

1. Based on the scene reread in class, which word is closest in meaning to the word *mortification* (21)?
   a. Silliness
   b. Humiliation
   c. Hatred
   d. Seriousness

2. Atticus's statement that "Jem's definitions are very nearly accurate sometimes" (21) is meant to create which tone?
   a. Suspense
   b. Sentimentality
   c. Humor
   d. Seriousness

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapter 3

Name: _____

Date: _____

What is the gist of what you read?

Focus Question

Who takes a stand and why? Explain using the strongest details from the novel.

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
erratic (24)		
tranquility (24)		
contemptuous (27)		
compromise (31)		
concessions (31)		

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EXPEDITIONARY LEARNING

Vocabulary Square

Name: _____

Date: _____

Definition in Your Own Words	Synonym or Variations
Part of Speech and Prefix/Suffix/Root (as Applicable)	**Sketch or Symbol**

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EXPEDITIONARY LEARNING

Golden Rule Note-Catcher

Gallery Walk Quotes

Name: _____

Date: _____

The Golden Rule is a philosophy found in cultures and religions around the world. Pick your favorite from the Gallery Walk and write it in the following space:

_____

_____

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

Same	Different

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

_____

_____

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

Example in the novel (page no.)	Explain how this scene illustrates the Golden Rule.

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EXPEDITIONARY LEARNING

Text-to-Film Comparison Note-Catcher

To Kill a Mockingbird, Part 1

Name: _____

Date: _____

Scene	What is the same? How does the film version stay faithful to the novel?	What is different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?
Read from "Something wrong, Scout?" (29) to "I never went to school" (32).			

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapter 4

Name: _____

Date: _____

What is the gist of what you read?

Focus Question

Atticus says, "You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it" (chapter 3, p. 30). How is this advice taken or ignored in this chapter? Use the strongest evidence from the novel in your answer.

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Vocabulary

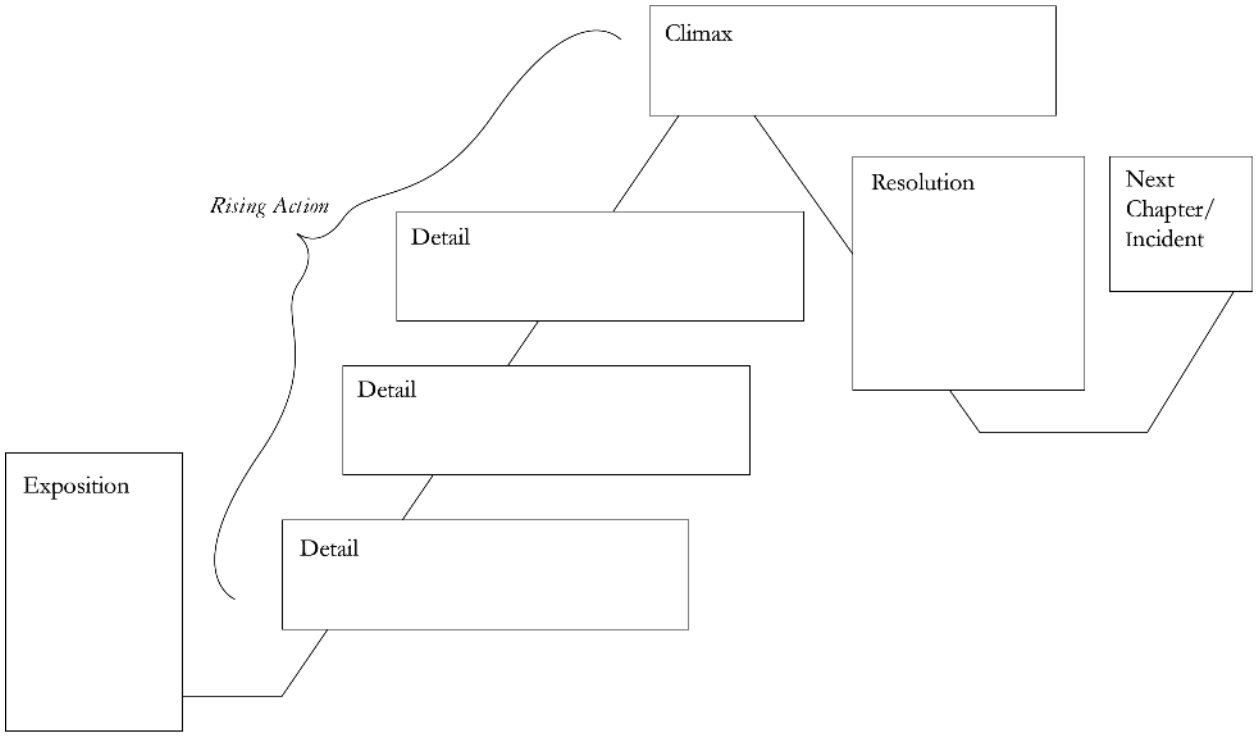
Word	Definition	Context clues: How did you figure out this word?
auspicious (32)		
opposition (32)		
impulse (33)		
ethical (35)		
dreary (36)		
Others:		

