Donna Petherbridge
ECI 511, Comprehensive Unit Plan , Summer II, 2003
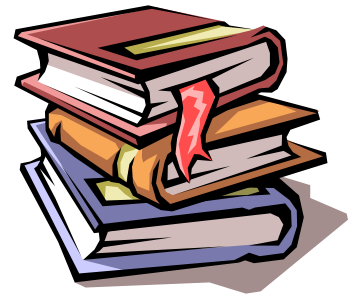
Filling a Void

Love and Family Relationships
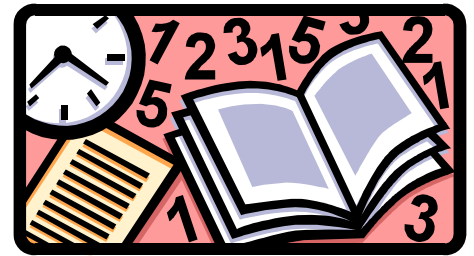
Short Stories
English I

Choices . . .

A short story is fiction – a work of literature in which the characters and events are imagined by the author. Fiction allows you to explore new worlds, share the joys and sorrow of the characters, and learn from the invented experiences of others. Through the short stories in this unit, we will follow our characters as they manage family relationships in life and in death, as the make choices that will affect their well being, as they deal with voids in their lives, and as they stand in mortal peril. Come experience the lives of these characters, from the safety of your own seat!

In Mortal Peril . . .

A Death in the Family . . .

A Death in the Family . . .

Short Stories

Primary Curriculum Area: Language Arts
> Additional Curriculum Areas: Mathematics, Information Skills, and Social Studies

Primary Subject Area: English I
> Additional Subject Areas: Introductory Mathematics, Grade 9-12; Information Skills Grade 9, Psychology

9-12 Computer Technology Skills

Suggested Grade Level: 9th Grade

Edgar Allen Poe defined a short story as a tale that could be read in one sitting. He believed short stories could have a powerful effect on the reader, despite their brevity. As you know, short stories are works of fiction, but you'll find that the characters, plots, themes, settings, and other elements are very reflective of our real lives, for who among us has not experienced what some of these characters experience: joy and sorrow, pain and fear, excitement and danger?

The short stories in this unit are arranged thematically, focusing on the following subjects:
1. Danger [Week One: In Mortal Peril]
     - ✓ The Cask of Amontillado - Edgar Allen Poe
     - ✓ The Most Dangerous Game – Richard Connell
2. Decisions [Week Two: Choices]
     - ✓ The Lady, or the Tiger – Frank R. Stockton
     - ✓ The Necklace – Guy de Maupassant
3. Loneliness [Week Three: Filling a Void]
     - ✓ The Secret Life of Walter Mitty – James Thurber
     - ✓ And Sarah Laughed – Joanne Greenberg
     - ✓ American History – Judith Ortiz Cofer
4. Death [Week Four: A Death in the Family]
     - ✓ Before the End of Summer – Grant Moss, Jr.
     - ✓ The Scarlet Ibis– James Hurst
5. Relationships [Week Five: Love and Family Relationships]
     - ✓ Uncle Marcos – Isabel Allende
     - ✓ All the Years of Her Life – Morley Callaghan
     - ✓ The Gift of the Magi – O.Henry

The stories selected for each week certainly fit into the overarching themes, yet as in all works of fiction, there are often multiple themes that can be discerned and discussed as we use fiction to explore the human condition. While reading and discussing the stories of this unit, and interweaving writing, video viewing, and technology exercises, a solid range of language arts and technology curriculum objectives can be met, and depending on the story studied, other curriculum areas can be interwoven, with examples in this unit meeting objectives in mathematics, information skills, and psychology.

Short Stories –
Included Lesson Plans

Language Arts

Curriculum Area(s)	English Language Arts Mathematics
Subject Area(s)	English I Introductory Mathematics, Grade 9-12 9-12 Computer Technology Skills
Week's Theme	**Week One: In Mortal Peril . . .** These characters experience critical events that threaten their sense of well-being and reveal their values, characteristics, and approaches to life and death.
Lesson Title	Comparing Selections: *"The Most Dangerous Game"* and *"The Cask of Amontillado"*
Suggested Grade Level	English I, 9th Grade
Time	90 minutes (possible in one class session with block schedule)
Equipment Needed and Availability	✓ Teaching computer, and projector to project the information on the instructor computer ✓ 5 additional computer stations in the classroom ✓ Classroom printer, networked to all computers, including the instructor station ✓ All computers have Microsoft Office 2000 with Excel. ✓ Microsoft Office Handbook that has information on using Excel is available for each workstation as a reference ✓ Chalkboard and colored chalk. ✓ Comparing Selections: *"The Most Dangerous Game"* and *"The Cask of Amontillado"* handouts (at end of lesson plan) ✓ Grading Rubric (at end of the lesson plan)
Prerequisite Skills in Subject Area One [Language Arts, English I]	Students have completed the first week of the short story unit, and are beginning to understand the elements of the short story as examined in the following reading selections: *"The Cask of Amontillado"* - Edgar Allen Poe *"The Most Dangerous Game"* – Richard Connell In reading and discussing these stories, students have viewed the painting *"The Hungry Lion"* and discussed the "danger" of that painting, they have read, discussed and reviewed both stories, and are beginning to develop an understanding of characterization and setting. They have also discussed manhunts as depicted by movies, and how films they have seen are similar to these stories.

Prerequisite Skills in Subject Area Two [Introductory Mathematics, Grades 9-12]	Students are building on skills from earlier experiences with mathematics, including the ability to collect and analyze data and understanding the options for displaying data (such as through graphing).
Prerequisite Skills in Technology:	Students have already spent time using the computer for earlier assignments that have addressed the following skills in Excel: - Entering data in Microsoft Excel - Formatting text in Excel, including Merging and Centering - Using the AutoSum and AutoChart features
Learning Objectives in Subject Area (s) [Language Arts and Introductory Mathematics]	**NCDPI objectives** Language Arts, English I 5.01 Read and analyze various literary works by: determining a character's traits from his/her actions, speech, appearance, or what others say about him or her. Introductory Mathematics, Grade 9-12 3.01 Collect, organize, analyze, and display data (including scatterplots) to solve problems.
Learning Objectives in Technology:	**NCDPI objectives** Computer/Technology Skills Curriculum, Grades 9-12 2.2 Select and use appropriate technology tools to efficiently collect, analyze, and display data.
Instructions:	In this lesson, students will be challenged to compare the characters, the elements of suspense, and the experiences of the two stories we have completed reading, "*The Cask of Amontillado*" by Edgar Allen Poe and "*The Most Dangerous Game*" by Richard Connell. Keep in mind that both stories have been read and discussed, but not compared and contrasted with each other at this point. First part of class, approximately 35/40 minutes: Discuss "*The Cask of Amontillado*" and "*The Most Dangerous Game*" in terms of comparing and contrasting these stories with the students. Students should face an overhead projector or chalkboard (wherever the instructor can most easily draw a Venn diagram to help collect and analyze data). Remind students that that everyone will be graded on their participation and contributions (see rubric). Key questions to answer include, but are not limited to: 1. Who are the main antagonists in each story (Montresor and General Zaroff)? How are their actions, attitudes, and personality traits alike

and different?

2. Zaroff and Montresor use similar strategies to attract Rainsford and Fortunato. How does each man use a shared interest to lure and trap his guest?
3. In what ways are Fortunato and Rainsford similar? What's different about their personalities and actions?

For questions 1 – 3, draw a Venn diagram on the chalkboard representing the student's responses. Show them how a Venn diagram is very useful for organizing and analyzing information, and how it provides a good, visual way to compare and contrast different things. Use the colored chalk as the Venn diagram is drawn to visually draw attention to the comparisons/contrasts.

4. How does each of the authors build suspense? Which story is more effective at building suspense and why?
5. Which villain is scarier? How has the author used both direct and indirect methods for characterizing the villains?
6. Which "victim" best handles the situation?
7. Which setting is more frightening, and why?
8. Which "victim" do you relate to the most? Why?

Once questions 4 – 8 are completed, conduct a class poll so that everyone can have a final "vote" on these issues. Write this on the chalkboard, and via a show of hands, poll the class in each of these areas:

Category	Name	Votes	Name	Votes
Scariest Villian?	Montresor		Zaroff	
Best Plot?	"The Cask of Amontillado"		"The Most Dangerous Game"	
"Smartest" Victim?	Fortunato		Rainsford	
Most Frightening Setting	"The Cask of Amontillado"		"The Most Dangerous Game"	

Vocabulary:
Characterization – The methods an author uses to reveal a character's personality, can be direct statements by the author or indirectly inferred through the character's statements, thoughts, actions, and the statements, thoughts and actions of other characters
Setting – Time, place, context in which a story occurs.

