



**T-Chart: Advantages/Disadvantages**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Taking a Stand Photographs**

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

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



# *Equal Rights for Women*

Washington, D.C., May 21, 1969

## Shirley Chisholm

Mr. Speaker,

P1

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

P2

- 5 There is a calculated system of prejudice that lies unspoken behind that question. P3
- 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 P4
- 10 ability, orderly minds, stability, leadership skills, and they are too emotional.

It has been observed before that society for a long time, discriminated against P5

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.

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**demeaning:** humiliating

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

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15 As a black person, I am no stranger to race prejudice. But the truth is that in the P6  
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 P7  
eliminate it. But it is doomed because, slowly, white America is beginning to admit  
20 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 P8  
only 2 percent of the managerial positions. They have not even reached the level of  
25 **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 P9  
30 men, this situation is outrageous.

It is true that part of the problem has been that women have not been aggressive in P10  
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  
35 segment of the population.

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

**oppression:** unjust or cruel power

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

40 **unconscious** attitudes.

It is for this reason that I wish to introduce today a proposal that has been before P12  
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 P13  
45 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?

50 It is obvious that discrimination exists. Women do not have the opportunities that P14  
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  
55 wants to try.

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**evolutionary:** gradual  
**unconscious:** unaware

**menial:** lowly, unskilled

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

60 As for the marriage laws, they are due for a **sweeping** reform, and an excellent P16  
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  
65 and layoffs, and provision for dignified, comfortable retirement.

Men and women need these things equally. That one sex needs protection more P17  
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.

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

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**sweeping:** broad, large

**supremacist:** believing in the superiority of a particular group

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# READING CLOSELY: GUIDING QUESTIONS

APPROACHING TEXTS	I am aware of my purposes for reading:	I take note of information about the text:
<p>Reading closely begins by considering my specific purposes for reading and important information about a text.</p>	<ul style="list-style-type: none"> <li>• Why am I reading this text?</li> <li>• In my reading, should I focus on:               <ul style="list-style-type: none"> <li>⇒ The content and information about the topic?</li> <li>⇒ The structure and language of the text?</li> <li>⇒ The author's view?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Who is the author?</li> <li>• What is the title?</li> <li>• What type of text is it?</li> <li>• Who published the text?</li> <li>• When was the text published?</li> </ul>
QUESTIONING TEXTS	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:	What words do I need to define to better understand the text?
<p>Reading closely involves:</p> <ol style="list-style-type: none"> <li>1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then</li> <li>2) questioning further as I read to sharpen my focus on the specific details in the text</li> </ol>	<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• How is the text organized?</li> <li>• How has the author structured the sentences and paragraphs?</li> <li>• How do the text's structure and features influence my reading?</li> </ul> <p><b>Topic, Information and Ideas:</b></p> <ul style="list-style-type: none"> <li>• What information/ideas are presented at the beginning of the text?</li> <li>• What information/ideas are described in detail?</li> <li>• What stands out to me as I first examine this text?</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• What words or phrases stand out to me as I read?</li> <li>• What words and phrases are powerful or unique?</li> <li>• What do the author's words cause me to see or feel?</li> </ul>	<ul style="list-style-type: none"> <li>• What words or phrases are critical for my understanding of the text?</li> <li>• What words and phrases are repeated?</li> </ul> <p><b>Perspective:</b></p> <ul style="list-style-type: none"> <li>• Who is the intended audience of the text?</li> <li>• What is the author saying about the topic or theme?</li> <li>• What is the author's relationship to the topic or themes?</li> <li>• How does the author's language show his/her perspective?</li> </ul>
ANALYZING DETAILS	I analyze the details I find through my questioning:	Relationships among details:
<p>Reading closely involves:</p> <ol style="list-style-type: none"> <li>1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.</li> </ol>	<p><b>Patterns across the text:</b></p> <ul style="list-style-type: none"> <li>• What does the repetition of words or phrases in the text suggest?</li> <li>• How do details, information, or ideas change across the text?</li> </ul> <p><b>Meaning of Language:</b></p> <ul style="list-style-type: none"> <li>• How do specific words or phrases impact the meaning of the text?</li> </ul> <p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>• Which details are most important to the overall meaning of the text?</li> <li>• Which sections are most challenging and require closer reading?</li> </ul>	<ul style="list-style-type: none"> <li>• How are details in the text related in a way that develops themes or ideas?</li> <li>• What does the text leave uncertain or unstated? Why?</li> </ul>

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



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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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



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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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





**Time Trip:**  
Sudan's Civil War

**Name:**

**Date:**

<b>Historical facts</b> that connect to or provide context for this part of Salva's story (informational texts)				
<b>Evidence from Salva's</b> story about how this factor helped him survive ( <i>A Long Walk to Water</i> )				
<b>Factor that allowed survival</b> (from Survival anchor chart)				
<b>Evidence from Nya's story</b> about how this factor helped her survive ( <i>A Long Walk to Water</i> )				
<b>Historical facts</b> that connect to or provide context for this part of Nya's story (informational texts)				



**Time Trip:**  
Sudan's Civil War

What is one strategy on our “Things Close Readers Do” chart that helps me the most when I read a text to gather and select evidence to support my analysis? Why is this strategy most helpful to me?

Get the gist of what a text is about

Use the text to answer questions

Reread the text

Gather evidence (quotes) from the text

Annotate text

Focus on key vocabulary

Discuss to clarify thinking or deepen understanding

Use the text to gather evidence for answers to text-dependent questions

Determine vocabulary in context

Select evidence from the text to use in writing



Instructions for Discussion Appointments:

Make one appointment at each location.



Public domain map of the University of Texas Libraries.

In Albany: \_\_\_\_\_

In Buffalo: \_\_\_\_\_

In New York City: \_\_\_\_\_

In Syracuse: \_\_\_\_\_



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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
Reread Paragraph 10 and answer the following questions:  Read the paragraph aloud with your partner. 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 partner, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way?	



Evaluating Evidence Note Catcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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



Summary Writing Graphic Organizer:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

Controlling Idea

Key detail

Key detail

Key detail

Key detail

Key detail

Key detail

Clincher





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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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



**Homework:**

Vocabulary in “Equal Rights for Women”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** In the chart below, 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.

Dictionary Definition						
Inferred Meaning						
Paragraph Number						
Word						



# *Ain't I a Woman?*

## Sojourner Truth

1864

Well, children, where there is so much **racket** there must be something **out of kilter**. P1

I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

5 That man over there says that women need to be helped into carriages, and lifted P2

over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ar'n't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ar'n't I a woman? I could work as much and eat as much as a man -

10 when I could get it - and **bear the lash** as well! And ain't I a woman? I have borne thirteen children, and 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 P3

audience whispers, "intellect"] That's it, honey. What's that got to do with women's

<b>racket</b>	<b>out of kilter</b>	<b>bear the lash</b>
noise	unbalanced	handle pain, but literally, in the context of slavery, surviving a whipping

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15 rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart,  
wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, P4  
'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.