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Narrative Structure Chapter 4 Graphic Organizer

Name: _____

Date: _____



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EXPEDITIONARY LEARNING

Golden Rule in Karen Armstrong's TED Talk Note-Catcher

Name: _____

Date: _____

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

_____

_____

_____

_____

What is *compassion*?

_____

_____

_____

_____

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

_____

_____

_____

_____

What evidence from Armstrong's speech suggests that she might agree with Atticus's advice to Scout? "You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it" (30).

_____

_____

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How does the "ethical culture" (35) of Jem and Scout illustrate the idea of treating others the way you want to be treated? Why is "finders, keepers" different with money?

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EXPEDITIONARY LEARNING

Networking Sessions Note-Catcher

Chapter 4

Name: _____

Date: _____

Why does Lee call it a "melancholy little drama" (39)? _____ initials

_____

_____

_____

_____

What do the children actually "know" about the Radleys? _____ initials

_____

_____

_____

_____

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

_____

_____

_____

_____

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapter 5

Name: _____

Date: _____

What is the gist of what you read?

Focus Question

Miss Maudie says, "Atticus Finch is the same in his house as he is in public" (46). What evidence so far proves this true?

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
benign (42)		
tacit (42)		
cordiality (43)		
benevolence (43)		
morbid (43)		
edification (49)		

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Vocabulary Strips

benign

tacit

cordiality

benevolence

morbid

edification

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EXPEDITIONARY LEARNING

Vocabulary

Chapter 5

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

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To Kill a Mockingbird

Chapter 5 Text-Dependent Questions

Name: _____

Date: _____

1. Reread the middle of page 43. Why does Miss Maudie say Scout is being morbid?

2. Reread the top of page 44. What does "the best defense . . . was a spirited offense" mean?

3. Reread the middle of page 45. What does "The Bible in the hand of one man is worse than a whiskey bottle in the hand of . . . your father" mean?

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4. Reread the top of page 46. What does Scout mean when she says, "Atticus don't ever do anything to Jem and me that he don't do in the yard"? How does this draw on the central idea of the Golden Rule?

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Quick Write

"Stop Tormenting That Man!"

Name: _____

Date: _____

Do a Quick Write to address the prompt:

"I'm going to tell you something and tell you one time: stop tormenting that man" (49). What does this statement show about Atticus's belief in the Golden Rule?

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapters 6 and 7

Name: _____

Date: _____

What is the gist of what you read?