Middle of class, approximately 10/15 minutes:
Class should face the area of the room with the instructor's projected machine. Instructor should comment that now that the students have

compared and contrasted these stories, and taken a poll to see which stories and characters were the winners of our poll (scariest villain, best plot, smartest victim, most frightening setting), that students are going to work with this data.

While projecting the computer's information to a screen all students can see, explain to each group that they will be given a "*The Most Dangerous Game"* and "*The Cask of Amontillado"* handout to work with the data we collected during this class poll (at end of lesson plan). Each group will then graph the data using Excel, following the directions on the handout. Groups will also be asked to answer a question about why the class chose the winners, and be prepared to discuss their response with the class.

The instructor should model using the **AutoSum** and **ChartWizard** functions in Excel for the students prior to dividing them in groups, reminding them how to graph the data and add titles, and share the grading rubric with the students.

Divide class into groups of 3 or 4 students, creating 5 or 6 groups for the class (keeping in mind you have a total of 6 machines if necessary, as one group could use the instructor's machine).

Each group should be given one of the "*The Most Dangerous Game"* and "*The Cask of Amontillado"* handouts.

Remainder of class, approximately 50/60 minutes:
Students work in groups to chart their data, utilizing the computers in the classroom, referring to the Microsoft Office Handbook that has information on using Excel, and the "*The Most Dangerous Game"* and "*The Cask of Amontillado"* handouts (at end of this lesson plan for each group).

With about 10 minutes remaining, ask the groups to share their thoughts about the last question on their handout with the remainder of the class.

Next class session (s):
If needed, finish the group discussions on characterizations. Hand back the graded group work. Will begin reading the next story in the series, "*The Lady or the Tiger*," where we will build on what we have learned about setting and characterization and begin studying plot in more detail, as we build our knowledge of the genre of short story.

Evaluation of Subject Area One [Language Arts, English I]	The instructor will note the verbal responses made by the class in the initial discussion to check for understanding of characterization. The instructor will personally reflect on the success of the lesson: did the class seem engaged in the content? Were their responses appropriate? Meaningful? Did they indicate depth of understanding? The instructor will also assign points on the groups' responses to the characterization question on their handout based on the last item on the rubric as well as their participation in the class discussion.
Evaluation of Subject Area Two [Introductory Mathematics, Grades 9-12]	The instructor will note the students' verbal responses in the initial class discussion that contribute specifically to the Venn diagrams on the board. Are students able to give information relevant to the diagram to begin organizing and analyzing it in a meaningful way? The instructor will also grade the spreadsheet, using the rubric.
Evaluation of Technology Integration:	Learning to utilize Microsoft Excel appropriately for projects is a necessary skill for students. The instructor will note how well students are able to use excel to display the information effectively. The group's Excel charts will be assessed by the rubric. Student motivation and enthusiasm for using Excel to do this project will also be assessed.
Credits	Teaching ideas, questions and options for comparing and contrasting characters are from the Teacher's Wraparound Edition Glencoe Literature, The Reader's Choice, Course 4, published by Glencoe McGraw-Hill, New York: 2000.

Comparing Selections:
"The Most Dangerous Game" and "The Cask of Amontillado"

| Category	Name	Votes	Name	Votes
Scariest Villian?	Montresor		Zaroff	
Best Plot?	"The Cask of Amontillado"		"The Most Dangerous Game"	
"Smartest" Victim?	Fortunato		Rainsford	
Most Frightening Setting	"The Cask of Amontillado"		"The Most Dangerous Game"	

We have completed comparing and contrasting the "*The Most Dangerous Game*" and "*The Cask of Amontillado*," and we have taken a class poll to find out people's opinions concerning the scariest villain, the best plot, the "smartest" victim, and the most frightening setting. You are now going to enter this information in a spreadsheet, create a graph of the data, and respond to some questions as you give these stories some more thought.

Using the chart above, copy the number of votes from the class poll from the blackboard. Then, working with your group, do the following using Microsoft Excel (note: refer to your <u>Microsoft Office Handbook</u> as needed:

1. Create a New Blank document.
2. In cell **A1**, type Comparing Selections: *"The Most Dangerous Game"* and *"The Cask of Amontillado"*
3. Merge and Center your title across cells **A1 – J1**.
4. Make your title size 14, you can choose the font and font color.
5. Type in the following table, exactly as you see it, beginning in cell **A3 (Note the left hand column simply lets you know what to type in each cell, in the right hand column, you should type the result of the class poll)**:

A3	Scariest Villian	
A4	Montresor	Number from poll here
A5	General Zaroff	Number from poll here
A6		
A7	Best Plot	
A8	The Cask of Amontillado	Number from poll here
A9	The Most Dangerous Game	Number from poll here
A10		
A11	Smartest Victim	
A12	Fortunato	Number from poll here
A13	Rainsford	Number from poll here
A14		
A15	Most Frightening Setting	
A16	The Cask of Amontillado	Number from poll here
A17	The Most Dangerous Game	Number from poll here

6. For each poll, create a chart using the **Chart Wizard** that illustrates the results of the poll. Column, bar, and pie charts are fine. Use at least 3 different types of charts to represent your data. Also, make sure you do the following in the Chart Wizard:
    a. Give your chart a title (Titles tab, Chart Wizard).
    b. Show the legend for your chart on the right hand side (Legend tab, Chart Wizard).
    c. Show both the labels and the percent (Data Labels tab, Chart Wizard).
7. Move your charts to the right of the data that you typed in, lining them up one on top of another UNDER the merged title. You can resize your charts so that they aren't too large to fit under the title where it ends in cell **J1**.
8. Below the data that you typed in, type in the names of everyone in the group AND today's date on the chart.
9. Use the various formatting options to make your spreadsheet attractive. Be creative and make this look nice!
10. Print out and turn into the instructor **AND** print out a copy for your group.
11. Then, as a group, referring to your printout with the chart, discuss the following question. Be prepared to respond to this question to the remainder of the class at the end of class!
    Question: Review the poll data and note which story or character received the largest number of votes for each area (scariest villain, best plot, smartest victim, most frightening setting). What elements in each story, or characteristics of each of the main characteristics, probably led your classmates to select the "winner"? What elements of the story or characters for the "non-winners" still assured they got some votes?
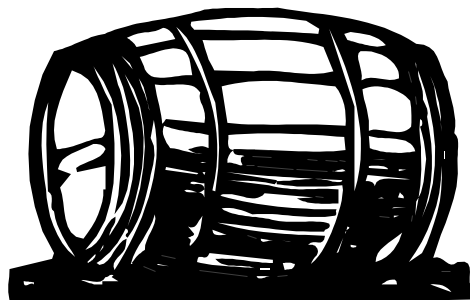
*E*valuation Rubric for *"The Most Dangerous Game"* and *"The Cask of Amontillado"*

Group Members:　＿＿＿＿＿＿＿＿＿＿＿＿＿

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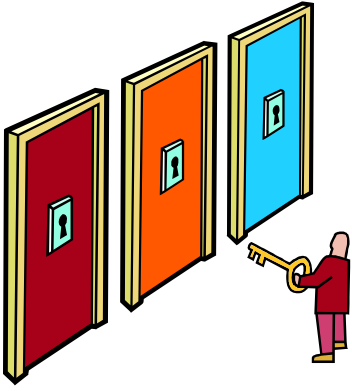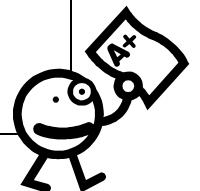| 100 possible points	Total Possible	Your Score
Title per the directions	10	
Data typed in per the directions	10	
Chart created per the directions: - Title on chart - Legend on right of chart - Labels and percent shown	10	
Title centered and merged per the directions	10	
The fonts/style and formats you have chosen make the spreadsheet visually appealing	10	
Group Names are on the spreadsheet, as well as date	10	
You participated in and contributed to the class discussion for *"The Most Dangerous Game"* and *"The Cask of Amontillado"*	15	
Your group was able to articulately answer this question: **Question:** Review the poll data and note which story or character received the largest number of votes for each area (scariest villain, best plot, smartest victim, most frightening setting). What elements in each story, or characteristics of each of the main characteristics, probably led your classmates to select the "winner"? What elements of the story or characters for the "nonwinners" still assured they got some votes?	25	
Total Score:		
Comments:		

