

# Building Literary Connections: Through Novel Study and Questioning

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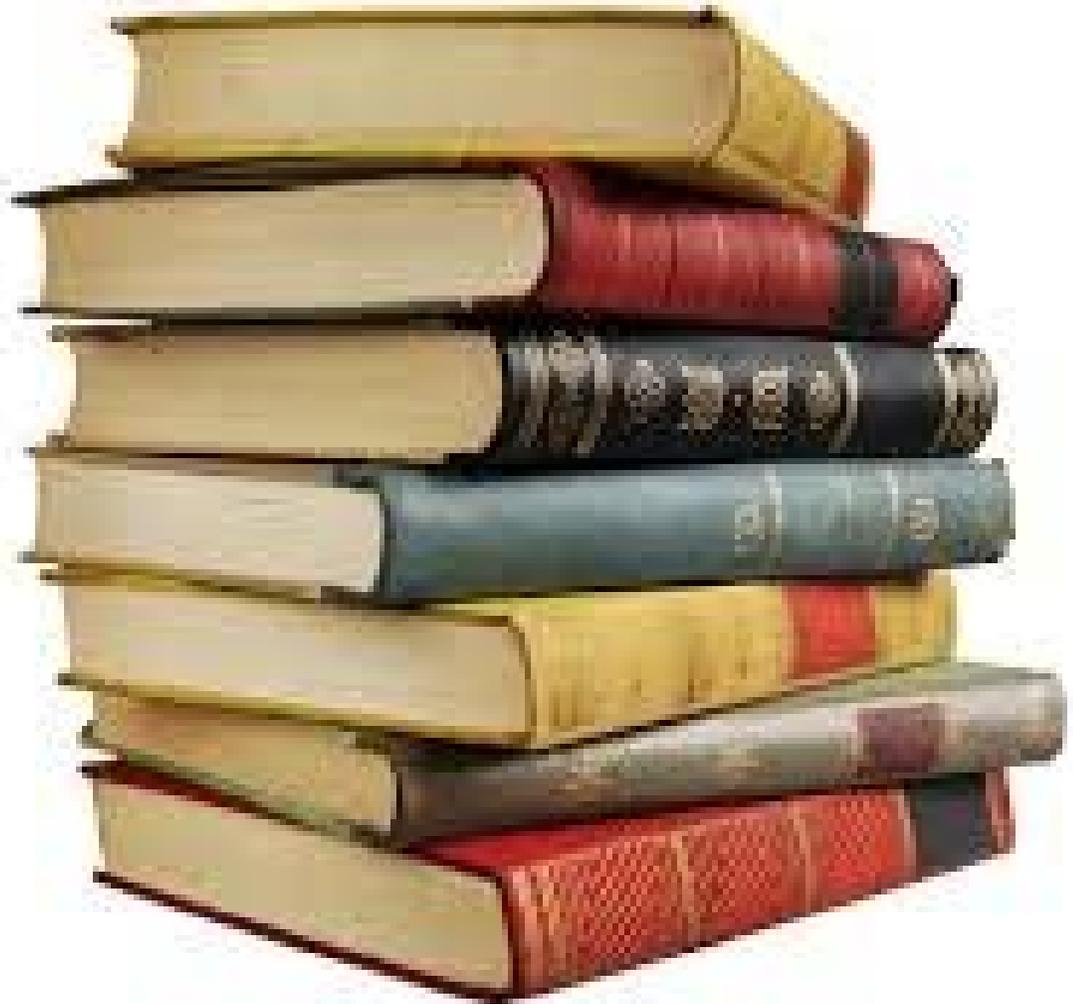
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*“Six out of ten American households do not buy a single book in an entire year.”*

*The Literacy Project*

Reading can do WHAT??



Questions from students indicate that they have been:

Thinking  
Linking



The questions may stem from

- curiosity
  - events and interactions
  - unknown words or inconsistencies
- (Chin and Osborne)