Focus Question

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

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Vocabulary

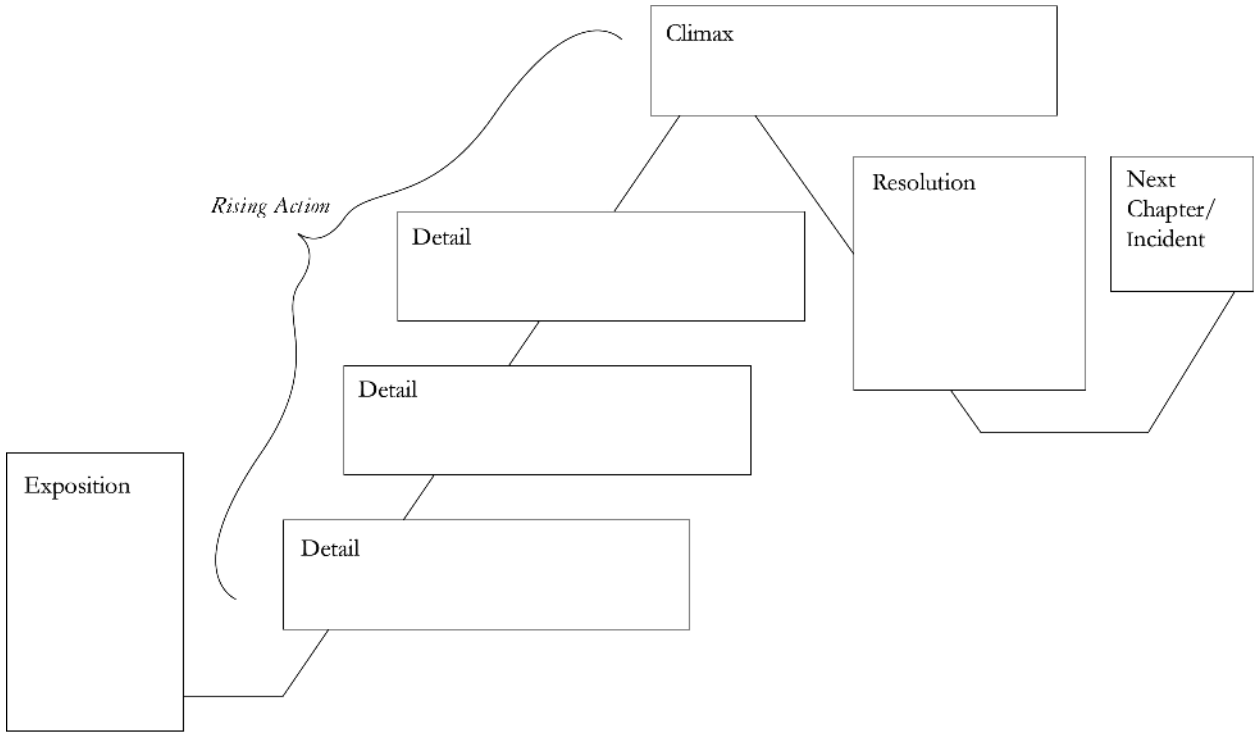
Word	Definition	Context clues: How did you figure out this word?
commotion (54)		
malignant (55)		
pilgrimage (57)		
burdensome (61)		
rendered (61)		

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Narrative Structure Chapter 6 Graphic Organizer

Name: _____

Date: _____



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"Those Winter Sundays"

By Robert Hayden

Source: "Those Winter Sundays." Copyright © 1966 by Robert Hayden. Robert Hayden, Collected Poems of Robert Hayden, edited by Frederick Glaysher (New York: Liveright Pubishing, 1966). Used by permission of Liveright Publishing Corporation.

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

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

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

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"Those Winter Sundays"

Close Reading Note-Catcher

Name: _____

Date: _____

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

_____

_____

2. Vocabulary Chart

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

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

<table>
<tr><th>Stanza 1</th><th>Stanza 2</th><th>Stanza 3</th></tr>
<tr><td>Lines 1–5</td><td>Lines 6–9</td><td>Lines 10–12</td></tr>
<tr><td rowspan="3"></td><td rowspan="3"></td><td></td></tr>
<tr><td>Lines 13–14</td></tr>
<tr><td></td></tr>
</table>

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

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

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

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

In the first stanza,

In the second stanza,

In the first three lines of the third stanza,

In the last two lines of the third stanza,

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

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

Notes

Class Consensus

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Comparing and Contrasting Text Structures

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

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapter 8

Name: _____

Date: _____

What is the gist of what you read?

Focus Question

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

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
unfathomable (63)		
aberration (63)		
procured (66)		
caricature (67)		
quelled (71)		

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"Incident"

By Countee Cullen

(For Eric Walrond)

Source: Copyrights held by the Amistad Research Center Tulane University, administrated by Thompson and Thompson, Brooklyn, New York.