Language Arts

Curriculum Area(s)	English Language Arts Information Skills
Subject Area(s)	English I Information Skills Grade 9 9-12 Computer Technology Skills
Week's Theme	**Week Two: Choices** These stories focus on characters that must make a choice – can one avoid mortal peril? And the other, a lifetime of pointless sacrifice?
Lesson Title	Understanding Plot: "*The Lady, or the Tiger?*"
Suggested Grade Level	English I, Grade 9
Time	90 minutes (possible in one class session with block schedule)
Equipment Needed and Availability	✓ Teaching computer, projector to project the information on the instructor computer ✓ 5 additional computer stations in the classroom ✓ Computers have floppy disk drives ✓ All computers have Microsoft PowerPoint. ✓ Computers should have internet access to use Microsoft's Online Clip Art gallery ✓ Several copies of the <u>Microsoft Office Handbook</u> are available for groups to look at. ✓ *Plot* handout ✓ *"The Lady, or the Tiger?"* handout ✓ Handout on using Microsoft's Clip Art gallery online with instructions for inserting Clip Art into PowerPoint slides ✓ One disk, with a blank label, is needed for each group.
Prerequisite Skills in Subject Area One [Language Arts, English I]	Students have completed reading the short story, "*The Lady, or the Tiger.*" In the previous week's lesson, students focused on characterization and setting in reading "*The Cask of Amontillado*" and "*The Most Dangerous Game.*" In this week's stories, the focus will be on

	plot, with the earlier stories referred to during the lesson.
Prerequisite Skills in Subject Area Two [Information Skills, Grade 9]	As ninth graders, students are expected to form and support opinions, and work to persuade others to their point of view. Earlier in this unit, students spent time doing this as they voted for the scariest setting and cruelest villain. This lesson will expand on this skill, asking students to form an opinion in their groups and to be prepared to support their opinion with evidence.
Prerequisite Skills in Technology:	Students have already spent time using the computer for earlier assignments that have addressed the following skills: - Using Microsoft Excel in this unit. - Using Microsoft's online Clip Art in an earlier lesson in the year. - Using Microsoft PowerPoint to create presentations earlier in the year.
Learning Objectives in Subject Area (s) [Language Arts and Information Skills]	**NCDPI objectives** Language Arts, English I 5.01 Read and analyze various literary works by recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), non-fiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy). Information Skills Curriculum, Grade 9 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).
Learning Objectives in Technology	**NCDPI objectives** Computer/Technology Skills Curriculum, Grades 9-12 3.3 Select and use technological tools for class assignments, projects, and presentations.
Instructions:	In this lesson, students will be examining plot by applying the concept of plot to the story they just read, "*The Lady, or the Tiger*?" They will also learn about plot by referring to the stories they read last week, "*The Most Dangerous Game*" and "*The Cask of Amontillado*." In large part, this should be a review of the concept of plot learned in earlier language arts courses, but this will be a new application of the concept of plot to the stories for this unit. Once the concept of plot is reviewed, students will break into groups to finish the plot for the story "*The Lady, or the Tiger*?" as the story ends where the climax of the plot should be. In creating their

own ending, students will be working to persuade others that their ending is the most likely ending for the story, based on evidence contained in the story.

First part of class, approximately 20/25 minutes:

Remind students that during the previous class, they read the short story, "*The Lady, or the Tiger*." During this class, review the highlights of this story with the class. To discuss the story, have students move into a circle. Use the following questions to facilitate the discussion, adding more if you wish:
1. What happens to someone accused of a crime in this particular kingdom?
2. Why do people in the community support this method of punishment? Is it fair? Why or why not? Is this any different from flipping a coin?
3. What crime is the young man in the story accused of committing? Why were his actions considered a crime? In your opinion, is loving someone a crime?
4. Describe the actions of the young man and the princess in the arena. Does he trust her? Explain.
5. What does the princess know about the lady?
6. What might motivate the princess to send the young man to his death? Why might she save him? Why is it important that she is described as semi-barbaric as opposed to barbaric?

Middle of class, approximately 30/35 minutes:
While in the circle, pass to the students the *Plot* handout. Explain that most stories tell us what happens to the main characters; for example/review:
1. What happens to Rainsford in "*The Most Dangerous Game*" and Fortunato in "*The Cask of Amontillado*."
2. Do these stories have some sort of "high point" and some sort of "conclusion?"
3. What should/is the high point of the story, "*The Lady, or the Tiger?*"

Review the concept of plot with the students referring to the plot handout. Fill in one or two things that happen at each point of the plot in each of these short stories.

Students will note that with the story, "*The Lady or the Tiger*," the story ends at the climax. The question the climax (the emotional high point of the story) should have answered would logically be the result of what came out of the door. But the author doesn't tell us what came out of the door, so he leaves it to us to decide! Explain to students that since the decision is up to us, students will work in groups to decide what the

	climax of the story should be, and why. Each group will not only have to provide the ending of the story, but they must persuade the rest of us that their opinion of the ending is the likely one, and that they will do this by creating a PowerPoint presentation that they will share with the class during the next class period. Divide class into groups of 3 or 4 students, creating 5 or 6 groups for the class (keeping in mind you have a total of 6 machines if necessary, as one group could use the instructor's machine). Each group should be given one of the *"The Lady, or the Tiger?"* handouts (at end of this document). Remainder of class, approximately 40/50 minutes: Students work in groups to form an opinion of the climax of the story, following the directions in the *"The Lady, or the Tiger?"* handout in order to complete their PowerPoint presentations. They can refer to the <u>Microsoft Office Handbook</u> that has information on using PowerPoint if this guide is needed, and the guide for using Microsoft's Online Clip Art Gallery, if needed. As the students have used PowerPoint prior to this activity in earlier units in the course, no major problems are anticipated. Most of their work should center on deciding the climax of the plot, and in justifying their decision. Next class session (s): Each group will present their PowerPoint presentation to the class, and their presentation AND the content contained within will comprise their grade.
Evaluation of Subject Area One [Language Arts, English I]	The instructor will note the verbal responses made by the class in the initial discussion to check for understanding of the concept of plot, and will see how well the students are able to apply this concept to earlier stories that they have read. The instructor will personally reflect on the success of the lesson: did the class seem engaged in the content? Were their responses appropriate? Meaningful? Did they indicate depth of understanding? Did the groups seem engaged in working together to provide a climax to the story as required? Was their opinion supported, as noted on the rubric?
Evaluation of Subject Area Two [Information Skills, Grade 9]	Was the group's PowerPoint appropriate to the audience and purpose? Was the group able to describe and support an opinion? Was their presentation persuasive? This is graded on the rubric.
Evaluation of Technology Integration:	Learning to utilize multimedia software, such as PowerPoint, is an expected skill for students. The handout asks for some specific items to be included in the PowerPoint presentation, and the groups will be graded on their inclusion and their presentation.

Credits	Images are from the Microsoft Clip Art Gallery Online (http://dgl.microsoft.com/) Teacher's Wraparound Edition Glencoe Literature, The Reader's Choice, Course 4, published by Glencoe McGraw-Hill, New York: 2000. (For information on plot and good questions to ask for this short story)

Plot

PLOT: The sequence of events in a story, each event causing or leading to the next event. Plot is often created through conflict, a struggle between opposing characters (or a struggle between the character and some force, such as nature, or something internal, such as a struggle to make a decision).

External conflict: one between a character and an outside force, such as another character, nature, society, or fate
Internal conflict: takes place within the mind of a character who is torn between opposing feelings or between different courses of action

Most plots develop in 5 stages:
1. Exposition: introduces the story's characters, setting and conflict.
2. Rising action: occurs as complications, twists, or intensifications of the conflict occur.
3. Climax: the emotional high point of the story.
4. Falling action: the logical result of the climax.
5. Resolution: the final outcome of the story.

There is a 6th stage of plot in some stories:
6. Denouement: after the final outcome of the story, further information, a footnote, some other information that adds to the story

The Cask of Amontillado				
Exposition	Rising Action	Climax	Falling Action	Resolution

The Most Dangerous Game				
Exposition	Rising Action	Climax	Falling Action	Resolution

The Lady, or the Tiger				
Exposition	Rising Action	Climax	Falling Action	Resolution
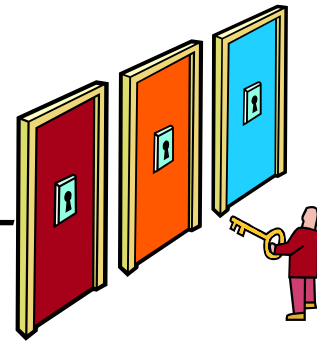
"The Lady, or the Tiger?" - PLOT

"And so I leave it with you: Which came out of the opened door – the lady, or the tiger?" – Frank Stockton

As part of developing our understanding of the concept of **PLOT**, you will work in groups to write the climax (the highest point of emotional interest) for Frank Stockton's short story, "*The Lady, or the Tiger*." Not only will you decide what came out of the door, you will support this opinion with clear evidence from the story!

 You will be creating a PowerPoint presentation, which you will share with the class, to show us what your group believes was behind the door the young man was directed to open by the princess. By following the directions on this handout carefully, you will be well on your way to creating an excellent presentation that provides an informed opinion on what you believe came out of that door!

