

Day 4 – Exploring Prejudice and Text-to-Text Relationships

Genre Studies

9th 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.
 - Identify questions not answered by a selected text.
 - Read and follow instructions to complete an assigned project or task.
- I. This lesson focuses on relationships and how they are formed in society and in *To Kill A Mockingbird*. The shoe activity encourages students to take a closer look at the way that they may judge other people by outwardly appearances, as it also connects this tendency to judge to one of Atticus’ quotes in the novel. Both whole class and small group discussion promote the sharing of ideas between students, while also providing them with an opportunity to see different perspectives regarding the novel, rumors, and small town life. In the previous lesson’s homework, students really begin to see the character development of Boo Radley. “The Hidden Songs of a Secret Soul,” a short essay, shows students a real “Boo Radley” that existed in the writer’s life. A Venn diagram activity helps learners connect the character from the essay to Boo Radley in the novel.
- II.
- Students will record observations of a shoe and determine both physical and personality characteristics of the shoe’s owner.
 - Students will discuss rumors, small town life, and Boo Radley in small groups and record notes on index cards.
 - Students will compare and contrast the portrayal of Boo Radley in *TKM* to Lenny in “The Hidden Songs of a Secret Soul.”
- III. Students’ understanding of the power and inaccuracy of judgment will be evaluated through their completion of the questions on the shoe activity worksheet. Students’ participation during the small group discussions will be assessed through the notes that they record and submit on an index card (one

- index card for each group). Finally, students' understanding of the *TKM* character Boo Radley will be assessed through each pair's completion of the Venn diagram handout.
- IV. This lesson will begin with students participating in a shoe activity (35m). Before class, each student should have brought in one shoe belonging to someone that they know along with a sheet of questions that they asked the shoe's owner. I will collect each shoe before class and form a pile of shoes in the corner of the room. When class begins, each student must pick up a blank question handout and select a shoe. Each student must then answer questions about the owner of the shoe based solely on how they judge the shoe. Students will share the characteristics they have generated about the owners of the shoes in front of the class. The student who brought in the shoe will enlighten classmates as they share the correct answers to the questions. I will close this activity with a brief review of the purpose of this activity (5m). The class will briefly review chapters four and five in the novel in whole class discussion (15m). Next, students will form small groups of four, and discuss the power of rumors, life in a small town, and their personal opinions about Boo Radley (15m). Groups will take notes on an index card that I provide, and this will be given to me at the end of the activity. Next, students will read "The Hidden Songs of a Secret Soul" silently, and record connections between Lenny in this piece and the novel's portrayal of Boo Radley on a Venn diagram handout (10m). In the time that remains, students can begin reading chapter six.
- V. *To Kill A Mockingbird*
Shoe activity question worksheet
Index cards
"The Hidden Songs of a Secret Soul" essay
Venn diagram handout
- VI. Students will work through the shoe activity on their own, but I will be available to answer any questions that students might have about the activity. Both whole class and small group discussion promote the sharing of ideas between students, and it also gives them an opportunity to see different perspectives about the novel, rumors, and small town life. Students will also be allowed to work with another learner as they complete the Venn diagram comparing and contrasting Boo Radley and Lenny.
- VII. In order to be successful during this lesson, students need to understand what the terms *judgment* and *rumors* mean. Knowledge of these terms will help guide students through the shoe activity and small group discussion and it will increase the quality of their participation. Students will also need to have read chapters four and five in the novel to understand Boo Radley's character in the novel for the comparison and contrast activity.

VIII. This lesson did not include technology because it focuses on student interaction with texts and one another.

HW: Read chapters 6-7 and create a postcard addressed to Dill from the perspective of Scout or Jem (The postcard should attempt to catch Dill up on events that he has missed upon leaving Maycomb.)