20 If the first woman God ever made was strong enough to turn the world upside down P5  
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. P6

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

<b>obliged to you</b>		
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**

According to Truth, what is the “fix” that white men are in? What details does Truth use to support that idea?

**Round 2: Analyzing text structure**

What objection to women having rights is Truth addressing here? How does each sentence in the paragraph contribute to Truth’s response to that?

**Round 3: Analyzing perspective and opposing claim**

What stand is Sojourner Truth taking in this speech?

**Summary Preparation**

What is the controlling idea?

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

What are the key details?

What is your clincher?

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



**Mid-Unit 1 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.

Excerpts from "The Great Society"

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

	Excerpts from Speech	Gist
Part 1	<ul style="list-style-type: none"><li>• Your imagination and your initiative and your indignation<sup>1</sup> 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<sup>2</sup> 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.</li><li>• 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.</li><li>• 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.</li></ul>	





**Mid-Unit 1 Assessment:**  
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Excerpts from Speech	Gist
Part 2	<ul style="list-style-type: none"><li>Aristotle<sup>3</sup> 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 live the good life in American cities today. The catalog of ills<sup>4</sup> is long: There is the decay of the centers and the despoiling<sup>5</sup> 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<sup>6</sup> with nature. The loss of these values breeds loneliness and boredom and indifference.</li><li>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.</li></ul>	

<sup>1</sup> indignation: anger about something that is unfair

<sup>2</sup> unbridled: unrestrained

Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain.



**Mid-Unit 1 Assessment:**

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Excerpts from Speech	Gist
Part 3	<ul style="list-style-type: none"><li>• 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.</li><li>• A few years ago we were greatly concerned about the "Ugly American." Today we must act to prevent an ugly America.</li><li>• 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<sup>7</sup> be wasted.</li></ul>	



**Mid-Unit 1 Assessment:**  
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Excerpts from Speech	Gist
Part 4	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>	

<sup>3</sup> Aristotle: a famous philosopher

<sup>4</sup> ills: an evil or misfortune

<sup>5</sup> despoiling: ruining

<sup>6</sup> communion: a relationship with deep understanding

<sup>7</sup> sustenance: nourishment

Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain.



**Mid-Unit 1 Assessment:**  
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Excerpts from Speech	Gist
Part 5	<ul style="list-style-type: none"><li>• 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.</li><li>• 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....</li><li>• 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?</li><li>• Will you join in the battle to give every citizen an escape from the crushing weight of poverty?</li><li>• Will you join in the battle to build the Great Society, to prove that our material<sup>8</sup> progress is only the foundation on which we will build a richer life of mind and spirit?</li></ul>	



**Mid-Unit 1 Assessment:**  
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Excerpts from Speech	Gist
Part 5 (continued)	<ul style="list-style-type: none"><li>• 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.</li><li>• 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<sup>9</sup> of his genius to the full enrichment of his life.</li><li>• Thank you. Goodbye.</li></ul>	

<sup>8</sup> material: related to physical things

<sup>9</sup> exploits: heroic acts

Lyndon Johnson. "The Great Society" Speech. Delivered in Ann Arbor, MI. May 22, 1964. Public Domain.

**Mid-Unit 1 Assessment:**  
Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Which statement from the speech best reveals the central idea of the speech?
  - 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.

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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		





**Mid-Unit 1 Assessment:**

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

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

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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.

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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 theme of "taking a stand"? Explain your answer, citing evidence from the text.

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**Mid-Unit 1 Assessment:**  
Analyzing Excerpts from Lyndon Johnson's Speech "The Great Society"  
(for Teacher Reference)

**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.

**Excerpts from "The Great Society"**

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

	<b>Excerpts from Speech</b>	<b>Gist</b>
<b>Part 1</b>	<ul style="list-style-type: none"><li>• Your imagination and your initiative and your indignation<sup>1</sup> 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<sup>2</sup> 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.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• <i>As our society progresses, we can keep our values or forget about them because we're so focused on growing.</i></li><li>• <i>We need to build toward a Great Society where no one is poor or discriminated against and everyone has what he or she needs.</i></li><li>• <i>There are three places to focus the effort: cities, countrysides, and classrooms</i></li></ul>



Date:

“Maycomb County had recently been told it had nothing to fear but fear itself.”

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



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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the gist of what you read?

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

**Vocabulary**

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



**To Kill a Mockingbird Structured Notes Chapter 1, Part B**  
(Homework)

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.

**Vocabulary**

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



**To Kill a Mockingbird Supported Structured Notes Chapter 1, Part B**  
(Homework)

What is the gist of what you read?

Scout Finch is growing up in a hot, tired Alabama town, where there is nothing to buy and nothing to buy it with. She and her older brother, Jem, live with their father, Atticus, the local lawyer, and their cook, Calpurnia, close to downtown Maycomb. They're all related by blood or marriage to everyone in town, so it's a close-knit group to say the least.

As our story begins, summer has just started. Scout is 6, and Jem is 10, and they have just discovered a boy hiding in their next-door neighbor's turnip greens. He's a scrawny kid whose name is Dill, and the three become instant friends as soon as it's revealed that Dill has already seen "Dracula," which gives him instant credibility.

As summer progresses and favorite games become old hat, Scout, Jem, and Dill become obsessed with making Boo Radley come out. Boo Radley lives up the street from Scout and Jem, and legend has it that he never comes out of his house. Any small crimes or mysterious happenings in town are said to be his work, and rarely will anyone pass the house alone at night. Their first raid consists of a dare between Dill and Jem. He must run to the Radley house, touch it, and run back. He finally does it, but only after three days of careful thought and much ribbing from Dill.

**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.



**To Kill a Mockingbird Supported Structured Notes Chapter 1, Part B**  
(Homework)

**Vocabulary**

<b>Word</b>	<b>Definition</b>	<b>Context clues: How did you figure out this word?</b>
satisfactory (6)	acceptable	
routine contentment (8)	Humdrum happiness; predictable satisfaction	
malevolent phantom (8)	Wicked ghost	
stealthy (9)	sneaky	
alien (9)	strange	



*To Kill a Mockingbird* Structured Notes:  
Chapter 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the gist of what you read?

Focus Question: Why does Scout stand up for Walter?

**Vocabulary**

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





To Kill a Mockingbird Structured Notes:  
Chapter 2 (for Teacher Reference)

Name:

Date:

What is the gist of what you read?