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

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

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

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EXPEDITIONARY LEARNING

"Incident"

Structure Note-Catcher

Name: _____

Date: _____

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

_____

_____

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

_____

_____

_____

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

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

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

In the first stanza,

Then in the second stanza,

In the first two lines of the third stanza,

By the last two lines of the third stanza,

4. What do you think this poem seems to be saying about the Golden Rule? Discuss briefly with a peer, capture your ideas, and then you'll come to a consensus about this with your class.

   Notes:

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Class consensus:

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EXPEDITIONARY LEARNING

Analyzing Scout's Perspective about Boo Radley Note-Catcher

Name: _____

Date: _____

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

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Jigsaw Excerpts

Chapter 1

"Inside the house lived a malevolent phantom. People said he existed, but Jem and I had never seen him" (9).

"Jem gave a reasonable description of Boo: Boo was about six and a half feet tall, judging from his tracks; he dined on raw squirrels and any cats he could catch. That's why his hands were bloodstained—if you ate an animal raw, you could never wash the blood off. There was a long jagged scar that ran across his face; what teeth he had were yellow and rotten; his eyes popped, and he drooled most of the time" (13).

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Jigsaw Excerpts

Chapter 4

Two live oaks stood at the edge of the Radley lot; their roots reached out into the side-road and made it bumpy. Something about one of the trees attracted my attention.

Some tinfoil was sticking in a knot-hole just above my eye level, winking at me in the afternoon sun. I stood on tiptoe, hastily looked around once more, reached into the hole, and withdrew two pieces of chewing gum minus their outer wrappers.

My first impulse was to get it into my mouth as quickly as possible, but I remembered where I was. I ran home, and on our front porch I examined my loot. The gum looked fresh. I sniffed it and it smelled all right. I licked it and waited for a while. When I did not die I crammed it into my mouth: Wrigley's Double-Mint.

When Jem came home he asked me where I got such a wad. I told him I found it.

"Don't eat things you find, Scout."

"This wasn't on the ground, it was in a tree."

Jem growled.

"Well it was," I said. "It was sticking in that tree yonder, the one comin' from school."

"Spit it out right now!"

I spat it out. The tang was fading, anyway. "I've been chewin' it all afternoon and I ain't dead yet, not even sick." (33)

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Jigsaw Excerpts

Chapters 6 and 7

"Had Jem's pants been safely on him, we would not have slept much anyway. Every night-sound I heard from my cot on the back porch was magnified three-fold; every scratch of feet on gravel was Boo Radley seeking revenge, every passing Negro laughing in the night was Boo Radley loose and after us; insects splashing against the screen were Boo Radley's insane fingers picking the wire to pieces; the chinaberry trees were malignant, hovering, alive" (55).

One afternoon when we were crossing the schoolyard toward home, Jem suddenly said: "There's something I didn't tell you."

As this was his first complete sentence in several days, I encouraged him: "About what?"

"About that night."

"You've never told me anything about that night," I said.

Jem waved my words away as if fanning gnats. He was silent for a while, then he said, "When I went back for my breeches—they were all in a tangle when I was gettin' out of 'em, I couldn't get 'em loose. When I went back—" Jem took a deep breath. "When I went back, they were folded across the fence . . . like they were expectin' me."

"Across—"

"And something else—" Jem's voice was flat. "Show you when we get home. They'd been sewed up. Not like a lady sewed 'em, like somethin' I'd try to do. All crooked. It's almost like—"

"—somebody knew you were comin' back for 'em" (58).

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Jigsaw Excerpts

Chapter 8

It was obvious that he had not followed a word Jem said, for all Atticus said was, "You're right. We'd better keep this and the blanket to ourselves. Someday, maybe, Scout can thank him for covering her up."

"Thank who?" I asked.

"Boo Radley. You were so busy looking at the fire you didn't know it when he put the blanket around you."

My stomach turned to water and I nearly threw up when Jem held out the blanket and crept toward me. "He sneaked out of the house—turn 'round—sneaked up, an' went like this!"

Atticus said dryly, "Do not let this inspire you to further glory, Jeremy."

Jem scowled, "I ain't gonna do anything to him," but I watched the spark of fresh adventure leave his eyes. "Just think, Scout," he said, "if you'd just turned around, you'da seen him" (72).

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapter 9

Name: _____

Date: _____

What is the gist of what you read?

