

Unit Four: Alienation of the Individual

Writing Skill	Selection	Reading/ Literary Study	Inquiry/ Research	Viewing/ Representing/ Production	Listening/ Speaking/ Evaluating	Resources
	Women's Voices					
<p><u>Persuasive Writing</u> - Responding to quotation - #7 - p. 525</p> <p><u>Descriptive Writing</u> Miss Emily's obituary - #1, p. 526</p> <p><u>Personal Writing</u> Miss Emily's diary - #2, p. 526</p> <p>TEKS: 1 A-C; 3 A-D</p>	<p>Short Story "A Rose for Emily" p. 516</p> <p>TEKS: 6 A-C, F; 7 A, I; 8 A, D; 10 A-C; 12 A-C</p>	<p><u>Sequencing Events</u>- Create a time line of the events in the story</p> <p><u>Characterization</u> - Unit 3 Resource Book, p. 73 ; <i>LoL</i>, p. 525 - Literary Analysis</p> <p>Paired Activity</p> <p><u>Foreshadowing</u> - find details in the story that act as clues</p> <p><u>Imagery</u>: the smell, description of the house, the description of Miss Emily</p> <p>TEKS: 6 A-F; 7 A-I; 8 A, D; 10 A; 11 A-F; 12 A, B</p>	<p>The "New South" - clash of values of pre-Civil War South and the South of the late 1800s</p> <p>p. 526</p> <p>TEKS: 13 A-E</p>	<p><i>LoL</i> video: "A Rose for Emily" Video</p> <p>Resource Guide: gothic elements, p. 11, 13; extension activity, p. 14</p> <p>TEKS: 20 B,D; 21 B, C</p>		<p>1. sample newspaper obituaries</p> <p>2. <i>LoL</i> Unit 3 Resource Book</p> <p>3. <i>Video Resource Guide</i></p> <p>4. <i>InterActive Reader</i>, p.157</p>

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<p><u>Writer's Notebook</u>: As the story is read, students should keep a list of impressions as if they are psychologists listening to the narrator as a patient.</p> <p><u>Cause and Effect</u>: Why does Gilman use this choppy style of writing and what is the effect on the reader? - #6, p. 779</p> <p><u>Business Writing</u>: letter to the editor - #2, p. 780</p> <p><u>Comparison/Contrast</u>: According to Dr. Mitchell (p.782), is the narrator an ideal patient? - #5, p. 779</p> <p><u>Descriptive Writing</u>: Using the list of impressions recorded in the Writer's Notebook, write up the "doctor's report" - his/her analysis of the character and mental health of the patient (narrator).</p> <p>TEKS: 1 A-C; 3 A-D; 4 A, B, C, F, G; 5 A-B</p>	<p>Short Story "The Yellow Wallpaper" p. 765</p> <p>TEKS: 6 A-C, F; 7 A, I; 8 A, D; 10 A-C; 12 A-C</p>	<p><u>Inference</u>: Unit 5 Resource Book, p. 7</p> <p><u>Predictions</u>: Based on your notes as you "listened to your patient," what predictions can you make?</p> <p><u>Drawing conclusions</u>: What does the description of the wallpaper and its images lead the reader to think of the woman and her feelings?</p> <p><u>First person narration</u>: What are the advantages and disadvantages of using 1st person narration, especially with a woman in this condition?</p> <p><u>Images</u>: What do the images seen by the narrator in the wallpaper suggest about the woman?</p> <p>TEKS: 11 A-F</p>	<p>p. 782 - Reading for Information - Medical treatment of women in the 19th century</p> <p>TEKS: 13 A-E</p>	<p>Draw (create) the wallpaper</p> <p>TEKS: 19 A; 21 C,D</p>		<p>1. WC: Lesson 5.3, p. 222</p> <p>2. LOL Unit 5 Resource Book</p> <p>3. <i>InterActive Reader</i>, p.219</p> <p>4. <i>WC Business and Technical Writing Activities</i></p>	