Directions:
1. Decide on a group name, and tell the instructor what your group name will be. Your group name is: _____.

2. With your group, decide on what was behind that door, the lady, or the tiger? You will have to discuss this until your group comes to a consensus!! Majority rules if there is no consensus! Then, find at least 6 clear pieces of evidence in the text that will support your group's opinion. Use this chart to help your group with this activity:

In the opinion of your group, what came out of the door?	
Evidence 1:	
Evidence 2:	
Evidence 3:	
Evidence 4:	
Evidence 5:	
Evidence 6:	

3. Now, use this information to create a PowerPoint slide show that presents your climax to the story AND provides the evidence that you are presenting that backs up your choice. Your slide show MUST include the following:

   a) A title slide with the phrase *"The Lady, or the Tiger?" What came out of the door?*
   b) A slide that gives your "group name" and the names of each person in your group.
   c) A slide that indicates your group's decision for what came out of the door.
   d) One slide must be included for each of the six pieces of evidence that you are referring to that support your opinion for what came out of the door. Keep in mind that in a PowerPoint presentation, you need not write out long responses to the questions. Instead, keep the points brief, YET BE PREPARED to expand on these points during your presentation to the class!!!
   e) A final slide with the word "Questions?" (This will be the slide you stop on at the end of your presentation to give your classmates a chance to ask questions of your group).
   f) Each slide, including the title slide, group name slide, the slides that respond to the questions, and final/questions slide should include one Clip Art that is appropriate for your presentation.
   g) Use any of the PowerPoint templates that your group wishes to use.
   h) Make sure that you use appropriate text and font sizes.
   i) Use at least one bulleted list somewhere in your presentation.
   j) Use a transition between your slides – your group can pick the transition.
   k) Use at least one animation.

4. When you are finished, please save your PowerPoint slide show to the disk the instructor has given to you.
   a. File > Save a Copy As
   b. For your file name, please use your group name.
   c. Write your group name, and the names of each person in your group, on the disk label.
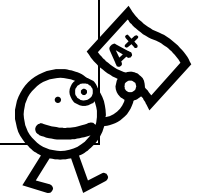   d. Turn the disk into your instructor.

Evaluation Rubric for "The Lady, or the Tiger" activities

"But how much oftener had she seen him at the other door!" – Frank Stockton, from "The Lady, or the Tiger?"

Group Members: _____

_____

_____

_____

100 possible points	Total Possible	Your Score
You have a title slide with the phrase *"The Lady, or the Tiger?" What came out of the door?*	5	
You have a slide that includes your group name AND the names of each person in your group.	5	
You have a slide that indicates what your group believes came out of the door.	5	
You have a slide for each piece of evidence that supports your group's conclusion for what came out of the door. There should be at least 6 slides, each one detailing a piece of evidence that led your group to its decision.	60	
You've provided a Questions slide.	5	
You've done the following in utilizing the PowerPoint software. ✓ Appropriate font sizes and text ✓ One bulleted list ✓ One graphic per slide ✓ Use of transitions between slides ✓ At least one animation	10	
Your group presentation demonstrated organization and clearly supported your groups' opinion regarding what came out of the door. You were able to explain in further detail your slides, and you were able to respond effectively to your classmates' questions about your character. You were very persuasive in presenting your belief as to what was behind the door.	10	
Comments:	**Total Score:**	

Guide for using the Microsoft Design Gallery Live
(http://dgl.microsoft.com/)

Use this as a reference for inserting Clip Art from the *Microsoft Design Gallery Live* into your PowerPoint presentation.

You'll need:
- Microsoft PowerPoint 2000
- A connection to the Internet

With your document open in Microsoft PowerPoint:

1. From the **Insert** Menu, select **Picture**, then **Clip Art**.

2. Click on the **Clips Online** tab.

3. If you are asked if you have access online, click on **OK**. You may not receive this prompt every time.

4. You will connect to the *Microsoft Design Gallery Live* web page. Once on this page, use the **Search** fields (on the left hand side of your screen) to find what you are looking for. You can type in a word in the search field, then click on the **Go** button to perform your search. As you become comfortable using the search function, you can filter your search by category.

5. Once you have performed your search, images should appear that match your search. To download and use in your document, you can **click on the download graphic** (a red arrow over a gray bar).

6. Your graphic will then appear in the Insert Clip Art menu. To finish inserting the Clip Art, **click once on the clip art**, and the Insert Clip Art menu will appear. Click on this menu to insert.

7. Your selected Clip Art should appear in your document. You may click on the Clip Art to resize it, and/or use the **Format > Picture** menu to make other changes.

Language Arts

Curriculum Area(s)	English Language Arts Social Studies
Subject Area(s)	English I Psychology 9-12 Computer Technology Skills
Week's Theme	**Week Three: Filling a Void** These stories focus on characters that find something missing in their lives. They try to compensate for the emptiness or loss, finding their lives affected by the choices they make in attempting to fill in the void.
Lesson Title	**"The Secret Life of Walter Mitty" –One More Daydream!**
Suggested Grade Level	English I, Grade 9
Time	90 minutes (possible in one class session with block schedule)
Equipment Needed and Availability	✓ Teaching computer, projector to project the information on the instructor computer ✓ 5 additional computer stations in the classroom ✓ Computers have floppy disk drives ✓ All computers have Microsoft Word, an Internet browser, and are able to read PDF files (as one of the links on the Curriculum Guide is to a PDF file). ✓ Computers should have Internet access. ✓ *"The Secret Life of Walter Mitty"* handout ✓ *"The Secret Life of Walter Mitty"* evaluation rubric ✓ <u>*Microsoft Design Gallery Live*</u> handout (simply a review from previous sessions, focusing on the use of Clip Art in Word instead of in PowerPoint) ✓ *"The Secret Life of Walter Mitty"* Curriculum Guide pre-made by instructor and loaded on instructor's machine AND available at all machines for student groups. It may be useful to also make this page available a as a handout if there are students who may prefer directions this way. This web page is part of this lesson plan (see end of lesson plan). To use as a web page, the instructor should save the Word page as a Web Page, using Word. ✓ One disk, with a blank label, is needed for each group.

Prerequisite Skills in Subject Area One [Language Arts, English I]	Students are halfway in their short story journey, and have studied characterization and plot in earlier stories. Students should have completed reading "*The Secret Life of Walter Mitty*" for today's lesson, and be prepared to discuss it.
Prerequisite Skills in Subject Area Two [Psychology]	Students do not necessarily need to have any "formal" psychology classes. However, at this age level, students can be expected to relate to daydreaming as a way to handle stress and/or boredom, as does the main character in this short story, Walter Mitty.
Prerequisite Skills in Technology:	Students have already spent time using the computer for earlier assignments for this unit working with Microsoft Excel and PowerPoint in their various groups and should be comfortable in working in small groups on the computer. They have inserted Clip Art into their PowerPoint presentation, so are familiar with this skill.
Learning Objectives in Subject Area (s) [Language Arts and Social Studies]	**NCDPI objectives** Language Arts, English I 1.01 Narrate personal experiences that offer an audience vivid impressions of being in a setting and a sense of engagement in the events occurring. Social Studies, Psychology 6.02 Explore psychological and physiological reactions to stress.
Learning Objectives in Technology	**NCDPI objectives** Computer/Technology Skills Curriculum, Grades 9-12 3.2 Use electronic resources for research.

Instructions:	In this lesson, students will discuss the short story, "*The Secret Life of Walter Mitty*," and learn about point of view as part of their study of the genre of the short story. As part of the discussion, students will talk about daydreaming as a way people fill voids and respond to stress. Then, in groups, students will write a new daydream for Walter Mitty, using as the catalyst exiting sites found on the Internet!
	
	First part of class, approximately 25/30 minutes:
	
	Have all students move their chairs in a circle to discuss the story. Questions to stimulate the discussion include, but aren't limited to:
	    1. What does Walter's wife ask him to do while she's at the hairdresser?
	    2. How does Walter feel about these errands?
	    3. Describe Walter's daydreams. What is ironic about the

daydreams?
4. Aside from his wife, what other characters scold Walter and why?
5. Why does Walter think the parking attendant is cocky? What does that tell us about him?
6. How does his wife greet him at the hotel? What does their conversation tell us about their relationship?
7. What is Walter doing at the end of the story, and why?
8. Did you find any parts of the story especially funny? Or sad?
9. Would you like being married to someone like Walter Mitty? What about Mrs. Mitty? Discuss.
10. What is the conflict in this story? How does Walter resolve the conflict (or does he?)

Middle of class, approximately 20/25 minutes:
Have students move their chairs to face the instructor's station.

Once you have discussed the story's conflict with the students (e.g. Walter's struggle to avoid his wife's nagging and controlling, which he tries to escape by daydreaming, but invariably this means he is even in less control of his life), talk with students about reactions to stress.