**Knowledge** is  
having the right  
answer.

**Intelligence** is  
asking the right  
question.

## Student questions

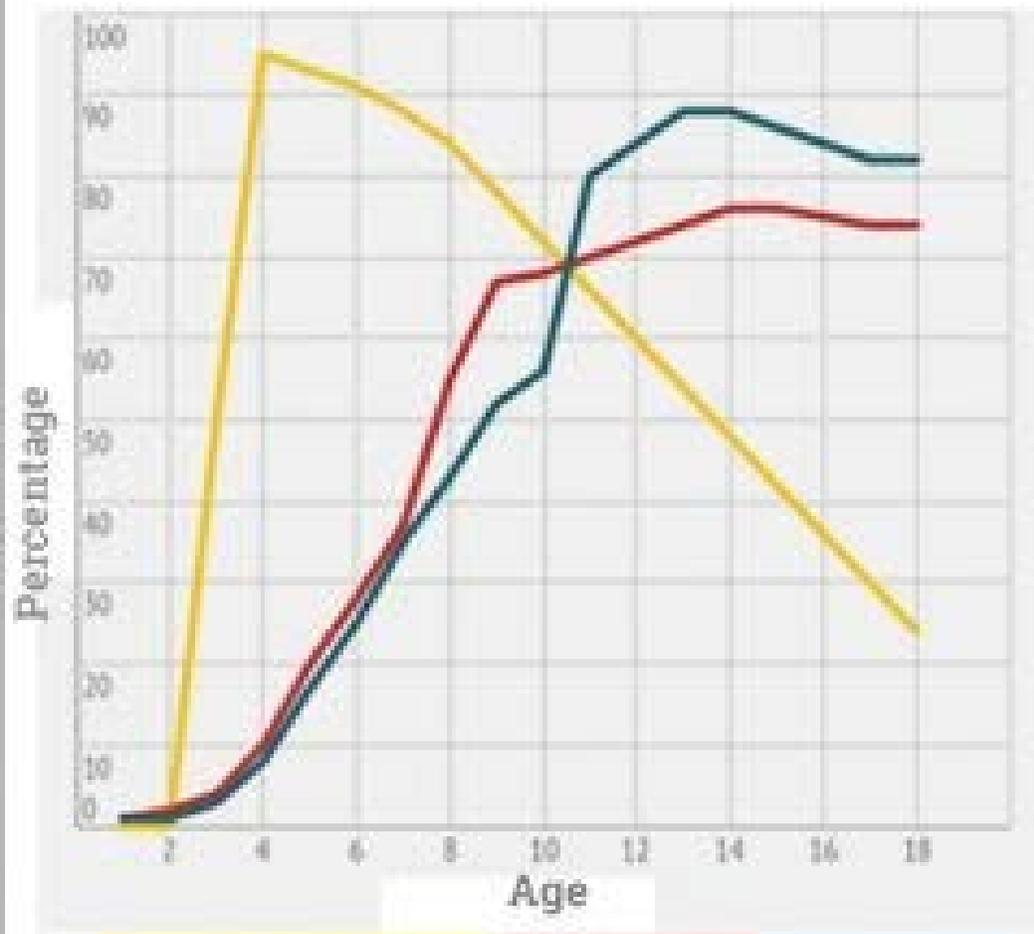
- activate prior knowledge,
- focus their learning efforts, and
- help them elaborate on their knowledge.

(Schmidt)



