

Teacher Name:

Subject: Honors/Non-Honors English 3

Start Date(s): 10/26/2020-

Grade Level(s): 11th

Building: HAAS

End Dates(s): 11/02/2020

Day	Objective (s)	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
Day 1, Monday, October 26, 2020	<p>"The Lottery"</p> <p>By Shirley Jackson</p> <p>Students will identify the setting of "The Lottery" and explain how the setting helps establish the story's initial mood.</p> <p>Students will make predictions about the story's future events using prior knowledge and textual evidence related to setting to explain their reasoning.</p> <p>Culminating Objective</p>	<p><a href="#">The Lottery Full Text</a></p> <p>No class instruction- due to Covid-19 Crisis</p> <p>Students will be given an online assignment- Complete two graphic organizers on Symbolism and Foreshadowing</p> <p>Students will submit completed Graphic Organizers</p> <p><i>New York Times</i> Article: <a href="https://www.nytimes.com/2016/10/02/books/review/shirley-jackson-ruth-franklin.html">https://www.nytimes.com/2016/10/02/books/review/shirley-jackson-ruth-franklin.html</a></p> <p><i>The New Yorker</i> Article: <a href="https://www.newyorker.com/magazine/2016/10/17/the-haunted-mind-of-shirley-jackson">https://www.newyorker.com/magazine/2016/10/17/the-haunted-mind-of-shirley-jackson</a></p> <p>Shirley Jackson- Biographical Information</p> <p>What warning does Jackson give readers about the dangers of tradition?</p> <p>How does she use symbolism to convey this theme? Students will be able to clearly articulate Jackson's warning.</p> <p>Students will identify at least one symbol used by the author and explain how it conveys her theme or warning to readers.</p> <p>Shirley Jackson conveys a warning to readers through her theme by demonstrating that blind adherence to</p>	Individual	<p>Online Short Story of "The Lottery"</p> <p>Textbook PowerPoint Handouts</p>	Formative

		<p>tradition can cause otherwise ordinary and seemingly “good” individuals to commit heinous acts.</p> <p>The lottery happens every year, and no one questions its cruelty or takes a stand to stop it.</p> <p>The Black Box symbolizes the townspeople’s adherence to tradition. It is old and decrepit, but they refuse to replace it because the townspeople don’t like to upset tradition.</p> <p>The townspeople don’t know why they do the lottery beyond the fact that there used to be a saying that the lottery would bring heavy crops.</p> <p>Even as Tessie is being stoned to death, she claims that the drawing itself is unfair; she never questions whether the lottery itself should occur</p>			
<p>Day 2 Tuesday, October 27, 2020</p>	<p>“The Lottery” by Shirley Jackson</p> <p>Students will be able to identify literary element(s), device(s), or structure(s) within the story.</p> <p>Students will be able to identify the setting/location and time the story takes place. Students will be able to identify the social environment of the characters, including the manners, customs, and moral values that govern their actions.</p>	<p>The Class will go over the answers to Friday’s 1-10 Questions on the short story, “The Lottery”</p> <p>Students will go over the answers to “The Lottery” Symbolism Graphic Organizer</p> <p><a href="#">The Lottery Symbolism Graphic Organizer</a></p> <p><a href="#">The Lottery Foreshadowing Graphic Organizer</a></p> <p>Students are expected to learn the vocabulary words, understand the plot, identify examples of irony, symbolism, setting, characters, and know at least five things about the author.</p> <p><b><i>Irony= an implied discrepancy between what is meant and what is said.</i></b></p> <p><b>Example:</b></p> <p><b>After getting ready to go to the beach, I looked out the window only to find it raining. “Wonderful”, I said.</b></p>	<p>Whole Group and individual</p>	<p>Online Short Story of “The Lottery”</p> <p>Textbook PowerPoint Handouts</p>	<p>Kahoot Textbook -online Self-Test</p> <p>Summative Formative</p>