In Walter's life, his nagging wife causes stress. His psychological reaction is to daydream. Discuss with the students how people react to both physical and psychological stress. For exploring this concept, open up "The Secret Life of Walter Mitty" Curriculum Guide and follow the link that explores this concept of why people daydream.

Distribute the *"The Secret Life of Walter Mitty"* handout, and discuss Point of View (handout at end of this document).

New term: Point of View

Point of view: the relationship of the narrator to the story.
1st person point of view: the narrator is a character in the story, referred to as "I" (ex. "*American History*", which we will read later this week).
3rd person limited point of view: the narrator reveals the thoughts, feelings, and observations of only one character, referring to that character as "he" or "she." (ex. "*The Secret Life of Walter Mitty*," which we just read)
3rd person omniscient point of view (or all-knowing point of view): the narrator is not a character in the story, but a character who stands outside of the story and comments on the action, and knows everything about the characters and the events and may reveal details that the characters themselves could not reveal (ex. "*The Most Dangerous Game*," one of the first stories that we read.)

	After distributing the handout and introducing the term "point-of-view", let the students know that they will be divided into groups to write a new daydream for Walter Mitty. They should write these daydreams from the same point of view that is used in the story, and should narrate these experiences in a manner that offers an audience vivid impressions of being in a setting and a sense of engagement in the events occurring. Divide class into groups of 3 or 4 students, creating 5 or 6 groups for the class (keeping in mind you have a total of 6 machines if necessary, as one group could use the instructor's machine). Remainder of class, approximately 50/55 minutes: Students work in groups to review their characters, following the directions in the *"The Secret Life of Walter Mitty"* handout AND the *"The Secret Life of Walter Mitty"* Curriculum Guide web site (created by the instructor and available as a Word document at the end of this handout) in order to complete their assignment. They can refer to the <u>Microsoft Office Handbook</u> that has information on using Microsoft Word if this guide is needed, and the guide for using Microsoft's Online Clip Art Gallery, if needed, both of which they used for earlier assignments. Next class session (s): The class will share and discuss the group's daydreams for Walter.
Evaluation of Subject Area One [Language Arts, English I]	The instructor will note the verbal responses made by the class in the initial discussion to check that students have read and understand the story. The instructor will evaluate the student groups' daydreams for their vividness and sense of engagement, and correct point of view. See rubric.
Evaluation of Subject Area Two [Psychology]	The instructor will note the students' responses to how psychological stress is handled. Also, see rubric for evaluation of daydream, as a vivid daydream is certainly one reaction to stress and how characters/people fill voids in their lives.
Evaluation of Technology Integration:	Did students enjoy using the web to assist then with this assignment, in comparison with past classes that have used only a handout from the teacher, having been asked to simply write a daydream? Did linking to the daydream "catalysts" on the Internet seem to help them with writing the daydream? Did they describe the catalyst well in their daydream (see rubric).

Credits	Images are from the Microsoft Clip Art Gallery Online (http://dgl.microsoft.com/) Teacher's Wraparound Edition Glencoe Literature, The Reader's Choice, Course 4, published by Glencoe McGraw-Hill, New York: 2000. (For information on point of view and good questions to ask for this short story)

"The Secret Life of Walter Mitty" Handout

"Captain Walter Mitty stood up and strapped on his huge Webley-Vickers automatic. "It's forty kilometers through hell, sir," said the sergeant." – from "The Secret Life of Walter Mitty," by James Thurber.

Point of View

Point of view: the relationship of the narrator to the story.

1st person point of view: the narrator is a character in the story, referred to as "I" (ex. *"American History"*, we will read later this week).

3rd person limited point of view: the narrator reveals the thoughts, feelings, and observations of only one character, referring to that character as "he" or "she." (ex. *"The Secret Life of Walter Mitty,"* which we just read).

3rd person omniscient point of view (or all-knowing point of view): the narrator is not a character in the story, but a character who stands outside of the story and comments on the action, and knows everything about the characters and the events and may reveal details that the characters themselves could not reveal (ex. *"The Most Dangerous Game,"* one of the first stories that we read).

Directions:
Everyone daydreams, yet Walter Mitty, ineffectual in dealing with his own life, is awash in fantasies, daydreaming that he is an awe-inspiring and universally admired figure! Walter Mitty's daydreams are triggered by something that he SEES or by another character's words. Using the web page that has been created for this assignment, your group will visit places that Walter Mitty might find could trigger an exciting daydream for him. Your group's job will be to examine these sites, and pick one that you would like to use as the catalyst for Walter's daydream. Then, you will write your daydream. Please refer to the web page for further directions. Your instructor will help you access the web page!

1. Decide on a group name, and tell the instructor what your group name will be. Your group name is: _____.

2. Open Microsoft Word. You will use Microsoft Word for your response to today's work.
3. Open today's Curriculum Guide, *"The Secret Life of Walter Mitty"* Curriculum Guide web page. This is a web page your instructor has created for you to help you with today's assignment. Your instructor will tell you where to find this page.
4. Carefully follow the directions on the *"The Secret Life of Walter Mitty"* Curriculum Guide web page to complete your assignment! The directions for successfully completing the remainder of the assignment can be found on this guide!

"The Secret Life of Walter Mitty" Curriculum Guide

Everyone daydreams, yet Walter Mitty, ineffectual in dealing with his own life, is awash in fantasies, daydreaming that he is an awe-inspiring and universally admired figure!

As a Class:
People react in various ways to psychological stress and conflict. In "filling a void" in their lives, people often daydream, as does our main character, Walter Mitty. We can explore examine this site to learn more about why people daydream:

Description	URL of Web Site
Everyone's a Dreamer, Daydreaming and Mental Health	http://www.gunn.palo-alto.ca.us/~ckuiper/oracle/June/Page67.pdf

WARNING: If you are found on any other site besides those referenced in the assignment, you will be asked to sit away from the workstation and you will have a zero for today's assignment. Sorry, but you may not use this time to improve your solitaire or immerse yourself in the joys of Internet surfing. Thank you for your kind cooperation!

What triggers Walter's Daydreams?
Walter Mitty's daydreams are triggered by something that he **SEES** or by another character's words.
In this assignment, your group is going to create a new daydream for Walter, triggered by something that he might potentially "see." To do this, your group will follow the links to sites that could potentially be catalysts for Walter's new daydream. You will pick **ONE** of these sites that will serve as the trigger for the daydream.

Vocabulary Helper
Can't remember what "catalyst" means or need to look up other words as you work on this project? See Miriam Webster's Dictionary online, located at: http://www.miriamwebster.com/.

Step One: Explore these sites. As a group, decide which site will serve as the trigger for Walter's latest daydream.

Potential daydream triggers:

Description	URL of Web Site
The New York Yankees Stadium – just imagine what Walter might do if he envisioned himself as a star player in this ballpark! Explore this site to learn about the ballpark and the team.	http://newyork.yankees.mlb.com /NASApp/mlb/nyy/ballpark/nyy_ballpark_history.jsp
The Tower of London – explore this website to learn about the history of this place, where Anne Boleyn was beheaded and many prisoners executed! What if Walter visited this place?	http://www.tower-of-london.com/index2.html
The Eiffel Tower – explore this website for a virtual tour of the Eiffel tower, considered a romantic site in Paris. If Walter walked by here . . .	http://www.tour-eiffel.fr/teiffel/uk/
USS North Carolina Battleship Memorial – learn about the battleship USS NC, what if Walter visited here?	http://www.battleshipnc.com/

The Titanic Official archive – relics from this sunken ship are now touring museums, what if Walter went to this kind of display?	http://www.titanic-online.com/titanic/index.html
The San Diego Zoo – all kinds of adventures could ensue for Walter were he to visit a Zoo	http://www.sandiegozoo.org/

Step Two: Pre-write/Brainstorm. Open a new copy of Microsoft Word on your group's workstation. Make a list of the different events that come to your mind about what Walter might do in this particular setting. Brainstorm for names of other characters that also could be involved in this daydream. Begin planning with your group how Walter's daydream in this setting might evolve. Label your brainstorming session as **Prewriting** in your Word document.

Step Three: Save Your Work and Identify Your Group. Go ahead and type in the name of your group, and the names of your group members in your Word document. Save your work to your disk as name_of_group.doc.

Step Four: Write a New Daydream for Walter. In writing your daydream, refer back to the daydreams in the story. Your daydream MUST do the following:
1. Must be triggered by the site that your group decided upon, and must clearly describe that site as the catalyst for the daydream.
2. Have at least two other new characters besides Walter in the daydream (you invent these characters, as he invents them in his daydreams in the story).
3. Offer the audience vivid impressions of the setting.
4. Offer the audience a sense of engagement with the events occurring (in other words, really describe the action and build the events so that the audience is caught up in the action, much as the reader is for the daydreams in the story).
5. Should be humorous, in the same manner as the daydreams in the short story, clearly differentiating the "real" Walter Mitty from the "daydream" Walter Mitty.
6. Should be grammatically correct.
    See the rubric for how this assignment will be graded!