Focus Question

Atticus says, "Simply because we were licked a hundred years before we started is no reason for us not to try to win" (76). What does he mean? Explain the significance of this statement. Use the strongest evidence from the novel in your answer.

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Vocabulary

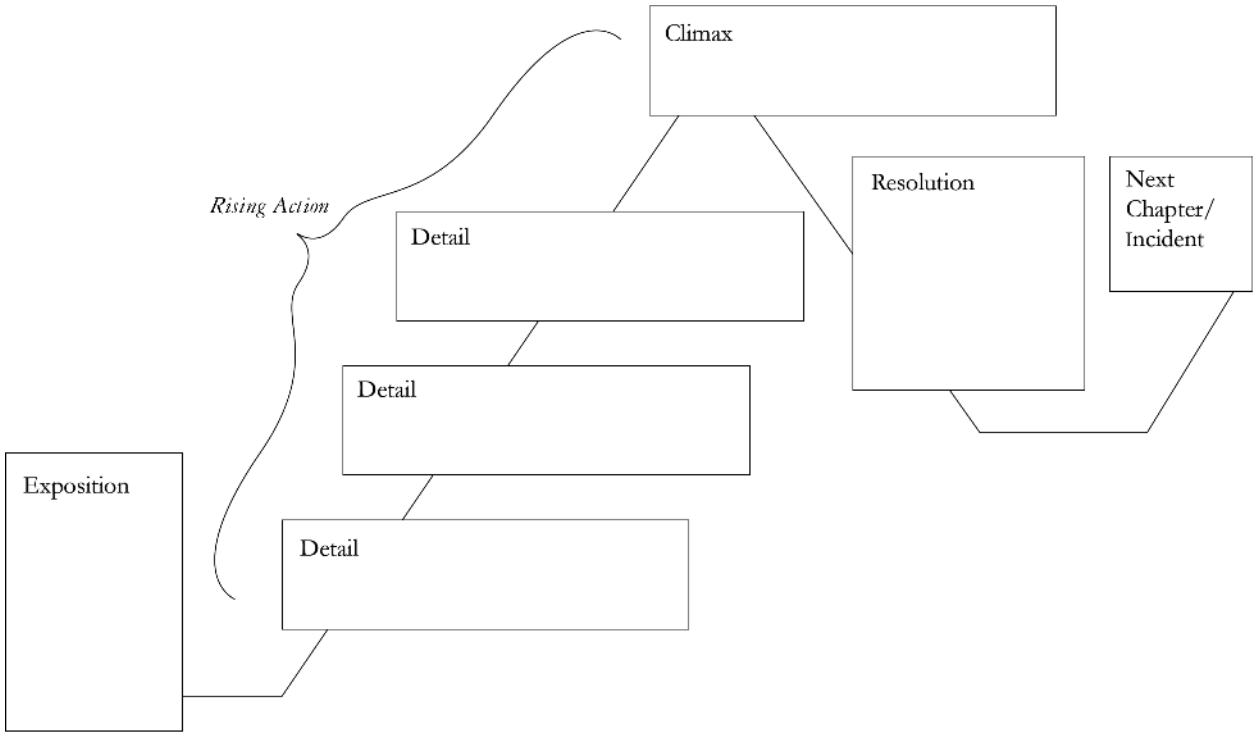
Word	Definition	Context clues: How did you figure out this word?
inordinately (76)		
ingenious (77)		
wary (78)		
innate (78)		
obstreperous (85)		
"Maycomb's usual disease" (88)		

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Narrative Structure Chapter 8 Graphic Organizer

Name: _____

Date: _____



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Comparing and Contrasting Text Structures

Name: _____

Date: _____

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

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Text-to-Film Comparison Note-Catcher

Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?	What's different? How does the film version depart from the novel?	What's the same? How does the film version stay faithful to the novel?	Chapter 9 text
			Paragraphs 1–5 "Do you defend niggers, Atticus?" to ". . . why do you send me to school?"
			Paragraph 6 "My father looked at me mildly."
			Paragraphs 7–10 "But I was worrying another bone." to "John Taylor was nice enough to give us a postponement."

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

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Written Conversation Note-Catcher

Reread pages 87–91. Scout, as the narrator, ends the chapter by saying: "It was not until many years later that I realized he (Atticus) wanted me to hear every word he said."

