Common Core Standards/Objectives:

- **CCSS.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **CCSS.ELA-Literacy.RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- **CCSS.ELA-Literacy.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- **CCSS.ELA-Literacy.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - **CCSS.ELA-Literacy.W.9-10.3a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - **CCSS.ELA-Literacy.W.9-10.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - **CCSS.ELA-Literacy.W.9-10.3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - **CCSS.ELA-Literacy.W.9-10.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - **CCSS.ELA-Literacy.W.9-10.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Lesson Plan: “Barn Burning”
Focus: Descriptive Language (metaphor) / Elements of a Short Story, Morality, Social Issues

Pre Reading
Anticipation Guide
- This story was written during the Great Depression when times were hard financially and race relations and social class relations were tense at best. It takes place in the rural South. The main character is a young boy who is struggling with his father’s actions and his own sense of right and wrong.
- Students will fill out anticipation guide and we will discuss before reading.
- Corners

During Reading
- Teachers read/students read
- Ask students to pay attention to how characters (Sarty, Abner, mother, sisters, De Spain) address issues discussed in anticipation guide.
- **While reading, note specific breaking points and talk with students. Ask what happened? What will happen? EMPATHY (why did certain characters make certain decisions? Etc).
- Students must keep notes that contain anything they think is a metaphor and what it might mean and specific language/wording (Faulknerisms) they find interesting and why.
- Reading Guide
- After reading, we will get into groups for an activity.

Free Write (optional)
- After reading the story, students will take 5-10 minutes to write down thoughts and responses to what happened in the story. It can be a specific moment or something technical like Faulkner’s style.

Post Reading
Group Work
- Four people (1-4): 1s: plot and theme, 2s: importance of setting, 3s: characterization of the son (personality traits, struggles, feelings etc), 4s: metaphors, figurative language, language in general
- All of each number meet first and discuss/figure out
- Students then go back to original groups and “report” what they know/understand from discussing in topic groups.
- Students will create a group sheet that reports/synthesizes what they all talked about/learned.
Anticipation Guide for “Barn Burning”

Read each statement and place a checkmark under I AGREE if you agree with the statement or under I DISAGREE if you disagree with the statement. There is no middle ground; you must choose one or the other. Be ready to explain your choices.

<table>
<thead>
<tr>
<th>I AGREE</th>
<th>I DISAGREE</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1) It is okay to lie in order to protect family member.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) The child of a criminal is destined to also become a criminal.</td>
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<td></td>
<td></td>
<td>3) A family’s position in a community depends on its wealth.</td>
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<td></td>
<td></td>
<td>4) Morality is more important than family loyalty.</td>
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<tr>
<td></td>
<td></td>
<td>5) The poor do not deserve as much respect as the wealthy.</td>
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<tr>
<td></td>
<td></td>
<td>6) Wealth is earned through work ethic, virtue, and character.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7) If you damage another person’s possession, you should pay to fix or replace it.</td>
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</tbody>
</table>
Reading Guide for “Barn Burning”

Vocabulary
- EXCRUCIATING- extremely painful, agonizing, and/or unbearable
- RUFEBESS- the state of being widespread or prevalent
- FIDELITY- allegiance, faithfulness, and/or loyalty
- HERMETIC- made airtight by sealing
- IMPERVIOUS- incapable of being persuaded or influenced
- SOJOURNED- to stay in place temporarily
- NIGGARD- an excessively stingy or miserly person
- INCORRIGIBLE- firmly fixed, not easily changed

Questions
1. What do the boy and his aunt have in common?

2. Describe the change in the boy that took place between when he fetched the oil and his father and when he alerted De Spain about the barn.

3. What happened to the father?

4. What time of day is it when the boy runs away? What is the significance of the scene at the end where the boy spends the night in the woods? What do the various things represent?

5. Do you think there is hope for the boy’s future? Why or why not?

6. How do you think Faulkner wants you to feel after reading this story? How do you feel?
7. What was a time when you left something important and did not look back?