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<p><u>Comparison/Contrast</u> themes in "The Yellow Wallpaper" and "The Story of an Hour" - #8, p. 786</p> <p><u>Persuasive Writing</u> responding to Tocqueville quote - #4, p. 787 (TE #4)</p> <p><u>Creative Writing:</u> rewrite the ending of the story. What if Brently really dies in the train wreck, or what if Mrs. Mallard didn't die at the end? How would the outcome be changed?</p> <p>TEKS: 1 A-C; 2 A-C; 3 A-D; 5 A-B</p> <p><u>Sentence Crafting:</u> using noun clauses <i>L of L</i> p. 909 TEKS: 3 A, C; 5 A</p>	<p>Short Story "The Story of an Hour" p. 783 TEKS: 6 A-C, F; 7 A, G, H-I; 8 A,B,D; 10 A-C; 11 A-F; 12 A-C</p>	<p><u>Predictions:</u> record clues and predictions as story is read. Was the ending revealed through the course of the story? Unit 5 ResourceBook - p. 12</p> <p><u>Plot:</u> Create a storyboard - in groups of 3-4</p> <p><u>Irony:</u> difference between dramatic and situational. What are examples of irony in the story?</p> <p><u>Surprise Ending</u> In the same groups, discuss the ending of the story. Is it appropriate? What is the effect of the ending on the reader?</p> <p>TEKS: 7 C,D,F; 10 A-C; 11 A-F; 12 A-B</p>		<p><u>Video:</u> "The Story of an Hour" - use Video Viewing Guide: Focus for Viewing, Comparing Text and Performance, and Literary Analysis in Media - p. 29; questions and activities on p. 30; Viewing Activity 3 - p. 45 TEKS: 19 A-C; 20 B-D; 21 A-C</p>	<p>Present group conclusions to the class. TEKS: 14 A; 15 A,C,E; 17 A-B; 18 A</p>	<p>1. <i>LoL</i> Unit 5 Resource Book 2. <i>WC</i> p. 226-230, p.270+ 3. <i>Video Viewing Guide</i> 4. <i>LoL</i> transparencies: <i>Reading and Critical Thinking</i>, p. 2; <i>Writing</i>, p. 27; <i>Communications</i> p. 7</p>

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<p><u>Journal</u>: How powerful is memory in shaping people's lives?</p> <p><u>Writer's Notebook</u>: As the story is read, record the major events in Granny's life.</p> <p><u>Persuasive Writing</u> Is there a fine line between love and hate? - #7, p. 1043</p> <p><u>Narrative Writing</u>: In the style of Porter, write a stream-of-consciousness narrative in the persona of George - Literary Analysis activity, p. 1043</p> <p>TEKS: 1 A-C; 3 A-D; 5 A-B</p>	<p>Short Story "The Jilting of Granny Weatherall" p. 1034</p> <p>TEKS: 6 A-C, F; 7 A-G, H-I; 8 A,B,D; 10 A-C; 11 A-F; 12 A-C</p>	<p><u>Sequencing</u>: create a time line of Granny's life.</p> <p><u>Stream of Consciousness</u> What takes place in Granny's mind and what is actually happening? - Unit 6 Resource Book, p. 61. Why did Porter chose a stream-of-consciousness mode to present Granny's thoughts as she nears death? How effective is this technique, and what does the reader learn that he/she might not have realized from a straight narrative?</p> <p>TEKS: 7 C,D,F; 11 A-F; 12 A</p>		<p><u>Video</u>: Although not included on the LoL video, there is a production available for purchase. Many schools have this video in their libraries or in their departments.</p> <p>TEKS: 19 A-B; 20 B-D; 21 A-C</p>		<p>1. <i>LoL</i> Unit 6 Resource Book 2. <i>InterActive Reader</i></p>	

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<p><u>Journal</u>: Recall a time when you had to choose between two things that were important to you. What were your choices? What factors did you weigh in making your decision? In retrospect, did you make the right decision?</p> <p><u>Narrative Writing</u>: Describe events from Aunt Georgina's perspective. - #6, p. 697 <u>Business Writing</u>: Write a telegram from Clark to Uncle Howard, explaining what happened to Aunt Georgina during her trip to Boston. #2, p. 698 <u>Interview</u>: Write up the interview with a family member. (see Listening/Speaking) <u>Descriptive Writing</u>: Write a short essay about Clark, based on the information in the story.</p> <p>TAKS WRITING: Triplet TEKS: 1 A-C; 2 A-C; 3 A-D; 5 A-B; 7 A, I; 8 A; 10 A-C; 12 A</p>	<p>Short Story <i>"A Wagner Matinee"</i> - p. 688 TEKS: 6 A-C, F; 7 A, G, H-I; 8 A,B,D; 10 A-C; 11 A-F; 12 A-C</p>	<p><u>Drawing Conclusions</u> Combine impressions with facts - Unit 4 Resource Book, p. 70 <u>Setting</u>: Contrast the farm in Nebraska with the Boston Concert Hall - Unit 4 Resource Book, p. 71 <u>Making inferences</u> Make inferences about Clark's personality from his thoughts, statements and actions. Support these observations with examples from the text. TEKS: 11 B, C, E, F; 12 A-C; 7 D, G</p>	<p>1. Realism 2. Composer Richard Wagner TEKS: 4 A-D; 13 A-B, D-E</p>		<p>1. Wagner recordings. 2. Interview family member about something he or she has given up. TEKS: 15 A-D</p>	<p>1. LoL Unit 4 Resource Book 2. <i>Literary Analysis</i> booklet, p. 14 3. <i>Reading and Critical Thinking</i> booklet, p. 4 4. recordings of Wagner compositions 5. Triplet #4</p>	

