

Teacher Name:
Building: HAAS

Subject: Honors/Non-Honors English 3

Start Date(s): 10/26/2020- Grade Level(s): 11th

End Dates(s): 11/02/2020

Day	Objective (s)	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
<p>Day 1, Monday, October 26, 2020</p>	<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>The Lottery Full Text</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: https://www.nytimes.com/2016/10/02/books/review/shirley-jackson-ruth-franklin.html</p> <p><i>The New Yorker</i> Article: https://www.newyorker.com/magazine/2016/10/17/the-haunted-mind-of-shirley-jackson</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>	<p>Individual</p>	<p>Online Short Story of “The Lottery”</p> <p>Textbook PowerPoint Handouts</p>	<p>Formative</p>

		<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>The Lottery Symbolism Graphic Organizer</p> <p>The Lottery Foreshadowing Graphic Organizer</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><i>Irony= an implied discrepancy between what is meant and what is said.</i></p> <p>Example:</p> <p>After getting ready to go to the beach, I looked out the window only to find it raining. “Wonderful”, I said.</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>

		<p>Examples of Irony in Everyday Life</p> <table border="1" data-bbox="537 123 1226 1032"> <tr> <td data-bbox="537 123 894 578"> <ol style="list-style-type: none"> 1. Profusely 2. Liberty 3. Boisterous 4. Reprimands 5. Scold </td> <td data-bbox="894 123 1226 578"> <ol style="list-style-type: none"> 6. Lapse 7. Soberly 8. Disengaged 9. Interminably 10. Petulantly </td> </tr> <tr> <td data-bbox="537 578 894 1032"> <ol style="list-style-type: none"> 11. Jovial 12. Paraphernalia 13. Perfunctory 14. Preceded 15. Shabbier </td> <td data-bbox="894 578 1226 1032"> <ol style="list-style-type: none"> 16. Stoutly 17. Daintily 18. Defiantly 19. Hastily 20. Gravely </td> </tr> </table>	<ol style="list-style-type: none"> 1. Profusely 2. Liberty 3. Boisterous 4. Reprimands 5. Scold 	<ol style="list-style-type: none"> 6. Lapse 7. Soberly 8. Disengaged 9. Interminably 10. Petulantly 	<ol style="list-style-type: none"> 11. Jovial 12. Paraphernalia 13. Perfunctory 14. Preceded 15. Shabbier 	<ol style="list-style-type: none"> 16. Stoutly 17. Daintily 18. Defiantly 19. Hastily 20. Gravely 			
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<p>Day 3 Wednesday, October 28, 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</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>	<p>Whole Group, and Individual</p>	<p>Online Jeopardy Game</p>	<p>Jeopardy Game “The Lottery”</p>				

	<p>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>Day 4 Thursday, October 29, 2020</p>	<p>William Faulkner, "A Rose for Emily"</p> <p>Learning Objectives: Students will be able to</p> <ul style="list-style-type: none"> Describe 5 facts about William Faulkner's Life/Biography describe the story A Rose for Emily Analyze how different characters in the story each played a part in Emily's life 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 	<p>Southern Gothic 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 & Poet-Novelist of Mississippi Mini Bio BIO https://www.youtube.com/watch?v=xuQIZ7V9C7U</p> <p>Who was William Faulkner? (Jerry Skinner Documentary) https://www.youtube.com/watch?v=LaXy5LW_sEo</p> <p>Show short biography video of William Faulkner's life</p> <ul style="list-style-type: none"> Dropped out of high school His girlfriend married someone else Heartbroken he went to Canada during WWI to become a pilot. Attended and dropped out of college an American writer and Nobel Prize laureate from Oxford, Mississippi. Faulkner wrote novels, short stories, screenplays, poetry, essays, and a play. 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 	<p>Whole Individual Group</p>	<p>Textbook, Computer, Video, Notebook</p>	<p>Questions throughout the class Ticket-out-the-Door</p>

	text.	<ul style="list-style-type: none"> • He worked in Hollywood writing screenplays • He won a Nobel Prize • Died at age 64 <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"> • Emily Grierson • Protagonist • Narrator • Homer Barron • Vocabulary List from Vocabulary.com <p>Warm Up</p> <ul style="list-style-type: none"> • 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? <p>Assignment:</p> <ul style="list-style-type: none"> • Students are to do read “A Rose for Emily by William Faulkner, pages 860-874 • Students are to write notes on the author and story and write the vocabulary words and the definitions in their notebooks. 			
Day 5 Friday, October 29, 2020	William Faulkner, “A Rose for Emily” Learning Objectives: Students will be able to	William Faulkner’s Life/Biography Show short biography video of William Faulkner’s life Help students better understand the Southern Gothic writings of William Faulkner in A Rose for Emily through	Whole Individual Group	Textbook, Computer, Video, Notebook	Questions throughout the class Ticket-out-the-Door

- Describe 5 facts about William Faulkner's Life/Biography
- describe the story A Rose for Emily
- Analyze how different characters in the story each played a part in Emily's life
- 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.

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Key Terms

- Emily Grierson
- Protagonist
- Narrator
- Homer Barron
- Vocabulary List from Vocabulary.com

Assignment:

- Students are to do questions on page 876 in complete sentences.