When September rolls around and Dill leaves to go back home to Meridian, Scout realizes that she's starting her first year of school. After her first day, however, she's determined not to go back. After trying to explain the complicated backgrounds of some of the county folks to the new teacher, Scout lands herself in trouble again and again, and she is not quite sure how. It should be obvious, she thinks, that offering Walter Cunningham a quarter for lunch is simply not done. They don't take help from anyone, and the reason he doesn't have a lunch is that he can't afford one. When she tries to explain this to the new teacher, however, she gets her hands slapped by a ruler. When lunchtime finally rolls around, she's grateful to get out of class and go home.

Focus Question: Why does Scout stand up for Walter?

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
meditating (17)	thinking, contemplating	
illicitly (17)	illegally, dishonestly	
sentimentality (19)	a deep feeling or emotion about something, sappy, melodramatic	
vexations (21)	annoyance, displeasures	
sojourn (22)	stay for a time	
others		



Atticus Note-catcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Atticus' words and actions	What do others say about Atticus?	Page Number	What does this reveal about Atticus' character?
"Atticus, the town lawyer, tries to do what is best for his clients, even if they don't listen to him."		Pg. 4	Atticus has the best interest of others at heart. He tries to do the right thing no matter what.
"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."		Pg. 4	



Word Strips

satisfactory

routine contentment

malevolent phantom

stealthy

alien

mediating

illicitly

vexations

sojourn

assuaged

ambled

vague optimism

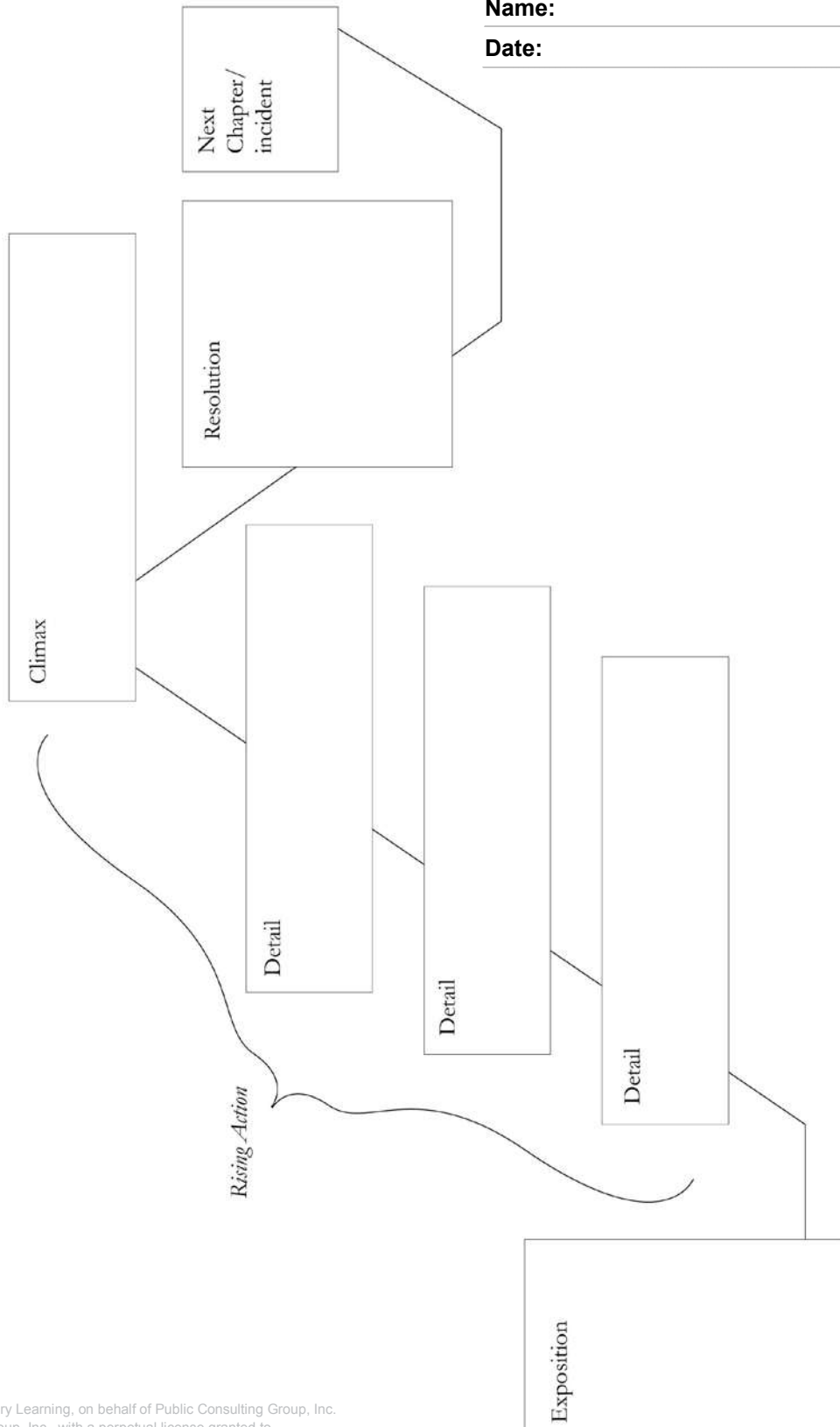


## Narrative Structure Graphic Organizer

Name: \_\_\_\_\_

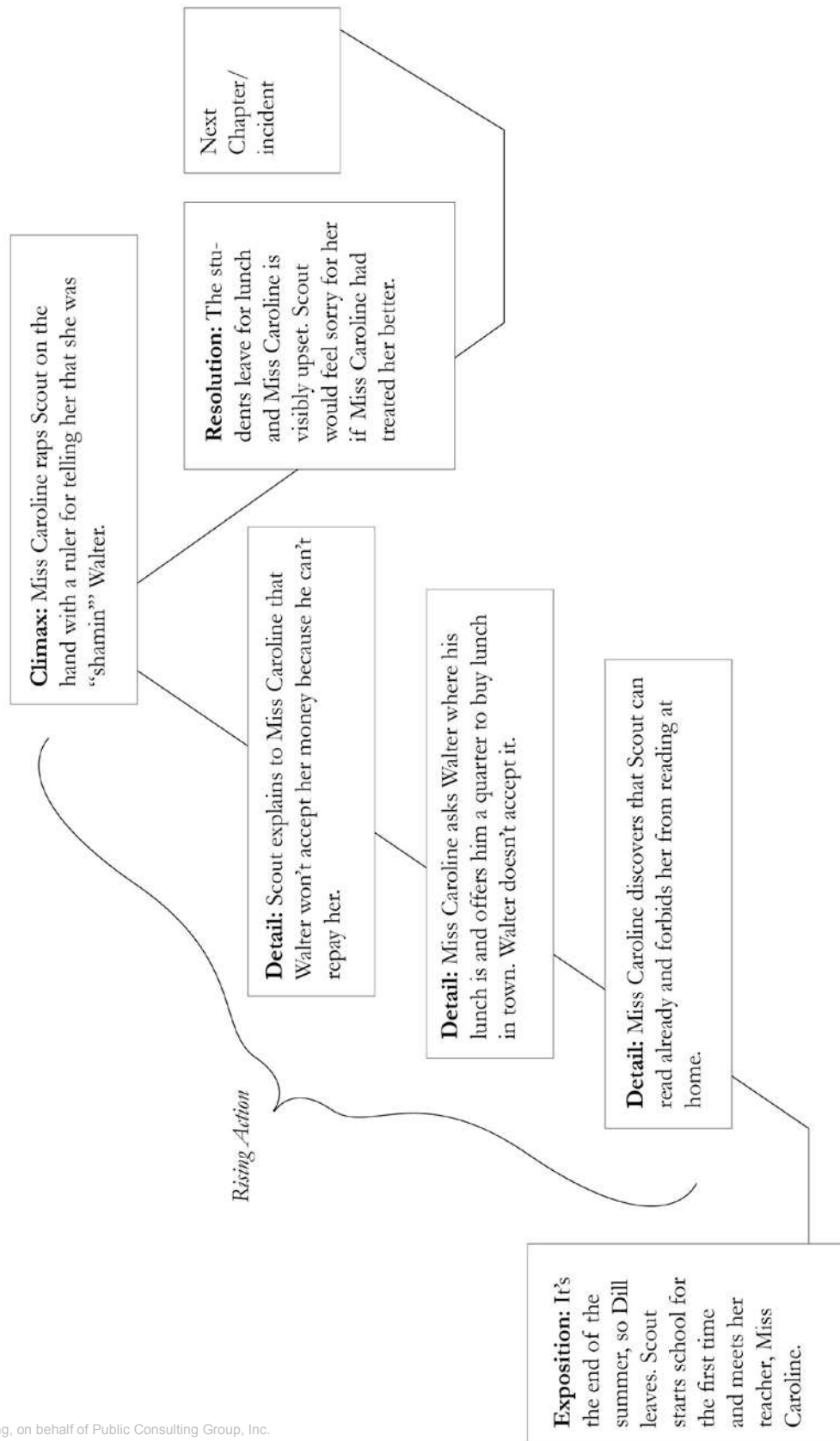
Date: \_\_\_\_\_

Chapter(s): \_\_\_\_\_





Narrative Structure Graphic Organizer





Narrative Structure Note-catcher

Name:

Date:

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

**Date:**



**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	
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.	





**Exit Ticket:**

*To Kill a Mockingbird* Chapter 2

---

**Name:**

---

**Date:**

---

1. Based on the scene reread in class, what word is closest in meaning to the word “mortification”(21)?
  - a. Silliness
  - b. Humiliation
  - c. Hatred
  - d. Seriousness
  
2. Atticus’ statement “Jem’s definitions are very nearly accurate sometimes” (21) is meant to create what tone?
  - a. Suspense
  - b. Sentimentality
  - c. Humor
  - d. Seriousness



*To Kill a Mockingbird* Structured Notes:  
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.

**Vocabulary**

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

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

What is the gist of what you read?

Scout wastes no time paying back Walter Cunningham for getting her started on the wrong foot with the new teacher. It isn't until Jem comes and stops her that she quits tormenting him in the playground, and she nearly falls over when Jem invites the poor boy to lunch at their house. The day doesn't improve when she embarrasses Walter at the table and is forced to eat in the kitchen by Calpurnia.

