

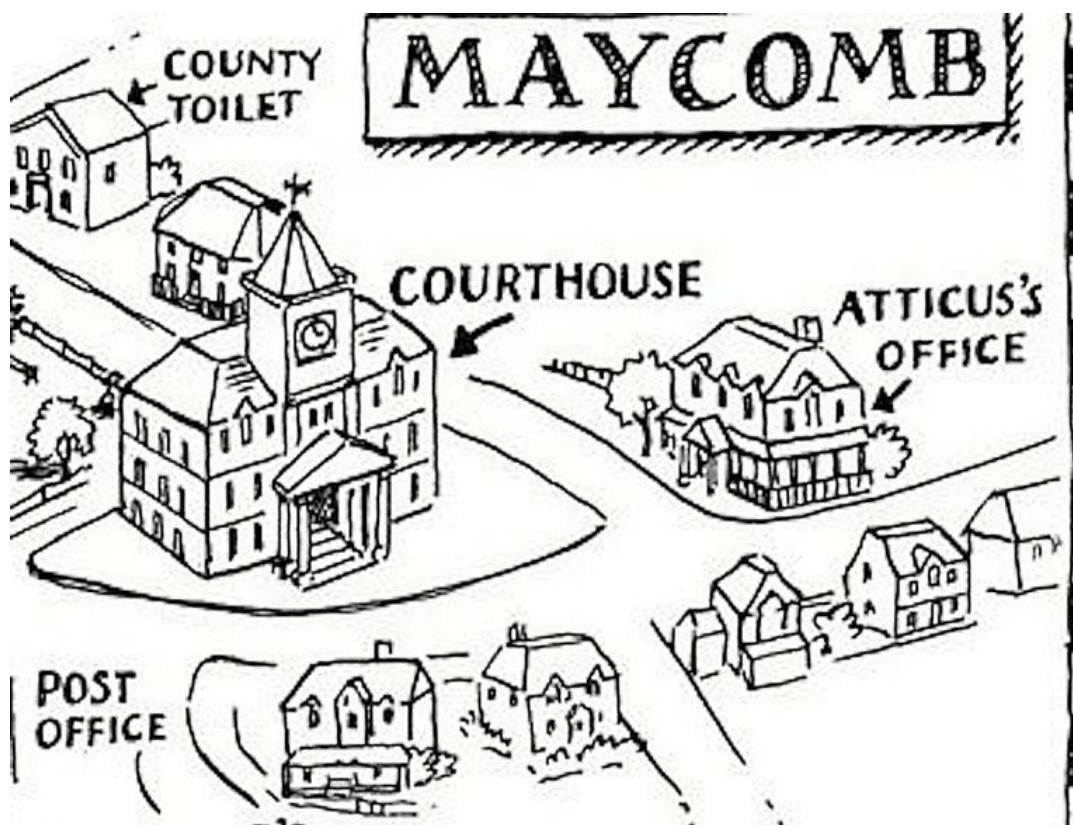
Literature & Composition 8

April 14-17

Time Allotment: 45 minutes per day

Student Name: _____

Teacher Name: _____



Packet Overview

Date	Objective(s)	Page Number
Tuesday, April 14	Ch 19: 1. Retell the story from Tom Robinson’s point of view. 2. Identify Tom’s “predicament.” 3. Recite lines 1&2 of “There is no Frigate.”	3
Wednesday, April 15	Ch 20: 1. Restate what Atticus recognizes as Mayella’s fault\failing 2. Identify what Attius recognizes as the manifestation of equality in the United States. 3. Recite lines 1-4 of “There is no Frigate…”	5
Thursday, April 16	Ch 21: 1. Identify why Jem is so pleased that the jury is out for so long. 2. Compare and Contrast the scene with Tim Johnson to the scene when the jury re-enters the courtroom. 3. Recite lines 1-6 of “There is no Frigate…”	7
Friday, April 17	The three Rhetorical appeals\ Review 1. Define the three Rhetorical Appeals (Ethos, Pathos, Logos) 2. Identify Atticus’ use of the three rhetorical appeals in his final address to the jury.	9

Dear Students,

And just like that, we are in week 4 of long-distance learning! This week you will continue to have the opportunity to ask us questions in google classroom, and we are excited to hear the questions that you have as you continue to read *To Kill A Mockingbird*.