*300*

## Why does kids' questioning drop off after age 5?



Question Asking

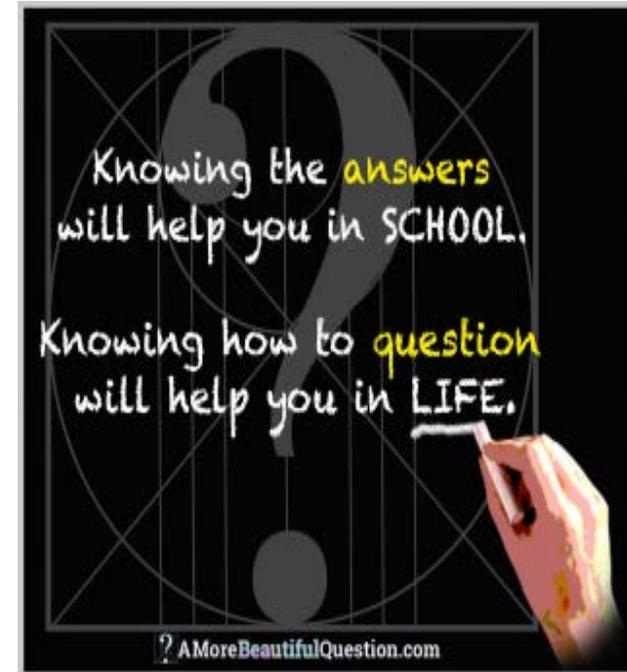
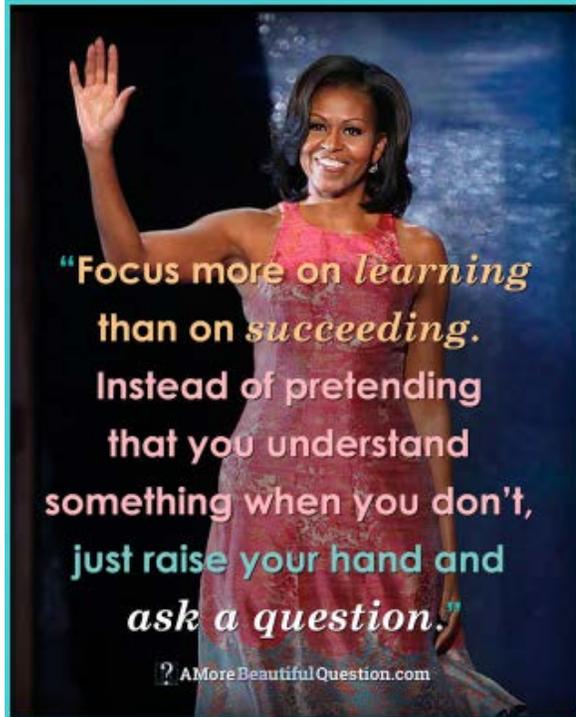
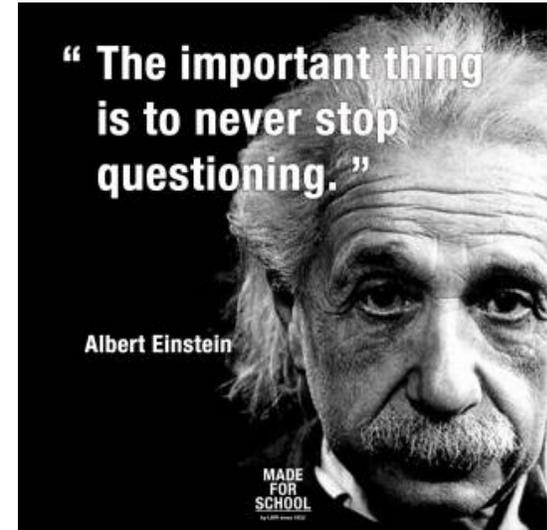
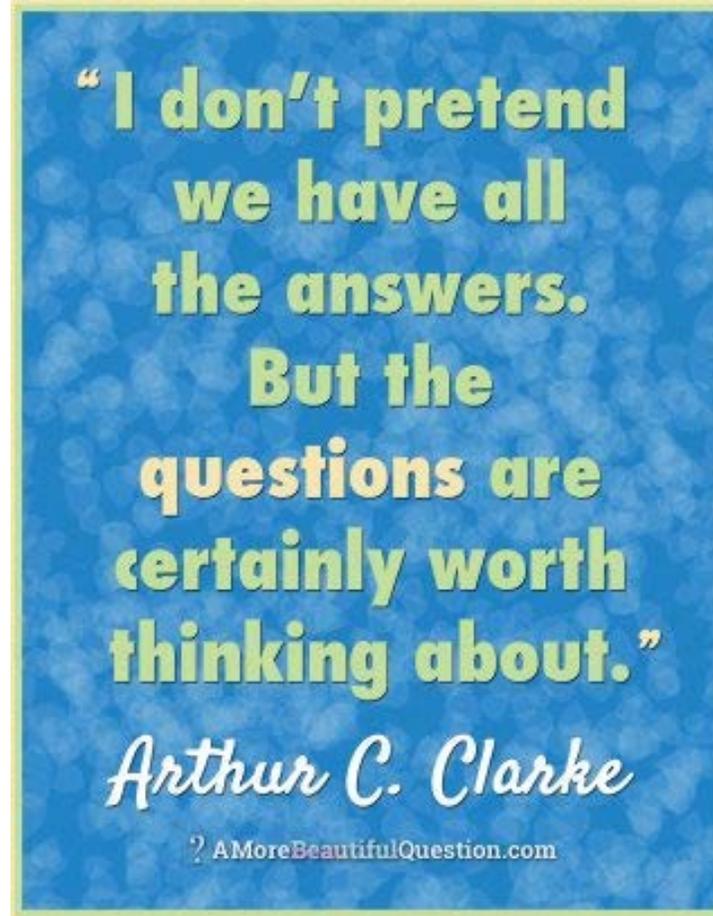
Reading

Writing

"The million-dollar question:  
**WHY AREN'T WE KINDER?**

The second million-dollar question:  
**HOW MIGHT WE BECOME  
MORE LOVING,  
MORE OPEN,  
LESS SELFISH,  
MORE PRESENT,  
LESS DELUSIONAL?"**

*George Saunders*



Here's my question for you -

How can we engage our students in reading a longer work, so when we finish it, they continue to ask questions, to seek out the answers and to find other works that appeal to them?