When she returns to school the day's drama isn't over. Miss Caroline, the teacher, is horrified to discover a cootie in the hair of Burris Ewell, a hulking, angry boy who quickly reduces Miss Caroline to tears as he slouches out of the room, his first and only day of school over. That evening Scout is weary from the day's crimes and begs Atticus not to send her back to school anymore. The fact that Miss Caroline forbade her to read and write anymore is really what's distressing her, and when Atticus strikes a deal with her that if she will concede to go back to school they'll continue reading together like always, she happily accepts.

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

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
erratic (24)	Unpredictable	
tranquility (24)	calm	
contemptuous (27)	Scornful, full of contempt	
compromise (31)	Settling differences by making concessions	
concessions (31)	Giving up something in order to compromise	



Vocabulary Square

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Golden Rule Note-catcher**  
(for Gallery Walk Quotes)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

Same	Different

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

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

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



Text to Film Comparison Note-catcher:

*To Kill A Mockingbird* Part 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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



*To Kill a Mockingbird* Structured Notes:

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” (Ch. 3, pg. 30). How is this advice taken or ignored 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?
auspicious (32)		
opposition (32)		
impulse (33)		
ethical (35)		
dreary (36)		
others?		



*To Kill a Mockingbird* Supported Structured Notes:  
Chapter 4

What is the gist of what you read?

As the school year inches along, Scout begins to realize that she's far more educated than her peers, and even more so, perhaps, than her teacher. As construction paper and crayon projects evolve day after day, she realizes she is just plain bored. As she walks home from school, there is a huge oak tree that sits on the corner of the Radley lot. She passes it every day without incident—only one day, she spots two pieces of chewing gum in a knot in the tree. After making sure it won't kill her, she hastily crams it into her mouth, and Jem is furious with her when he finds out, convinced that it's poisoned by Boo Radley. During their walk home on the last day of school, Scout and Jem find another treasure in the tree, this time two old, shined up pennies. When Dill arrives for the summer two days later, the group resumes their obsession with Boo Radley. They create a play that reenacts Boo's life, and continue with it all summer long until they are very nearly caught by Atticus.

Focus Question: Atticus says, "You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it" (Ch. 3, pg. 30). How is this advice taken or ignored 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?
auspicious (32)	showing signs of a favorable outcome; a good sign	
opposition (32)	Opposing or resisting	
impulse (33)	a sudden wish or urge that provokes an action	
ethical (35)	conforming to standards of what is right; moral	
dreary (36)	dismal or bleak; not happy	
others?		