This week we will finish the trial of Tom Robinson! Remember to keep your persona of a jury member while you read. What would you decide based on the evidence that you have heard? We are beginning a new poem this week! It is a poem by Emily Dickenson. Take a moment and see if you can remember any of her poems that you have memorized.

You should also **order** *The Lord of the Flies* this week if you do not already have it. Here is the ISBN# 978-0-399-50148-7

Fondly,

Your 8th Grade Lit Teachers

Additional Notes:

- i. Assignments should be completed preferably in (a) a notebook or loose-leaf paper, but if you do not have access to these, you may type your work.
- ii. Title each assignment with the DATE (see above).
- iii. If not in a notebook, keep all your written work in a folder (physical folder if written, digital folder if typed).
- iv. If you do not have a physical copy of *To Kill A Mockingbird*, a PDF copy of the text is included at the end of this packet. Also, the text can be downloaded at http://www.kkoworld.com/kitablar/harper_li_masqarachini_oldurmek-eng.pdf

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

Tuesday, April 14

Literature & Composition Unit: *To Kill A Mockingbird ~ Part II*

Lesson 1: Chapter 19

Lesson 1 Socratic Question: Keep this question in mind as you read and study this lesson! What kind of a person is Tom Robinson? How does he compare to the Ewells?

Objective: Be able to do this by the end of this lesson.

1. Retell the story from Tom Robinson's point of view.
2. Identify Tom's "predicament."
3. Recite lines 1&2 of "There is no Frigate..."

Instructions

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|--|
| <ol style="list-style-type: none">I. <u>Read & Annotate</u> Chapter 19II. <u>Write</u> a response to questions 1-3.III. <u>Memorize</u> the definition for the vocabulary word.IV. <u>Recite</u> lines 1&2 of "There is no Frigate" |
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I. Read the vocabulary word and definition on page 4 and keep an eye out for it as you READ & ANNOTATE Ch 19.

II. Answer the following questions in 1-2 complete sentences.

1. According to Tom, why does he come onto the Ewell property?
2. On page 259, Tom states that Mayella did something that scared him. What did she do and why was Tom scared?
3. On the bottom of page 260, Scout talk about the predicament that Tom finds himself in. What IS it?

Compose ONE question of your own from Chapter 19.

III. Find this word in Chapter 19, reread the whole sentence, circle the vocabulary word and memorize the definition provided below:

Predicament: (n) a difficult, unpleasant, or embarrassing situation.

(TKM pg 260)

IV. Read the whole poem out loud. Circle any words that you do not know and look them up. Memorize lines 1&2.

There is no Frigate like a Book

By Emily Dickenson

There is no Frigate like a Book

To take us Lands away

Nor any Coursers like a Page

Of prancing Poetry –

This Traverse may the poorest take

Without oppress of Toll –

How frugal is the Chariot

That bears the Human Soul –

Closing: Check your understanding of the Chapter

Find a family member and in 1-2 mins tell them about Tom's testimony! You can also visit my Office hours and tell me.

Wednesday, April 15

Literature & Composition Unit: *To Kill A Mockingbird ~ Part II*

Lesson 2: Chapter 20

Lesson 2 Socratic Guiding Question: Keep this in mind as you read and study this lesson!
(Remember, you are a jury member) What evidence have you heard so far and how has it built your impression of the case?

Objective: Be able to do this by the end of this lesson.

1. Restate what Atticus recognizes as Mayella's fault/failing.
2. Identify what Atticus recognizes as the manifestation (that which SHOWS or DEMONSTRATES) of equality in the United States
3. Recite lines 1-4 of "There is no Frigate..."

