

Voice, Power, Identity: Guide to Choosing a Path and a Place

Great Expectations, A Rose for Emily, and Still I Rise

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Context

This unit is designed for a ninth grade classroom. *Great Expectations* is a part of the normal curriculum and is considered canonical literature for this grade. I added some other pieces that work well in partnership with the novel. The unit is designed for the high school that I will be student teaching at in the spring semester. It is a large suburban high school in a upper to middle class area. The ethnic makeup of the school is largely Caucasian. However, I believe that this unit would work well with most

ninth grade classes in most areas. The days of the unit are scheduled around 55 minute class periods. The activities are broken into segments according to that time table.

Rationale

Adolescents today face many pressing issues at home and at school alike. Teens in high school are searching for their identity as well as their place within society. Throughout the lesson, I plan to help my students compare characters within literature and popular culture in order to examine how teen issues have been dealt with not only in today's society but also throughout history.

The first text that I would like to examine with my students is *Great Expectations* by Charles Dickens. Written during the Industrial Revolution, *Great Expectations* depicts a time where everyone in society is trying to find a

place among the new and exciting events that were taking place. Dickens originally published this work in serial form for a magazine. In this way he was able to sustain readers' interest from week to week. These articles became the novel that we read today. After discussing how the novel was originally published, I have my students bring in examples of magazines that are currently being published. I go over the details of how magazine writing is different from other forms of literature. I then have my students make a small "magazine" of their own that include three or four articles about their families and events happening to them. I also have my students include creative writing artifacts and artwork, like poems, short stories, and comics that reflect their own individuality. This introduces my students to the different dynamics of their families and lives so that they can examine the same issues within the novel.

Dickens deals with many different themes and issues throughout the novel. Elizabeth McCracken wrote a review of *Great Expectations* for Salon Books which she said that *Great Expectations* "is laugh-out-loud funny and heart-breakingly sad; it's a moral book....It is about all the things life is about: how relatives can be loving, or abusive, or merely deeply annoying; how people can choose their own families; how those technically high class—may be corrupt, may be redeemed." *Great Expectations* also deals with how an adolescent ultimately chooses the path that will direct them into adulthood along with themes of love and hate within the novel. It also addresses the issues of self-discovery, the power of making mistakes, and how redemption comes through rectifying those mistakes and choosing another path. By showing these concepts, I enable my students to be aware of the power of their decisions.

Although *Great Expectations* deals harshly with the division of social classes and the property of women, it asks students to deal with issues that are still relevant today. The inequality of the classes and the inequality of gender is something that faces modern society. I expect my students to identify and discuss these issues. In the process, I would hope that they are able to create a space to think about their views on the subject.

Along with the overarching concepts within the novel, *Great Expectations* is used to help teach the literary devices and skills that are necessary for success in high school as well as into the college atmosphere. In the Gwinnett County AKS (Academic Knowledge and Skills) handbook, teachers are required to describe the influence of real events on historical fiction. Because the novel was written during the time of the Revolution, the novel reflects the views of at this time period as well as describe events that occurred during this time in history. By providing my students with some historical background of the novel and current events of that time, I help them examine and identify the way that the "signs of the time" are reflected within the novel.

In conjunction with being able to reflect historical significance within the novel, I expand my students' vocabulary. Dickens wrote the novel during the Victorian period (relates to Shakespeare and the period in which he wrote his material). The language is somewhat hard to understand because of the way that English has evolved and changed since the time that *Great Expectations* was written. Using this novel is a great way to increase the vocabulary of my students. It allows them to become acquainted with new words that may not already be stored in their repertoire of words. Also by examining words that are unfamiliar to them, it allows for the use of reference materials such as dictionaries. It is required of them to use active reading skills that are important

such as context clues.

While my students read the novel, I show the 1946 film *Great Expectations*. This film is almost an exact replica of the book. I believe that showing them a visual representation of the novel is important because it helps them to internalize the events and meanings of the novel. Teachwithmovies.org wrote that "*Great Expectations* develops a number of themes which are peculiarly appropriate for young adolescents...The film also shows the harshness of the English social and legal systems of the 18th and 19th centuries." Students within the ninth grade are required to study civics and government. This film helps them to see the differences between the society and government of yesterday compared to the way things are operated today.