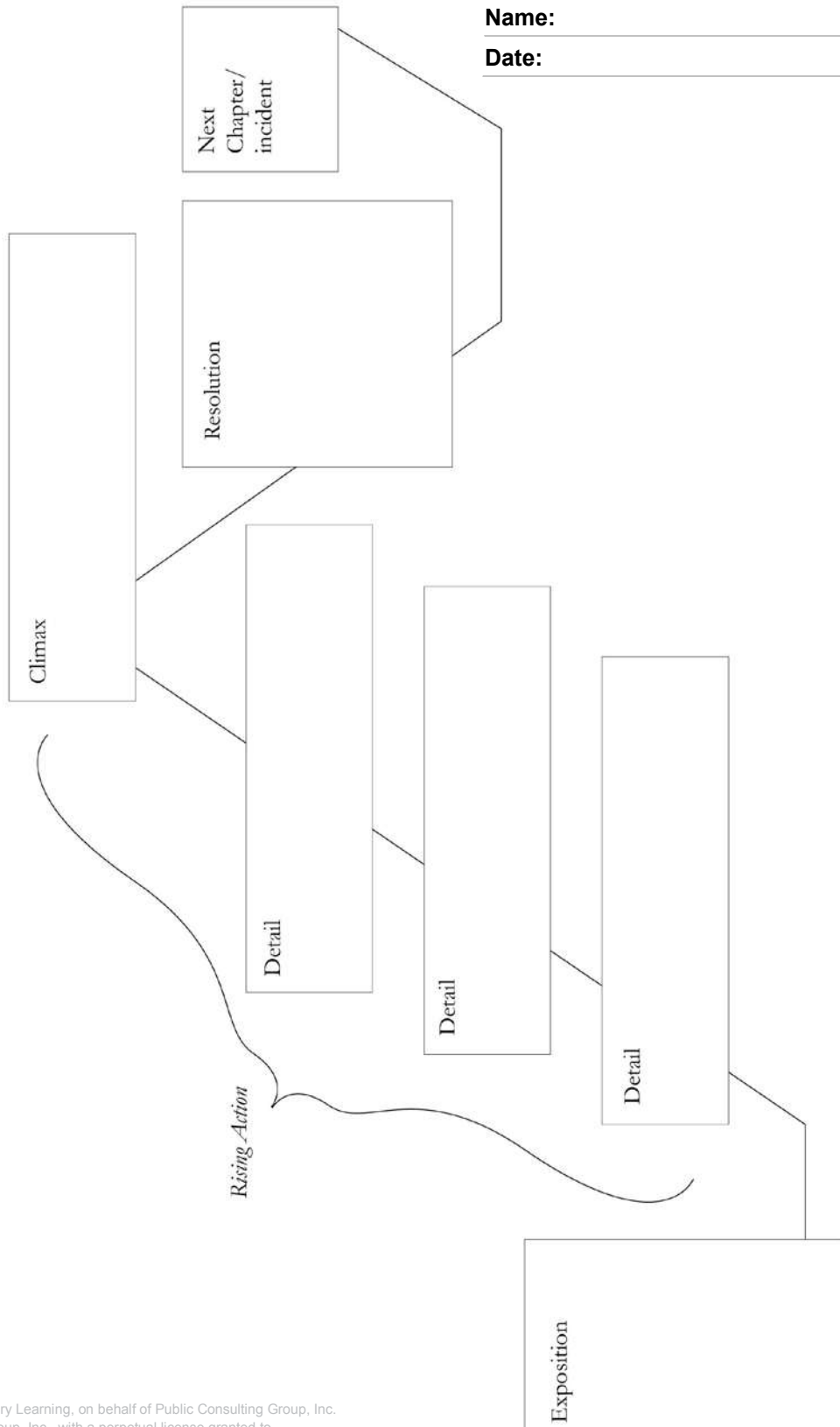




Narrative Structure Chapter 4

Name: \_\_\_\_\_

Date: \_\_\_\_\_





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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

What is compassion?

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

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).

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?



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



*To Kill a Mockingbird* Structured Notes:

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?

**Vocabulary**

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



*To Kill a Mockingbird* Supported Structured Notes:

Chapter 5

What is the gist of what you read?

When Dill and Jem start excluding Scout from their plots, she begins to spend more time with her next-door neighbor, Miss Maudie Atkinson. Miss Maudie is garden-obsessed and spends her evenings reigning over her front porch in the twilight. Scout gets a lot of valuable information from her about Boo Radley's past, and the reason, perhaps, why he never comes out.

The next day, she uncovers a major plot by Dill and Jem to pass a note to Boo Radley. Scout protests, but they threaten her—and before she knows, it she's part of the scheme. Things proceed fairly smoothly until they're caught by Atticus, who forbids them to set one more foot on the Radley property and tells them to leave Mr. Radley alone.

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?

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
benign (42)	harmless	
tacit (42)	Not spoken; inferred	
cordiality (43)	friendly	
benevolence (43)	A kindly act; a tendency to be kind	
morbid (43)	Characterized by unhealthy or gloomy thoughts or feelings	
edification (49)	Intellectual improvement; to build knowledge or understanding	



Vocabulary Strips

benign

tacit

cordiality

benevolence

morbid

edification

benign

tacit

cordiality

benevolence

morbid

edification



Vocabulary Handout:  
Chapter 5

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

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



**Text Dependent Questions for Chalk Talk Chart:**  
(for Teacher Reference)

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?	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 Golden Rule theme?





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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes
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?	
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 Golden Rule theme?	



Name:

Date:

**“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?**



*To Kill a Mockingbird* Structured Notes:  
Chapter 6 & 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.

**Vocabulary**

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



*To Kill a Mockingbird* Supported Structured Notes:  
Chapter 6 & 7

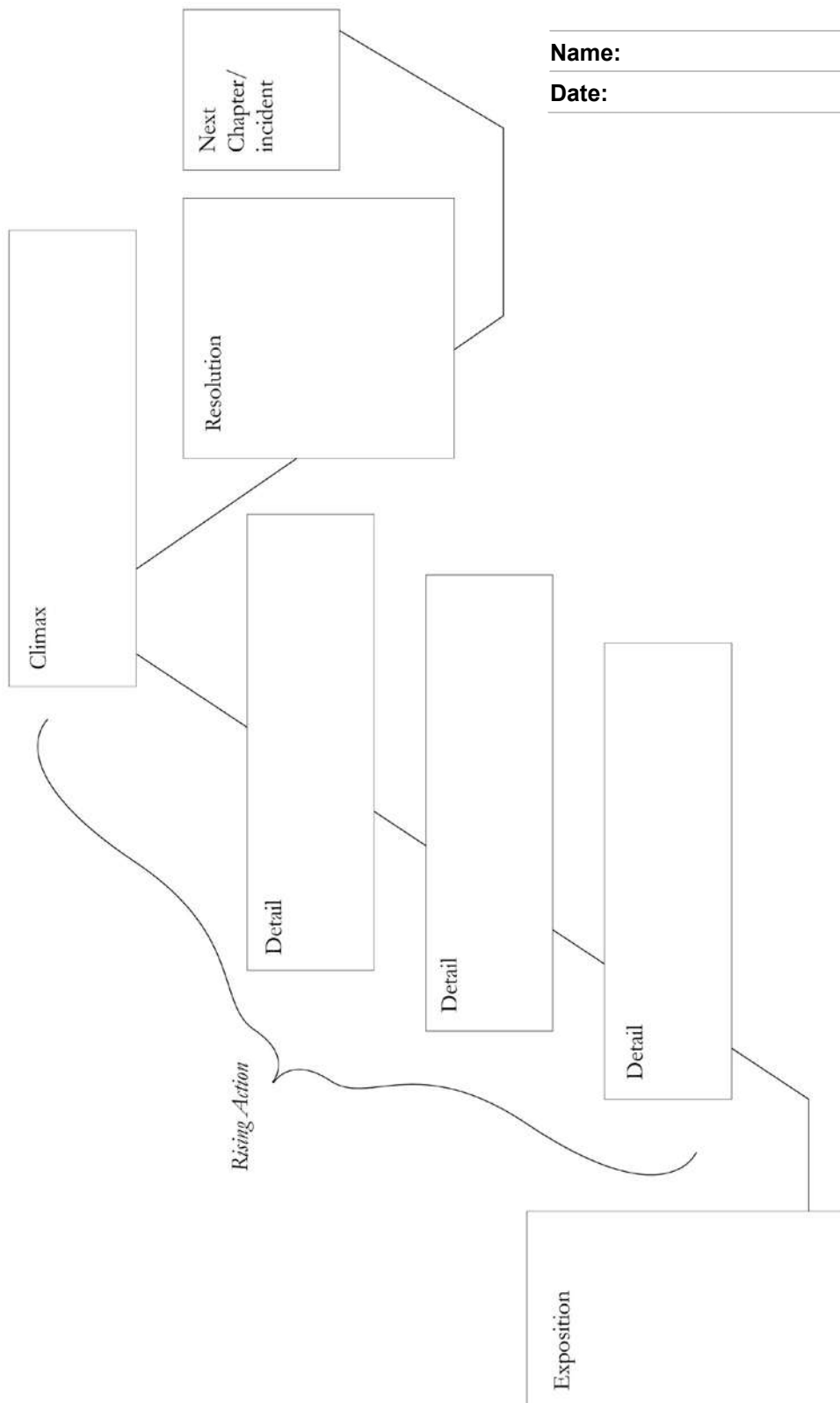
Focus Question: What does the reader learn about Jem, Scout, and Boo in these chapters? Use the strongest evidence from the novel in your answer.