Instructions:

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|---|
| <ol style="list-style-type: none">I. <u>Read & Annotate</u> Chapter 20II. <u>Write</u> a response to questions 1-3.III. <u>Memorize</u> the definition for the vocabulary word.IV. <u>Recite</u> lines 1-4 of the poem of the day. |
|---|

I. Read the vocabulary word and definition on page 6 and keep an eye out for it as you READ & ANNOTATE Ch 17.

II. Answer the following questions in 1-2 complete sentences.

1. Why does Scout tell Mr. Raymond Dolphus that his behavior, "ain't honest?"
2. What is the rigid "time honored code" that Mayella has broken and how did she break it?
3. What responsibility does Atticus give to the jury?

Compose ONE question of your own from Chapter 20.

III. Find this word in Chapter 20, read the whole sentence, circle the vocabulary word and memorize the definition provided below:

unmitigated: (n) absolute; unqualified.
(TKM pg 273)

IV. Read lines 1-4 aloud x2. Use another piece of paper over the poem and try to recite lines 1-2 from memory. Practice this for FIVE minutes.

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By Emily Dickenson

There is no Frigate like a Book

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Nor any Coursers like a Page

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How frugal is the Chariot

That bears the Human Soul –

Closing: Check your understanding of the Chapter.

1. **Write** a 2-3 sentence answer to this question: Imagine that you are a jury member, what is your verdict (guilty or not guilty) and why? (How would you go about convincing your fellow jury members?)

Thursday, April 16

Literature & Composition Unit: *To Kill A Mockingbird ~ Part II*
Lesson 2: Chapter 21

Lesson 2 Socratic Guiding Question: Keep this question in mind as you read and study this lesson! Are there any clues that tell us what the verdict will be?

Objective: Be able to do this by the end of this lesson.

1. Identify why Jem is so pleased that the jury is out for so long.
2. Compare and Contrast the scene with Tim Johnson to the scene when the jury re-enters the courtroom.
3. Memorize lines 1-6 of “There is no Frigate...”

Instructions:

- | |
|---|
| <ol style="list-style-type: none">I. <u>Read & Annotate</u> Chapter 21II. <u>Write</u> a response to questions 1-3.III. <u>Memorize</u> the definitions for the vocabulary word.IV. Memorize lines 1-6 of “There is no Frigate...” |
|---|

I. Read the vocabulary word and definition on page 7 and keep an eye out for it as you READ & ANNOTATE Ch 21.

II. Answer the following questions in 1-2 complete sentences.

1. Why are Atticus, Calpurnia, and Aunt Alexandra upset when they find out that Scout and Jem have been at the trial all morning?
2. Why is Jem pleased that the Jury is still talking?
3. Compare the scene of the jury coming into court like the scene when the Atticus shoots Tim Johnson. (Chapter 10)

Compose ONE question of your own from Chapter 21.

III. Find this word in Chapter 21, re-read the whole sentence, circle the vocabulary word and memorize the definitions provided below:

Convicted: (adj) having been declared guilty of a criminal offense by the verdict of a jury or the decision of a judge.

(TKM pg 282)

IV. Read lines 1-6 aloud x2. Use another piece of paper over the poem and try to recite lines 1-6 from memory. Practice this for FIVE minutes.

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By Emily Dickenson

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To take us Lands away
Nor any Coursers like a Page
Of prancing Poetry –
This Traverse may the poorest take
Without oppress of Toll –
How frugal is the Chariot
That bears the Human Soul –

Closing: Check your understanding of the Chapter.

1. **Write** a 2-3 sentence answer to this question: What is MOOD of the courtroom when the jury returns? (Sadness? Anger? Excitement?)

Friday, April 17

Literature & Composition Unit: *To Kill A Mockingbird ~Part II*
Lesson 5: The three rhetorical appeals

Lesson 4: Mini Lesson on Rhetoric

Objective: Be able to do this by the end of this lesson.

