

Grade 8, Module 2A Repagination Chart
Comparing Original and New Versions of *To Kill a Mockingbird*

In the original module lessons for 8M2A, written in 2013, EL Education referenced a mass market edition of *To Kill a Mockingbird* that was put out of print by the publisher, Grand Central, in 2015 and replaced by a 50th anniversary mass market edition with different pagination. Grand Central lost rights to publish their mass market edition of the novel in 2016, and the only paperback edition now available for purchase is a trade paperback published by HarperCollins (ISBN #978-0060935467).

In April 2015, EL Education updated all of the original module lessons to refer to the page numbers in the 50th anniversary edition. Schools may have module lessons referring to page numbers from the original mass market edition, or the 50th anniversary mass market, depending on which version of the module lessons you are using. For this reason, the chart below provides a lesson-by-lesson cross walk between the pagination from the original module lessons (based on the original mass market edition), the pagination from the 50th anniversary edition of the novel, and the pagination from the trade paperback edition.

Notes:

- You may use any edition of the book you currently have on hand, but you will need this guide to align the lesson materials with the page numbers if there is any mismatch between the module lessons you are using in class and the edition of the book your students are reading. **The chart below will help you and your students cross-reference page numbers.**
- In April 2015, all module lessons were updated to reflect the pagination of the 50th anniversary edition, which is no longer in print as of 2016.
- You can check which version of the module lessons you have by locating the ISBN number listed under Central Texts in the Module Overview: the original mass market edition (978-0-446-31473-2) or the 50th anniversary edition (978-0-446-31078-9).
- As of Fall 2016, schools will only be able to order the trade paperback edition (ISBN 978-0060935467).

Original Lesson Text	50 th Anniversary	Trade Paperback
Unit 1 Lesson 8		
Structured Notes, Part A		
assuaged (3) “the disturbance” (4) ambled (5) vague optimism (6)	(6)	(6)
Structured Notes & Supported Structured Notes, Part B		
satisfactory (6) routine contentment (8) malevolent phantom (8) stealthy (9) alien (9)	(9) (10) (10) (11) (11)	(8) (9) (9) (10) (10)

Original Lesson Text	50 th Anniversary	Trade Paperback
Unit 1 Lesson 9		
Atticus Note-catcher		
Pg. 4 Pg. 4	Pg. 5 Pg. 5	Pg. 5 Pg. 5
Structured Notes & Supported Structured Notes		
meditating (17) illicitly (17) sentimentality (19) vexations (21) sojourn (22)	(23) (23) (24) (27) (29)	(19) (19) (21) (23) (24)
Lesson Vocabulary		
meditating (17), illicitly (17), sentimentality (19), vexations (21), sojourn (22)	(23) (23) (24) (27) (29)	(19) (19) (21) (23) (24)
Unit 1 Lesson 10		
Work Time A		
<ul style="list-style-type: none"> • Invite students to read along silently as you read aloud from the beginning of Chapter 2 on on page 15 of <i>To Kill a Mockingbird</i> to “Jem was in a haze for days” (16). • Continue reading aloud, from “Then she went to the blackboard ...” (17) to “... “That damn lady says Atticus’s been teaching me to read and for him to stop it—” (18) • From ““Everybody who brings his lunch put it on top of his desk” (19) to “Walter shook his head again” (19). • From “When Walter shook his head a third time ...” (19) to ““They don’t have much, but they get along on it” (20) and continue with ““You’re shamin’ him, Miss Caroline. Walter hasn’t got a quarter at home to bring you, and you can’t use any stovewood” (21). • From “Miss Caroline stood stock still ...” (21) to “... Miss Caroline has whipped me” (22). • From “When Miss Caroline threatened it with a similar fate ...” (22) to the end of the chapter (22). 	(21) (22) (23) (24) (25) (26) (26) (28) (28) (28) (29)	(18) (19) (20) (21) (22) (22) (22) (24) (24) (24)
Unit 1 Lesson 11		
Lesson Vocabulary		
malevolent (8), meditating (17), wallowing illicitly (17), delegation (20), entailment (20), mortification (21), vexations (21), sojourn (22)	(10), (23), (23), (26), (27), (28), (27), (29)	(9), (19), (19), (22), (22), (24), (23), (24)
Opening		
<ul style="list-style-type: none"> • Write the word sentimentality (from Chapter 2, page 19) on the line. 	(Chapter 2, page 24)	(Chapter 2, page 21)
Work Time A		
<ul style="list-style-type: none"> • Distribute the Chapter 2 (pages 19–22) Text-Dependent Questions Note-catcher. • See Rereading <i>To Kill a Mockingbird</i>, pages 19–22 Close Reading Guide (for Teacher Reference) 	(pages 24–29) pages 24–29	(pages 21–24) pages 21–24