Metaphors and Language

Questions/Responses
Lesson Plan: “A Good Man is Hard to Find”
Focus: Family, Morality, Family, Characterization

Pre-Reading
- Context: rural south, much like Barn Burning. But post-civil war. Significant change in culture where rich, white men ran the country and women lived by the standards of “Gone With the Wind.” Things were very proper and the “head of the family” was respected and admired.
- Importance of change: How did you feel when something very significant changed in your life? For example, when you found out Santa or the Tooth Fairy weren’t real.
- Southern Gothic: powerpoint
- Guiding Question: How does Flannery O’Connor describe the cultural and physical landscape of the South? What are the characteristics of the literary genre known as "Southern Gothic"?

Reading
- Reading Guide
- Stop at various points and summarize, ask questions, talk about immediate reactions especially at the end.
- Manipulation throughout and is the grandmother manipulating at the end with the misfit?
- Foreshadowing

Post Reading
- Discussion Web Group Work
- Characterization chart
Reading Guide “A Good Man Is Hard To Find”

Vocabulary
Nickelodeon - an early jukebox that was operated by inserting nickels

Questions

1. Where is the family going?

2. How does the family get lost?

3. Who comes to “rescue” the family?

4. What are the misfit and his friends wearing? Who else was wearing the same thing? What does this imply?

5. In what ways does the grandmother manipulate her family?

6. How do the grandmother’s values differ from the rest of the family values?

7. Who is to blame for what happens to the family? Why?
8. Identify three similes (comparison using like, as, or than) within the text. Label with page number.

9. Does The Misfit’s conversation with the grandmother alter his decision to kill them in any way?

Characters

Questions/Responses
Flannery O’Conner’s “A Good Man is Hard to Find” is a story that asks us to decide whether or not the family was destined to die or if the choices they made led to their ultimate demise. Then, based on your list, produce an answer to the question: Was the family fated to die or did they make the choices that led to their deaths?

*Hint* when thinking of fate, think of a lot of the foreshadowing we talked about**
Lesson Plan: “Separating”
Focus: Characterization/ Character Development, Family Theme, Morality

Pre Reading
- Powerpoint: explains context, symbols, some quotes, each character
- My parents divorced, I’m sure other’s have as well…would anybody like to share their feelings about when it happened? etc
- Discuss the quintessential American Family and American Dream (Think Pair Share into Whole Group)

Reading
- Teacher/students read
- Stop at specific points to discuss major themes, characters, ask questions, summarize (see notes on story) EMPATHY (why do particular characters feel certain ways?)
- Focus more on characters and how each handle the separation
- Reading guide
- Students take notes on characters.

Post-Reading
- Small Groups: Symbolism Work
  Students will choose symbols to represent each character and explain the significance and meaning of that character and symbol.
- Students must demonstrate knowledge and understanding of characters in order to create symbols and explain them.
- Talk show activity: Host a talkshow: students play the host, author, and cast of characters. Allow questions from the audience.
- Twitter activity: 140 characters, choose a character, react to the divorce, include hashtag
Reading Guide for “Separating”

Vocabulary
Impudence- lack of modesty, shamelessness
Copious- large in quantity; abundance
Mollified- to soften in feeling or temper, as a person; pacify; appease.
Diaphanous- very sheer and light; almost completely transparent or translucent

Questions
1. How does Richard feel about the separation?

2. How does Joan feel?

3. Why are they separating?

4. Why would the parents expect the children to have a different reaction?

5. Why don't or can't Joan and Richard help John?


7. What does the story reveal about the breakdown of a marriage?

8. What is important about the setting in suburbia? What sort of stereotypes do we have about the suburbs and the people who live in them?
Notes on Characters (in particular, their reactions to the separation)

Questions/Responses
Lesson Plan: “Recitatif”
Focus: Stereotypes, Social and Moral Issues

Pre-Reading
- Toni Morrison:
- Stereotypes: group activity: list people, places, have students shout out the first thing that comes to mind
- Explain that stereotyping people isn’t necessarily bad, it is human nature, but we should make a conscious effort to avoid accepting and expecting stereotypes.