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
commotion (54)	ruckus	
malignant (55)	Having or showing ill will	
pilgrimage (57)	A long journey	
burdensome (61)	Hard to bear; heavy	
rendered (61)	made	



Narrative Structure Chapter 6 Graphic Organizer



Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Those Winter Sundays**

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

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

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

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



**Close Reading:**  
“Those Winter Sundays”

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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

---



---

2. Vocabulary Chart

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

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

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



**Close Reading:**  
“Those Winter Sundays”

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

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





**Close Reading:** “Those Winter Sundays”

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

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

In the first stanza,


In the second stanza,


In the first lines of the third stanza,


In the last two lines of the third stanza,


**Close Reading:**  
“Those Winter Sundays”

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

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

Notes

Class Consensus



**Close Reading:**  
“Those Winter Sundays”  
(Answers, for Teacher Reference)

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

*The narrator didn't understand when he was a child that his father loved him.*

2. Vocabulary Chart

Word	Predicted meaning from context	Actual meaning
banked (line 5)		<i>to cover a fire with ashes or fresh fuel</i>
chronic (line 9)		<i>of long duration; continuing</i>
indifferently (line 10)		<i>with no feeling for or against</i>
austere (line 14)		<i>severe or strict</i>
offices (line 14)		<i>duties</i>

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

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



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?		



*To Kill a Mockingbird* Structured Notes:  
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.

**Vocabulary**

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



*To Kill a Mockingbird* Supported Structured Notes:

Chapter 8

**Chapter 8 Summary**

Scout wastes no time paying back Walter Cunningham for getting her started on the wrong foot with the new teacher. It isn't until Jem comes and stops her that she quits tormenting him in the playground, and she nearly falls over when Jem invites the poor boy to lunch at their house. The day doesn't improve when she embarrasses Walter at the table and is forced to eat in the kitchen by Calpurnia.

When she returns to school the day's drama isn't over. Miss Caroline, the teacher, is horrified to discover a cootie in the hair of Burris Ewell, a hulking, angry boy who quickly reduces Miss Caroline to tears as he slouches out of the room, his first and only day of school over. That evening Scout is weary from the day's crimes and begs Atticus not to send her back to school anymore. The fact that Miss Caroline forbade her to read and write anymore is really what's distressing her, and when Atticus strikes a deal with her that if she will concede to go back to school they'll continue reading together like always, she happily accepts.

**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?
unfathomable (63)	Not understandable	
aberration (63)	A departure from what is typical or normal	
procured (66)	obtained	
caricature (67)	A grotesque imitation or misrepresentation	
quelled (71)	To put down by force; suppress	



**“Incident”**

Countee Cullen

**Incident**

*(For Eric Walrond)*

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

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

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

Structure Note-catcher:  
“Incident”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

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





**Structure Note-catcher:**  
“Incident”

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

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

In the first stanza,


Then in the second stanza,


In the first lines of the third stanza,


By the last two lines of the third stanza,




Structure Note-catcher:  
“Incident”

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

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

Notes


Class Consensus




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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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



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).

**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).



Jigsaw Excerpts:

**Chapter 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).



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’d a seen him” (72).



To Kill a Mockingbird Structured Notes:  
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.

**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)		



*To Kill a Mockingbird* Supported Structured Notes:

Chapter 9

**Chapter 9 Summary**

As the school year progresses, Scout begins to get teased at school over her father. Atticus is called a “Nigger Defender,” and one night she asks Atticus why people are talking about him. He tells her that he has taken on a case that affects him personally and because he is defending this man, Tom Robinson, there is a big stink about it in town. Atticus asks Scout not to get into a fight with someone over this case, no matter what she hears. True to her word, she doesn’t fight, even when antagonized at school until Christmas.

Their Uncle Jack Finch comes down from Boston, which is the good part of Christmas. The bad part is that they all have to spend Christmas day at Aunt Alexandra’s house at Finch’s Landing. Even worse, their cousin Francis is there, and Scout hates him. Things go smoothly until after dinner, when, alone in the backyard with Scout, Francis starts calling Atticus all sorts of terrible names because he’s defending a black man. Scout sails in with her fists to defend her father and gets caught by Uncle Jack. She doesn’t have a moment to tell her side of the story, and moments later they’re on their way back home. She’s finally able to tell her story to Uncle Jack later that night, and he apologizes for jumping all over her when he should’ve been punishing Francis.