Step Five: Save Your Work Again! It never hurts to keep saving your work!

Step Six: Add an Image to your work. Insert at least one Clip Art image into your work that helps illustrate your daydream. **OR** be adventurous, and download and use an image from the website that serves as the catalyst for your dream

Step Seven: Credits. Provide the URL of the site that you chose for your catalyst. If you downloaded images from that site to use in your Word document, please indicate that in your credits. For an example, see the Credits/References section at the bottom of this web page!

Step Eight: Save Your Work, Again, and Turn In! Make sure that your work is saved on your disk! Turn in your disk to the instructor. Write your group members' names on the label of the disk.

Credits/References:
The Caution Graphic is from http://www.clipart.com.
Other Graphics are from the Microsoft Clip Art Gallery located at http://dgl.microsoft.com/.

Evaluation Rubric for
"The Secret Life of Walter Mitty" activities

"He took one last drag on his cigarette and snapped it away. Then, with that faint, fleeting smile playing about his lips, he faced the firing squad; erect and motionless, proud and disdainful, Walter Mitty the Undefeatable, inscrutable to the last." – James Thurber, from "The Secret Life of Walter Mitty."

Group Members: _____
_____
_____
_____

100 possible points	Total Possible	Your Score
You chose a catalyst for Walter's new daydream and have clearly described this catalyst in your writing	10	
You have two other new characters involved in Walter's daydream	10	
You completed the prewriting activities.	10	
Your daydream vividly illustrates the setting.	15	
Your daydream provides the audience with a sense of engagement with the daydream	15	
Your daydream is original and clever AND uses the 3rd person limited point of view	15	
Your daydream is humorous	10	
The names of your group members, the name of your group, and one image are evident in the assignment you turn in.	5	
Mechanics ✓ Your work is neat and attractive ✓ Sentence structure is good ✓ Spelling is accurate ✓ Punctuation is correct ✓ Verbs used correctly	10	
Comments:	Total:	
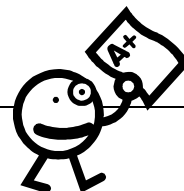
Guide for using the Microsoft Design Gallery Live
(http://dgl.microsoft.com/)

Use this as a reference for inserting Clip Art from the *Microsoft Design Gallery Live* into your Personality Profile.

You'll need:
- Microsoft Word 2000
- A connection to the Internet

With your document open in Microsoft Word:

8. From the **Insert** Menu, select **Picture**, then **Clip Art**.

9. Click on the **Clips Online** tab.

10. If you are asked if you have access online, click on **OK**. You may not receive this prompt every time.

11. You will connect to the *Microsoft Design Gallery Live* web page. Once on this page, use the **Search** fields (on the left hand side of your screen) to find what you are looking for. You can type in a word in the search field, then click on the **Go** button to perform your search. As you become comfortable using the search function, you can filter your search by category.

12. Once you have performed your search, images should appear that match your search. To download and use in your document, you can **click on the download graphic** (a red arrow over a gray bar).

13. Your graphic will then appear in the Insert Clip Art menu. To finish inserting the Clip Art, **click once on the clip art**, and the Insert Clip Art menu will appear. Click on this menu to insert.

14. Your selected Clip Art should appear in your document. You may click on the Clip Art to resize it, and/or use the **Format > Picture** menu to make other changes.

Language Arts

Curriculum Area(s)	English Language Arts Information Skills
Subject Area(s)	English I Information Skills Grade 9 9-12 Computer Technology Skills
Week's Theme	**Week Four: A Death in the Family** These stories focus on characters dealing with the death of a family member.
Lesson Title	Writing about Theme: "The Scarlet Ibis"
Suggested Grade Level	English I, 9th Grade
Time	90 minutes (possible in one class session with block schedule)
Equipment Needed and Availability	✓ Teaching computer, and projector to project the information on the instructor computer ✓ SCHEDULE the computer lab, so that EACH STUDENT has access to a computer for the writing part of class ✓ Prior to taking class into the computer lab, ensure that the Microsoft Word software is working and that students can connect to the Microsoft Design Gallery Live (http://dgl.microsoft.com/) ✓ Guide for using the Microsoft Design Gallery Live – A handout used for an assignment for "Walter Mitty," refer back to this handout ✓ Ensure that the printer in the computer lab is working ✓ Pre-made Microsoft Word document at teacher's station with headings for the Literary Analysis in class (see instructions area) ✓ <u>Microsoft Office Handbook</u> that has information on using Word is available as a reference in the lab as needed ✓ *Literary Analysis* handout (at end of lesson plan) ✓ Grading Rubric (at end of the lesson plan) ✓ Disk for each student for computer lab
Prerequisite Skills in Subject Area One [Language Arts,	Students are in the fourth week of the unit on Short Stories. They have completed reading all previous week's stories, and this week's stories, "*Before the End of Summer*" and "*The Scarlet Ibis*." Each week's lesson has built on an understanding of what the genre of short story is, and students

English I)	have examined setting and characterization, point of view, plot and they have a beginning understanding of theme, as it has been mentioned for the earlier stories. They have discussed "*Before the End of Summer*" in complete detail, and the "*The Scarlet Ibis*" in terms of characters, setting, point of view and plot, which are the short story elements they have been building on over this unit, and with these stories, they have begun to discuss theme, which they have done for "*Before the End of Summer*," and will do in class today for "*The Scarlet Ibis*."
Prerequisite Skills in Subject Area Two [Information Skills Grade 9]	As ninth graders, students will be building on earlier skills in using and organizing information. They have organized information previously, for example, in week three of the short story unit, they organized information for a web page.
Prerequisite Skills in Technology:	Students have already spent time using the computer for earlier assignments that have addressed the following skills: - Typing, editing and formatting text in Microsoft Word - Inserting Clip Art into Word documents using the Microsoft Design Gallery Live (assignment from "*The Secret Life of Walter Mitty*."
Learning Objectives in Subject Area (s) [Language Arts and Information Skills Grade 9]	**NCDPI objectives** Language Arts, English I 5.01 Read and <u>analyze</u> various literary works by explaining and interpreting archetypal characters, <u>themes</u>, and settings. Information Skills Grade 9 4.07 <u>Organize and use information</u>.
Learning Objectives in Technology:	**NCDPI objectives** Computer/Technology Skills Curriculum, Grades 9-12 3.1 Use <u>word processing</u> and/or desktop publishing for a variety of <u>writing assignments</u>/projects.
Instructions:	In this lesson, students will be challenged to find themes in the short stories that have been read from this unit. The short story "*The Scarlet Ibis*" will be examined for theme(s) as an example, then, students will choose a story from this unit to write a paper about theme. <u>Beginning of class, approximately 20/30 minutes:</u> Review "*The Scarlet Ibis*," answering the following questions: 1. Recall the two main characters (brother & Doodle). 2. Is the narrator (Brother) in any way responsible for Doodle's death? Why or why not?

3. In what ways does Brother love Doodle? In what ways is he cruel?

Then, review the meaning of "theme."
Theme: central message or insight into life revealed through the literary work. It is NOT a condensed summary of the plot; instead, it is a generalization about human beings or the human condition.

Class should face the area of the room with the instructor's projected machine.

While projecting the computer's information to a screen all students can see, open a pre-made Microsoft Word document that has the following headings:

Generate a list of topics for The Scarlet Ibis
[Examples: Pride, rites of passage, sibling rivalry]

What did the author believe about these topics?
[Example: pride can be good and bad]

What evidence does the author give to support this theme?
[Example: The narrator's pride means that he helps his brother do things he couldn't do before [good – he taught him to walk]. But that same pride meant he overtaxed Doodle, and may have contributed to his death [bad].

Formulate a thesis statement
[Example: Pride is both a wonderful and terrible thing, as shown by the actions of Brother towards Doodle in "*The Scarlet Ibis*."]

Give the students the *Literary Analysis* handout and the grading rubric (see end of lesson). Review the assignment with them [stated on the handout] and take them to the computing lab.

Remainder of class, approximately 60/70 minutes:
In the computer lab, have students open a new copy of Microsoft Word, and hand them each a disk. Explain that they should save their work to the disk so that they can easily edit and rewrite later drafts. They should save their work as "**theirname_ssanalysis.doc**".

Work with students to brainstorm ideas, using Word and following the Literary Analysis Paper Guidelines. They may write their analysis on any story read so far for the short story unit.

