

# Making Inferences in “Miss Awful” Lesson Plan

## Standards

1. **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. **RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

## Procedures

This lesson should be done after you read “Miss Awful.” It can be done as part of a whole class reading or done as an individual reading, depending on the skill level and knowledge of students.

1. Discuss inferences. The graphic organizer handout lists the basics of making inferences and is sufficient for successful completion of the lesson’s objectives.
2. Find examples of inferences in “Miss Awful” and copy them in the chart.
3. Explain the inference.
4. Discuss student discoveries with a small group and/or full class discussion.

## Assessment

The chart is an excellent opportunity to practice and discuss the lesson’s stated objectives. In most cases it should be considered a formative assignment. In order to determine individual student mastery, there are questions on the short story quiz (included). An irony analysis writing assignment would also suffice.

## Short Story Activity Chart: Making Inferences

An **inference** is a conclusion reached on the basis of evidence and reasoning. An individual must make inferences when key information is not available.

**Directions:** A lot goes unsaid in “Miss Awful.” You need to make sense of it. In the left column is an example from the story. In the right column, use evidence and reasoning to make an inference/draw a conclusion and explain your reasoning.

Example from Story	Inference and Explanation
<p>“I’m sure not every day is as frolicsome,” Mrs. Clark countered, slightly anxious. She brought in dessert, a chocolate mousse. Roger's story sounded typical of St. Geoffrey's.</p>	<p>It’s pretty clear that St. Geoffrey’s isn’t a very good school. Discipline is lax and everyone knows it. They are all deceiving themselves.</p>
<p>Miss Gillis, the school secretary, was in charge of the bell, and she had to clang it extensively before the student body took notice.</p>	
<p>A casual assembly, the mothers were as relaxed and informal as the school itself, lounging against the picket fence, exchanging small talk and anecdotes.</p>	
<p>“Don’t call her that, it's rude and impolite,” Mrs. Clark said, as they turned into the brownstone doorway. "I can see your father and I have been too easygoing where you're concerned."</p>	
<p>Roger stood back, hands at his side, and lifted his head erectly. “Flower,” he spelled. "F- l-o-w-e-r." He squared his shoulders and looked at Miss Orville's brimming eyes. "Castle," Roger spelled. “C-a-s-t-l-e.”</p>	

## Short Story Activity Chart: Making Inferences

An **inference** is a conclusion reached on the basis of evidence and reasoning. An individual must make inferences when key information is not available.

**Directions:** A lot goes unsaid in “Miss Awful.” You need to make sense of it. In the left column is an example from the story. In the right column, use evidence and reasoning to make an inference/draw a conclusion and explain your reasoning.

Example from Story	Inference and Explanation
<p>“I’m sure not every day is as frolicsome,” Mrs. Clark countered, slightly anxious. She brought in dessert, a chocolate mousse. Roger's story sounded typical of St. Geoffrey's.</p>	<p>It’s pretty clear that St. Geoffrey’s isn’t a very good school. Discipline is lax and everyone knows it. They are all deceiving themselves.</p>
<p>Miss Gillis, the school secretary, was in charge of the bell, and she had to clang it extensively before the student body took notice.</p>	<p>An observer can tell a lot about a school and its discipline by observing what happens when the bell rings. It’s one thing to teach at a difficult school and have less than enthusiastic students not react to the bell, but this is a private school. This observer infers that this school doesn’t take school very seriously.</p>
<p>A casual assembly, the mothers were as relaxed and informal as the school itself, lounging against the picket fence, exchanging small talk and anecdotes.</p>	<p>Not a whole lot of accountability going on at home either. I’m inferring that many of the parents look at school as cheap baby-sitting.</p>
<p>“Don’t call her that, it's rude and impolite,” Mrs. Clark said, as they turned into the brownstone doorway. "I can see your father and I have been too easygoing where you're concerned."</p>	<p>Roger’s mother realizes that Roger’s change is a good thing, that Orville has opened their eyes to the positive effects of accountability, expectations, and standards.</p>
<p>Roger stood back, hands at his side, and lifted his head erectly. “Flower,” he spelled. "F- l-o-w-e-r." He squared his shoulders and looked at Miss Orville's brimming eyes. "Castle," Roger spelled. “C-a-s-t-l-e.”</p>	<p>Roger’s spelling of the words he missed on the test is a sign of respect and an acknowledgment that Miss Orville is a good teacher, better than her predecessor.</p>