Original Lesson Text	50 th Anniversary	Trade Paperback
Close Reading Guide (for Teacher Reference)		
<ul style="list-style-type: none"> • Rereading <i>To Kill a Mockingbird</i>, Pages 19–22 Close Reading Guide (for Teacher Reference) • entailment (21) • Read from Miss Caroline asking students to put their lunches on their desks (19) to “A storm of laughter broke loose when it finally occurred to the class that Miss Caroline had whipped me” (22). • Direct students to reread on their own from the bottom of page 19 • “inconvenienced” (21). 	Pages 24–29 (27) (25) (28) page 26 (28)	Pages 21–24 (22) (21) (24) page 22 (24)
Taking a Stand Anchor Chart		
<ul style="list-style-type: none"> • (Ch 2, pages 19-22) 	(pages 24-29)	(pages 21-24)
Exit Ticket		
<ul style="list-style-type: none"> • “mortification” (21) • “Jem’s definitions are very nearly accurate sometimes” (21) 	(28) (28)	(24) (23)
Structured Notes & Supported Structured Notes		
erratic (24) tranquility (24) contemptuous (27) compromise (31) concessions (31)	(32) (32) (36) (41) (41)	(27) (27) (30) (34) (34)
Unit 1 Lesson 12		
Lesson Vocabulary		
erratic (24), tranquility (24), contemptuous (27), compromise (31), concessions (31)	(32), (32), (36), (41), (41)	(27), (27), (30), (34), (34)
Work Time B		
Read aloud from “Something wrong, Scout?” (29) to “I never went to school” (32).	(39) to (42)	(32) to (35)
Homework		
(Ch. 3, pg. 30)	(pg. 39)	(pg. 33)
Text to Film Comparison Note-catcher		
Read from “Something wrong, Scout?” (29) to “I never went to school” (32).	(39) to (42)	(32) to (35)
Structured Notes & Supported Structured Notes		
Focus Question: (Ch. 3, pg. 30) auspicious (32) opposition (32) impulse (33) ethnic (35) dreary (36)	(Ch. 3, pg. 39) (43) (43) (44) (47) (48)	(Ch. 3, pg. 33) (36) (36) (37) (39) (40)
Unit 1 Lesson 13		
Lesson Vocabulary		
compassion, transcend, ethnic ¹ culture (35), scuppernongs (35), melancholy (39)	(47), (47), (52)	(39), (39), (44)

¹ We have changed the spelling of “ethical” to “ethnic” to reflect the word as printed in the text. We will address this correction in the lesson in the course of the next revision cycle.

Original Lesson Text	50 th Anniversary	Trade Paperback
Work Time A		
<ul style="list-style-type: none"> • ‘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 “ethnic culture” (35) of Jem and Scout illustrate the idea of treating others the way you want to be treated? • Ask students to turn to page 35 and follow along... • Jem says, ‘These are somebody’s, I know that. See how they’ve been slicked up? They’ve been saved’ (35). • Remind students that ethnical was a vocabulary word from the homework. Cold call on a student to share the definition. Ask students to turn to page 35 and follow along while listening to the paragraph beginning “Finders were keepers ...” and ending with “but money was different” read out loud. Explain that scuppernongs are a type of grape that grows in the South. 	(39)	(33)
	(47)	(39)
	page 47 (47)	page 39 (39)
	page 47	page 39
Work Time B		
<ul style="list-style-type: none"> • Be sure students have their novel, <i>To Kill a Mockingbird</i>. Ask students to focus on Chapter 3, page 38. Remind them to follow along in their heads as they listen to the text read aloud. Read out loud beginning at Jem, “I know what we’re going to play ...” (38) through the end of the chapter, page 42. This should be a true read-aloud, read fluently, slowly, and with appropriate feeling. 	page 51	page 43
	(51), page 54	(43), page 45
Homework		
Answer the focus question: “Miss Maudie says, “Atticus Finch is the same in his house as he is in public” (46).	(61)	(51)
“Golden Rule” in Karen Armstrong’s TED Talk Note-catcher		
<ul style="list-style-type: none"> • “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 “ethnic culture” (35) of Jem and Scout illustrate the idea of treating others the way you want to be treated? 	(39)	(33)
	(47)	(39)
Networking Sessions Note-catcher		
Why does Lee call it a “melancholy little drama” (39)?	(52)	(44)
To Kill a Mockingbird Chapter 4: Close Reading Guide (for Teacher Reference)		
Why does Lee call it a “melancholy little drama” (39)?	(52)	(44)
Structured Notes & Supported Structured Notes		
Focus Question: Miss Maudie says, “Atticus Finch is the same in his house as he is in public” (46).	(61)	(51)
benign (42)	(56)	(47)
tacit (42)	(56)	(47)
cordiality (43)	(57)	(47)
benevolence (43)	(57)	(48)
morbid (43)	(57)	(48)
edification (49)	(65)	(55)

