

Femme Fatales: The Landlady & Mrs. Maloney

Character Analysis Across Multiple Texts

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Grade Level 9th Grade

Subject English/Language Arts

Essential Question

What is gained and missed from making assumptions? How do assumptions influence our perceptions of individuals?

Summary

In this lesson, students will read and compare two short stories by Roald Dahl looking specifically at the female leads and reflecting on societal assumptions.

Snapshot

Engage

Students watch a video clip and contemplate who the villain is.

Explore 1

Students participate in a Honeycomb Harvest about villains and their characteristics.

Explain 1

Students read “The Landlady” and begin the “Says/Means/Reveals” chart.

Explore 2

Students re-visit the Honeycomb Harvest and use sticky notes to describe how their thinking may have changed.

Explain 2

Students read “Lamb to the Slaughter” and complete the “Says/Means/Reveals” attached chart.

Extend

Students write a “Dateline-esque” interview with questions and answers based on a character from either story.

Evaluate

Students write an exit ticket to respond to culminating prompt.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR202: Draw simple logical conclusions about the main characters in somewhat challenging literary narratives
SYN401: Draw logical conclusions using information from two literary narratives

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.3.R.3: Evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:
- setting
- plot structure (e.g., foreshadowing, flashback, *in media res*)
- conflict (i.e., internal, external)
- characters (e.g., protagonist, antagonist)
- characterization (i.e., direct, indirect)
- point of view (e.g., narrator reliability)
- archetypes

9.3.R.4: Evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:
- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
- sound devices (i.e., onomatopoeia, alliteration, assonance)
- irony (i.e., verbal, situational, dramatic)

9.3.R.7: Analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

Attachments

- Chart Says Means Reveals—Femme Fatales The Landlady and Mrs. Maloney - Spanish.docx
- Chart Says Means Reveals—Femme Fatales The Landlady and Mrs. Maloney - Spanish.pdf
- Chart Says Means Reveals—Femme Fatales The Landlady and Mrs. Maloney.docx
- Chart Says Means Reveals—Femme Fatales The Landlady and Mrs. Maloney.pdf
- Honeycomb Harvest—Femme Fatales The Landlady and Mrs. Maloney - Spanish.docx
- Honeycomb Harvest—Femme Fatales The Landlady and Mrs. Maloney - Spanish.pdf
- Honeycomb Harvest—Femme Fatales The Landlady and Mrs. Maloney.docx
- Honeycomb Harvest—Femme Fatales The Landlady and Mrs. Maloney.pdf
- Lesson Slides—Femme Fatales The Landlady and Mrs. Maloney.pptx
- Short Story Lamb to the Slaughter by Roald Dahl—Femme Fatales The Landlady and Mrs. Maloney - Spanish.docx
- Short Story Lamb to the Slaughter by Roald Dahl—Femme Fatales The Landlady and Mrs. Maloney - Spanish.pdf
- Short Story Lamb to the Slaughter by Roald Dahl—Femme Fatales The Landlady and Mrs. Maloney.docx
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- Short Story The Landlady by Roald Dahl—Femme Fatales The Landlady and Mrs. Maloney.pdf
- Venn Diagram Compare and Contrast—Femme Fatales The Landlady and Mrs. Maloney - Spanish.docx
- Venn Diagram Compare and Contrast—Femme Fatales The Landlady and Mrs. Maloney - Spanish.pdf
- Venn Diagram Compare and Contrast—Femme Fatales The Landlady and Mrs. Maloney.docx
- Venn Diagram Compare and Contrast—Femme Fatales The Landlady and Mrs. Maloney.pdf

Materials

- Lesson Slides

- Honeycomb Harvest handout (attached; one per pair)
- Chart-Says/Means/Reveals (attached; one per pair)
- Compare/Contrast Venn Diagram (attached; one per student)
- "The Landlady" by Roald Dahl (attached and linked; one per student)
- "Lamb to the Slaughter" by Roald Dahl (attached and linked; one per student)
- Pen/pencil
- Sticky notes
- Scissors (to cut out Honeycomb Harvest)
- Plastic baggies or envelopes (to store Honeycomb Harvests)
- Paper for writing

Preparation

Prior to beginning the lesson, print and cut out enough sets of the attached **Honeycomb Harvest** cards so that each pair of students have their own complete set for the Honeycomb Harvest activity. When feasible, print on heavier paper, such as card stock, and laminate the cards to ensure they last beyond this one lesson.

10 minutes

Engage

Use the attached **Lesson Slides** to introduce the lesson to students by displaying **slide 2**. Share the lesson's essential questions and learning objectives on **slides 3** and **4**.

Display **slide 5** and play the Dateline: Point Blank video for students.