**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.

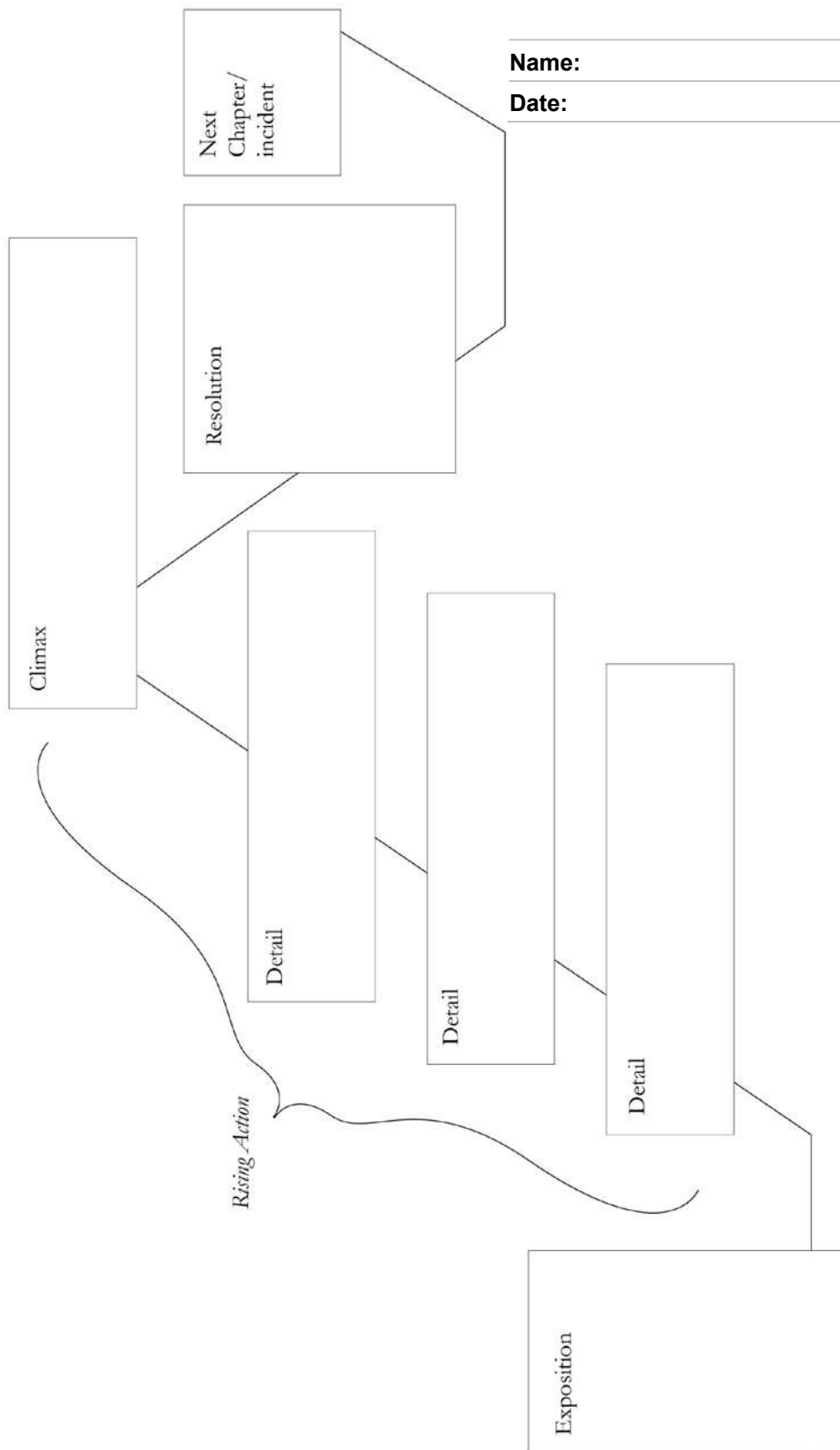
**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
inordinately (76)	exceeding reasonable limits	
ingenious (77)	innocent or naive	
wary (78)	on guard; watchful	
innate (78)	inborn	
obstreperous (85)	noisily defiant or unruly	
“Maycomb’s usual disease” (88)	racism	





Narrative Structure Chapter 8 Graphic Organizer



Name: \_\_\_\_\_

Date: \_\_\_\_\_



Comparing and Contrasting Text Structures:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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



Text to Film Comparison Note-catcher:

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



Text to Film Comparison Note-catcher:

Chapter 9 text	What's the same? How does the film version stay faithful to the novel?	What's different? How does the film version depart from the novel?	Evaluation: Do the choices of the director or actor(s) effectively convey the central message of the text? Why or why not?
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			



**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 Partner Responds	I Build	My Partner Concludes



*To Kill a Mockingbird* Structured Notes:

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.

**Vocabulary**

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



*To Kill a Mockingbird* Supported Structured Notes:  
Chapter 10

**Chapter 10 Summary**

The neighborhood excitement starts up again in February when Tim Johnson, a mangy dog owned by a man on the other side of town, is discovered walking up the street with rabies. The sheriff is called, and he and Atticus drive up with a gun to shoot it. Scout and Jem watch in amazement as their father, whom they've never seen hold a gun in his life, takes aim and shoots the dog square in the head from an amazing distance. They're further shocked to discover that he is the deadeast shot in Maycomb County, an accomplishment he has never bothered to mention to them because he doesn't like guns.

**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.

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
feeble (89)	weak	
inconspicuous (89)	Not really noticeable	
attributes (89)	characteristics	
peril (91)	danger	
vaguely articulate (97)	Barely coherent; speech that is barely able to be understood	



Chapter 10 Note-catcher:

Name:

Date:

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





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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*To Kill a Mockingbird* Structured Notes:  
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.

**Vocabulary**

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



*To Kill a Mockingbird* Supported Structured Notes:

Chapter 11

**Chapter 11 Summary**

The day after Jem's 12th birthday finds the two walking into town to spend his birthday money. The downside to taking the route into town is that they have to walk past the home of Mrs. Dubose, a cantankerous, bitter old woman who lives at the end of the street.

She never has anything good to say to anyone, but Atticus constantly tells the two of them to ignore her foul words and treat her with courtesy and respect. Normally they're able to do this, but today their patience wears thin when she starts insulting Atticus's decision to defend Tom Robinson. They wait until they're on their way back home from town, and suddenly Jem starts destroying Mrs. Dubose's flowers with Scout's baton wand, chopping them viciously off the bush and scattering them across her yard. When Atticus comes home later that evening, Jem knows he's in for it worse than he's ever been.

Atticus makes Jem go to her house and talk with her, and when Jem returns he says that she is making him read to her every day for the next month. When Monday comes around, Scout goes with him to keep him company, and the days drag by. When Mrs. Dubose dies a month later, Atticus informs them that Mrs. Dubose was a morphine addict who had decided she was not going to die addicted to the drug. Jem's afternoons of reading to her broke her from her addiction, and she was able to die in peace.

**Focus Question:** How is the Golden Rule illustrated in Chapter 11? Use the strongest evidence from the novel in your answer.