Original Lesson Text	50 th Anniversary	Trade Paperback
Unit 1 Lesson 14		
Lesson Vocabulary		
benign, tacit (42) cordiality, benevolence, morbid (43) edification (49)	(56) (57) (65)	(47) (48) (55)
Work Time A		
<ul style="list-style-type: none"> Ask students to get out their text <i>To Kill a Mockingbird</i>, turn to page 43, and read along silently while you read aloud. Read aloud from “In summertime, twilights are long and peaceful” on page 43 to “I liked it very much” on page 46. 	page 57 page 57, page 61	page 48 page 48, page 51
Closing and Assessment		
“I’m going to tell you something and tell you one time: stop tormenting that man’ (49).	(65)	(54)
Text Dependent Questions for Chalk Talk Chart (for Teacher Reference)		
<ol style="list-style-type: none"> Reread the middle of page 43. Reread the top of page 44. Reread the middle of page 45. Reread the top of page 46. 	page 57 page 58 page 60 page 61	page 48 page 49 page 50 page 51
Chapter 5 of <i>To Kill a Mockingbird</i> Close Reading Guide (for Teacher Reference)		
<ol style="list-style-type: none"> Reread the middle of page 43. Reread the top of page 44. Reread the middle of page 45. Reread the top of page 46. 	page 57 page 58 page 60 page 61	page 48 page 49 page 50 page 51
Chapter 5 of <i>To Kill a Mockingbird</i> Text Dependent Questions		
<ol style="list-style-type: none"> Reread the middle of page 43. Reread the top of page 44. Reread the middle of page 45. Reread the top of page 46. 	page 57 page 58 page 60 page 61	page 48 page 49 page 50 page 51
QuickWrite: “Stop Tormenting the Man!”		
“I’m going to tell you something and tell you one time: stop tormenting that man” (49).	(65)	(54)
Structured Notes & Supported Structured Notes		
commotion (54) malignant (55) pilgrimage (57) burdensome (61) rendered (61)	(72) (74) (76) (81) (82)	(61) (62) (64) (69) (69)
Unit 1 Lesson 15		
Lesson Vocabulary		
commotion (54) malignant (55), pilgrimage (57), burdensome, rendered (61)	(72), (74), (76), (81), (82)	(61), (62), (64), (69), (69)
Structured Notes & Supported Structured Notes		
unfathomable (63) aberration (63) procured (66) caricature (67) quelled (71)	(85) (85) (89) (90) (94)	(72) (72) (75) (76) (80)

Original Lesson Text	50 th Anniversary	Trade Paperback
Unit 1 Lesson 16		
Lesson Vocabulary		
commotion (54), malignant (55), pilgrimage (57), burdensome, rendered (61), unfathomable, aberration (63), procured (66), caricature (67), quelled (71)	(72), (74), (76), (81), (82), (85), (89), (90), (94)	(61), (62), (64), (69), (72), (72), (75), (76), (80)
Homework		
“Simply because we were licked a hundred years before we started is no reason for us not to try to win” (76).	(101)	(87)
Analyzing Scout’s Perspective about Boo Radley Note-catcher (for Teacher Reference)		
<ul style="list-style-type: none"> Scout describes Boo as “a malevolent phantom” (9). When Jem tells her to spit out the gum, she says, “I’ve been chewin’ it all afternoon and I ain’t dead yet, not even sick” (33). “Boo Radley. You were so busy looking at the fire you didn’t know it when he put the blanket around you” (72). 	(10) (45) (96)	(9) (37) (82)
Jigsaw Excerpts		
Chapter 1:	(10)	(9)
<ul style="list-style-type: none"> “Inside the house lived a malevolent phantom. People said he existed, but Jem and I had never seen him” (9). “...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). 	(16)	(14)
Chapter 4:	(44-45)	(37)
<ul style="list-style-type: none"> 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). 		
Chapters 6 & 7:	(74)	(62)
<ul style="list-style-type: none"> “the chinaberry trees were malignant, hovering, alive” (55). “—somebody knew you were comin’ back for ‘em” (58). 	(77-78)	(66)
Chapter 8:	(96)	(82)
“Just think, Scout,” he said, “if you’d just turned around, you’d a seen him” (72).		
Structured Notes & Supported Structured Notes		
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).	(96)	(87)
inordinately (76)	(101)	(87)
ingenious (77)	(103)	(88)
wary (78)	(103)	(89)
innate (78)	(104)	(90)
obstreperous (85)	(113)	(97)
“Maycomb’s usual disease” (88)	(117)	(100)
Unit 1 Lesson 17		
Lesson Vocabulary		
inordinately (76), ingenuous (77), wary, innate (78), obstreperous (85), “Maycomb’s usual disease” (88)	(101), (103), (103), (104), (113), (117)	(87), (88), (89), (90), (97), (100)