As a partnership with the novel and film "*Great Expectations*", I also use other materials in other genres that not only demonstrate how teens deal with life, but also how other members of society deal with life's obstacles. William Faulkner wrote a short story entitled *A Rose for Emily*. The characters within the novel may be used in comparison with the characters of *Great Expectations*. For example, Miss Havisham from the novel could be directly compared to Miss Emily in Faulkner's short story. Both women were heart-broken and removed from society. The students could compare how the actions of the ladies affect their personalities, and etc. This skill of being able to compare characterization within different literary works is vital. I have the students discuss the dynamics of the short story compared to the novel within class and also do a paper that demonstrates the knowledge of this skill. The students may focus on characterization or they may choose to focus on the differences and similarities of the societies that Dickens and Faulkner present.

A Rose for Emily has recently been challenged in a court of law as a work

that creates racial tension. I believe that once again, this is an issue that my students will have to face on a daily basis. Judge Stephen Reinhardt wrote, "A necessary component of any education is learning to think critically about offensive ideas—without that ability one can do little to respond to them. Permitting lawsuits against school districts on the basis of the content of literary works...could have a significant chilling effect on a school district's willingness to assign books with themes, characters, snippets of dialogue, or words that might offend the sensibilities of any number of persons or groups."

After exploring novels, films, and short stories, I introduce my students to another genre of literature. Poetry is an important part of high school curriculum and also college curriculum. Maya Angelou's poem entitled *Still I Rise* is an excellent piece to teach with *Great Expectations* and *A Rose for Emily*. In Angelou's poem, the voice of a woman is heard presenting her attitude toward life and achievement. The Washington Post stated that "Angelou's writing is based on themes of empowerment and self-determination... has become an anthem of affirmation." The poem in itself will help demonstrate the tools to becoming self-determined. Students within high school have to master this skill in order to succeed in their academic career and beyond.

Throughout the lesson, I focus on how each character in all the materials have showed their voice and ideas about how to view life and the obstacles that life brings. This is relevant to the way that my students may view life. It presents them with new ideas on how to examine the events around them as well as the thoughts going through their own minds. Also by using poetry and other genres, I am able to help them identify how voice and identity changes with each new narrator. I also help them identify other important literary devices such as imagery, sensory language, exaggeration, metaphors, and similes. This lesson

is also designed to examine all different types of literature from various types of authors. It focuses on how the author's background and the events during that time affect the way that the literature is written. It also focuses on how the path of person chooses what place and role is taken in society. All three works display a certain voice and deal with issues that one group or another faces. My students will hopefully be able to find their own voice and place by examining the examples of others.

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Survey (Intended to use at the beginning of the semester or year)

This unit may come at the beginning of the semester or year depending on whether the school is on block scheduling or if the school schedules your classes to have the class set for the beginning of the semester, or etc.

Owner's Manual

I would like to learn a little bit about what makes you tick. So, I want you to design an owner's manual that gives me insight into your personality and learning styles.

Here is what you should include:

- ★ A Description of the product and its intended use
- ★ Instructions on how to assemble it (optional)
- ★ A diagram of what it looks like in action
- ★ Instructions on how to operate and maintain it
- ★ How to know when it's not working properly
- ★ What steps it takes to fix it

Please design a pamphlet with back and front covers in order to display the manual. It needs to include some graphics or original artwork. Please make it neat and legible. We will display the work in one corner of the room. You will need to complete this assignment tonight for homework and bring it to class tomorrow.

- ★ Activity taken from *Teaching English Through Principled Practice* by Peter Smagorinsky, 2002.

Lesson Plan: Week One

Monday, Day 1

- Give students the handout with all the SAT vocabulary listed for the week. Take about 10 minutes to go over the definitions and how the words are used.
- Then begin introducing *Great Expectations* with Life Map activity. (Give them handout that explains activity and requirements for completion, see attached) Answer questions about the activity and respond to any concerns and thoughts. (5 minutes)
- Use the rest of the period to begin working on the projects. Monitor the students' progress and continue to address questions and concerns. (35 minutes)
- Ask them to finish the Life Map for homework and bring it in tomorrow for discussion. (5 minutes)

Tuesday, Day 2

- Take class time to discuss the Life Maps. Have them split into groups of four or five to discuss the maps. Discussion Guide attached. (15 minutes)
 - Talk about what each student brought in and what the Life Maps say about personality and direction in life. Discuss the questions that was on the discussion guide with the group as a whole. Begin the session by asking them the first question. Hopefully the students will conduct the discussion without much moderation from the instructor. Talk about how life map relates to Pip's choices and chosen path. (15 minutes)
- Introduce the novel *Great Expectations* by giving background information