LITERATURE



Dave Coverly

"JUST THINK OF IT AS IF YOU'RE READING  
A LONG TEXT-MESSAGE."



# Here we go:

- Primary Standards (learning targets are embedded) for today:
  - ELA GSE RL 2 (theme)
  - ELA GSE RL 6 (character/point of view)
  - ELA GSE SL 1c (pose questions)
  
- And a plethora of additional GSE ELA standards

# Strategy 1: Question Formulation Technique

- Prejudice
- Human Dignity

# STEP 1: Review Protocol

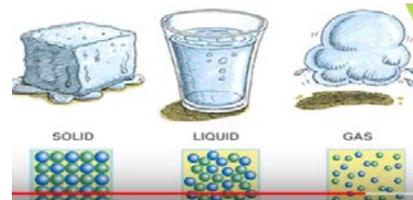
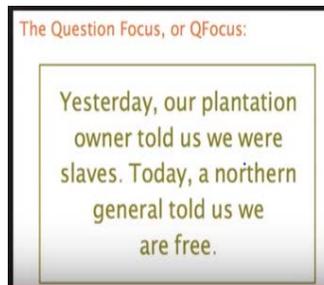
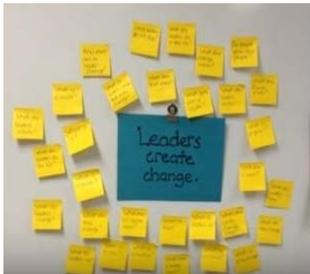
- Ask as many questions as you can.
- Do not stop to discuss, judge or answer the questions.
- Write down every question exactly as it is stated.
- Change any statement into a questions.

## Step 2

### QFOCUS

- Has a clear focus
- Is not a question
- Provokes and stimulates new lines of thinking
- Does not reveal teacher preferences or biases

1. Move into small groups of 3 or 4.
2. Assign a scribe.
3. List all questions derived from the Qfocus on the chart paper.
4. Follow the protocol steps.



## Effects of sleep deprivation

Losing sleep, even for one night, can trigger a flood of hormones throughout the body. Scientists don't yet know exactly how the sleep-starved body reacts, but many studies find clear links between sleep and the health and

**Brain**  
Cognitive impairment, declines in memory, judgment, and brain chemical changes that can

### Attention and



### Thymus

Immune system



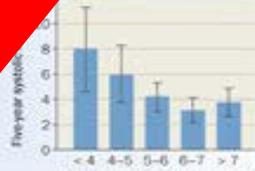
SOURCE: SCHMID ET AL., J. SLEEP RESEARCH 2008

### Pancreas

Insulin resistance and higher risk of type 2 diabetes

Heart disease risk, irregular heart beat

### Blood pressure and sleep

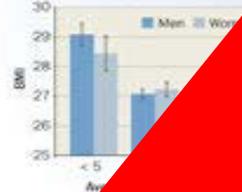


Average hours of sleep per night  
SOURCE: BRUNTON ET AL., ARCHIVES OF INTERNAL MEDICINE 2009

### Fat layer

Increased risk of obesity

### Body mass index and sleep



SOURCE: BRUNTON ET AL., ARCHIVES OF INTERNAL MEDICINE 2009

### Joints

Increased inflammation, which can lead to atherosclerosis (artery hardening) and rheumatoid arthritis

Higher risk of "the metabolic syndrome," which includes high blood pressure and cholesterol and insulin resistance, sometimes leading to heart disease

### Metabolic syndrome



### Step 3 Classify

- Mark each question is an “O” for open-ended or “C” for closed-ended.
- Open-ended questions require an explanation and cannot be answered with a yes or no or a simple obvious answer.
- Closed-ended questions can be answered with a yes or no or a simple, obvious answer.
- Rewrite closed-ended questions into open-ended questions on the chart paper.

### Step 4 Prioritize Questions

- Each group selects and ranks 3 priority questions.
- Chart as a class.

### Step 5: Next Steps

- How will we use the questions?

### Step 6: Student Reflection

- How does this process contribute to my thinking and learning? On a note card, write a reflection on this process and how it generated your thinking about this topic.

# QFT Citations

Christine Chin & Jonathan Osborne. [Students' questions: a potential resource for teaching and learning science. \*Studies in Science Education\* Vol. 44, Iss. 1, 2008.](#)

Dan Rothstein and Luz Santana. [Make Just One Change: Teach Students to Ask Their Own Questions.](#) Harvard Education Press: 2011.