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Closing and Assessment		
Re-read pages 87–91.	Re-read from the middle of page 115 to the end of page 117.	Re-read from the middle of page 99 to the end of page 101.
Written Conversation Note-catcher		
Reread pages 87–91.	Re-read from the middle of page 115 to the end of page 117.	Re-read from the middle of page 99 to the end of page 101.
Structured Notes & Supported Structured Notes		
feeble (89)	(118)	(102)
inconspicuous (89)	(118)	(103)
attributes (89)	(119)	(103)
peril (91)	(121)	(105)
vaguely articulate (97)	(129)	(111)
Unit 1 Lesson 18		
Lesson Vocabulary		
feeble, inconspicuous, attributes (89), peril (91), vaguely articulate (97)	(118), (118), (119), (121), (129)	(102), (103), (103), (105), (111)
Structured Notes & Supported Structured Notes		
confined (99)	(132)	(114)
livid (100)	(133)	(115)
commence (106)	(141)	(122)
undulate (107)	(142)	(123)
beholden (111)	(148)	(127)
Unit 1 Lesson 19		
End of Unit Assessment: Analyzing Author's Craft in <i>To Kill a Mockingbird</i> Student Assessment and Teacher Answer Key		
<ul style="list-style-type: none"> 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). 	(133)	(115)
<ul style="list-style-type: none"> 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). 	(141-142)	(122)
<ul style="list-style-type: none"> What is the figurative meaning of the underlined phrase? "The day after Jem's twelfth birthday <u>his money was burning up his pockets</u>, 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). 	(134)	(116)
Structured Notes & Supported Structured Notes		
appalling (115)	(153)	(131)
diligently (116)	(155)	(132-133)
contentious (119)	(159)	(136)
tactful (128)	(170)	(145)
caste system (131)	(172)	(147)
prerogative (129)	(175)	(149)

Unit 2

Original Lesson Text	50 th Anniversary	Trade Paperback
Unit 2 Lesson 1		
Lesson Vocabulary		
confined (99)	(132)	(114)
livid (100)	(133)	(115)
commence (106)	(141)	(122)
undulate (107)	(142)	(123)
beholden (111)	(148)	(127)
Supporting Materials: Three Threes in a Row Note-catcher		
<ul style="list-style-type: none"> On page 105, Atticus says, “Before I can live with other folks, I’ve got to live with myself...” 	page 140	page 120
<ul style="list-style-type: none"> On page 128, Atticus says, “The summer’s going to be a hot one.” 	page 171	page 146
<ul style="list-style-type: none"> On page 112, Atticus says, “I wanted you to see what real courage is...” 	page 149	page 128
<ul style="list-style-type: none"> She never let a chance escape her to point out the shortcomings of other tribal groups to the greater glory of our own” (129). 	(172)	(172)
<ul style="list-style-type: none"> On page 108, Atticus says, “I do my best to love everybody...” 	page 144	page 124
<ul style="list-style-type: none"> On page 127, Lee writes, “Aunt Alexandra’s visits from the Landing were rare, and she traveled in state.” 	page 169	page 144
Supporting Materials: Three Threes in a Row Note-catcher (for teacher reference)		
<ul style="list-style-type: none"> On page 105, Atticus says, “Before I can live with other folks, I’ve got to live with myself...” 	page 140	page 120
<ul style="list-style-type: none"> On page 128, Atticus says, “The summer’s going to be a hot one.” 	page 171	page 146
<ul style="list-style-type: none"> On page 112, Atticus says, “I wanted you to see what real courage is...” 	page 149	page 128
<ul style="list-style-type: none"> She never let a chance escape her to point out the shortcomings of other tribal groups to the greater glory of our own” (129). 	(172)	(172)
<ul style="list-style-type: none"> On page 108, Atticus says, “I do my best to love everybody...” 	page 144	page 124
<ul style="list-style-type: none"> On page 127, Lee writes, “Aunt Alexandra’s visits from the Landing were rare, and she traveled in state.” 	page 169	page 144
Structured Notes: Chapters 14 and 15 (Vocabulary)		
antagonize (137)	(183)	(156)
infallible (140)	(187)	(159)
ominous (146)	(195)	(166)
acquiescence (154)	(203)	(173)
impassive (154)	(206)	(175)
Unit 2 Lesson 2		
Agenda		
Complete a first read of the Chapter 16 summary and pages 162–166 (beginning with “The Maycomb County courthouse was faintly reminiscent of Arlington in some respects”).	pages 216–221	pages 184-188