- on the novel, author, and time period. (10 minutes)
- Look at first chapter of the novel. Have students take turns reading this out loud for the remainder of the period. If time allows, discuss the characters and setting that is being introduced. (10 minutes)
 - Assign chapters 1-4 for homework. Ask students to take notes on the chapters- questions about the text, thoughts, important events, and details in the novel. (5 minutes)

Life Map Activity



Are you a product of your life experiences? Choose five to seven experience that have been most significant in your life. The experiences can be positive or negative. You will create either a timeline or a graph of your experiences. Include a brief description and the role the experience played in your development. You should include pictures, illustrations, and/or momentos to help explain your experiences.

You will have this entire class period to work on it. You may work with one partner while in class to help generate ideas about what you would like to include on your map. What you do not complete (addition of pictures, etc) in class will be due for homework. We will discuss the life maps tomorrow at the beginning of class.

Discussion Guide for Life Map Activity

Ask the students to split up into groups of four or five for a period of about **ten to fifteen minutes**. Have them present the life maps to everyone in the group.

Give them a handout with the following questions to think about while presenting:

- ★ Why did you choose these specific experiences?
- ★ How have your past life experiences affected your life?
- ★ Have these experiences played a part in what path you are choosing to travel?
- ★ Do these experiences reflect your personality?
- ★ Do they reflect your views on society and the events happening around you?

After they have been in groups for fifteen minutes, come together as a class and start the discussion about what they talked about in their groups. Have them talk about the questions on the handout and what they thought about each other's project. (5-10 minutes).

Introduce the novel, *Great Expectations*, and talk about how Pip's experiences shaped who he became and what he thought about the world around him. Talk about how his voice will come through in the novel and how as a narrator he sets a certain tone. (5 minutes)

Wednesday, Day 3

- Discuss chapters 1-4 and go over questions, concerns, and help summarize events and characters so far. Ask students to go over their notes and thoughts about the chapter. Discussion guide is attached if needed. Hope that students will carry most

of conversation with little mediation from instructor. Steers students in right direction if they get off of topic. (15 minutes)

- Read chapters 5-8 out loud in class. Assign parts if the students would like. If not, just do a Round Robin reading. Only interject when clarification is needed or if you would like to make a point about the text. What we do not cover will be done for homework. This will be in addition to chapters 9-11. (35 minutes)
- Ask them to take notes from the chapter- questions, thoughts, important events, and details for homework. (5 minutes)

Thursday, Day 4

- Talk about chapters that were assigned for homework as a class. Answer questions, concerns, and help summarize events and characters so far. Discussion guide attached if needed. Have students go over what they thought about the text. Mediate only when necessary. Have students carry most of the conversation. (15 minutes)
- Talk about vocabulary that was given on Monday. Ask students to bring in objects or pieces of works (original or from literature, magazine, pop culture, music - appropriate language expected) that represents or exhibits one term in the list for tomorrow's class. (5 minutes)
- Assign reading for homework. Chapters 12-15. Have them read silently in class for the remainder of the period. Ask them to take notes on the chapters-thoughts, concerns, feelings, major events and details. Bring in tomorrow to discuss. (35 minutes)

Friday, Day 5

- Take about 15-20 minutes to discuss (as a class) the items that the students brought into class. Ask them to talk about what each object means and what it represents and have them defend their answer.
- Discuss the chapters of the book that were assigned for homework for about 15 minutes and then answer any questions or concerns. (Discussion guide attached if needed.) Have students carry most of conversation and only mediate when necessary.
- Show the first portion of the movie for the last 20 minutes to help them to visualize the setting and characters. This should cover the first few chapters of the novel.

