

# **Granddaddy's Dirt Lesson Plan(Chapters 30-35)**

**TITLE OF LESSON PLAN:**

Granddaddy's Dirt Chapters 30-35

**LENGTH OF LESSON:**

1-2 Class Periods

**GRADE LEVEL:**

9-12

**SUBJECT AREA:**

Literature, Creative Writing, Dramatic Arts

**CHAPTER 30-35 OBJECTIVES:**

1. Vocabulary development.
2. Develop reflective thinking skills through creative writing.
3. Dramatizing the written word.

**MATERIALS:**

Lesson Plan Worksheet  
The novel Granddaddy's Dirt.

**PROCEDURE:**

1. Instructors should assign the first three chapters of Granddaddy's Dirt as a reading assignment.
2. Students should complete the vocabulary assignment by finding the words listed on the worksheet in the dictionary.
3. After the reading assignment is complete, instructors should engage the students in a discussion about what has happened in the book. Questions listed on the worksheet can be used for general discussion or assignments.
4. Students should find a portion of the book which they can perform a monologue or scene as a group or individually.

**VOCABULARY**

*Define the following vocabulary words used in Granddaddy's Dirt.*

1. morbid

2. hydrology

3. interment

4. ingenuity

5. inquisition

6. rhetoric

7. minutia

8. epiphany

9. calamity

10. dementia

11. replenish

12. stagnant

13. transgression

14. demise

15. endothermic

**DISCUSSION QUESTIONS:**

*Answer the following questions.*

1. Joshua delivers the news about Kyle's parents. Why is it significant that Joshua is with Kyle at this time?
2. When Joshua consoles Kyle, what personal information does he share with Kyle? How is this helpful to Kyle?
3. Explain how the coffins are able to come out of the earth during the flood.
4. What is significant about the two Albany newspapers being delivered together?
5. Where was the Mt. Zion Baptist Church service held the morning after the flood? Explain why this is interesting.
6. The author describes the people outside the church as a *kaleidoscope of saints*. What does this mean?
7. When does Kyle finally realize and accept that his family is cursed?

8. After the church service, how does Kyle try to relieve himself of the curse?
  
9. When does Andrew finally admit what happened the night the officer was killed?
  
10. The floodwaters begin to move towards Bainbridge where Camilla lives. What does this symbolize?
  
11. What accusations are made about diverting the floodwaters?
  
12. How does Kyle release the curse and save Andrew's legacy?
  
13. What one good thing does the flood do for Albany?
  
14. List three examples of how Albany came together during the flood.

*Write an essay about historic confessions. Write about the consequence people experience when their bad deeds are exposed instead that persons confessing what he or she has done. The essay can reflect a famous person, yourself, or it may contain simply your persona theories about the subject.*

## **DRAMATIC ARTS ASSIGNMENT**

Choose a scene from the book and perform it as a monologue or as a skit. It is not necessary to memorize the scene. Perform the scene as a group or as an individual. If performed in a group, it is not necessary for everyone to have a speaking role. Some participants may act as an extra(a character in the background who has no lines or few lines to speak). Others can be part of the crew such as the director or sound effects specialist. Make the performance as elaborate or as simple as you choose.

Here are a few examples of the book which can be performed.

*The Church Scene 269-273*

*Funeral Scene 75-78*

*Joshua's announcement about Kyle's parents 249-254*

*Kyle at Andrew's Bed Side 274-277*