Original Lesson Text	50 th Anniversary	Trade Paperback
Lesson Vocabulary		
antagonize (137)	(183)	(156)
infallible (140)	(187)	(159)
ominous (146)	(195)	(166)
acquiescence (154)	(203)	(173)
impassive (154)	(206)	(175)
Work Time		
Ask students to turn to page 150 in Chapter 15.	page 200	page 170
Homework		
Complete a first read of the Chapter 16 summary and pages 162–166	pages 216-221	pages 184-188
Analyzing Scout’s and the Reader’s perspective Note-catcher		
<ul style="list-style-type: none"> • I broke away from Jem and ran as fast as I could to Atticus” (152). • ‘Hey, Mr. Cunningham. How’s your entailment gettin’ along?’ (153)” • Our eyes met and he shut it” (154). • ‘Let’s get going, boys’” (154). 	(202)	(172)
	(204)	(174)
	(205)	(174)
	(206)	(175)
Text to Film Comparison		
151–155	201-207	171-176
Page 151- 152	201-202	171-173 (middle)
Page 153- 154	203-205	173-175
Page 155	206-207	175-176
Structured Notes: Chapters 16 &17		
<ul style="list-style-type: none"> • Chapter 16 Summary (155-162) • On page 163, Scout learns that her father was appointed to defend Tom Robinson. 	(207-216)	(184-188)
	page 218	page 186
Structured Notes: Chapters 16 &17 (Vocabulary)		
formidable (159)	(213)	(181)
amiably (169)	(226)	(193)
acrimonious (171)	(229)	(195)
benignly (172)	(230)	(195)
genially (175)	(234)	(199)
Supported Structured Notes: Chapters 16 &17		
<ul style="list-style-type: none"> • Chapter 16 Summary (155-162) • On page 163, Scout learns that her father was appointed to defend Tom Robinson. 	(207-216)	(184-188)
	page 218	page 186
Supported Structured Notes: Chapters 16 &17 (Vocabulary)		
formidable (159)	(213)	(181)
amiably (169)	(226)	(193)
acrimonious (171)	(229)	(195)
benignly (172)	(230)	(195)
genially (175)	(234)	(199)
Unit 2 Lesson 3		
Lesson Vocabulary		
formidable (159)	(213)	(181)
amiably (169)	(226)	(193)
acrimonious (171)	(229)	(195)
benignly (172)	(230)	(195)
genially (175)	(234)	(199)

Original Lesson Text	50 th Anniversary	Trade Paperback
Work Time		
<ul style="list-style-type: none"> Invite them to turn to page 157 in their copies of <i>To Kill a Mockingbird</i>. Begin with: “I thought Mr. Cunningham was a friend of ours.” Have students read along silently in their heads as you read aloud to the top of page 158, ending with: “I don’t want either of you bearing a grudge about this thing no matter what happens.” 	page 210	page 179
	page 211	page 179
Analyzing Themes Note-catcher		
<ul style="list-style-type: none"> That was enough” (157)? “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)? 	(210) (39)	(179) (33)
Analyzing Themes Note-catcher (Teacher Reference)		
<ul style="list-style-type: none"> That was enough” (157)? “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)? This quote relates to what Atticus said on page 30 because Walter was starting to understand Atticus as he considered things from Atticus’s point of view. 	(210) (39) page 39	(179) (33) page 33
Structured Notes (Vocabulary)		
mollified (180)	(241)	(205)
arid (185)	(247)	(210)
wrathfully (185)	(248)	(210)
Supported Structured Notes (Vocabulary)		
mollified (180)	(241)	(205)
arid (185)	(247)	(210)
wrathfully (185)	(248)	(210)
Unit 2 Lesson 4		
Mid-Unit 2 Assessment		
On page 188 , Lee writes, “Somehow, Atticus had hit her hard in a way that was not clear to me, but it gave him no pleasure to do so.”	page 252	page 214
Text To Film Comparison		
<ul style="list-style-type: none"> We’ve had a good visit, Miss Mayella, and now I guess we’d better get to the case” (184) “It most certainly is” (187). 	(246) (249)	(209) (212)
Summarizing Narrative Text		
<ul style="list-style-type: none"> On page 188, Lee writes, “Somehow, Atticus had hit her hard in a way that was not clear to me, but it gave him no pleasure to do so.” “her shoulders shook with angry sobs” (188). 	page 252 (251)	page 214 (214)
Text to Film Comparisons (Teacher Reference)		
<ul style="list-style-type: none"> We’ve had a good visit, Miss Mayella, and now I guess we’d better get to the case” (184) “It most certainly is” (187). 	(246) (249)	(209) (212)