		<a href="#">Examples of Irony in Everyday Life</a>				
		1. Profusely 2. Liberty 3. Boisterous 4. Reprimands 5. Scold	6. Lapse 7. Soberly 8. Disengaged 9. Interminably 10. Petulantly			
		11. Jovial 12. Paraphernalia 13. Perfunctory 14. Preceded 15. Shabbier	16. Stoutly 17. Daintily 18. Defiantly 19. Hastily 20. Gravely			
Day 3 Wednesday, October 28, 2020	<p>“The Lottery” by Shirley Jackson</p> <p>Students will be able to identify literary element(s), device(s), or structure(s) within the story.</p> <p>Students will be able to identify the setting/location and time the story takes</p>	<p>Additional Discussion Questions on “The Lottery”            Discuss Themes of “The Lottery”</p> <p>Review all key points from the short story “The Lottery”            Do a review game (Jeopardy)            Review information about the author, irony, symbolism, foreshadowing</p>		Whole Group, and Individual	Online Jeopardy Game	Jeopardy Game “The Lottery”

	place. Students will be able to identify the social environment of the characters, including the manners, customs, and moral values that govern their actions.				
Day 4 Thursday, October 29, 2020	<p>William Faulkner, "A Rose for Emily"</p> <p>Learning Objectives: Students will be able to</p> <ul style="list-style-type: none"> <li>Describe 5 facts about William Faulkner's Life/Biography</li> <li>describe the story A Rose for Emily</li> <li>Analyze how different characters in the story each played a part in Emily's life</li> <li>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</li> </ul>	<p><b>Southern Gothic</b> particularly focuses on the South's history of slavery, racism, fear of the outside world, violence, a "fixation with the grotesque, and a tension between realistic and supernatural elements".</p> <p>William Faulkner's Life/Biography William Faulkner - Two Time Pulitzer Prize Winner &amp; Poet-Novelist of Mississippi   Mini Bio   BIO <a href="https://www.youtube.com/watch?v=xuQIZ7V9C7U">https://www.youtube.com/watch?v=xuQIZ7V9C7U</a></p> <p>Who was William Faulkner? (Jerry Skinner Documentary) <a href="https://www.youtube.com/watch?v=LaXy5LW_sEo">https://www.youtube.com/watch?v=LaXy5LW_sEo</a></p> <p>Show short biography video of William Faulkner's life</p> <ul style="list-style-type: none"> <li>Dropped out of high school</li> <li>His girlfriend married someone else</li> <li>Heartbroken he went to Canada during WWI to become a pilot.</li> <li>Attended and dropped out of college</li> <li>an American writer and Nobel Prize laureate from Oxford, Mississippi.</li> <li>Faulkner wrote novels, short stories, screenplays, poetry, essays, and a play.</li> <li>A two-time Pulitzer Prize winner, William Faulkner was the poet-novelist of Mississippi. His novels "The Sound and the Fury," "As I Lay Dying," and "Light in August" all reflect the history and culture of the American South</li> </ul>	Whole Individual Group	Textbook, Computer, Video, Notebook	Questions throughout the class Ticket-out-the-Door

	text.	<ul style="list-style-type: none"> <li>• He worked in Hollywood writing screenplays</li> <li>• He won a Nobel Prize</li> <li>• Died at age 64</li> </ul> <p>Help students better understand the Southern Gothic writings of William Faulkner in A Rose for Emily through this Study.com video and accompanying lesson plan. Use the activity to further your students' knowledge.</p> <p>Key Terms</p> <ul style="list-style-type: none"> <li>• Emily Grierson</li> <li>• Protagonist</li> <li>• Narrator</li> <li>• Homer Barron</li> <li>• Vocabulary List from Vocabulary.com</li> </ul> <p>Warm Up</p> <ul style="list-style-type: none"> <li>• Ask the students if any of them ever have ever been inside a house where no one has lived for some time? How is that house different from one that is lived in every day?</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Students are to do read “A Rose for Emily by William Faulkner, pages 860-874</li> <li>• Students are to write notes on the author and story and write the vocabulary words and the definitions in their notebooks.</li> </ul>			
Day 5 Friday, October 29, 2020	William Faulkner, “A Rose for Emily”  Learning Objectives: Students will be able to	<p>William Faulkner’s Life/Biography</p> <p>Show short biography video of William Faulkner’s life</p> <p>Help students better understand the Southern Gothic writings of William Faulkner in A Rose for Emily through</p>	Whole Individual Group	Textbook, Computer, Video, Notebook	Questions throughout the class Ticket-out-the-Door

	<ul style="list-style-type: none"> <li>• Describe 5 facts about William Faulkner's Life/Biography</li> <li>• describe the story A Rose for Emily</li> <li>• Analyze how different characters in the story each played a part in Emily's life</li> <li>• 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.</li> </ul>	<p>this Study.com video and accompanying lesson plan. Use the activity to further your students' knowledge.</p> <p>Key Terms</p> <ul style="list-style-type: none"> <li>• Emily Grierson</li> <li>• Protagonist</li> <li>• Narrator</li> <li>• Homer Barron</li> <li>• Vocabulary List from Vocabulary.com</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Students are to do questions on page 876 in complete sentences.</li> </ul>			
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