They should spend the time in the lab working on their papers. When they finish, they should save a copy to their disk, and print out a copy, and turn in both the disk and the paper copy. If they do not finish, they will be able to use the computer lab again to finish their papers over the next class period, or take them home and finish them. If they do finish early, they can begin

	reading the next story in the series, "Uncle Marcos." Next class session (s): The students will read the short story "Uncle Marcos" [individually] and answer some questions about this story that help bring together everything they have learned about the genre of the short story. The computer lab will also be scheduled so they can finish their papers as needed, in case they cannot work on them at home. If they choose to work on their papers in class, then reading the story and completing questions for the story will be homework.
Evaluation of Subject Area One [Language Arts, English I]	The instructor will note the verbal responses made by the class in the initial discussion to check for understanding of theme. The rubric also serves to grade the students' work (can they explain and interpret the theme, thus meeting the objective).
Evaluation of Subject Area Two [Information Skills Grade 9]	The instructor will grade, through the rubric, the students' abilities to organize and use information from their literary analysis.
Evaluation of Technology Integration:	Are the students able to use Microsoft Word to type their paper? Can they follow the conventions/expectations outlined in the handout?
Credits	Some questions came from the Annotated Teacher's Edition Prentice Hall Literature Gold, published by Prentice Hall, 1996, Upper Saddle River, New Jersey. Thanks to Judy Darling, for her ideas for a literary analysis paper.

Literary Analysis Paper – Determining the Author's Theme

Rationale:
Literature allows us to vicariously experience a variety of human dilemmas. Through reading we discover the consequences of choice and the rewards of wise behavior. But skillful authors rarely present their insights about the human condition in an explicit manner. Rather, we are to enjoy the writer's craft as we search for clues as to what the author believes about life.

Assignment: You are to write an essay in which you state the author's theme and prove that theme with evidence from the text. Your thesis should express the theme and explain how the author conveys that theme. Keep in mind; your task is to analyze not just what the author believes but how he makes that belief clear to the reader. The author may have used characterization, setting, plot sequence, a system of symbols, point of view or narrator, imagery, or a combination to make his beliefs somewhat clear to the reader.

Procedure: As was done in class, generate a list of topics from the literature [you may do all of the brainstorming activities on your computer!!!]:

From this list, choose two or three that are more predominant in the story. Determine what the author believed regarding these issues or topics. Experiment with several themes for each topic. As you compose the theme, decide if there is enough evidence in the literature to support it.

Now, choose the best theme and determine how the author makes that theme clear either throughout the work, or in one chosen or pre-assigned passage. List the supporting proofs.

Finally, formulate a thesis statement that states the author's theme and the methods he used to convey that theme to the reader. This is your statement that you believe to be true and that you intend to support in your paper. Write your thesis here:

Your paper should be a minimum 2 – 3 pages typed and double-spaced in 12 point Times New Roman font. One-inch margins on sides, top, and bottom. Page numbers centered at the bottom, including first page. Cover sheet with title centered and name, date, class. [Bracket in your thesis statement like this.] Insert at least one clip art graphic to bring visual appeal to your paper!
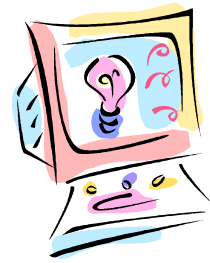
Rubric for Literary Analysis of Author's Theme

Possible score: 100 points

Your Analysis

_____ (15) Thesis is sound, complex and requires proof. It states the author's theme and your evidence of how he conveys that theme.

_____ (15) Arguments are clearly stated at the beginning of each paragraph or section of the paper. Statements are logical and sound. The relationship between thesis and argument is obvious.

_____ (20) Proofs are thorough and convincing. Cause and effect statements are rational, examples are relevant, and definitions are concise and pertinent. Comparisons and contrasts are clearly stated. The relationship between proof and argument is obvious.

_____ (10) Introduction is lively and catches the reader's attention.

_____ (10) Conclusion is concise and new, and closes with a strong statement that leaves the reader with a strong, lasting impression.

Mechanics and style (1 point each)

_____ You include at least one clip art graphic
_____ Spelling is flawless
_____ Literary present tense is used throughout. Verbs are used correctly and the tense does not shift.
_____ Subject and verb agree in number.
_____ Pronouns are used correctly and antecedents agree.
_____ Sentence structure is strong; no awkward phrasing.
_____ Prepositions are used accurately and modifiers are accurate and well-placed.
_____ Punctuation is correct.
_____ Diction is appropriate. The right word is used and colloquialisms are avoided. A formal academic tone is maintained throughout.
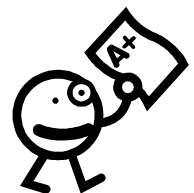_____ Proper documentation is followed.

Following Directions (10 points)

_____ Minimum 2 – 3 pages typed and double-spaced in 12 point Times New Roman font. One-inch margins on sides, top, and bottom. Page numbers centered at the bottom, including first page. Cover sheet with title centered and name, date, class. [Bracket in your thesis statement like this.]

_____ Total Score

Overall Comments:

Language Arts

Curriculum Area(s)	English Language Arts Information Skills
Subject Area(s)	English I Information Skills Grade 9 9-12 Computer Technology Skills
Week's Theme	**Week Five: Love and Family Relationships** These stories explore family relationships in the context of love, appreciation, and sacrifice.
Lesson Title	Short Story Wrap-Up
Suggested Grade Level	English I, Grade 9
Time	90 minutes (possible in one class session with block schedule)
Equipment Needed and Availability	✓ Teaching computer, projector to project the information on the instructor computer ✓ 5 additional computer stations in the classroom ✓ Computers have floppy disk drives ✓ All computers have FileMaker Pro and the downloadable guide for using FileMakerPro [note: it is possible to substitute Microsoft Office 2000 Access and the <u>Microsoft Office Handbook, though some directions would change in the student handout</u>.] ✓ *Short Story Wrap-Up* handout ✓ The instructor should have all short stories already completed for the unit noted so that the students can be given titles and page numbers quickly once they are in their groups. ✓ One disk, with a blank label, is needed for each group. ✓ The instructor should create a database for the student groups to enter data, **<u>using the fields </u>** that are on the *Short Story Wrap-Up* handouts. The database should be available on each machine for the students to add entries to. The database should have **one sample record** for students to review (use "*The Gift of the Magi*". A copy of this database should be available on each machine. This database is referred to as "shortstories.fp5" in the student handout.

Prerequisite Skills in Subject Area One [Language Arts, English I]	Students have completed reading all the stories in their Short Story Unit. While studying the short stories, students have developed an understanding of characterization [protagonist, antagonist], setting, plot [including foreshadowing, exposition, rising action, climax, falling action, resolution, denouement, internal conflict, external conflict], point of view [first-person, third-person limited, third-person omniscient], and theme [stated and implied].
Prerequisite Skills in Subject Area Two [Information Skills, Grade 9]	As ninth graders, students will be building on earlier skills in using and organizing information. They have organized information for papers they have written, for example, the Literary Analysis paper that they did in week four of the Short Story Unit. They'll also be building on the analysis of the stories we have done in the class.
Prerequisite Skills in Technology:	Students have already spent time using the computer for earlier assignments in the school year that have addressed the following skills: - Entering data into a database earlier in the school year with an activity where they have entered their personal information into the database for a "class portfolio."
Learning Objectives in Subject Area (s) [Language Arts and Information Skills]	**NCDPI objectives** Language Arts, English I 5.01 <u>Read and analyze various literary works</u> by recognizing and analyzing the characteristics of literary genres, <u>including fiction</u> (e.g., myths, legends, <u>short stories</u>, novels), non-fiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy). Information Skills Curriculum, Grade 9 4.07 <u>Organize</u> and <u>use</u> information.
Learning Objectives in Technology	**NCDPI objectives** Computer/Technology Skills Curriculum, Grades 9-12 2.1 <u>Practice</u> and <u>refine knowledge</u> and skills in keyboarding/word processing/desktop publishing, spreadsheets, <u>databases</u>, multimedia, and telecommunications in preparing classroom assignments and projects.
Instructions:	In this lesson, students will be challenged to review the short stories they have read for a Short Story Unit, analyzing the short stories to find specific elements that are present in the short story genre, and then organizing these elements into a database for future use in helping review and study the Short Story Unit. The final short story from the Short Story Unit will be reviewed and analyzed in the class, then, students will divide in teams to help construct

a class database of the short stories read and their elements

First part of class, approximately 30/40 minutes:

Read and discuss the short story "*The Gift of the Magi*," which students completed reading in class the day previously, and for homework if they did not finish in class. Discuss with all students in a roundtable [chairs in circle to promote discussion]. Key questions to respond to include the following:
1. Which possessions do Jim and Della value the most?
2. What is Della doing at the beginning of the story?
3. How does Jim react when he sees Della when he arrives home?
4. What gifts do the couple give each other?
5. According to the narrator, who are the magi.
6. Why is the setting important to the story?
7. How are Jim and Della characterized?
8. What are key points in the plot?
9. What is ironic about their gifts for each other? [Introduce and discuss the term irony.]
10. What could be one of the themes of this story?
11. What's the point of view in this story?

