



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: Unit 1: Lesson 15

Comparing Text Structures: To Kill a Mockingbird and “Those Winter Sundays” (Chapter 6 & 7)



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Comparing Text Structures:

To Kill a Mockingbird and “Those Winter Sundays” (Chapters 6 & 7)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can objectively summarize literary text. (RL.8.2)

I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)

I can compare and contrast the structure of multiple texts. (RL.8.5)

I can analyze how different structures impact meaning and style of a text. (RL.8.5)

Supporting Learning Targets

- I can compare and contrast the structure of Chapter 6 of *To Kill a Mockingbird* and “Those Winter Sundays.”
- I can analyze how the structures of Chapter 6 of *To Kill a Mockingbird* and “Those Winter Sundays” affect meaning.

Ongoing Assessment

- Close Reading “Those Winter Sundays” Note-catcher
- Comparing and Contrasting Text Structures Note-catcher



Comparing Text Structures:
To Kill a Mockingbird and “Those Winter Sundays” (Chapters 6 & 7)

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Reviewing Learning Targets: Narrative Structure Chapter 6 (8 minutes)</p> <p>2. Work Time</p> <p>A. Close Read of “Those Winter Sundays” (25 minutes)</p> <p>B. Comparing and Contrasting Text Structures (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief Learning Targets and Preview Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of Chapter 8. Take notes using the Structured Notes graphic organizer.</p>	<ul style="list-style-type: none">• In the Opening, students focus on Chapter 6, even though they read both Chapters 6 and 7 for homework. This is intentional, since Chapter 6 is more integral to the work of the module, and since during Work Time, students will compare Chapter 6 with the poem “Those Winter Sundays” by Robert Hayden.• Poem text structure analysis is introduced in this lesson. Because it requires new and complex skills, the teacher guides this lesson heavily. In the next two lessons, students will practice these skills more independently.• In advance: Read “Those Winter Sundays” several times to become familiar with both the meaning and the structure. Decide which Discussion Appointment to use today.



Comparing Text Structures:

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Lesson Vocabulary	Materials
commotion (54) malignant (55), pilgrimage (57), burdensome, rendered (61)	<ul style="list-style-type: none">• <i>To Kill a Mockingbird</i> (book; one per student)• Narrative Structure Chapter 6 graphic organizer (one per student)• “Those Winter Sundays” by Robert Hayden (one per student)• Close Reading “Those Winter Sundays” Note-catcher (one per student and one for teacher modeling)• Document camera• Close Reading “Those Winter Sundays” Note-catcher (for Teacher Reference)• Comparing and Contrasting Text Structures Note-catcher (one per student and one for modeling)• <i>To Kill a Mockingbird</i> Structured Notes Graphic Organizer, Chapter 8 (one per student)• <i>To Kill a Mockingbird</i> Supported Structured Notes Graphic Organizer, Chapter 8 (optional for students needing more support)



Comparing Text Structures:

To Kill a Mockingbird and “Those Winter Sundays” (Chapters 6 & 7)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader and Reviewing Learning Targets: Narrative Structure Chapter 6 (8 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their Structured Notes and copies of <i>To Kill a Mockingbird</i>. Distribute the Narrative Structure graphic organizer, Chapter 6 and ask students to complete it. Remind them that they need to fill it out only for Chapter 6, not Chapter 7. Let them know that they will not write the summary paragraph today; instead, they will use their graphic organizer to talk about the structure of the chapter.• When students have finished, read the learning target aloud:<ul style="list-style-type: none">* “I can compare and contrast the structure of Chapter 6 of <i>To Kill a Mockingbird</i> and “Those Winter Sundays.”• Point out that the learning target is focused on a skill that is new to the students, but it will build on what they have already done on narrative structure in previous lessons.	<ul style="list-style-type: none">• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Comparing Text Structures:

To Kill a Mockingbird and “Those Winter Sundays” (Chapters 6 & 7)