[www.therightquestioninstitute.com](http://www.therightquestioninstitute.com) - for ideas and resources for the QFT

## Strategy 2: Quotation Mingle

- Receive your quote.
- Move to a partner.
- Read your quote aloud to your partner.
- Try to answer the following questions after sharing your quotes:
  - **What is the topic?**
  - **Who is the author?**
  - **What type of document is it?**
- Move to next person and continue until time is called.

# **Strategy 3: Read Around the Text: Text Features**

(Answer the questions beside the information in text.)

*Access the article “Overview of the Great Depression”*

- **Circle the title:** Make a prediction based on the title.
- **Underline the byline:** Who wrote the article? What year?
- **Box in the picture(s) and the caption(s):** In one sentence, explain what you learn about the picture based on the caption.
- **Star each of the text headings:** How many are there? In one sentence write how these headings connect with the title.

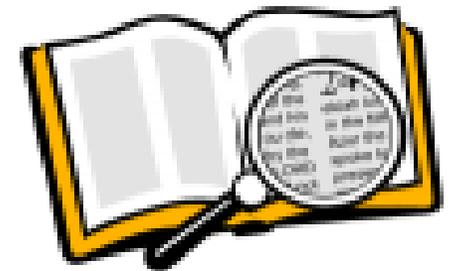
# Strategy 4: Question the Text

First Read: Skim closely and **Highlight your Quotation Mingle quote in the text.**

\*\*\*\*\*

Read the text silently.

- **Question the Text**: Stop and write down at least 4 questions in the margin as you read the text. **Highlight the corresponding text.**
- **Elbow Partner**: Have a conversation about the questions you both asked of the text. What did you discover about your partner's understanding of the text? Did you ask similar questions? Did your partner answer or explain one of your questions for you? What was your response to your partner's answer?
- Whole class discussion. Share with class and answer best question.



# Strategy 5: Jigsaw

- Access envelope with questions.
- Each group member select a slip of paper with the questions for that group.
- Read over the questions and be prepared to listen for the answers while observing the video on [Jim Crow laws](#).
- Record your answers on the large sticky note provided.
- Watch video.
- Discuss your responses with your group.
- **Jigsaw** with other groups.

# Novel Introduction: Author – Harper Lee

- Nelle Harper Lee: (1926-2016)
- Born in Monroeville, AL.
- Father a well-known lawyer and member of the Alabama State Legislature.
- Always had an interest in writing,
- Left law school to pursue writing career.
- After a year at Oxford in England, she moved to New York where she worked for airline while she wrote the manuscript for “To Kill a Mockingbird.”
- Manuscript was edited and suggested that the character of Scout be presented as a young girl.
- Final copy published in 1960.
- Became a literary legend with the publication of the novel.
- Novel won Pulitzer Prize in 1961.
- In 2016, Lee’s only other novel, Go Set a Watchman , was published.
- Harper Lee passed away 2016 in Monroeville, AL.

# Plot structure and Setting of *To Kill a Mockingbird*

Coming of Age novel

Basic plot structure

- Exposition: introduction to characters, setting, and background
- Rising Action: Atticus's acceptance of the defense of Tom Robinson
- Climax: the trial
- Falling Action: Ewells's behavior toward Atticus and family; Decision made by Tom Robinson
- Denouement: conflicts are resolved with Ewell and Robinson; Scout sees things through the eyes of Boo Radley

Setting:

Maycomb, Alabama in the 1930s

Point of view:

- 1<sup>st</sup> person limited: Adult Scout narrates the story in a flashback.

- Jean Louise "Scout" Finch, the narrator. She lives in Maycomb, Alabama, with her brother Jem and father Atticus.
- James "Jem" Finch, Scout's older brother, who learns an important lesson about courage from Mrs. Dubose.
- Atticus Finch, a respected attorney who defends Tom Robinson and incurs the wrath of the community.
- Calpurnia, the black housekeeper of the Finch home. Formidable presence in the family and has a hand in raising Scout and Jem.
- Boo Radley, Scout's reclusive neighbor, who saves her life at the end of the novel.
- Tom Robinson, the innocent black man accused of raping Mayella Ewell.
- Mayella Ewell, the white woman who falsely accuses Tom of rape.
- Bob Ewell, Mayella's abusive father. He dies during his attempt to kill Scout and Jem at the end of the novel.
- Mrs. Dubose, a mean-spirited morphine addict who kicks her addiction. Jem is made by Atticus to read to her every afternoon after he destroys Mrs. Dubose's flowers.