Reading
- Corners: after each act have students move to find out who thinks which girl is which race. Ask why, and for evidence from the story, even if it seems to be a stereotype. (what is Morrison saying?)
- Stop and ask questions with notes on the story periodically. EMPATHY

Post Reading
- Reflective Journal Prompt:
  *Do friendships change over time, or do they stay the same?*
  - How did Twyla and Roberta’s friendship change and/or stay the same?
  - Have you been in a friendship that changed significantly or been tumultuous?
Reading Guide: “Recitatif”

Vocabulary
Traipse- to walk or go aimlessly or idly or without finding or reaching one's goal
Skiff- any of various types of boats small enough for sailing or rowing by one person
Bawl- to utter or proclaim by outcry; shout out

Questions
1. What do we know about the characters’ clothing?

2. Who is the most powerful person at the orphanage? Least powerful?

3. How does Roberta treat Twyla when they meet at the restaurant?

4. Why do you think Twyla asks Roberta, “How is your mother?”

5. Do you think Twyla and Roberta were afraid of Maggie? Why do you think they called her names?

6. When she thinks about Maggie, Twyla says to herself, “I wouldn’t forget a thing like that. Would I?” Why might Twyla not remember Maggie the same way Roberta does? Is it possible for a memory to change over time?

7. Why is Toni Morrison so ambiguous about each girl’s race?
<table>
<thead>
<tr>
<th>Race Tracking Chart for “Recitatif”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly print your name under your assessment of Roberta and Twyla’s races. Prediction: Roberta is black and Twyla is white</td>
<td>Prediction: Roberta is white and Twyla is black</td>
</tr>
<tr>
<td>First Act: Roberta is black and Twyla is white</td>
<td>First Act: Roberta is white and Twyla is black</td>
</tr>
<tr>
<td>Second Act: Roberta is black and Twyla is white</td>
<td>Second Act: Roberta is white and Twyla is black</td>
</tr>
<tr>
<td>Third Act: Roberta is black and Twyla is white</td>
<td>Third Act: Roberta is white and Twyla is black</td>
</tr>
<tr>
<td>Fourth Act: Roberta is black and Twyla is white</td>
<td>Fourth Act: Roberta is white and Twyla is black</td>
</tr>
<tr>
<td>Fifth Act: Roberta is black and Twyla is white</td>
<td>Fifth Act: Roberta is white and Twyla is black</td>
</tr>
</tbody>
</table>

**Short Story Unit Final: Get Some Perspective**

You all have successfully read a variety of short stories from different literary periods in American Literature! We have covered a lot of topics in each story from theme and plot,
to language and metaphor, and characterization. One important thing we have discussed from the beginning though is empathy.

We understand that empathy is the ability to put yourself in someone else’s shoes and understand their perspective. Now, you do not have to like that particular person or agree with them, but empathy is about understanding why they feel the way they do and begin to understand the choices they make.

You will now begin working on a final assignment that will demonstrate your understanding of empathy and characterization. You will be re-writing a scene from a minor character’s perspective from one of the stories we read.

- The paper should begin with a framing paragraph that explains which work you’re looking at and from which character’s perspective. You should also explain why understanding his/her point-of-view is important. Your reasoning should not be evaluating the character—-you don’t have to like the character, but you do have to try to occupy their position.
- After the framing paragraph, re-write a scene from one of the short stories from the perspective of minor character. For example, if you were to choose “Barn Burning” you can write from any character’s perspective except the youngest son’s, Sarty.
- As the character, you should tell us what they are thinking in that particular scene
- Explain why the character feels the way that they do whether it is anger, sadness, joy, anxiety etc.
- You may have to make up some things for context, but you must remain in the story’s original setting and original plot (you cannot put The Misfit on Mars and see how he would do in a shootout with aliens).

**Before you begin, you must confirm your character and scene with Ms. Palmer, Mr. Allison, or Mr. Pfaff.**

*Note: some of the dialogue, scenery, and specific terms may be used, but the characters thoughts must be developed by you*

Look over the example and ask questions!
Get Some Perspective Assignment Rubric

Content
Framing paragraph explains the character, the work, and why their particular perspective is important

__________________________________|_________________________________________

A thoughtful scene is chosen and developed
(The scene allows the writer to fully develop the character)

__________________________________|_________________________________________

The character’s perspective is analyzed completely with justifications/reasons/rationalizations for actions

__________________________________|_________________________________________

Originality and creativity were put into the scene

__________________________________|_________________________________________

Form and Mechanics
Assignment is free of overt grammatical, spelling, and mechanical errors

__________________________________|_________________________________________