Work Time	Meeting Students’ Needs
<p>A. Close Reading of “Those Winter Sundays” (25 minutes)</p> <ul style="list-style-type: none"> • Ask students to meet with their selected Discussion Appointment partner. Distribute “Those Winter Sundays” and the Close Reading “Those Winter Sundays” Note-catcher. Invite the class to read along silently while the poem is read aloud. • Ask students to turn to their partner and reread the text aloud. Set the expectation that students read very quietly, because everyone else will be reading, too. • When they have done that, ask students to read the poem silently and encourage them to think hard as they are reading about what the poet seems to be saying. • Ask: <ul style="list-style-type: none"> * “What do you think the gist of this poem might be?” Invite them to share their thoughts with their partner and take notes on their Note-catcher. • Cold call a pair to share their answer. Listen for students to say: “The gist is that the narrator didn’t understand when he was a child that his father loved him.” • Using a document camera, display a blank Close Reading Note-catcher and fill it in with correct answers as students give them. Encourage them to revise and correct their own Note-catchers as well. • Explain that poets choose words the way composers of music choose notes—each and every one matters. Invite students to look at the vocabulary chart on their Note-catchers. Ask them to find each word and discuss with their partner to figure out what it might mean. • Cold call pairs to share their inferences and add correct meanings to the displayed Note-catcher. Clarify the meanings as necessary and ask students to write the actual meaning on the chart. • Explain that in addition to choosing words carefully, poets choose structure carefully—how they build the text. This poem has been built in stanzas. It has three stanzas, and these are the basic structure, or building blocks, of the poem. Ask students to draw the images that the author creates in each stanza. Point out that the third stanza has been broken into two parts: the first two lines and the last two lines. • When students are done, point to Question 4. Ask them to fill in the chart and think about how the poet uses the stanzas to develop the narrator and the father. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. This strategy also supports students’ comprehension by allowing them to make initial meaning without working so hard to read the text. Set clear expectations that students read along silently in their heads as you read the text aloud. • Consider allowing students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. Teachers can address student-selected vocabulary as well as predetermined vocabulary in subsequent encounters with the text..



Comparing Text Structures:

To Kill a Mockingbird and “Those Winter Sundays” (Chapters 6 & 7)

Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Cold call students to share their inferences and add to the displayed Note-catcher. Clarify and ask students to revise their work as necessary. • Invite students to continue to work with their partner on Questions 5 and 6. As they work, circulate and support where needed. • When they are done, cold call pairs to share their ideas about Questions 5 and 6. As students share, add to the displayed Note-catcher. Again, encourage students to revise their own Note-catchers if necessary. • Cold call a pair to share what they think “Those Winter Sundays” is saying about the Golden Rule. Write that in the Class Consensus box on the displayed Note-catcher. Then, cold call another pair to add to or change it, depending on their ideas. Do this several times until many students have had a voice in creating the class consensus. If students offer something that is illogical or unconnected to the poem, push them to justify their answer using evidence from the text. After about 5 minutes, ask students to give a thumbs-up if they approve of the class consensus. If most students give a thumbs-up, ask them to add the consensus to their own Note-catchers. 	



Comparing Text Structures:

To Kill a Mockingbird and “Those Winter Sundays” (Chapters 6 & 7)