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

I Say	My Peer Responds	I Build	My Peer Concludes

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapter 10

Name: _____

Date: _____

What is the gist of what you read?

Focus Question

Atticus says, "Remember it's a sin to kill a mockingbird." Put this statement in your own words. What does Atticus really mean? Use the strongest evidence from the novel in your answer.

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
feeble (89)		
inconspicuous (89)		
attributes (89)		
peril (91)		
vaguely articulate (97)		

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EXPEDITIONARY LEARNING

Chapter 10 Note-Catcher

Name: _____

Date: _____

Round 1	Round 2
What does *feeble* mean?	What does "it's a sin to kill a mockingbird" mean?
Why do Scout and Jem think that Atticus is feeble?	How do you think it relates to the title?

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

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Exit Ticket

Name: _____

Date: _____

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

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EXPEDITIONARY LEARNING

To Kill a Mockingbird Structured Notes Graphic Organizer

Chapter 11

What is the gist of what you read?

Focus Question

How is the Golden Rule illustrated in chapter 11? Use the strongest evidence from the novel in your answer.

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Vocabulary

Word	Definition	Context clues: How did you figure out this word?
confined (99)		
livid (100)		
commence (106)		
undulate (107)		
beholden (111)		

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End-of-Unit 1 Assessment: Analyzing Author's Craft in *To Kill a Mockingbird*

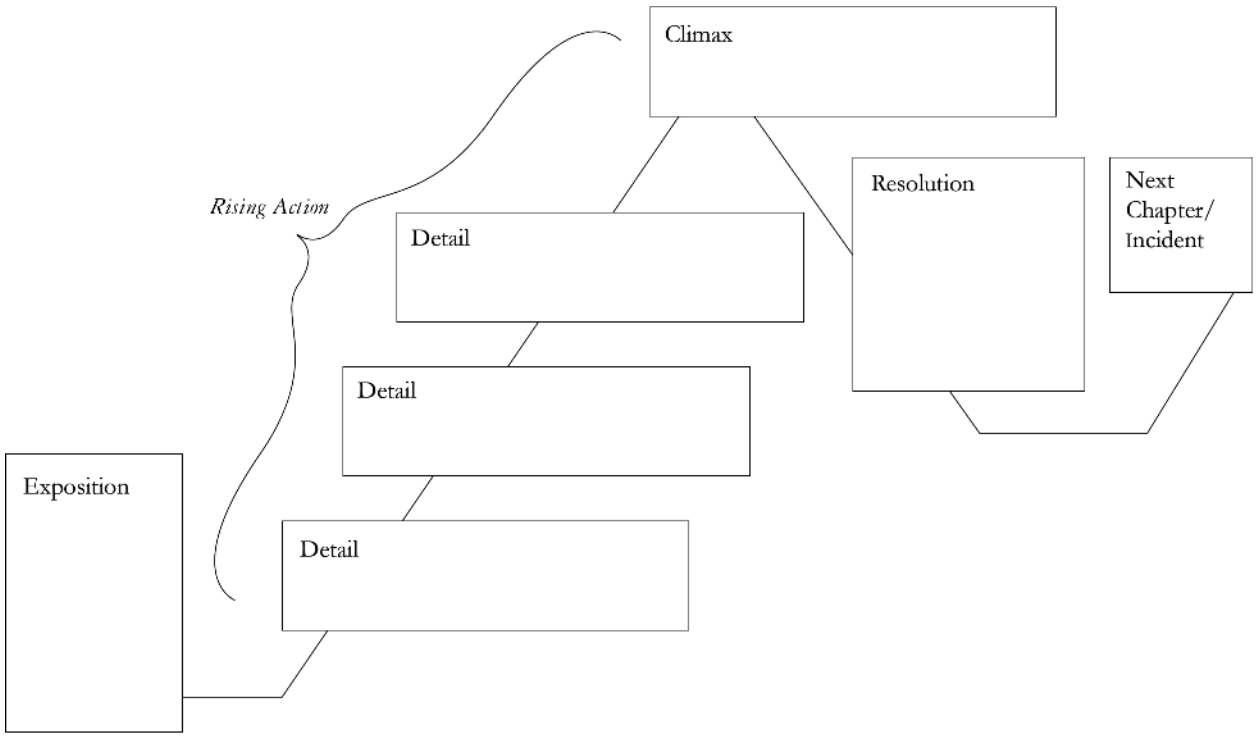
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language

Name: _____

Date: _____

Part A. Author's Craft: Text Structure and Connecting the Novel to Traditional Themes Like the Golden Rule

Use the Narrative Structure organizer to show the narrative structure of chapter 11.



