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| **At a Glance – “The end of innocence”**   * **Lesson Objective**: Explain Lizabeth’s loss of innocence. * **In the Story:** N/A; no new pages * **Key Questions:** Questions 4-6 and 9 are the most important questions of the day and should not be skipped. * **Words to Watch For:**   + N/A * **Homework Options:**   + *To Kill a Mockingbird* excerpt and questions (attached)   + Knowledge Organizer review   + Questions from the lesson that were skipped for time |
| **Agenda:**   * Do Now Quiz – Vocabulary (10 minutes) * Optional Do Now (10 minutes) * Cycle 1 – Excerpts from Pages 1-2 (10 minutes) * Cycle 2 – “The Household of the Witch” (15-20 minutes) * Cycle 3 – Excerpts on Loss of Innocence (30-35 minutes) * Exit Ticket (10 minutes) |

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| **Lesson Plan**  **Do Now Quiz – Vocabulary (10 minutes)**  You may choose to have students complete this quiz immediately as a Do Now, or you may wish to start with the Do Now on page 2 so students start the quiz as a group. Feel free to skip the additional Do Now or assign as homework.  **Do Now (10 minutes)**   * Give students 5-6 minutes to answer the questions, then review using **Cold Call, share out,** or a **brief discussion**. * **Q1:** **Underline words and phrases in the excerpt that you might apply to Lizabeth’s experience in “Marigolds.”**   + *Development of a child or adolescent into maturity or adulthood*   + *A young protagonist might undergo challenges, new experiences, or realizations about the world*   + *Realizing the adult world is complex* * **Q2a: What might this line suggest about Collier’s purpose in writing the story?**    + Lizabeth is telling the reader directly that this is a story about losing innocence. Collier may have wanted to let us know that ideas of coming-of-age and maturity were things she wanted to explore. * **Q2b: What type of narration is this? How do you know?**   + This is first-person, retrospective narration; the story is told by Lizabeth as an adult as she remembers an event from her childhood. |
| **Cycle 1 (10 minutes) — Excerpts from Pages 1-2**   * **Write:** Ask students to respond to **Q1**. * **Discuss:** Lead a **brief discussion** whole group to surface the key ideas. You might use **Cold Call** or **Turn and Talk** after writing to kick off the conversation.   + **Key Ideas:**     - **Q1: A multicolored skein is a long piece of yarn that contains many different colors and is coiled or tangled. Why might Lizabeth describe her fourteen-year-old feelings this way?**       * Lizabeth’s feelings are all over the place; she feels many conflicting emotions, and these feelings are tangled up like a ball of yarn. * **Write:** Ask students to **Turn and Talk** to respond to **Q2**. * **Discuss:** Lead a **discussion** whole group to surface the key ideas.   + **Key Ideas:**     - **Q2: How does Lizabeth seem to feel about the experience of being an adolescent? Why?**       * Adolescence seems confusing and frightening for Lizabeth; she knows that something inside her is changing but she can’t quite describe what it is. |
| **Cycle 2 (15-20 minutes) – “The Household of the Witch”**   * **Read:** **Read Aloud** or use **FASE Reading**to read the nonfiction article, “The Household of the Witch.” * **Write:** Ask students to respond to **Q3**. * **Discuss: Share out** a few strong responses to surface the key ideas.   + **Key Ideas:**      - **Q3: Why do you think “Household of the Witch” stories are so common?** * Many possible responses; these stories are terrifying and fun, and they also serve to remind children that they need to be careful out in the world. * **Write:** Ask students to **Turn and Task** to respond to **Q4**. * **Discuss:** Lead a **brief discussion** of **Q4** to surface strong annotations. You might use **Show Call** to highlight key lines of text.   + **Key Ideas:**   + **Q4: Skim “Marigolds” and jot down 2-3 lines of text where Collier appears to draw on language and ideas that reflect “The Household of the Witch” story type.**   + Many possible lines, including:     - *Implied a kind of enchantment that was stronger than the elements*     - *When we were tiny children, we thought Miss Lottie was a witch…*     - *“Old witch, fell in a ditch, picked up a penny and thought she was rich!”* * **Write:** Ask students to respond to **Q5a** and **b**. * **Discuss:** Lead an **extended discussion** of **Q5** to surface key ideas.   + **Key Ideas:**   + **Q5a: How would you describe Lizabeth’s childhood (or childish) perspective of Miss Lottie?**   + Lizabeth sees Miss Lottie as a frightening witch, and she finds “fear and fun” in imagining the woman as an enchanted threat.   + **Q5b: Why might Collier have chosen to borrow from fairy tale archetypes to convey this perspective?**     - Fairy tales are short stories written specifically for children, so by drawing on these archetypes, Collier emphasizes the childishness of the perspective. Since fairy tales are magical, imaginary stories, Collier also reinforces the fact that Lizabeth’s understanding is also imaginary—as a child, she isn’t seeing Miss Lottie as she truly is. |