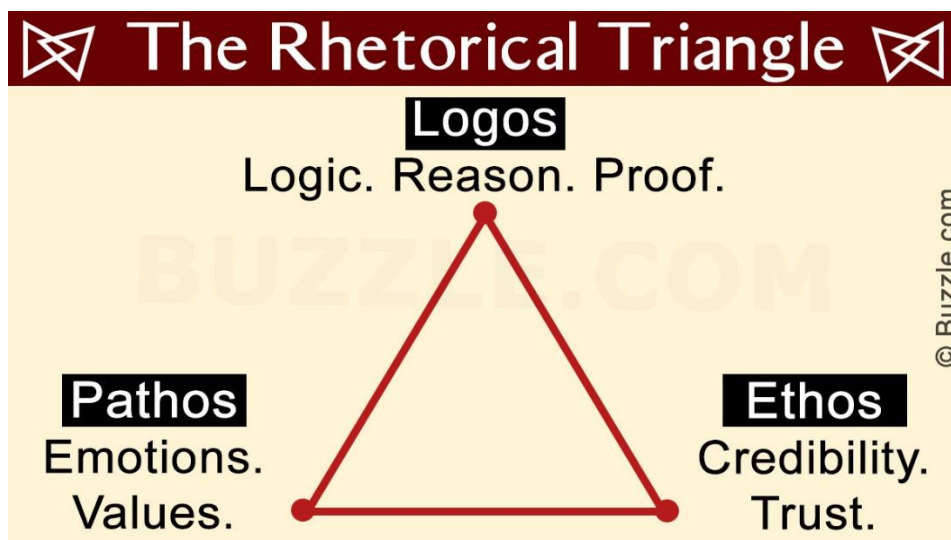
1. Define the three Rhetorical Appeals (Ethos, Pathos, Logos)
2. Identify Atticus' use of the three rhetorical appeals in his final address to the jury.

Instructions:

- I. Read about the three different types of rhetorical appeals.
- II. Memorize the definitions of appeals to Ethos, Pathos, and Logos.
- III. Identify the three appeals in Atticus' speech.

I. *The Three Rhetorical Appeals:*

In the art of rhetoric, the speaker's ability to persuade his audience depends upon many factors. However, in the Greek tradition, persuasion is an art which can be learned and practiced. According to the Greek tradition, there are three RHETORICAL APPEALS, or ways to appeal to your audience.



II. Read these and memorize the definitions in BOLD.

Pathos: A means of persuasion through an appeal to emotions or values.

e.g. If you allow us to go outside, we will grow healthier and happier and no long pine away in the dark, dank spaces of this too-tightly enclosed building.

Note: Pathos can be developed by making an audience feel empathy. Pathos can also be a way of inspiring emotions.

Ethos: A means of persuasion through a demonstration of the speaker/author's credibility or character

e.g. I read an article that mentioned how children who spend a lot of time outside build up very strong immune systems.

Note: Sometimes ethos is developed because of professional actions, but sometimes ethos can be developed in contrast to someone else. When we see an athlete who excels, we are more likely to take their advice than the advice of someone that they beat.

Logos: A means of persuasion through logical reasoning.

e.g. If we go outside then we will no longer be making a racket inside and you will be free to concentrate.

Note: This is often developed through a step by step support of one's thesis.

- III. **IDENTIFICATION:** Get a blue, green and red pen\pencil\marker. Reread Atticus' speech to the jury. As you read mark the different appeals that he uses in his speech. (You may do this in your book) This might be a few sentences in a row. Logos: Blue – Ethos: Green – Pathos: Red

Part I.

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

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

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

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

Part II.

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

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

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

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

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

Part III.

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

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

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

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

I. In your own words, describe one instance in which Atticus uses Ethos to persuade the jury. (Ethos could refer to Atticus' character, Tom Robinson's character, or the Ewells' since the speech is supposed to be for Tom).

1.

II. In your own words describe one instance in which Atticus uses Pathos to persuade the jury.

1.

III. In your own words describe one instance in which Atticus uses Logos to persuade the jury.

1.

EXTRA CREDIT: Teach a family member about the three rhetorical appeals and have them email me what they learned!