Original Lesson Text	50 th Anniversary	Trade Paperback
Structured Notes (Vocabulary)		
volition (192)	(257)	(219)
subtlety (195)	(260)	(221)
expunge (196)	(262)	(222)
candid (198)	(264)	(225)
impudent (198)	(265)	(225)
Unit 2 Lesson 5		
Lesson Vocabulary		
mollified (180)	(241)	(205)
arid (185)	(247)	(210)
wrathfully (185)	(248)	(210)
volition (192)	(257)	(219)
subtlety (195)	(260)	(221)
expunge (196)	(262)	(222)
candid (198)	(264)	(225)
impudent (198)	(265)	(225)
Homework		
You haven't seen this town, but all you gotta do is step back inside the courthouse' (201).	(269)	(229)
Structured Notes: Chapter 20 and 21 (Vocabulary)		
detachment (202)	(270)	(230)
subsequent (203)	(272)	(231)
unmitigated (204)	(273)	(232)
temerity (204)	(273)	(232)
integrity (205)	(274)	(233)
acquit (207)	(277)	(236)
indignant (207)	(277)	(236)
Supported Structured Notes: Chapter 20 and 21 (Vocabulary)		
detachment (202)	(270)	(230)
subsequent (203)	(272)	(231)
unmitigated (204)	(273)	(232)
temerity (204)	(273)	(232)
integrity (205)	(274)	(233)
acquit (207)	(277)	(236)
indignant (207)	(277)	(236)
Unit 2 Lesson 6		
Lesson Vocabulary		
detachment (202)	(270)	(230)
subsequent (203)	(272)	(231)
unmitigated (203)	(273)	(232)
temerity (204)	(273)	(232)
integrity (205)	(274)	(233)
acquit (207)	(277)	(236)
indignant (207)	(277)	(236)
Work Time		
"This case is as simple as black and white" (202).	(271)	(231)
Homework		
'There are some men in this world who were born to do our unpleasant jobs for us. Your father's one of them' (215).	(288)	(245)
Structured Notes		
'There are some men in this world who were born to do our unpleasant jobs for us. Your father's one of them' (215).	(288)	(245)

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Structured Notes (Vocabulary)		
cynical (214)	(287)	(244)
fatalistic (215)	(288)	(246)
ruefully (215)	(288)	(246)
wryly (218)	(292)	(249)
furtive (218)	(293)	(250)
commutes (219)	(293)	(250)
vehement (221)	(296)	(252)
Unit 2 Lesson 7		
Lesson Vocabulary		
cynical (214)	(287)	(244)
fatalistic (215)	(288)	(246)
ruefully (215)	(288)	(246)
wryly (218)	(292)	(249)
furtive (218)	(293)	(250)
commutes (219)	(293)	(250)
vehement (221)	(296)	(252)
Work Time		
See Close Reading Guide: Rereading <i>To Kill a Mockingbird</i> Pages 217–223	291–298	248–254
Text-Dependent Questions		
• He had to take it out on somebody and I'd rather it be me than that houseful of children. You understand?" (218).	(292-293)	(249)
• I hope it's not in you children's time" (221).	(296)	(252)
• That jury took a few hours. An inevitable verdict, maybe, but usually it takes 'em just a few minutes" (222).	(297)	(253)
Close Reading Guide (For Teacher Reference)		
• Close Reading Guide: Rereading <i>To Kill a Mockingbird</i> Pages 217- 223	Pages 291-298	Pages 248-254
• Read from the beginning of Chapter 23 to page 223 , ending with: "He was the only uncertainty on the whole list." This should be a slow, fluent read-aloud with no pausing to provide explanation.	page 298	page 254
• He had to take it out on somebody and I'd rather it be me than that houseful of children. You understand?" (218).	(292-293)	(249)
• I hope it's not in you children's time" (221).	(296)	(252)
• An inevitable verdict, maybe, but usually it takes 'em just a few minutes" (222)	(297)	(253)
• He's the only man in these parts who can keep a jury out so long in a case like that' (216).	(297)	(246)
• There's a faint difference between a man who's going to convict and a man who's a little disturbed in his mind, isn't there?" (223).	(298)	(254)
Structured Notes		
• Chapter 24 (227-234) Summary	(305-318)	(260-267)
• What's the gist of 234-237?	318-323	267-271