**Vocabulary**

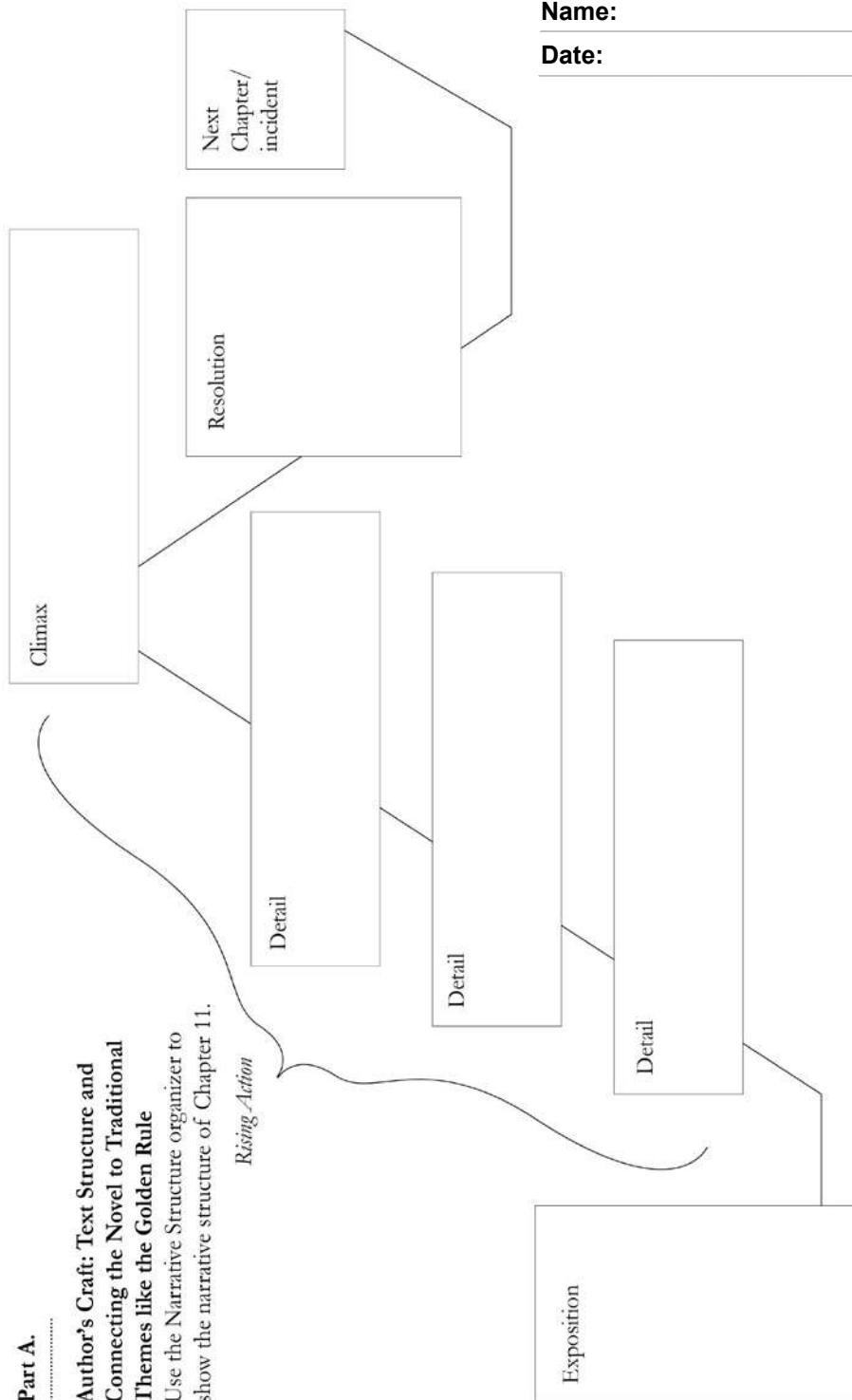
Word	Definition	Context clues: How did you figure out this word?
confined (99)	imprisoned	
livid (100)	very angry	
commence (106)	begin	
undulate (107)	to move in a wavelike motion	
beholden (111)	owing something; indebted	



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

Name: \_\_\_\_\_

Date: \_\_\_\_\_





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

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

Excerpt from Chapter 11	How does this illustrate the Golden Rule?
<p>“Easy does it, son,” Atticus would say. “She’s an old lady and she’s ill. You just hold your head high and be a gentleman. Whatever she says to you, it’s your job not to let her make you mad.”</p> <p>Jem would say she must not be very sick, she hollered so. When the three of us came to her house, Atticus would sweep off his hat, wave gallantly to her and say, “Good evening, Mrs. Dubose! You look like a picture this evening” (100).</p>	

**End of Unit Assessment: Analyzing Author's Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language  
**Read the poem and answer the questions below.**

Solitude  
Ella Wheeler Wilcox

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

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

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

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

mirth	laughter, happiness
solitude	loneliness, alone
gall	bile
fast	not eat
Train	group of friends

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

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?

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

In Stanzas 1 and 2,

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By the last stanza of the poem,

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

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

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

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



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

**Part B. Author's Craft: Allusion**

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

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

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

"Mrs. Dubose?" he called.

Jessie opened the wood door and unlatched the screen door.

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

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

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

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

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

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

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



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

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).



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

3. 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.

4. Justify your answer using evidence from the text.

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

**Part C. Author's Craft: Figurative Language**

6. 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.

**End of Unit Assessment: Analyzing Author's Craft in To Kill a Mockingbird:**  
Allusion, Text Structure, Connections to Traditional Themes, and Figurative Language  
**Read the poem and answer the questions below.**

Solitude  
Ella Wheeler Wilcox

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

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

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

mirth	laughter, happiness
solitude	loneliness, alone
gall	bile
fast	not eat
Train	group of friends

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



Lesson 19 *To Kill a Mockingbird* Structured Notes, Chapter 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?

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



Lesson 19 *To Kill a Mockingbird* Structured Notes, Chapter 12 and 13

**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)		





**Lesson 19 *To Kill a Mockingbird* Structured Notes, Chapter 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.

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**Chapter 13 Summary**

As Scout and Jem begin to question Aunt Alexandra, she tells them she has come to stay a while (which could be days or years, according to Maycomb's customs). She settles in, and the county welcomes her with open arms, although she certainly adds a formidable presence to Jem and Scout's daily routine. She begins trying to instruct the two on how to be a proper Finch (since they come from, in her words, a Fine Family), but Scout and Jem have no interest in becoming a little gentleman and a little lady, and they hardly bother trying to learn.

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



Lesson 19 *To Kill a Mockingbird* Structured Notes, Chapter 12 and 13

**Vocabulary**

Word	Definition	Context clues: How did you figure out this word?
appalling (115)	causing dismay	
diligently (116)	painstaking effort	
contentious (119)	Argumentative	
tactful (128)	considerate and discreet	
caste system (131)	hierarchy of social classes	
prerogative (129)	the right to decide, rule, or judge	