# Strategy 6: Character Commentary

- Throughout the study of the novel chapters, add your comments about the characters' actions or decisions. Include your interpretations or questions about the character.
- You may also respond to questions posed by your classmates.

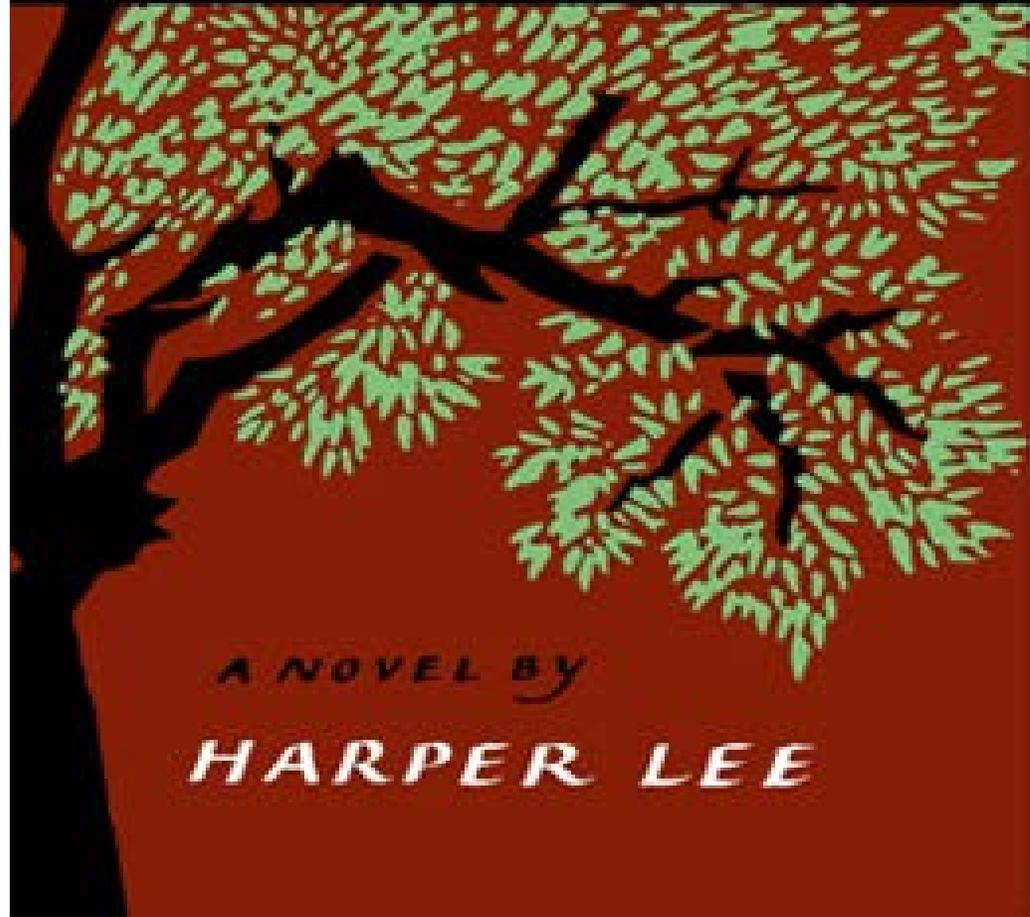
Theme – What is Harper Lee's  
message about

Human Dignity?

Prejudice?

Tracing the theme through  
a chapter study.

*TO KILL A*  
*Mockingbird*



A NOVEL BY  
*HARPER LEE*

# Strategy 7: Chapter 1: Class Reading

Use sticky notes to mark points of interest, questions, or vocabulary.

Create two questions based on your comments. Use Costa's Levels of Questioning stems. Create one Level 1 and one Level 2 questions.

Find a partner, share notes and questions from chapter.

# Chapter Summaries: 2 & 3

Scout is saddened by Dill's departure from Maycomb.

She begins 1<sup>st</sup> grade and is told by her brother, Jem, that she is not to embarrass him in any way. He is in 5<sup>th</sup> grade now. On the first day, Scout tries to explain to the new teacher that Walter Cunningham doesn't have any lunch because he doesn't have any lunch, never has any lunch and that he won't take any thing off of anybody. The teacher sees Scout as been rude and promptly whacks Scout's palm with a ruler. Scout was mortified.