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<p><u>Journal</u>: How important is personal appearance?</p> <p><u>Comparison/Contrast</u> Prufrock, woman in "Mirror ", speaker in "Self" - #9, p. 1061</p> <p><u>Creative Writing</u>: Write a poem in the form of a riddle - #2, p. 1062</p> <p>TEKS: 1 A-C; 3 A-D; 5 A</p>	<p>Poetry "Mirror" - p.1058 "Self in 1958" - p.1059</p> <p>TEKS: 6 A-C, F; 7 A-G, H-I; 8 A,B,D; 10 A-C; 11 A-F; 12 A-C</p>	<p>TP-CASTT: apply this analytical process to "<i>Mirror</i>"</p> <p>Linking <u>Title and Theme</u>: Unit 6 Resource Book, p. 68</p> <p><u>Persona</u>: clues to the speaker's identity, Unit 6 Resource Book, p. 69</p> <p>TEKS: 11 A, B, D-F; 12 A-C</p>		<p>Share riddle poems with the class.</p> <p>TEKS: 14 A-B; 15 A-B; 16 C</p>	<p>Before reading, look at the picture on p. 1062. What impressions do you get of this woman?</p> <p>TEKS: 19 A; 20 B, D; 21 A</p>	<ol style="list-style-type: none"> 1. Literary Analysis Transparencies - p. 23 2. Unit 6 Resource Book 3. TP-CASTT handout 4. "Barbie Doll" http://missy.reimer.com/lyrics/barbie.html 5. "It's a Woman's World" http://www.netso.c.tcd.ie/~elena/poetry/poemWomansWorld.html 	

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	Young Voices					
<p><u>Journal</u>: How would you approach someone at a party that you would like to get to know?</p> <p><u>Personal Writing</u>: Write a letter to Prufrock, offering him advice. #1, p. 1031</p> <p><u>Descriptive Writing</u>: Write a newspaper commentary about the social scene at the party. #3, p. 1030</p> <p>TEKS: 1 A-C; 3 A-D; 5 A-B</p>	<p>Poetry</p> <p>"The Love Song of J. Alfred Prufrock" p. 1025</p> <p>TEKS: 6 A-C, F; 7 A, I; 8 A, D; 10 A-C; 12 A-C;</p>	<p><u>Stream-of-Consciousness</u> Unit 6 Resource Book, p. 55</p> <p><u>Comparison/Contrast</u> Prufrock to "Diaries" by Kafka, p. 1033</p> <p><u>Imagery</u>: Chart images Prufrock uses for himself and those he uses in contrast to himself - Literary Analysis Paired Activity, p. 1030 - also Unit 6 Resource Book, p. 56</p> <p><u>Extended Metaphor</u>: Determine using context clues, TE, p. 1028</p> <p>TEKS: 11 A, F; 12 A;</p>	<p>Modernist Poetry</p> <p>TEKS: 4 B-C; 13 A-E</p>	<p><u>Caricature of Prufrock</u>: base drawing on details in the poem. Activities and Explorations, #2, p. 1031</p> <p>TEKS: 19 A; 20 B, D; 21 D-E</p>	<p>Working with a partner, prepare a list of <u>interview questions</u> for Prufrock. Students will then enact the interviews for the class.</p> <p>TEKS: 14 B; 15 C; 16 C-F; 17 F; 18 C</p>	<p>1. Unit 6 Resource Book</p> <p>2. <i>WC</i> p. 856-857</p> <p>3. <i>Literary Analysis Transparencies</i>, p. 17</p> <p>4. <i>Communications Transparencies</i>, p. 9</p> <p>5. <i>InterActive Reader</i>, p. 282</p>

