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Grade Levels: CP & Gen Eng III (grade11)
Unit: Kate Chopin’s short stories (gender roles)

Department: English
Dates: 9/11-9/20

Essential Question: What impact does women’s thoughts, values, and oppression 100 years ago have on present gender roles?

Dates	9/11-9/12	9/13-9/20
Essential Questions	* How important is language in conveying an author’s theme?	* In a patriarchal society, are women alienated from their own individuality? * Can marriage and motherhood be sources of oppression? * Have we achieved the dream of equality in contemporary American society?
Content Cohort Inclusion	* Commonly used literary devices and their impact on theme.	* Kate Chopin’s unconventional life and her short stories “The Story of an Hour,” “The Storm,” and “Desiree’s Baby” with respect to the language and theme.
Skills HSPA Writing Rubric	* Identify literary devices, and create examples.	* Defend, challenge, or qualify the author’s feelings on the major issues and/or the motives of the characters with regard to the essential questions. * Identify key characters and literary devices. * Create diary entries that present the story from a different point of view. * Create an extended or alternate ending.
Procedure	* Differentiated instruction literary device scavenger hunt. * After identifying lit devices, create samples with a partner. * Read excerpt from <i>The</i>	* Complete survey on what women want. Read/examine quotes said by men about women throughout history, and discuss the impact these may have on stereotyping.

	<p><i>Rural Life</i>, and identify the lit devices in the excerpt.</p> <ul style="list-style-type: none"> * Discuss the story's theme and how the lit devices help to convey it. 	<ul style="list-style-type: none"> * Notes on Chopin's life, work, impact, and controversy. * Read "The Story of an Hour." * In small groups, pick out all literary devices in the story, identify a major theme, and explain how Chopin's resources of language help convey the theme. * Round-table discussion on the main character's feelings on marriage, the story's level of predictability, how society in 1900 would find the sentiments shocking, the difference that would be created if it were told in the first person, and the ending's irony. * Read "The Storm." * Discuss the importance of foreshadowing and the state of Alcee and Clarisse's marriage. * Analyze the extended metaphor of the storm and how it impacts the theme. * Write a diary entry from Calixta or Alcee's p.o.v. which gives their take on the situation and projects its potential impact. * Activity on race issues. * Read "Desiree's Baby." * Discuss lit devices, character motives, and theme. * Create an extended ending tying up the loose ends regarding what happens to Armand (must employ lit devices). Present finished
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Assessment	<ul style="list-style-type: none"> * Creation of lit device examples. * Short thematic writing assignment to accompany <i>The Rural Life</i>. 	<ul style="list-style-type: none"> * Write diary entry. * Create extended ending. * Presentation * Use your answers to any or all of the essential questions to defend, challenge, or qualify Chopin's theme's.
<u>NJCCCS OR Curriculum Standards</u>		
Modification Notes	<ul style="list-style-type: none"> * Provide examples of lit devices to students * Monitor students while reading <i>The Rural Life</i>. * Assist students in identifying and labeling lit devices. 	<ul style="list-style-type: none"> * Monitor students during stories. * Provide paper to assist students with following along/reading. * Offer examples of 1st and 3rd person.