Jem stops Scout from beating up Walter. Jem invites Walter home for lunch. Calpurnia tells Scout she missed her while Scout was at school. Scout was surprised by this comment. Back at school, Miss Caroline sees a "cootie" in Burris Ewell's hair. The children are not surprised by this at all. Miss Caroline begins to cry and the other children comfort her. Atticus and Scout decide to continue their secret reading at night.

# Chapters 4 - 6

- In Chapter 4, the Scout and Jem discover the items left in the knothole of the tree. Dill returns for the summer. He shares many “tall-tales,” and Jem calls him out on the stories. Atticus tells the children to leave Boo Radley alone. In Chapter 5, Jem and Dill begin to hang out and leave Scout out of the picture. Scout begins to spend time with Mrs. Maudie, a neighbor who loves to spend time in her garden with her azaleas. She explains to Scout that Boo Radley is “alive.” In Chapter 6, on Dill’s last night in Maycomb, Jem, Scout, and Dill decide to peep in the Radley’s house. Mr. Nathan Radley comes out shouting his gun. This awakens the entire neighborhood. Scout trips in the collards, and Jem’s pants are lost as he gets them caught on the fence. Dill makes up a lie about what happened by saying that they were playing strip poker and Jem lost his pants. Atticus accepts the lie. Jem slips out later in the night to get his pants from the yard.

# Chapters 7-9

- In Chapter 7, Jem tells Scout that when he went back to retrieve his pants, he found the pants draped over the fence and the pants had been quickly mended. They also begin to find a variety of different objects in the knothole. One morning they discover the knothole has been filled with cement. Mr. Radley said the tree was dying. Atticus said the tree was not dying. Jem realizes that Boo was leaving the objects for them. He became very upset. In Chapter 8, the weather is especially cold one night. Atticus wakes up the children in the middle of the night because Miss Maudie's house is on fire. They are allowed to stand across the street from the fire. Scout discovers she has a blanket around her shoulders. Scout, Jem, and Atticus realize that Boo brought the blanket while they were watching the fire burn. Jem begs Atticus not to say anything to Mr. Radley. Atticus agrees. In Chapter 9, Scout becomes aware of words that are hurtful and inappropriate. She fights one of the boys because he uses that word against her father. She asks her father about the word, and he says only people who are common use that word. Jem and Scout visit their aunt and uncle at Finch's Landing. They also spend time with their Uncle Jack.

# Chapters 10-12

- Chapter 10 begins with Scout describing Atticus as “feeble because he was 50.” Also, they decide he is old because he can’t do anything fun and he plans to defend Tom Robinson. When a rabid dog comes down the street, Atticus comes home with the sheriff to take care of the animal. The children discover that Atticus was known as “One-shot Finch” many years ago, and their pride in him was renewed. It is in this chapter that Atticus tells the children not to shoot mockingbirds. In Chapter 11, Mrs. Dubose’s racist remarks about Atticus make Jem so angry that he takes Scout’s baton and whacks all of Mrs. Dubose’s camellia bushes. As a result, Atticus makes Jem visit Mrs. Dubose to read to her. Mrs. Dubose dies a month or so later, and Atticus tells the children that she was a morphine addict and had quit shortly after Jem destroyed her camellias. She was having withdrawals. The children had a different view of her afterward. In Chapter 12, Jem and Scout attend church with Calpurnia. They are welcomed at the church by all except Miss Lula who feels that their church should be attended only by African Americans. The Rev. Sykes makes Scout and Jem feel very welcome. Scout realizes that her father will be defending Tom Robinson because he has been accused of raping Mayella Ewell.

# Chapters 13-15

- In Chapter 13, Aunt Alexandra is asked by Atticus to come live with them indefinitely so that Scout can have a feminine influence. She leaves her husband and son back at Finch's Landing. She fits in easily with the Maycomb's society. Aunt Alexandra reminds the children of their heritage. Atticus tries to downplay this conversation. In Chapter 14, Scout asks her father what "rape" means. When she says she heard it at Calpurnia's church, a terrible argument arises between Atticus and Alexandra. Alexandra want Atticus to fire Calpurnia, but he will not do it. Dill returns to Maycomb. He has runaway from his family. Chapter 15 begins with Heck Tate and some of the men from town visiting Atticus at his house one evening. They had guns and told Atticus there would be trouble with Tom Robinson at the jail. Atticus talks with them and reminds them that this behavior is inappropriate. The group of men still do not back down. Later, the children hear Atticus leave the house. Scout and Jem go get Dill, and then head to town where they find their father sitting in front of the jail door reading a newspaper. The group of men arrive. In order to alleviate the tension, Scout begins to talk to Mr. Walter Cunningham about his son. The mob soon disperses when they see that they will get nowhere. Underwood had been watching from a second story window with his gun aiming for the group of men. He was there to protect Atticus.