Monday, Day 6

- Give students the handout with all the SAT vocabulary listed for the week. Take about 10 minutes to go over the definitions and how the words are used.
- Give students the handout on the Family Newspaper (attached). Go over the directions and what is expected. Go over the rubric. Answer any questions or concerns about the assignment. Set the due date of the newspaper for two weeks from today. Give out two sheets of layout paper for them to start the newspaper on. (25 minutes)
- Assign the reading homework for tonight in *Great Expectations*. Have them read chapters 16-20 silently. What they do not finish will need to be done for homework. Ask them to take notes over the reading- questions, thoughts, concerns, major events and details. They should bring them into class the next day for discussion. (15 minutes)

Tuesday, Day 7

- Take class time to discuss the reading that was given for homework. Have them split into groups of four or five to discuss what they each thought about the reading. (Discussion guide attached) 20 minutes
 - Read chapters 21-23 out loud in class. Assign roles for the reading or ask them if they would rather do a Round Robin reading of the text. Only interject when clarification is needed on the text or instructor would like to point out something in the text. What is not covered will need to be done for homework, plus chapters 24-26. Ask them to take notes on the chapters-questions about the text, thoughts, important events, and details in the novel. (30 minutes)
 - Ask them to bring in materials for Family newspaper assignment. Remind them that they should be doing the assignment at home. Tell them that tomorrow will be a workshop day in order to do some peer editing as well as for the instructor to monitor progress and answer any questions. (5 minutes)

Wednesday, Day 8

- Take class time to discuss as a class the reading that was given for homework. (Discussion guide attached if needed). Students should carry most of the conversation but instructor should help mediate and keep the students on the topic. Answer questions or concerns about the material. Help them summarize the events of the novel so far. (15 minutes)
- Ask students to get out all the materials that they brought to work on for the Family Newspaper project. Have them get with one other person in the group to discuss what ideas they have and what they have worked on so far.

Instructor should walk around asking if students have any questions or concerns. Instructor should also be monitoring the progress of the students. Ask to see what the students are working on. Once again remind them that they need to be working on this at home. (35 minutes)

- Assign reading for homework. They need to read chapters 27-30 in *Great Expectations* for homework. Ask them to take notes on the chapters-questions, concerns, major details, and major events. Tell them that they will need to start studying for a quiz on Friday over the chapters that have been read so far. (5 minutes)

Thursday, Day 9

- Take class time to discuss as a class the reading that was given for homework. (Discussion guide attached). Students should carry most of the conversation but instructor should help mediate and keep the students on the topic. Instructor should point out all the things that will be needed for the exam tomorrow. Explain that the questions will come from the notes and discussion of the material in class. Answer questions or concerns about the material. Help them summarize the events of the novel so far. (35 minutes)
- Tell them to get into groups of two or three and study quietly together. They should be doing things such as summarizing the story, discussing the story and the characters, quizzing each other and etc. (15 minutes)

Friday, Day 10

- Have students come quietly in. Ask them to clear their desks of anything but a clean piece of paper and a pencil or pen. Pass out the quizzes and have them cover their papers while taking the quiz. Explain to them that they have about fifteen minutes to answer the questions. When they are done, they should turn the paper over and wait for it to be collected at the end of the fifteen minutes. (20 minutes, from passing out the paper to the collection of the paper)
- After papers are collected, show the next 30 minutes of the movie to the class. The students should be paying attention and not talking. (30 minutes)
- Tell them that there is no homework for the weekend except to work on their family newspapers. Tell them that Wednesday will be another workshop day. (5 minutes)

Lesson Plan: Week 3

Monday, Day 11

- Give students the handout with all the SAT vocabulary listed for the week.

Take about 10 minutes to go over the definitions and how the words are used.

- Ask students to read silently chapters 31-35 for the remainder of the class period. Have them take notes on the chapters- questions, thoughts, concerns, major details of the text and major events. (35 minutes)
- Remind them to work on their newspapers at home. Also remind them that Wednesday will be a workshop day. (5 minutes)

Tuesday, Day 12

- Take class time to discuss the reading as a class that was given for homework. (Discussion guide attached). Students should carry most of the conversation but instructor should help mediate and keep the students on the topic. Answer questions or concerns about the material. Help them summarize the events of the novel so far. Assign chapters 36-40 for homework. Ask them to take notes over the chapter and have them bring it in tomorrow. (15 minutes)
- Ask them to split into groups of three or four. Have them take out the SAT vocab for the week. Ask each group to create a game using that set of words. (Jeopardy, Wheel of fortune, etc.) (20 minutes)
- At the end of the 20 minutes, ask the group as a whole to come back together. Have each group quickly explain their game. Then have the entire group vote on the best game. Explain that the class will play this game on Friday. Remind them that tomorrow is workshop day. (15 minutes)