Vocabulary
Irony: a contrast between appearance and reality; situational irony: when the actual outcome is the opposite of what is expected [e.g. the ending of "*The Gift of the Magi*"], verbal irony: when a person says one thing and means another [e.g. when Montresor leads Fortunato to his doom in the vaults, and he says, "Come, we will go back ere it is too late. Your cough" in the earlier story read, "*The Cask of Amontillado*"].

Middle of class, approximately 10/15 minutes:
Class should move out of the circle to face the area of the room with the instructor's machine. Instructor should comment that the students have used this short story to review many of the terms and concepts that they have learned as they read through the Short Story Unit, and they have learned a new term, irony, that can be applied to the other stories. They will now have an opportunity to apply and then organize and use this information by doing an activity involving reviewing two of the short stories that they have read as a class as a group, pulling out information that they will then enter into a database for the class to use to review the Short Story Unit prior to the test

While projecting the computer's information to a screen all students can see, explain to each group that they will be given a handout (groups get the same handout, with the teacher giving each group the names of the short stories they will work to analyze). Each group will then review the short stories they have studied, and enter information about these poems into a database template that has already been created, following the directions on the handout. The instructor will then review each group's work and correct as

	needed, then combine the group database records into one database, so that students can have a report of all the short stories they have studied that will help remind them of what the short story is about, who wrote it, and what elements of the short story genre the short story uses. The instructor will hand the report out to the students the next class period. The instructor will demo the adding of data to the database to the class using the short story, "*The Gift of the Magi*" as an example. Divide class into groups of 3 or 4 students, creating 5 groups for the class (keeping in mind you have a total of 6 machines if needed, as one group could use the instructor's machine). Each group should be given the *Short Story Wrap-Up* handout (at end of this document). <u>Remainder of class, approximately 40/50 minutes:</u> Students work in groups to review their assigned short stories and enter the information into their database template, utilizing the computers in the classroom, referring to either the FilemakerPro guide [or, if you substitute Access, the <u>Microsoft Office Handbook</u> that has information on using Access] if these guides are needed. As the students are not creating a new database; but rather, filling in a pre-designed template, as they have before in an earlier activity, it is anticipated that there will be few problems. <u>Next class session (s):</u> The instructor will give each group feedback on their short story analysis/entries in the database via the rubric. The instructor will combine all the group's entries into one database, and produce a report to share with the class. The class can then use this report for studying for the final Short Story Unit test. The next class period will be review and wrap-up of the unit, prior to the unit test. Wrap up activities can include cross word puzzles, character bingo, and other creative games to ensure student motivation for reviewing the material.
Evaluation of Subject Area One [Language Arts, English I]	The instructor will note the verbal responses made by the class in the initial discussion to check for understanding of the key elements of a short story. The instructor will personally reflect on the success of the lesson: did the class seem engaged in the content? Were their responses appropriate? Meaningful? Did they indicate depth of understanding? Did the groups seem engaged in working together to analyze the short stories for entry into a database? The instructor will also assign points on the group's entries in the database.
Evaluation of Subject Area Two [Information Skills, Grade 9]	The instructor will note the how the students are able to organize information in the database. Did they find the right information that will be useful to study later? The instructor will assign points on the group's data entries on their handout based on items in the rubric.

Evaluation of Technology Integration:	Learning to utilize Filemaker Pro, Microsoft Access, or another database appropriately for projects is a necessary skill for students. The instructor will note the students' effectiveness in using this tool. Were there a lot of problems, or did groups find this fairly easy to do? Are they ready to build their own database from scratch as opposed to filling in predefined fields? Note also the last criteria on the rubric.
Credits	Images are from the Microsoft Clip Art Gallery Online (http://dgl.microsoft.com/)

Short Story Wrap-Up

"The question of her decision is one not to be lightly considered, and it is not for me to presume to set up myself as the one person able to answer it. So I leave it with all of you: Which came out of the open door – the lady or the tiger?" - Frank R. Stockton

As part of our review for the short stories we have studied as a class in the short story unit, AND as a challenge to apply the elements of the short story as you have become familiar with them during this unit, as a group, you will do the following:

5. Open the database called "shortstories.fp5" on your computers. You will need to open File Maker Pro and then from the **File > Open** menu, open this database. You'll notice that a sample short story, "The Gift of the Magi," has already been entered into the database. When you are ready to enter your record (you'll create one new record for each of your poems) you can use the **Records > New Record** menu.
6. Your instructor will assign to your group TWO short stories that we have already studied (so this should be a quick review!). Decide on a group name, and tell the instructor what your group name will be. Your group name is: _____.
7. Your short stories (and their locations) are:

Name of Your Short Stories	Page Number in Text

8. For each short story, enter information about that short story into the database, using the database as your guide. The database fields and a description of the fields are below.   To enter the data, you'll need to carefully review the short stories that we have studied, and then apply your knowledge of the terms you have learned during this unit to all the short stories. For example, you learned about the term "irony" today, and you'll have to carefully review previous short stories to see if there are examples of irony.

Name of short story – In this field, type in the exact name of the short story.
Author of short story – In this field, type in the author's name, first and last (ex. Frank Stockton).
General description of the short story – Provide a summary of what the short story is about; for example, you might say that "The Gift of the Magi" is about a young couple, Jim and Della, who are very much in love and very poor. The each sacrifice their greatest treasure (her hair, his watch) to buy each other a Christmas gift. However, their gifts to each other are useless, because he bought her combs for her hair (and now she has none), and she bought him a fob chain for his wath (and he sold it to buy her the combs).
Protagonist(s): Name the stories main characters
Antagonist: Name the stories main villains or elements that serve as the antagonist
Describe the setting: Where and when does the story take place

Foreshadowing used: Give any examples that might be seen as foreshadowing from your story, for example, when Della spends a lot of time combing her hair at the beginning of "The Gift of the Magi," this seems to set the reader's expectations that something might happen to her hair
Exposition: Describe what happens in this part of the story
Rising Action: Describe some of the events that take place in the rising action of the story
Climax: What is the highest point of interest in the story
Falling Action: Describe some of the events in the falling action of the story
Resolution: How is the story resolved? Or is it?
Denouement: Are their any events after the resolution, such as a footnote or epilogue?
Internal Conflict: Give an example of internal conflict in the story
External Conflict: Give an example of external conflict in the story
Point of View: From what point of view is the story told
Theme: What is one of the possible themes for this story? What insight into life does the author give us?
Irony: Find an example of irony in your story

NOTE: It is possible that your short story may not have EVERY one of these elements. If in doubt, please ask the instructor if your group can't figure this out, as this activity will be graded!

9. When you are finished, please save your database to the disk the instructor has given to you.
    e. File > Save a Copy As
    f. For your file name, please use your group name.
    g. Write your group name, and the names of each person in your group, on the disk label.
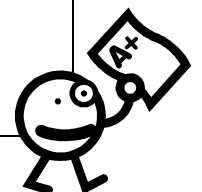   h. Turn the disk into your instructor.

Evaluation Rubric for *Short Story Wrap-Up* activities

"The question of her decision is one not to be lightly considered, and it is not for me to presume to set up myself as the one person able to answer it. So I leave it with all of you: Which came out of the open door – the lady or the tiger?" - *Frank R. Stockton*

Group Members: _____

_____

_____

_____

100 possible points	Total Possible	Your Score
You've correctly identified both the title and author of your short stories.	10	
You've provided a good general description/summary of the short story that would help someone who has never read it understand what it is about.	10	
You've correctly identified one example of each short story element that you were asked to find for each short story, and not left any examples out UNLESS the short story clearly did not use that particular element: ✓ Protagonist ✓ Antagonist ✓ Setting ✓ Elements of plot [foreshadowing, exposition, rising action, climax, falling action, resolution, denouement, irony] ✓ Conflict ✓ Point of view ✓ Theme	70	
Your group correctly entered the data into the database fields, and followed the directions in saving and submitting the assignment to the instructor.	10	
Comments:	**Total Score:**	

Short Story Unit Credits:

<u>Annotated Teacher's Edition Prentice Hall Literature Gold</u>, published by Prentice Hall, 1996, Upper Saddle River, New Jersey.

Images are from the Microsoft Clip Art Gallery Online (http://dgl.microsoft.com/).

Judy Darling, a dear friend and outstanding teacher at Garner Senior High School, who loaned me teacher's editions of books and materials that helped me complete this unit plan.

<u>Teacher's Wraparound Edition Glencoe Literature, The Reader's Choice, Course 4</u>, published by Glencoe McGraw-Hill, New York: 2000.