## Four Groups

- **Two Groups: Human Dignity**
- **Two Groups: Prejudice**

# Chapter 16

- Read Chapter 16 in your group: silently, with a partner, or in a whole group.
- Use sticky notes to mark evidence of the group's theme, vocabulary, character actions, etc. Pose questions about the text.
- Receive article "Herd Behavior," annotate (**Strategy 8**) as you read. Apply the main idea of the article to the actions in the Chapter 16. (You may need to refer to Chapter 15 also.)
- Discuss how these two texts reveal the theme.

# Strategy 9: Graffiti Wall

- Create a graffiti wall for your group.
- Post the ideas, thoughts, insight, questions, etc. your group discussed about this.
- Comments should include the combination of the article and chapter.
- Comments may include actions of the characters.
- Comments may be direct quotes that stand out.
- Artwork would be great!!

# Read Chapter 19

- Read Chapter 19 in your group: silently, with a partner, or in a whole group.
- Use sticky notes to mark evidence of the group's theme, vocabulary, character actions, etc. Pose questions about the text.
- Receive the poem "We Wear a Mask," and annotate as you read. Apply the main idea of the article to the actions in the Chapter 19.
- Discuss how these two texts reveal theme.
- **QUICKWRITE (Strategy 10):** How does the theme reveal itself in the poem and in the chapter?

# Graffiti Wall

- Add to the graffiti wall.
- Post the ideas, thoughts, insight, questions, etc. your group discussed about this.
- Comments should include the combination of the article and chapter.
- Comments may include actions of the characters.
- Comments may be direct quotes that stand out.
- Artwork would be great!

# Chapter 22

- Read Chapter 22 in your group: silently, with a partner, or in a whole group.
- Use sticky notes to mark evidence of the group's theme, vocabulary, character actions, etc. Pose questions about the text.
- Receive the news article "The Scottsboro Boys" and annotate as you read.

# (Strategy 11) SAVE THE LAST WORD FOR ME

- Highlight three sentences in the article that particularly stood out to you.
- Write each sentence on the front of an index card.
- On the back, write a few sentences explaining why you think this sentence connects with the chapter and the theme.

THEN – In your group:

- One person reads one of their chosen quotations to their group. The other three group members discuss the quotation. (What do they think it means? Why do they think these words might be important? To whom?)
- After several minutes, ask the first group member to read the back of their card (or to explain why they picked the quotation), thus having “the last word.”
- This process continues with the B students sharing and then the C students.

# Graffiti Wall

- Add to the graffiti wall.
- Post the ideas, thoughts, insight, questions, etc. your group discussed about this.
- Comments should include the combination of the article and chapter.
- Comments may include actions of the characters.
- Comments may be direct quotes that stand out.
- Artwork would be great!

# Chapter 25

- Read Chapter 22 in your group: silently, with a partner, or in a whole group.
- Use sticky notes to mark evidence of the group's theme, vocabulary, character actions, etc. Pose questions about the text.
- Receive the [speech by President Obama](#). Watch speech on video. Annotate the speech as you listen making notes on your copy using the S-I-T strategy.

# Strategy 12 S-I-T

- After reading, observing, or watching this stimulus, identify the following:
  - One **S**urprising fact or idea
  - One **I**nteresting fact or idea
  - One **T**roubling fact or idea
- Debrief your S-I-T responses with a partner in your group.
- \*\*\*\*\*
- **What do you think President Obama's view of race relations would be now? Write your thoughts on this in a brief paragraph and post on the graffiti wall.**

# Graffiti Wall

- Add to the graffiti wall.
- Post the ideas, thoughts, insight, questions, etc. your group discussed about this.
- Comments should include the combination of the article and chapter.
- Comments may include actions of the characters.
- Comments may be direct quotes that stand out.
- Artwork would be great!
  
- Also, add different components of the speech that stand out to you. (e.g., What is the President's Call to Action?)

## Trace the Themes

- Visit and write graffiti on the walls of other groups by answering questions, posing questions, making comments, drawing pictures, etc.

# Wrap up:

- Go back to QFT – any questions to be answered based on what you have read with regard to the text(s)?

# Resources

- Lee, Harper. To Kill a Mockingbird. 1961.
- Facing History video and teaching strategies resource
- Real Simple (video on reading)
- CommonLit Resources for articles