

Group 2 was Darby Hollingsworth, Nicholas Dougherty, Mary Tims

Anchor Text	Unit Focus
<p>Author: <i>Kate Chopin</i></p> <p>Short Stories: “At the ‘Cadian Ball” “The Storm” “Desiree’s Baby” “The Story of an Hour” “A Pair of Silk Stockings”</p>	<p>Students examine Kate Chopin’s place in literary history, how she portrayed women’s roles in the 1890s, and analyze how Chopin uses Louisiana’s culture and setting in her literary works of fiction.</p> <p>Text Use: Analysis of author’s language, development of complex ideas in relationship to a southern, feminist viewpoint and external and internal conflicts and themes via envelope annotation and discussion threads.</p> <p>Guiding Questions: What classifies a literary work as Feminist Literature? How does culture and setting play an important role in a short story, especially in the local color and regional literature of Louisiana?</p> <p>Unit Standards:</p> <ol style="list-style-type: none">1. Research short projects to answer questions2. Use technology to create a group project3. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).4. Read & understand complex literature5. Cite textual evidence to support analysis of text6. Find and explain central ideas & summarize text7. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<p>Resource Attribution</p>	<p><u>K-12 Student Standards for English Language Arts</u></p>
<h1>Unit Overview</h1>	

Summative Assessment	A culminating writing task/activity: Option 1: Narrative Option 2: Louisiana folklore Option 3: Central Idea/summary with graphic organizer Option 4: Mini Research report with Powerpoint
Daily Tasks	Lesson 1: Background/Anticipation Activity Lesson 2: Envelope & Reading Assignment <i>“At the ‘Cadian Ball”</i> Lesson 3: Envelope & Reading Assignment <i>“The Storm”</i> Lesson 4: Envelope & Reading Assignment <i>“Desiree’s Baby”</i> Lesson 5: Envelope & Reading Assignment <i>“The Story of an Hour”</i> <i>AND “A Pair of Silk Stockings”</i> Lesson 6: Culminating Activity

Information	Activities
<p>Lesson 1 Standards & Objectives:</p> <ol style="list-style-type: none"> 1. Research short projects to answer questions 2. Use technology to create a group project <p>Texts/Links/Docs Needed: None</p> <p>Timeframe: 3-4 days</p> <p>Assessment Task: Formal: PPT Slides must meet this criteria:</p> <ul style="list-style-type: none"> ● Title slide with topic and group members ● 1 slide with pictures ● 1 slide with bulleted notes ● 1 slide to list resources used ● All members present some aspect 	<ol style="list-style-type: none"> 1. Students will get into groups and research and report on the following topics in a group powerpoint presentation: <ol style="list-style-type: none"> a. Kate Chopin biography b. Feminist Literature c. Culture/History of Louisiana late 1800s d. Women's roles in Louisiana late 1800s e. Race/Social issues in Louisiana late 1800s f. Slavery in south Louisiana 1800s g. Acadians and Creoles in Louisiana after Louisiana Purchase in 1803 h. As students present, the audience takes notes. <p>ELA Standards 11-12 RL: 5; RI: 1,7; W: 1,2,4,5,6,8,9; SL: 3,4,5,6; L: 1,2,3,4,5,6</p> <p>Handout Link: Kate Chopin Research and Powerpoint</p>

Informal: Notes from slides

Lesson 2 Standards & Objectives:

1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
2. Read & understand complex literature
3. Cite textual evidence to support analysis of text
4. Find and explain central ideas & summarize text

Texts/Links/Docs Needed:

Envelopes with topics
Novels

Timeframe: 5-6 days

Day 1: Introduce & Begin & Read

Day 2-6: Discuss completed reading assignments

Assessment Task: Informal Observation

DAY ONE

1. Introduce Envelope Activity
2. Students select envelope
3. Students read "At the 'Cadian Ball'" and do the selected envelope activity.

DAY TWO

4. Students come to class having read and completed the envelope activity for assigned "At the 'Cadian Ball'"
5. Students meet in groups to discuss findings from "At the 'Cadian Ball'"
6. Students get new envelope for next reading assignment "The Storm"
7. Students read and are prepared for class discussion the following day for "The Storm"

DAY THREE

8. Students come to class having read and completed the envelope activity for assigned "The Storm"
9. Students discuss envelope findings in a whole class setting for "At the 'Cadian Ball'" and "The Storm"
10. Students get new envelope for next reading assignment "Desiree's Baby"
11. Students read and are prepared for class discussion the following day for "Desiree's Baby"

DAY FOUR

12. Students come to class having read and completed the envelope activity for assigned "Desiree's Baby"
13. Students discuss envelope findings in a whole class setting for "Desiree's Baby"
14. Students get new envelope for next reading assignment "The Story of an Hour" and "A Pair of Silk Stockings"

15. Students read and are prepared for class discussion the following day for “The Story of an Hour” and “A Pair of Silk Stockings”

DAY FIVE

16. Students come to class having read and completed the envelope activity for assigned “The Story of an Hour” and “A Pair of Silk Stockings”

17. Students discuss envelope findings in a whole class setting for “The Story of an Hour” and “A Pair of Silk Stockings”

DAY SIX

18. Flow over day for Envelope Activities as needed or Culminating Activities

Envelope Activity Instructions

1	The teacher gets envelopes and writes topics on envelopes. Put a blank piece of paper in the envelope. The teacher can make a template if needed.
2	Students pick an envelope for the reading assignments. Students cannot choose the same topic twice. Students can choose more than one envelope.
3	On the paper in the envelope, the students write the following information: a. Notes about topic b. Quotes (evidence) for topic c. How Louisiana culture and/or setting effected topic
4	Students meet the day after reading assignment and discuss their envelopes in whole group discussion.
5	After discussion, students get a new envelope to use for the next reading assignment.
6	This continues until all reading assignments are complete.
7	Students use envelope data to create culminating assignment.