Work Time (continued)	Meeting Students’ Needs
<p>B. Comparing and Contrasting Text Structures (10 minutes)</p> <ul style="list-style-type: none"> • Distribute the Comparing and Contrasting Text Structures Note-catcher. Point out that this Note-catcher asks students to think about how each text—“Those Winter Sundays” and Chapter 6 of <i>To Kill a Mockingbird</i>—uses text structure to help communicate something about the Golden Rule. • Display a blank Comparing and Contrasting Text Structures Note-catcher using the document camera. Model how to use this graphic organizer by doing a think-aloud and referring to the Close Reading Note-catcher the class just completed. Invite students to fill out their Note-catchers as you model. Consider following these steps: <ul style="list-style-type: none"> * First, look to the Close Reading Note-catcher for how “Those Winter Sundays” relates to the Golden Rule. Fill that in. * Point to the next box and say something like: “We just looked at the text structure of the poem. It has three stanzas with four lines each. The last two lines are the narrator reflecting on his childhood.” Add that to the Note-catcher. * Lastly, point to the third box and say something like: “The structure helps create the meaning because the first two stanzas show what the narrator’s father did to show his love for his son. The last two lines then show that the narrator did not appreciate all the things his father did for him. His father was following the Golden Rule, but the son didn’t know until later.” • Ask students to look at their Narrative Structure Chapter 6 graphic organizer. Remind them that this organizer describes the structure and the meaning created by the end of the chapter, so they can use it to help them answer the questions. • Tell students to work with their partner to use their Narrative Structure Chapter 6 graphic organizer to help them fill in the column on <i>To Kill a Mockingbird</i> Chapter 6. 	



Comparing Text Structures:

To Kill a Mockingbird and “Those Winter Sundays” (Chapters 6 & 7)

Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief Learning Targets and Preview Homework (2 minutes)</p> <ul style="list-style-type: none"> • Reread the learning target: <ul style="list-style-type: none"> * I can compare and contrast the structure of Chapter 6 of <i>To Kill a Mockingbird</i> and “Those Winter Sundays.” • Ask students to use Fist to Five to rate how confident they are that they have mastered that learning target. • Distribute the Homework: <i>To Kill a Mockingbird</i> Structured Notes, Chapter 8 or Homework: <i>To Kill a Mockingbird</i> Supported Structured Notes, Chapter 8 and briefly preview the homework.. 	
Homework	Meeting Students’ Needs
<p>A. Complete a first read of Chapter 8, using structured notes. Answer the focus question: What is an example of the Golden Rule in this chapter? Use the strongest evidence from the novel in your answer.</p> <p><i>Note: Consider collecting the Comparing and Contrasting Text Structures Note-catcher to review, so that misconceptions can be addressed in the next lesson.</i></p>	<ul style="list-style-type: none"> • Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



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Supporting Materials



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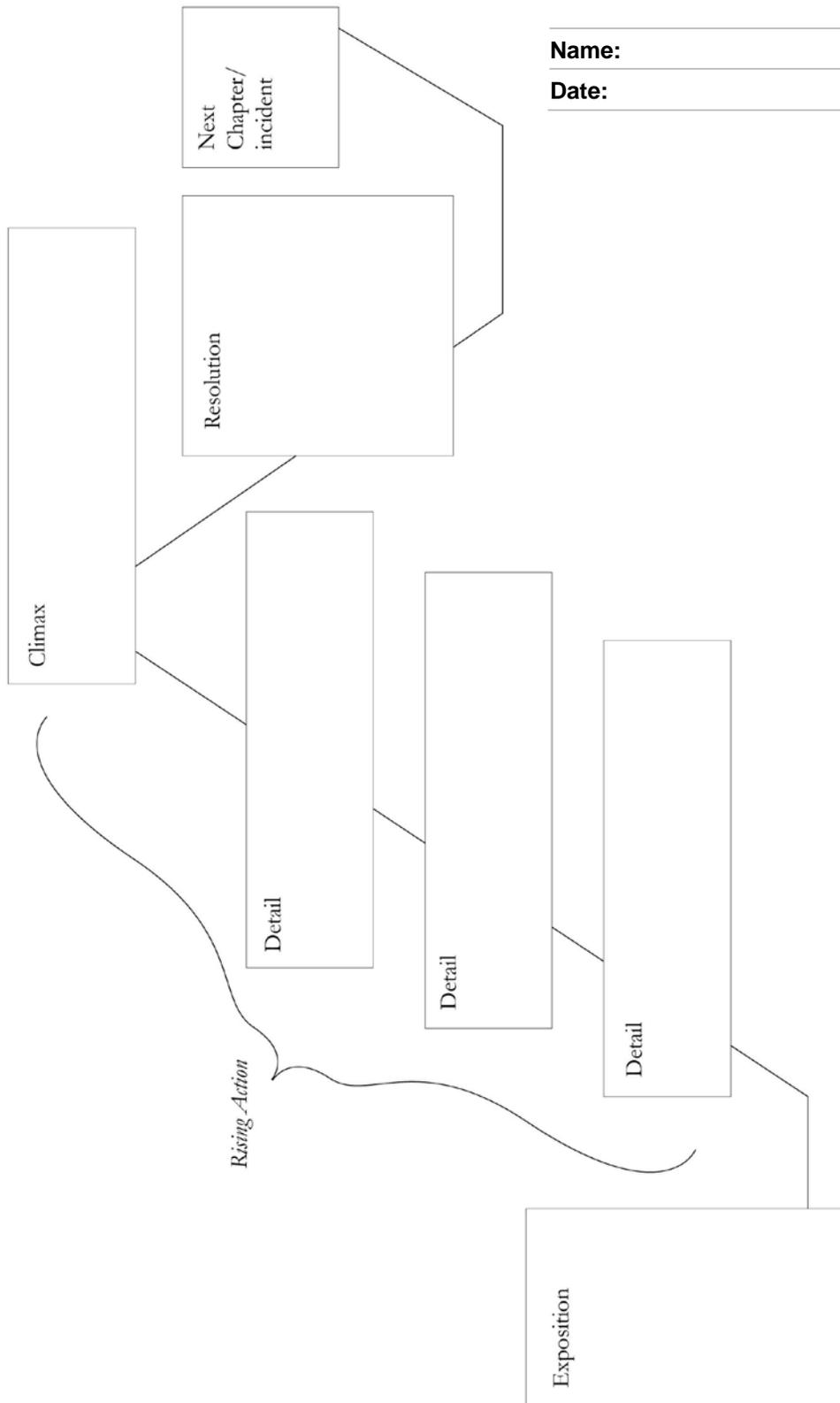
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Narrative Structure Chapter 6 Graphic Organizer