Embedded video
https://youtube.com/watch?v=VioMHyk9fts

Ask students follow-up questions that encourage them to think about how the story and people involved are portrayed.

- *Who do you think the killer is?*
- *How was the criminal portrayed?*
- *Is the 'bad guy' always who you think it is?*
- *What has to happen to make a person 'snap'?*

15 minutes

Explore #1

Display **slide 6.** Introduce students to the Honeycomb Harvest strategy. Group students in pairs and distribute the **Honeycomb Harvest** cards to them. As they are working, monitor, and ask probing questions to help them determine why they chose these connections. Ask students to share out with the whole class. Encourage questions and discussion. Instruct students to keep their cards in place. They will return to this activity later in the lesson.

Teacher's Note: Extra Explanation

Slides 7-8 provide extra examples of how the Honeycomb Harvest could look with a possible "solution" on slide 8. If needed, show these slides to students to see possible connections.

25 minutes

Explain #1

Display **slide 9**. Share some background information about the author of the two short stories covered in the lesson.

Display **slide 10**. Pass out the attached story, "**The Landlady**," and the attached **Chart Says/Means/Reveals**. You can also share the link to the story on CommonLit. Go over the expectations for each column in the chart.

- Says: Excerpts from the text, include the page or paragraph number.
- Means: What does the text factually say?
- Reveals: What does the text reveal about the characters or story?

While students read, have them fill out the **Chart Says/Means/Reveals** with details about characters in the story.

Once all students have completed reading the story, have them partner with someone sitting near them and discuss how they responded to each of the excerpts from the text.

15 minutes

Explore #2

Display **slide 11.** Instruct students to revisit their Honeycomb Harvest sort activity. In this round, ask them to re-evaluate how they sorted their cards since the last reading. If they choose to make any changes, they should record these and their reasoning on a sticky note. Walk around to monitor discussion and check for changes in thinking. Ask for volunteers to share out with the whole class how their thinking or connections have changed since reading “The Landlady.”

20 minutes

Explain #2

Display **slide 12.** Pass out the attached story, **"Lamb to the Slaughter**." You can also share the link to the story on CommonLit. This time, while students read, instruct them to select their own excerpts to analyze. Have them complete the **Chart Says/Means/Reveals** they started previously with details about characters in the second story.

Once everyone has completed the reading, have them partner with someone sitting near them to discuss which excerpts from the text they chose and how they responded to each of them.

120 minutes

Extend

Remind students of the Dateline clip they watched earlier and the interview-style portions that occur between the journalist and those associated with the victim or investigation.

Display **slide 13.** Have students work in pairs or small groups to compose an interview script. Instruct them to focus on the characteristics of the main characters in the short stories as they compose their questions and answers:

- *How might you describe your neighbor, Mrs. Maloney?*
- *What would you say that the Landlady was like?*

Teacher's Note:

Students have options between recording their interview and performing the interview live in class. If students perform live in class, skip to **slide 17**. Use **slides 14-16** if students record the interview. The slides explain an application called Do Ink that students can use to record.

Once students have had time to write and possibly record their interview, display **slide 17**. Give them time to act out or show their created videos and share out their experiences.

30 minutes

Evaluate

Display **slide 18.** Pass out the attached **Compare and Contrast Venn Diagram**. Focusing on the characteristics of the two main characters, have students compare and contrast the Landlady with Mrs. Maloney.

Display **slide 19.** For their Exit Ticket, instruct students to complete a Quick Write by responding to the questions on the slide and using evidence from work done throughout the lesson to support their responses.

Resources

- CommonLit. (n.d.). *The Linville River Farm Bed and Breakfast, No Longer in Operation*. https://www.commonlit.org/en/texts/the-landlady
- Dahl, R. (1953). *Lamb to the slaughter.* CommonLit. https://www.commonlit.org/en/texts/lamb-to-the-slaughter
- Dahl, R. (1959). *The landlady*. CommonLit. https://www.commonlit.org/en/texts/the-landlady
- Dateline. (2020). *Point blank.* [Video]. YouTube. https://youtu.be/VioMHyk9fts.
- DK Pictures, Inc. (n.d.). *Do ink*. [Creativity App]. http://www.doink.com/
- K20 Center. (n.d.) Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Honeycomb harvest. Strategies. https://learn.k20center.ou.edu/strategy/61
- K20 Center. (n.d.). Quick write. Strategies. https://learn.k20center.ou.edu/strategy/1127
- Seattle Municipal Archives. (2013). *Home economics instructor*. [Digital Image]. https://en.wikipedia.org/wiki/Home_economics#/media/File:Home_ec_mary_norris_seattle.gif.
- Van Dijk, H. (2014). *Roald Dahl (1982)*. [Digital Image]. Wikimedia. https://commons.wikimedia.org/wiki/File:Roald_Dahl_(1982).jpg.