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<p><u>Journal</u>: What is the difference between being selfish and being true to oneself? <u>Comparison/Contrast</u> What does "wandering" mean to each of the characters: Him, He, She? TEKS: 1 A-C; 3 A-D; 5 A-B</p>	<p>Drama "Wandering" - p. 1150 TEKS: 6 A-C, F; 7 A-I; 8 A, D; 10 A-C; 12 A-C</p>	<p><u>Anti-hero</u>: TE, p. 149 <u>Tone and Dialogue</u> p. 1148-49; Unit 7 Resource Book, p. 41 TEKS: 11 A-F</p>	<p>Music of the 60s: the youth counterculture Vietnam War TEKS: 13 B, D-E</p>		<p>Act out play, following stage directions. TEKS: 17 E; 18 A-C</p>	<p>1. Unit 7 Resource Book 2. <i>Literary Analysis Transparencies</i>, p. 19 3. W. D. Auden- "The Unknown Citizen"</p>	
<p><u>Journal</u>: What does "success" mean? <u>Business Writing</u> Assume the role of Jack's wife and write to request Jack's service records. TE, p. 1164 <u>Definition Writing</u> Define a successful life. #2, p. 1167 TEKS: 1 A-C; 3 A-D; 5 A-B</p>	<p>Short Story "The Writer in the Family" - p. 1157 TEKS: 6 A-C, F; 7 A-I; 8 A, D; 10 A-C; 12 A-C</p>	<p><u>Drawing Conclusions</u> Based on what other characters say about Jack, describe his life. Unit 7 Resource Book, p. 45 <u>Conflict</u>: Diagram the conflicts in the story. Literary Analysis Cooperative Learning Activity, p. 1166 TEKS: 7 C-E, G; 11 A-F</p>				<p>Unit 7 Resource Book <i>WC Business and Technical Writing Activities</i></p>	

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<p><u>Journal</u>: Describe a good parent.</p> <p><u>Persuasive Writing</u> Write a speech explaining how much control parents should exert over their children. #2, p. 1179</p> <p><u>Comparison/Contrast</u> Write an essay comparing the situation and Daisy with the situation and Emily's mother in "<i>I Stand Here Ironing.</i>" #8, p. 1178 TEKS: 1 A-C; 3 A-D; 5 A-B</p>	<p>Short Story "Teenage Wasteland" - p. 1168 TEKS: 6 A-C, F; 7 A-I; 8 A, D; 10 A-C; 12 A-C</p>	<p><u>Title</u>: What is the effect of the title? <u>Protagonist/ Antagonist</u>: Determine which character fits which role. Unit 7 Resource Book, p. 52. Literary Analysis Cooperative Learning Activity, p. 51 TEKS: 10 A-C; 11 A-F; 12 A-D</p>			<p><u>Speeches</u>: Deliver the speeches composed in the Writing Skills activity. <u>Role-playing</u>: Have different class members role-play the characters of Daisy, Donny, and Cal. <u>Class Discussion</u> Who is right? TEKS: 14 A-B; 15 A, D-E; 16 C; 18 A-C</p>	Unit 7 Resource Book
<p><u>Journal</u>: Is an individual's personality mostly inborn or mostly determined by parents and environment? <u>Persuasive Writing</u> Who are the victims? #6, p. 815 TEKS: 1 A-C; 3 A-D; 5 A-B</p>	<p>Short Story "I Stand Here Ironing" p. 806 TEKS: 6 A-C, F; 7 A-I; 8 A, D; 10 A-C; 12 A-C</p>	<p><u>Making Judgments</u> Is Emily's mother a good parent? Unit 5 Resource Book, p. 23 <u>Interior Monologue</u> Literary Analysis Cooperative Learning Activity, p. 815 <u>Metaphor</u>: dress for Emily TEKS: 9 B; 11 A-F; 12 A-C</p>	<p>Sibling Rivalry - what do the experts say? TEKS: 4 A-C; 13 A-b, D-E</p>	<p>1. <u>Art Connection</u> - p. 816 - relation of art works to story 2. Create a poster of guidelines for parents, #1, p. 816 TEKS: 19 A; 20 C</p>	<p>Group reports to class, summarizing the discussions about the narrator. TEKS: 15 C; 16 F;</p>	Unit 5 Resource Book

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<p><u>Descriptive Writing</u> Write a profile of Bruno for a local newspaper. #1. P. 1212</p> <p><u>Expository Essay</u> Write a cause and effect essay of Bruno's actions. TEKS: A-C; 3 A-D; 5 A-B</p>	<p>Short Story "Hostage" - p. 1200 TEKS: 6 A-C, F; 7 A-I; 8 A, D; 10 A-C; 12 A-C</p>	<p><u>Tragic Hero:</u> Does the classic definition apply to Bruno? If so, how? Unit 7 Resource Book, p. 63</p> <p><u>Character:</u> What is Bruno's character? What details from the story support this characterization? Unit 7 Resource Book, p. 62 TEKS: 11 A-F</p>			<p><u>Debate</u> the sentence given Bruno by the juvenile judge. Divide the class into groups and sub-divide each group in two: pro and con. Prepare and debate. Role-play in groups of 5 how each character in the story, including Bruno, views the teenager. TEKS: 14 B; 15 A, D-E; 17 A-C, E-F</p>	<p>Unit 7 Resource Book</p>	