| **Cycle 3 (30-35 minutes) – Excerpts on Loss of Innocence**   * **Write:** Ask students to respond to **Q6a** and **b**. * **Discuss:** Lead an **extended discussion** to surface the key ideas. You might choose to discuss **Q6a** before asking students to respond to **Q6b**.   + **Key Ideas:**      - **Q6a: How would you describe Lizabeth’s adult (or mature) perspective of Miss Lottie? What does she realize?** * Lizabeth realizes that Miss Lottie is just trying to find something beautiful in her life; she’s not scary at all, she’s far deeper and more complex than the “witch” of Lizabeth’s imagination. * **Q6b: How are these realizations similar? What do you think Lizabeth might mean when she refers to “a kind of reality which is hidden to childhood”?** * In both of these moments, Lizabeth realizes the depth and complexity of the adults around her. They don’t simply fit into the roles she has imagined them to occupy; they’re complicated, they struggle, they have feelings and emotions. The reality of childhood seems to be more black and white/right and wrong/good and bad, while this new reality contains far more depth. * **Write:** Ask students to **Turn and Talk** to respond to **Q7a**, then answer **Q7b** independently. * **Discuss:** Lead a **brief discussion** of **Q7a** to surface the key ideas, then **share out** a few strong responses to **Q7b**.   + **Key Ideas:**   + **Q7a: Does this description of innocence make it seem positive or negative? Explain your thinking.**   + “[U]nseeing acceptance” and “ignorance” seem to have negative connotations; we sometimes think of innocence as a good or desirable thing, but in this case it seems to refer more to a kind of limited or incomplete understanding. * **Q7b: How might Lizabeth’s childish perspective of Miss Lottie as a witch be an example of this type of innocence?**   + As a child, Lizabeth couldn’t see “below the surface” of Miss Lottie’s run-down house and appearance and “unseeingly accepted” the notion of her as a figure of fear or dislike. Lizabeth’s innocence led her to make unfair assumptions about Miss Lottie. * **Write:** Ask students to **Turn and Talk** to respond to **Q8**, then answer **Q9** independently. * **Discuss:** If students have misconceptions, lead a **brief discussion** of **Q8** to surface key ideas. Otherwise, you might move right to a **brief discussion** of **Q9** to surface the key ideas.   + **Key Ideas:**   + **Q8: Which does Lizabeth seem to prefer, compassion or innocence? Why?**   + Lizabeth seems to prefer the compassion and humanity she gained by “looking beyond herself.” In letting go of her innocent, limited perspective of Miss Lottie, she’s able to grow and see that Miss Lottie is struggling through the same hardships that Lizabeth and her family are.   + **Q9: Consider Lizabeth’s “loss of innocence” in the story. What makes it painful, and what makes it valuable?**   + Painful: Commits a shameful act of destruction, loses her sense of confidence and safety with her family, realizes her own immaturity, etc.   + Valuable: Gains knowledge, empathy, compassion about the complexities of the world and the people around her; finds her own sense of optimism and hope * **Write:** If time permits, ask students to respond to **Q10**. * **Discuss:** Lead a **brief discussion** to surface key ideas.   + **Key Ideas:**   + **Q10: Lizabeth tells this story as an adult looking back on her adolescence. How might the story be different if she had told it right after she destroyed the marigolds??**   + Lizabeth might not have been able to find the value in her destructive act; she might simply have felt contrition and shame and not realized the compassion and empathy she gained. * **Write:** After discussion, ask students to complete the **Stamp**. * **Discuss:** Use **Show Call** to share out 1-2 strong responses. * **Key Ideas:** * **Stamp: Using your insights from our discussion, make an argument about how the retrospective narration helps to develop the theme of loss of innocence.**   + By looking back on her experience with the marigolds through retrospective narration, Lizabeth is able to see both the pain and value of her loss of innocence and to reflect on how the experience helped her grow. |
| **Exit Ticket (10 minutes)**   * **Q1. Compare Lizabeth’s childish perspective of Miss Lottie to her adult perspective of Miss Lottie.**   + As a child, Lizabeth thought of Miss Lottie as a frightening witch, but as an adult she realizes that Miss Lottie was just a person trying to find beauty in hardship. * **Q2. In one carefully written sentence, explain the value in Lizabeth’s loss of innocence.**   + By losing her innocence, Lizabeth is able to gain a sense of compassion and empathy. |
| **Homework Answers**   1. **Underline words and phrases from Jem’s description that remind you of “The Household of the Witch” story type..**  * *He dined on raw squirrels and any cats he could catch* * *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*  1. **Do you think Jem’s description is really “reasonable”? Why might he give the description he does?**  * No, it doesn’t seem reasonable because Boo Radley is probably not a monster. Since Jem is a child, he probably thinks of Boo Radley as more frightening than he really is.  1. **a. What do you think Atticus means when he says, “climb into his skin and walk around in it”?**  * This probably means to see or feel things from another person’s point of view.   **b. How might Atticus’s advice connect to Lizabeth’s experience of “look[ing] beyond [her]self and into the depths of another person”?**   * Atticus seems to be advising Scout to develop her empathy for others so that she can “get along with all kinds of folks.” Lizabeth is only able to find her compassion after she is able to “climb into Miss Lottie’s skin” and understand what she’s going through. |