Envelope Activity Topics

<p>Topic 1</p>	<p>Find at least 10 words that you find challenging or that you may think others may find challenging. Write the word, the quote, the page number, and what the word means in relationship to what is being said. What is the context? Make a quiz on a quizlet with 10 words. Use the quotes with the words in it, along with the definition. Leave the words out. Let's see how many can pass your quiz. 11-12 RL 4; SL 1,4; L 1,2, 4,6; SL 1,4 6</p>
<p>Topic 2</p>	<p>As you read, identify Louisiana cultural elements in the story. Write the quote, the page number, and explanation as to how it is a Louisiana cultural element. 11-12 RL 1,3,5; L 1,2,6,9; SL 1,4,6</p>
<p>Topic 3</p>	<p>Read/review details from "Desiree's Baby." Using a 4 square graphic organizer with a partner, add 3 summary details and the centralized idea of the story. Partners will present organizers; teacher will assess understanding of the centralized idea. 11-12 RL 1,2,7; L1,2,6,9; SL1,2,4,6</p>
<p>Topic 4</p>	<p>Create a storyboard at www.storyboardthat.com to visually recreate a summary of any one of the assigned short stories. 11-12 RL 1,2,7,10; SL 2,5; L 1,2; W3,4,6</p>
<p>Topic 5</p>	<p>Identify historical, ethnic, and mythological aspects of Louisiana that make the state an appropriate setting for a modern short story. 11-12 RI 1,7; L 1,2,6; SL 1,4,6</p>
<p>Topic 6</p>	<p>After reading "Desiree's Baby," write a letter addressed to Armand from his mother telling him the truth. 11-12 RL 1,3; L1,2,6,9; SL 1,4,6</p>
<p>Topic 7</p>	<p>The fundamental basis of all learning is asking questions. Develop 5 interview questions: introductory, yes/no, personal, probe, open-ended. Choose 3 of the characters to interview and write down their responses. 11-12 RL 1,3; W 3,4,5,6,10; L 1,2,3,6; SL 1,4,6</p>
<p>Topic 8</p>	<p>Compare and contrast Calixta and Clarisse and/or Alcee and Bobinot from the story, "At the 'Cadian Ball." 11-12 RL 1,3; L 1,2,3,6,9; SL 1,4,6;</p>
<p>Topic 9</p>	<p>Write a straight news article, a feature article, or an editorial on any aspect of any one of the short stories or Louisiana history. Article should be approx. 100-150 words. 11-12 RI 1; W 2,4,5,6,10; L 1,2,3,5,6,9; SL1,4,6</p>
<p>Topic 10</p>	<p>Make a list of every allusion, simile, and metaphor you can find in a short story. Then, explain the comparison. 11-12 RL 4; L 1,2,3,4,9; SL 1,4,6</p>

Topic 11	<p>A diary entry helps the reader connect with a character. Create a diary entry for a character from <i>one of the short stories</i>. Entry should be in first person from a character's point of view, include a summary (retold by the character) of what happened in a particular story, contain a personal statement (ex. inner thoughts, hopes, plans, emotions), and be at least 300 words.</p> <p>11-12 RL 1,3; W 3,4,5,6,10; L 1,2,3,5,9; SL 1,4,6</p>
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Culminating Activity Options:

Option 1	<p>Write a short story in the same style and genre as one of the short stories. Use Louisiana culture or historical elements. Also, get the envelope of vocabulary words used. Use at LEAST 10 of them in your narrative. Make sure that your story has dialogue, a beginning, a middle, and an end. You may either write a completely new story, write a pre-story for one of the short stories, or write a post-story for one of the short stories.</p> <p>11-12 W 3,4,5,6,9,10; L 1,2,6</p>
Option 2	<p>Create a "Missing Persons" bulletin for Desiree. Include her full name, physical description, age, last seen location, photograph, and explanation of why she is wanted. Also, include the Louisiana agency looking for her and their contact information.</p> <p>11-12 RL 1,3; W 1,3,4,5,6,10</p>
Option 3	<p>Write a script for a local, female Louisiana legend that has been passed down through the years and features a "heroine." Create a short video for the story paying special attention to the Louisiana setting.</p> <p>11-12 W 3,4,5,6,10 ; S 4,5,6</p>
Option 4	<p>Write a poem about one of the short stories' plot, a main character from one of the short stories, or Kate Chopin. Incorporate at least one aspect of Louisiana culture or historical element. Also, get the envelope of vocabulary words, and use at LEAST 3 of them in your poem.</p> <p>11-12 W 3,4,5,6,9,10; L 1,2,6</p>