

Day 11 – Point of View and Mentor Relationships  
Genre Studies  
9<sup>th</sup> grade: Honors  
16 students

Standards of Learning

- 9.3 The student will read and analyze a variety of literature.
- Identify format, text structure, and main idea.
  - Identify the characteristics that distinguish literary forms.
  - Use literary terms in describing and analyzing selections.
  - Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
  - Explain the relationship between the author's style and literary effect.
  - Describe the use of images and sounds to elicit the reader's emotions.
  - Explain the influence of historical context on the form, style, and point of view of a written work.
- 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.
- Identify a position/argument to be confirmed, disproved, or modified.
  - Evaluate clarity and accuracy of information.
  - Read and follow instructions to complete an assigned project or task.
- 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- Generate, gather, and organize ideas for writing.
  - Plan and organize writing to address a specific audience and purpose.
  - Communicate clearly the purpose of the writing.
  - Write clear, varied sentences.
  - Use specific vocabulary and information.
  - Arrange paragraphs into a logical progression.
- I. After an extended vacation, students need to be given time to transition back into the English classroom. This lesson is designed to help students reflect on what the important plot development that has occurred in chapters nineteen through twenty-three in *To Kill A Mockingbird*. At the same time, this lesson seeks to connect students' understanding of mentors, point of view, and prejudice in *TKM* to Maya Angelou's *I Know Why The Caged Bird Sings*. The introduction of this outside text will also encourage students to delve even deeper in class discussion as it reinforces social issues plaguing the South during the first half of the twentieth century. This lesson also focuses on reviewing transition words. This lesson prepares students as they organize the first draft of their persuasive writing research paper, while it also helps them move forward in reading *TKM*.
- II. 1. Students will reflect on Scout's perspective in the novel and compose a one-page journal entry about something powerful that they witnessed as a child.

2. Students will generate a list of at least three traits that mentors from their childhood have in common in small groups.
  3. Students will answer three short answer questions to demonstrate their understanding of the connections between *TKM* and *I Know Why The Caged Bird Sings*.
  4. Students will participate in whole class discussion on chapters nineteen through twenty-three in the novel.
  5. Students will rewrite sentences using appropriate transitional words to the organization and cohesion of ideas.
- III. Students' ability to make connections between the novel and their personal lives will be evaluated through the one-page journal entry. Students' class participation will be informally evaluated as I check to ensure journal entries have been completed, lists of similar traits have been generated by small groups, and as I collect the Angelou excerpt questions. Students' ability to use transitional words in writing will be evaluated through their completion of the transitional words handout.
- IV. This lesson will begin with a very brief review of Scout's perspective (as a young child) during Tom Robinson's trial and throughout the novel (less than 5m). From here, students will write a one-page journal entry in which they reflect on a time when they saw something powerful or important as a child in their neighborhood (15m). This activity will encourage students to think about their own point of view as well as Scout's. Next, students will form small groups and discuss mentors that they had as children (10m). Students will then read an excerpt from Maya Angelou's *I Know Why The Caged Bird Sings* in their literature textbooks (15m). Just as Harper Lee, Angelou witnessed a great deal in her childhood that shaped the woman, and writer, she became. Also, similar to Lee, she reflects in her writing back to a childhood plagued with prejudice and social injustices. The class will be given ten minutes to complete three critical thinking questions that connect *TKM*'s Scout and Angelou. I will conclude this mini-lesson by showing students an excerpt of an interview in which Maya Angelou discusses her relationship with her mentor (10m). Next, the class will briefly review what transitional words are, and I will give students a word bank with effective transitional words. (5m). From here, students will be given the chance to choose a random magazine article from a pile and highlight/underline/circle any transition words that they locate (10m). Students will then be given a five minutes to determine the effectiveness of the transition words utilized in each article. As a class, we will come together to discuss our findings, and I will encourage students to show others how frequently transition words were used in their articles (10m). This is an activity that would prove even more effective with an Elmo projector.
- V. Literature textbooks  
Journals  
*To Kill A Mockingbird*

LCD projector  
Laptop  
Transition words handouts  
Magazine articles  
Notebooks

- VI. The journal entry that opens this lesson helps students individually connect their personal lives to Scout Finch and her powerful perspective. For students who have not considered her unique point of view during situations like Tom Robinson's trial, the *I Know Why The Caged Bird Sings* activity reinforces the potency of her perspective. Also, the transition words activity helps students who may need extra scaffolding in instruction. Nearly all students are familiar with magazine articles, and students often find these texts easier to read and more relevant to their lives. In this way, reviewing transition words becomes an easier, less routine activity.
- VII. In order to be successful during this lesson, students need to have an understanding of the significance of point of view and a writer's perspective. They also must understand what the term *mentor* means in order to be successful during small group discussion. Students will also need to be familiar with transition words, even if they do not frequently use these in their writing.
- VIII. Technology was used during this lesson to show students an excerpt of an interview with Maya Angelou. An LCD projector, laptop, and speakers facilitated the viewing.
- HW: Read chapters 24-25, finish first draft of persuasive research essay (bring in with works cited pages attached)