Name: _____

Date: _____





“Those Winter Sundays”

by Robert Hayden

Those Winter Sundays

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

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

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

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



Close Reading:
“Those Winter Sundays”

Name: _____

Date: _____

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

2. Vocabulary Chart

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

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

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

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?
<p><i>He gets up early, even on Sundays, to build the fire. He calls everyone down when the rooms are warm.</i></p>	<p><i>The father clearly cares about his family, even though he is often angry. He sacrifices his own comfort on his day off to make his home comfortable.</i></p>
Evidence about the narrator: What does he do in the poem?	Elaborate/analyze/infer: What does this show about what the narrator cares about?
<p><i>He stays in bed while his father builds the fire to warm the house. The narrator gets dressed slowly. He speaks indifferently to his father. He never thanks him for getting up early on his day off and making the house comfortable. Nobody does.</i></p>	<p><i>The narrator doesn't appreciate what his father does for the family.</i></p>



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

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,

the poet describes what the father does to care for his family. After describing the father’s actions—actions that show that he cares about his family—the poet writes, “No one ever thanked him.” This observation shows that nobody appreciates his kindness.

In the second stanza,

the poet describes the actions of the narrator, the son. These actions show that the son does not appreciate his father’s kindness. The narrator also explains that he fears “the chronic angers of that house.”

In the first lines of the third stanza,

the poet continues to describe the thoughtless actions of the son toward his father, while also showing the father’s further kindness of polishing his son’s shoes.

In the last two lines of the third stanza,

the poet shifts from describing the actions of the narrator and his father. Hayden ends the poem by posing a question as the narrator looks back on his childhood and realizes he never appreciated his father’s quiet kindnesses.



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

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

This poem shows the importance of treating others the way you wish to be treated—the father shows kindness to his son, but the son doesn’t appreciate it until years later. However, the father seems to be the cause of the “chronic anger” in the house, so the indifference of his son is justifiable—if you treat others with anger, don’t expect kindness in return.

Class Consensus



Comparing and Contrasting Text Structures:

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



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	