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	<i>The Glass Menagerie</i>					
<u>Journal:</u> Define the term dysfunctional. Give examples. TEKS: 1 A-C	<i>The Glass Menagerie</i> Scene 1 TEKS: 6 A,B; 7 A,B,E, F, G; 8 A, C, D; 9 B; 11A-F	<u>Drama Terms</u> Symbolism: Blue Mt. <u>Metaphor:</u> "blind generation" "Braille alphabet" TEKS: 11 D,F	<u>Research:</u> Tennessee Williams TEKS: 8B, 12 B, 13 B-E	<u>View:</u> A & E Biography Series "Tennessee Williams." Draw parallels between his life and the play TEKS: 19 A-C; 20 A-D	<u>Discuss</u> the terms "illusion" and "reality." What references does Tom make to these in his opening speech? TEKS: 15 A-F	A&E Biography Series
<u>Journal:</u> Recall an instance when you got so fed up with the questioning that you "went off," similar to Tom in Scene 3. TEKS: 1 A-C	<i>The Glass Menagerie</i> Scene 2 & 3	<u>Characterization:</u> Name the consequences Laura avoided through her "deception" <u>Symbolism:</u> phonograph, picture of the father, movies, menagerie TEKS: 7G; 11A, D, F	<u>Inquiry:</u> Mississippi Delta "that insane Mr. Lawrence" TEKS: same		<u>Read</u> the play aloud, assigning parts and switching the readers every so often. <u>Discuss</u> the theme of communication (or the lack of it). TEKS: 14 A-E; 15 A-F; 16 A-C	
	<i>The Glass Menagerie</i> Scene 4	<u>Irony:</u> Find a speech in which a character reveals the opposite of he or she intends TEKS: 7G 11F	<u>Inquiry:</u> Merchant Marine TEKS: same	View the Joanne Woodward video up to this point. TEKS: 19 A-C, 20 C		<i>The Glass Menagerie</i> video

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<u>Comparison/contrast:</u> Tom and Amanda's caring yet confrontational relationship TEKS: 1 A-C; 2 A, C,E, 3 A-D, 4 A-B, 5 A	<i>The Glass Menagerie</i> Scene 5	<u>Inference:</u> Explain why "O'Connor...means fish." <u>Symbolism:</u> fire escape TEKS: 7G, 11 A, F	<u>Inquiry:</u> Guernica, Bertesgaden, Chamberlain	View Picasso's <i>Guernica</i> TEKS: 19 A	<u>Discuss:</u> Why did Williams choose this title? TEKS: 14 A-E, 15 A-F, 16 A-C		
<u>Description:</u> Describe Amanda's personal strengths. <u>Compare/contrast:</u> Tom and Jim TEKS: 1 A-C; 2 A, C,E, 3 A-D, 4 A-B, 5 A	<i>The Glass Menagerie</i> Scene 6	<u>Irony:</u> List all occasions to which Amanda wore the yellow dress. What does she reveal? <u>Symbolism:</u> jonquils TEKS: 7G, 11 A,F		<u>View</u> 40 minutes of "Streetcar Named Desire" compare conflict, compare Blanche to Amanda TEKS: 19 A-C, 20 C	<u>Discuss:</u> Which character is most realistic about life? TEKS: 14 A-E, 15 A-F, 16 A-C		
<u>Diary:</u> Laura's entry for Scene 7 TEKS: 4A-C 4E	<i>The Glass Menagerie</i> Scene 7	<u>Symbolism:</u> Jim, unicorn, Blue Roses <u>Blank verse:</u> Scan the last lines of the play TEKS: 7G, 11 A,F		Complete viewing of <u>Menagerie</u> video TEKS: 19 A-C, 20 C	<u>Discuss:</u> Why is the unicorn Laura's favorite? Continue discussion of the communication theme. TEKS: 14 A-E, 15 A-F, 16 A-C	WC pp. 96-98	

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<p><u>Persuasive essay</u>: Who is the main character in the play? Defend your choice with examples from the play.</p> <p><u>Predict</u>: Imagine a diary entry for each character five years hence.</p> <p>TEKS: 1A-C, 2 A,C,E, 3 A-D, 4 A,B, 5 A</p>		<p><u>Theme</u>: see themes of illusion, success, escape, fragility.</p> <p>TEKS: 7G</p>			<p>How does Williams reveal his themes of illusion, success, escape, fragility</p> <p>TEKS: 14 A-E, 15 A-F, 16 A-C</p>		