Wednesday, Day 13

- Take class time to discuss as a class the reading that was given for homework. (Discussion guide attached if needed). Students should carry most of the conversation but instructor should help mediate and keep the students on the topic. Answer questions or concerns about the material. Help them summarize the events of the novel so far. (15 minutes)
- Ask students to get out all the materials that they brought to work on for the Family Newspaper project. Have them get with one other person in the class to discuss what ideas they have and what they have worked on so far. Instructor should walk around asking if students have any questions or concerns. Instructor should also be monitoring the progress of the students. Ask to see what the students are working on. Once again remind them that they need to be working on this at home. (30 minutes)
- Assign them homework for tomorrow. Ask them to read chapters 41-43 for

tomorrow. Have them take notes on the chapter-questions, concerns, thoughts, major events, and major details. (5 minutes)

Thursday, Day 14

- Take class time to discuss the reading as an entire class that was given for homework. (Discussion guide attached if needed). Students should carry most of the conversation but instructor should help mediate and keep the students on the topic. Answer questions or concerns about the material. Help them summarize the events of the novel so far. (15 minutes)
- Have students read out loud chapters 44 & 45 during class. Assign them roles or ask if they would rather do a Round Robin version. Assign chapters 46-50 for homework. Have them take notes on the chapter. (35 minutes)
- Remind the group that one the game contest to bring in materials for the game on tomorrow. Also remind the class that the newspaper project is due on Monday. (5 minutes)

Friday, Day 15

- Have students come in and sit down quietly. The group that is setting up the game should do so in a timely fashion. After the game is set up, the students should be split into teams (Whatever the rules of the game call for) and then the game should proceed. Have them play the game for about 20 minutes (if one time takes longer, the game should end after that first time).
- Have students settle back down. Show the next 30 minutes of the *Great Expectations* movie. (30 minutes)
- Remind the students that the Newspaper project is due on Monday. Tell them that they will be given a chance to present their project to the class.

Lesson Plan: Week 4

Monday, Day 16

- Give students the handout with all the SAT vocabulary listed for the week. Take about 10 minutes to go over the definitions and how the words are used.
 - Ask the students to present their newspaper projects. Have them get up in front of the class and talk about their newspaper. (35 minutes)

Make sure they talk about :

- ✓ What they decided to call the newspaper
 - ✓ Why did they choose that name?
 - ✓ What articles did you decide to put in the newspaper?
 - ✓ Share one piece or artifact from the newspaper with the entire class.
-
- Assign homework for tomorrow. Have the students read chapters 51-55 for homework. Ask them to take notes on the text- questions, concerns, thoughts, major details and major events. Tell them that there will be a quiz on Thursday for the final chapters of the novel. (10 minutes)

Tuesday, Day 17

- Take class time to discuss the reading in groups that was given for homework. Have them split into small groups of four. (Discussion guide attached for groups and for large group). 15 minutes
- Have students come back together. Discuss chapters as a class. Students should carry most of the conversation but instructor should help mediate and keep the students on the topic. Answer questions or concerns about the material. Help them summarize the events of the novel so far. (15 minutes)
- Have students read *Great Expectations* silently for the remainder of the time. They should read chapters 56-59 for homework and ask them to take notes on the chapter-questions, concerns, thoughts, major events and major details. (25 minutes)

Wednesday, Day 18

- Take class time to discuss as a class the reading that was given for homework. (Discussion guide attached). Students should carry most of the conversation but instructor should help mediate and keep the students on the topic. Instructor should point out all the things that will be needed for the exam tomorrow. Explain that the questions will come from the notes and discussion of the material in class much like the last one. Answer questions or concerns about the material. Help them summarize the events of the novel so far. (35 minutes)
- Tell them to get into groups of two or three and study quietly together. They should be doing things such as summarizing the story, discussing the story and the characters, quizzing each other and etc. (15 minutes)

Thursday, Day 19

- Have students come quietly in. Ask them to clear their desks of everything but a clean piece of paper and a pencil or pen. Pass out the quizzes and have them cover their papers while taking the quiz. Explain to them that they have about fifteen minutes to answer the questions. When they are done, they should turn the paper over and wait for it to be collected at the end of the fifteen minutes. (20 minutes, from passing out the paper to the collection of the paper)
- After papers are collected, show the next 35 minutes of the movie to the class. The students should be paying attention and not talking. (35 minutes)

Friday, Day 20

- Have students come in quietly. Ask them to clear their desks of everything. