

Day 4 (3/8): "Desiree's Baby"



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VITAL INFORMATION

Subject(s): Language Arts (English)

Grade/Level: 11

Time Frame: 80 Minutes

Learning Context: Students will be looking at another short story that demonstrates different characteristics of the genre from the stories that we have read.

Objectives and Understandings: LT: Students will be able to identify alternative means of deciphering vocabulary words through the use of word webs, context clues, roots, and prefixes.

LT: Students will be able to use the historical context of texts not only to understand the plot, but also to decipher the deeper meaning being conveyed by the author.

LT: Students will be able to identify the elements/techniques of a short story such as character, setting, plot as well as the five elements of a plot: exposition, rising action, climax, falling action, and resolution (aka denouement), conflict, theme, satire, irony, dialect, imagery, Chekhov's gun, allusion, defamiliarization, epiphany, foreshadowing, frame story, juxtaposition, including (The Lottery), hyperbole, paradox, poetic justice, sensory detail, stream of conscious, symbolism, tone, mood, unreliable narrator, and allegory so that they will be able to write their own short story at the end of the unit.

LT: Students will be able to analyze scholarly articles and determine the literary merit from the articles as well as formulate their own opinion about the text using the scholarly article as a foundation.

ST: Students will be able to use prefixes and roots to help them determine what a word may mean.

ST: Students will be able to look at a scholarly article on (historical context) how blacks were viewed in the 1860's and then relate that back to the text.

ST: Students will be able to identify foreshadowing, epiphany, imagery, tone, and mood within the story.

Essential Questions: What does the historical context have to do with this story?

How does foreshadowing help us to figure out what the story is talking about?

What are some other methods of looking up vocabulary words?

Rationale: **Administrators:** Students will be able to recognize the importance of scholarly articles and relate them back to the text, a NYS requirement.

Students: You will be able to have a clear meaning of a text by looking at the time period that it was based.

Critical Pedagogues: Students will become more proficient at reading stories from past centuries by placing them in a historical context; this will allow students to read

more difficult texts and gain a deeper understanding of the message being conveyed.

Background Knowledge and Skills: Students must be able to look at events from a different time period and understand why things were the way that they were based on historical context.

Standards:

NY- New York State Standards

- **Subject:** English Language Arts (1996)

- **Learning Standard 1 :** Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

- **Level :** Commencement

- **Key Idea :** Listening and Reading

- **Performance Indicator :** Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.

- **Performance Indicator :** Synthesize information from diverse sources and identify complexities and discrepancies in the information.

- **Performance Indicator :** Make distinctions about the relative value and significance of specific data, facts, and ideas,

- **Performance Indicator :** Make perceptive and well developed connections to prior knowledge.

- **Learning Standard 2 :** Language for Literary Response and Expression

Students will read, write, listen, and speak for literary response and expression.

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

- **Level :** Commencement

- **Key Idea :** Listening and Reading

- **Performance Indicator :** Read and view independently and fluently across many genres of literature from many cultures and historical periods

- **Performance Indicator :** Identify the distinguishing features of different literary genres, periods and traditions and use those features to interpret the work

- **Performance Indicator :** Recognize and understand the significance of a wide range of literary elements and techniques, (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream-of-consciousness) and use those elements to interpret the work

- **Performance Indicator :** Understand how multiple levels of meaning are conveyed in a text

- **Performance Indicator :** Evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition

Summary:

Students will read the scholarly article on the treatment of blacks during the 1800's, and we will discuss how this affects the story. We will also do a close reading to look for foreshadowing within the text.

Procedure (Including Motivation and Closure):

- We will review the vocabulary from the past few days.
- We will go over "Desiree's Baby"
- We will look at a bio of the author
- We will start with a true/false quiz on the treatment of blacks during this time period.

- We will look at the historical time period and how blacks and whites were treated. We will look at a scholarly article that discusses the treatment of blacks and whites at this time period.
- We will look at how people viewed black during this time period and decide if it was right or wrong. Why did people from this era believe this?
- We will talk about context clues, foreshadowing, and historical context when reading stories.
- We will look at foreshadowing in the text and how it allows us an understanding of what is happening in the plot.
- I will have the students go back through the story and find moments of foreshadowing and context clues that lead us to the conclusion of the story.
- We will look at how this story follows the elements of plot and go through their homework from the night before.
- We will begin working on the vocabulary for "The Lottery" – we will look at prefixes and how they can help us with some of the vocabulary words; the rest of the words we will try to use context clues. For words that the students can't get, they will have to look them up in the dictionary (in groups). They must write the definitions down on index cards.

Extension: The students will read "The Lottery," do the active reading, and fill out chart for literary elements/techniques.

Sample Student Products:

Differentiated Instruction: I will be helping the students as we go along.

Assessment/Rubrics: I will check the students' homework tomorrow.

Reflections on Teaching:

Materials, Resources, and/or Handouts:

- Scholarly article on "Nineteenth Century Racism: The Anthropologist Who First Defined the Negro's Place in Nature."
- Short article on the rights of people in Virginia in 1924.