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Structured Notes (Vocabulary)		
scowling (238)	(320)	(273)
remorse (242)	(324)	(277)
recluse (242)	(324)	(277)
spurious (244)	(327)	(279)
persecute (247)	(329)	(282)
Supported Structured Notes (Vocabulary)		
scowling (238)	(320)	(273)
remorse (242)	(324)	(277)
recluse (242)	(324)	(277)
spurious (244)	(327)	(279)
persecute (247)	(329)	(282)
Unit 2 Lesson 8		
Key Quotes		
<ul style="list-style-type: none"> • That’s why it’s a sin To Kill a Mockingbird” (90). • 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). • “I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do” (112). • “Before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience” (105). 	(119) (39) (149) (140)	(103) (33) (128) (120)
Four Corners Possible Responses		
<ul style="list-style-type: none"> • That’s why it’s a sin To Kill a Mockingbird” (90). • 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). • “I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do” (112). • “Before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience” (105). 	(119) (39) (149) (140)	(103) (33) (128) (120)
Taking A Stand Anchor Chart (for Teacher Reference)		
<ul style="list-style-type: none"> • stands up for Walter (Chapter 2, pages 19–22) • defends Tom Robinson (Chapter 9, pages 75 and 76) • takes a stand against her drug addiction (Chapter 11, page 112) 	(pages 24–29) (pages 100-101) (pages 147-148)	(pages 21–24) (pages 85-87) (page 128)
<ul style="list-style-type: none"> • insists Calpurnia will stay with the Finches as long as she wants to, even though Aunt Alexandra thinks she should go (Chapter 14, page 137) 	(pages 182-183)	(page 155)
<ul style="list-style-type: none"> • stands by his decision to defend Tom to Heck Tate and the other men (Chapter 15, page 146) 	(pages 194-195)	(page 166)
<ul style="list-style-type: none"> • spends the night outside the jailhouse to protect Tom Robinson (Chapter 15, pages 150–154) 	(pages 201–207)	(pages 170–175)
<ul style="list-style-type: none"> • stays at the newspaper office with his shotgun to defend Tom against any lynch mobs (Chapter 15, page 155) 	(pages 206-207)	(pages 175-176)
<ul style="list-style-type: none"> • stands up for Tom Robinson with his closing argument, urging the jury to do their duty (Chapter 20, pages 202–206) 	(pages 271–275)	(pages 230–233)

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<ul style="list-style-type: none"> writes an editorial condemning the town and comparing Tom's death to killing innocent songbirds (Chapter 25, page 241) 	(pages 322-323)	(pages 275-276)
Structured Notes		
Reread Atticus's explanation of Bob Ewell's actions on page 251	page 335	page 287
Structured Notes (Vocabulary)		
industry (248)	(332)	(285)
notoriety (248)	(332)	(285)
obscure (248)	(333)	(285)
eccentricities (250)	(337)	(287)
Supported Structured Notes		
Reread Atticus's explanation of Bob Ewell's actions on page 251	page 335	page 287
Supported Structured Notes (Vocab)		
industry (248)	(332)	(285)
notoriety (248)	(332)	(285)
obscure (248)	(333)	(285)
eccentricities (250)	(337)	(287)
Unit 2 Lesson 9		
Lesson Vocabulary		
industry (248)	(332)	(285)
notoriety (248)	(332)	(285)
obscure (248)	(333)	(285)
eccentricities (250)	(337)	(287)
Opening		
Bob Ewell's actions on page 250 , beginning with "I think I understand ..." and ending with "Atticus chuckled."	page 335	page 287
Work Time		
When Mrs. Dubose dies, Atticus says, 'It's when you know you're licked before you begin but you begin anyway and you see it through no matter what.' (112)	(149)	(128)
Model Essay		
<ul style="list-style-type: none"> "It's when you know you're licked before you begin but you begin anyway and you see it through no matter what." (112) Hey, Mrs. Dubose, 'I would receive for an answer, 'Don't you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!'" (99) After her death, Atticus reports that, "She said she was going to leave this world beholden to nothing and nobody." (111) She was the bravest person I ever knew." (112) "She'd have spent the rest of her life on it and died without so much agony, but she was too contrary ..." (111) Mrs. Dubose shows how important it is to stand up for yourself, even "... when you know you're licked before you begin but you begin anyway and you see it through no matter what." (112) 	(149)	(128)
	(133)	(115)
	(148)	(127)
	(149)	(128)
	(147)	(127)
	(148)	(128)

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Supporting Evidence Based Claims Graphic Organizer (For Teacher Reference)		
Evidence		
<ul style="list-style-type: none"> • “If I said as sunnily as I could, ‘Hey, Mrs. Dubose,’ I would receive for an answer, ‘Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!’” (99) 	(133)	(115)
<ul style="list-style-type: none"> • “She said she was going to leave this world beholden to nothing and nobody.” (111) 	(148)	(127)
<ul style="list-style-type: none"> • “Most of time you were reading to her, I doubt if she heard a word you said. Her whole mind and body were concentrated on that alarm clock.” (111) 	(148)	(127)
<ul style="list-style-type: none"> • “I wanted you to see something about her—I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.... She was the bravest person I ever knew.” (112) 	(149)	(128)
Exit Ticket		
“She’d have spent the rest of her life on it and died without so much agony, but she was too contrary ...” (111)	(147)	(127)
Structured Notes (Vocab)		
irascible (255)	(342)	(293)
gait (255)	(342)	(293)
pinioned (262)	(351)	(301)
staccato (263)	(352)	(302)
untrammeled (266)	(357)	(305)
Supported Structured Notes (Vocab)		
irascible (255)	(342)	(293)
gait (255)	(342)	(293)
pinioned (262)	(351)	(301)
staccato (263)	(352)	(302)
untrammeled (266)	(357)	(305)
Unit 2 Lesson 10		
Lesson Vocabulary		
irascible (255)	(342)	(293)
gait (255)	(342)	(293)
pinioned (262)	(351)	(301)
staccato (263)	(352)	(302)
untrammeled (266)	(357)	(305)
End of Unit Assessment Prompt		
Atticus says, “Simply because we were licked a hundred years before we started is no reason for us not to try to win” (Chapter 9, page 76).	(page 101)	(page 87)
Atticus Note-catcher (for teacher reference)		
Page 4	Page 5	Page 5
Page 4	Page 5	Page 5
Page 30	Page 39	Page 33
Page 31	Page 41	Page 35
Page 46	Page 61	Page 51
Page 49	Page 65	Page 54
Page 69	Page 93	Page 78
page 76	Page 101	Page 87
page 87	Page 116	Page 99
page 88	Page 117	Page 100-101
page 89	Page 118	Page 102-103
page 90	Page 119	Page 103
page 98	Page 130	Page 112

