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|  **Anchor** **Text**  |  **Unit Focus** |
| **Novel:** ***The Lalaurie Horror*** | **Students** examine the aspects of a horror/gothic literary work of fiction.**Text Use:** Analysis of author’s language, development of complex ideas in relationship to horror and external and internal conflicts and themes via envelope annotation and discussion threads. **Guiding Questions:** What classifies a literary work as horror or gothic fiction? What are the characteristics of an epic poem? **Unit Standards:** 1. Research short projects to answer questions
2. Use technology to create a group project
3. 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 literature
5. Cite textual evidence to support analysis of text
6. Find and explain central ideas & summarize text
7. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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| **Resource Attribution** | [**http://www.barren.k12.ky.us/olc/1537/folder/15913/15912**](http://www.barren.k12.ky.us/olc/1537/folder/15913/15912) |
|  **Unit Overview** |
| **Summative Assessment** | **A culminating writing task/activity:** **Option 1:** Narrative**Option 2:** Wanted Bulletin**Option 3:** Louisiana folklore**Option 4:**  |
| **Daily Tasks** | **Lesson 1:** Background/Anticipation Activity**Lesson 2:** Envelope & Reading Assignments Cantos 1-11Envelope & Reading Assignments Cantos 12-22 Envelope & Reading Assignments Cantos 23-33**Lesson 3:** Culminating Activity |

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| **Information** | **Activities** |
| **Lesson 1 Standards & Objectives:** 1. Research short projects to answer questions
2. Use technology to create a group project

**Texts/Links/Docs Needed:**  None **Timeframe:** 2-3 days **Assessment Task:** Formal: PPT Slides must meet this criteria:* 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

Informal: Notes from slides  | 1. Students will get into groups and research and report on the following topics in a group powerpoint presentation:
	1. Gothic elements in literature
	2. New Orleans French Quarter 1850s
	3. Slavery in New Orleans 1850s
	4. Crime & punishment of 1850s New Orleans
	5. History of 1140 Royal Street, dating back to 1850s
	6. Madame Lalaurie of New Orleans
	7. Jennifer Reeser/novel form--cantos & terza rima/inspiration for novel/reason for writing it:  *The Lalaurie Horror*
2. As students present, the audience takes notes.

 ELA Standards 11-12RL: 5RI: 1,7W: 1,2,4,5,6,8,9SL: 3,4,5,6L: 1,2,3,4,5,6Handout Link:https://docs.google.com/document/d/1POOA5xspfgz0HZO\_TpcQuS0qBqReso7tH43Mkh5DFBI/edit?usp=sharin |
| **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 topicsNovels**Timeframe:** 4 daysDay 1: Introduce & Begin & ReadDay 2-4: Discuss completed reading assignments **Assessment Task:** Informal Observation | **DAY ONE**1. Introduce Envelope Activity
2. Students select envelope
3. Students read Cantos 1-11 and do the selected envelope activity.

**DAY TWO**1. Students meet in groups to discuss findings from Cantos 1-11
2. Students get new envelope for next reading assignment (Cantos 12-22)
3. Students read and are prepared for class discussion the following day for Cantos 12-22

**DAY THREE**1. Students come to class having read and completed the envelope activity for assigned Cantos 12-22
2. Students discuss envelope findings in a whole class setting for Cantos 12-22
3. Students get new envelope for next reading assignment (Cantos 23-33)
4. Students read and are prepared for class discussion the following day for Cantos 23-33

**DAY FOUR**1. Students come to class having read and completed the envelope activity for assigned Cantos 23-33
2. Students discuss envelope findings in a whole class setting for Cantos 23-33
3. Discuss novel as a whole
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| **Lesson 3 Standards & Objectives:** **Option 1:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**Option 2:** Research short projects to answer questions and use technology. **Option 3:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**Option 4:** **Texts/Links/Docs Needed:**  Envelopes with topicsNovels**Timeframe:** Several days**Assessment Task:** See options. | 1. Discuss Culminating Activity
2. Work on Culminating Activity
3. Present Culminating Activity

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| **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:* 1. Notes about topic
	2. Quotes (evidence) for topic
	3. Page numbers of topics
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| **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** |
| **Topic 1** | 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 quizlet with the 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 |
| **Topic 2** | As you read, identify Gothic elements in the story. Write the quote, the page number, and explanation as to how it is a Gothic element. 11-12 RL 1,3,5; L 1,2,6,9; SL 1,4,6 |
| **Topic 3** | In Dante’s *Inferno*, the narrator (Dante himself) is accompanied on his journey by a guide. Does the narrator in *The LaLaurie Horror* have a guide? Note any who act as a guide, and any evidence (quote/page number) as to their purpose in doing so.11-12 RL 1,3,5; L1,2,6,9; SL1,4,6 |
| **Topic 4** | Greek epics often relied on muses for inspiration. Given *The LaLaurie Horror* is an epic-style poem, are there any muses present? Note any textual evidence used in your determination.11-12 RL 1,3,5; L 1,2,6,9; SL 1,4,6 |
| **Topic 5** | Identify historical, ethnic, and mythological aspects of New Orleans that make the city an appropriate setting for a modern epic.11-12 RI 1,7; L 1,2,6; SL 1,4,6  |
| **Topic 6** | Is the unnamed narrator simply a tourist, as stated in the text? Or could she be on a pilgrimage? Is she merely reconciling New Orleans’ history, or her own?11-12 RL 1,3; L1,2,6,9; SL 1,4,6 |
| **Topic 7** | 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/ghosts to interview and write down their haunting responses. 11-12 RL 1,3; W 3,4,5,6,10; L 1,2,3,6; SL 1,4,6 |
| **Topic 8** | How effective are the modifiers *black* and *white*? Connotations of adj. can influence an intended meaning of a noun. (ex. black = blackmail, black magic, evil and white = white flag, purity, good) List any modifiers related to SIGHT (chalky, foggy, haze, spark, etc.) and summarize the overall impact of the words and/or phrases that contribute to your understanding of the story. 11-12 RL 4; L 1,2,3,6,9; SL 1,4,6; |
| **Topic 9** | Write a straight news article, a feature article, or an editorial on any aspect of *The Lalaurie Horror* or New Orleans’ 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 |
| **Topic 10** | Make a list of every allusion, simile, and metaphor you can find in the story. Then, explain the comparison. 11-12 RL 4; L 1,2,3,4,9; SL 1,4,6 |
| **Topic 11** | A diary entry helps the reader connect with a character. Create a diary entry for a character from *The Lalaurie Horror*. 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 canto, contain a personal statement (ex. inner thoughts, hopes, plans, emotions), and be at least 300 words.11-12 RL 1,3; W 3,4,5,6,10; L 1,2,3,5,9; SL 1,4,6 |
| **Culminating Activity Options:**   |
| **Option 1** | Write a story in the same style and genre as the novel. Use Cantos, terza rima, and Gothic 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 this one, or write a post story for this one. 11-12 W 3,4,5,6,9,10; L 1,2,6 |
| **Option 2** | Create a “Wanted Bulletin” for the capture of Madame Lalaurie. Include her full name, physical description, age, last seen location, photograph, and explanation of why she is wanted. Also, include the agency looking for her and their contact information. 11-12 RL 1,3; W 1,3,4,5,6,10 |
| **Option 3** | Write a script for a local, Louisiana legend that has been passed down through the years and features a “hero.” Create a short video for the story paying special attention to the Louisiana setting. 11-12 W 3,4,5,6,10 ; S 4,5,6 |
| **Option 4** |  |

Team Members

Spring 2019

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