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

> "Easy does it, son," Atticus would say. "She's an old lady and she's ill. You just hold your head high and be a gentleman. Whatever she says to you, it's your job not to let her make you mad."
>
> Jem would say she must not be very sick, she hollered so. When the three of us came to her house, Atticus would sweep off his hat, wave gallantly to her and say, "Good evening, Mrs. Dubose! You look like a picture this evening" (100).

How does this illustrate the Golden Rule?

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Read the poem and answer the questions that follow.

Solitude

By Ella Wheeler Wilcox

Source: First published in the February 25, 1883, issue of the New York Sun. Public domain.

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

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

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

mirth: laughter, happiness

solitude: loneliness, alone

gall: bile

fast: not eat

train: group of friends

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1. What is the poem mostly about?
   a. Laughter is the answer to a happy life.
   b. What you put out, the world returns to you.
   c. Positive actions result in positive returns.
   d. Negative actions result in negative returns.
2. What do the first two stanzas tell us about what the narrator has learned about life?

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

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

   In stanzas 1 and 2,

_____

_____

_____

_____

   By the last stanza of the poem,

_____

_____

_____

_____

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

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

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Part B. Author's Craft: Allusion

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

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

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

"Mrs. Dubose?" he called.

Jessie opened the wood door and unlatched the screen door.

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

"Let 'em both in, Jessie," said Mrs. Dubose. Jessie admitted us and went off to the kitchen.

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

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

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

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

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

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

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

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

We moved our chairs forward. This was the nearest I had ever been to her, and the thing I wanted most to do was move my chair back again (105–106).

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1. What impact does the allusion to *Ivanhoe* have on the meaning of chapter 11?
   a. It emphasizes that Jem wants revenge on Mrs. Dubose.
   b. It shows that Jem loves adventure novels.
   c. It makes Jem and Scout's relationship clearer.
   d. It shows that this chapter brings Jem and Mrs. Dubose together peacefully.
   e. It brings up the idea of slavery.
   f. It refers to the court system.
   g. It makes Mrs. Dubose look even meaner.
2. Justify your answer using evidence from the text.

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Part B. Author's Craft: Figurative Language

1. What is the figurative meaning of the underlined phrase? "The day after Jem's twelfth birthday his money was burning up his pockets, so we headed for town in the early afternoon. Jem thought he had enough to buy a miniature steam engine for himself and a twirling baton for me" (100).
   a. The coins in Jem's pockets were hot because of the sun.
   b. Jem was eager to spend his birthday money.
   c. Jem felt guilty about having money in his pockets.
   d. Jem had stolen the money in his pockets.

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To Kill a Mockingbird Structured Notes Graphic Organizer

Chapters 12 and 13

Chapter 12 Summary

As summer begins, Scout is crushed to discover that Dill will not be joining them. When Atticus has to go out of town for two weeks, Calpurnia decides that she will take them to church with her. Aside from one woman, Jem and Scout are welcomed into the African church with open arms, and they're amazed to see how different it is from their own staid church service.

They're also amazed to find out that the church collection is going to Helen Robinson, Tom's wife, and the Reverend is not letting anyone leave until they've collected $10, which is what she needs each week to support her kids. Purses are scraped and pockets searched, and finally everyone comes up with enough money and the doors are opened. They also find out that Tom is in jail because he's accused of raping Bob Ewell's daughter, Mayella (who is white), which is why the entire town is in an uproar over Atticus taking on the case. When they get back home from church, they find Aunt Alexandra on the front porch swing waiting for them.

What is the gist of what you read?

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Focus Question

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

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
appalling (115)		
diligently (116)		
contentious (119)		
tactful (128)		
caste system (131)		
prerogative (129)		

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