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page 105 page 112 pages 133-134 pages 150-15 page 163 page 182 page 211 page 215 page 218 page 236 page 250 page 269 page 272-275	Page 140 Page 148 Pages 177-178 Pages 201-207 Page 218 Page 243 Page 283 Page 288 Pages 292-293 Page 316 Page 335 Page 360 Page 365	Page 120 Page 128 Pages 150-152 Pages 172-176 Page 186 Page 207 Page 241 Page 245 Pages 249 Page 269 Page 287 Page 308 Page 314
Structured Notes		
reprimand (270) blandly (271) eluded (273) connived (273)	(362) (363) (365) (366)	(310) (311) (313) (314)
Supported Structured Notes		
reprimand (270) blandly (271) eluded (273) connived (273)	(362) (363) (365) (366)	(310) (311) (313) (314)
Unit 2 Lesson 11		
Work Time		
“She’d have spent the rest of her life on it and died without so much agony, but she was too contrary...” (111).	(147)	(127)
Unit 2 Lesson 12		
Teaching Notes		
“If I said as sunnily as I could, ‘Hey, Mrs. Dubose,’ I would receive for an answer, ‘Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!’” (99)	(133)	(115)
Essay Planner		
<ul style="list-style-type: none"> • Don’t you say hey to me you ugly girl! You say good afternoon, Mrs. Dubose!” (99) • She said she was going to leave this world beholden to nothing and nobody.” (111) • I doubt if she heard a word you said. Her whole mind and body were concentrated on that alarm clock.” (111) • She was the bravest person I ever knew.” (112) • “She’d have spent the rest of her life on it and died without so much agony, but she was too contrary ...” (111) 	(133) (148) (148) (149) (147)	(115) (127) (127) (128) (127)
<ul style="list-style-type: none"> • “... when you know you’re licked before you begin but you begin anyway and you see it through no matter what.” (112). 	(149)	(128)

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Unit 2 Lesson 13		
End of Unit Assessment Prompt		
<ul style="list-style-type: none"> “Simply because we were licked a hundred years before we started is no reason for us not to try to win” (Chapter 9, page 76). 	(page 101)	(page 87)
<ul style="list-style-type: none"> (Chapter 9, page 76). 	(page 101)	(page 87)
Sample Argument Essay (for teacher reference)		
<ul style="list-style-type: none"> “The main one is, if I didn’t I couldn’t hold up my head in town, I couldn’t represent this county in the legislature, I couldn’t even tell you or Jem not to do something again,” (75). 	(100)	(86)
<ul style="list-style-type: none"> No matter what anybody says to you, don’t you let ’em get your goat. Try fighting with your head for a change ...” (76). 	(101)	(87)
<ul style="list-style-type: none"> He put the newspaper down very carefully, adjusting its creases with lingering fingers. They were trembling a little,” (152). 	(203)	(172)
<ul style="list-style-type: none"> “Simply because we were licked a hundred years before we started is no reason for us not to try to win,” (76). 	(101)	(87)
Unit 2 Lesson 14		
Key Quotes		
<ul style="list-style-type: none"> Mockingbirds don’t do one thing but make music for us to enjoy. They don’t eat up people’s gardens, don’t nest in corncribs, they don’t do one thing but sing their hearts out for us. That’s why it’s a sin To Kill a Mockingbird.” (90) 	(119)	(103)
<ul style="list-style-type: none"> 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) 	(39)	(33)
<ul style="list-style-type: none"> You rarely win, but sometimes you do.” (112) 	(149)	(128)
<ul style="list-style-type: none"> “Before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience.” (105) 	(140)	120)

Lessons 15 and 16 did not need any changes.

Unit 3

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Unit 3 Lesson 3		
Closing and Assessment		
<ul style="list-style-type: none"> The dialogue between Atticus and Jem is exactly what they say in the book (pages 212 and 213). 	(page 285)	(page 243)
<ul style="list-style-type: none"> The dialogue between Miss Maudie and Jem is exactly what they say in the book (215). 	(288-289)	(245-246)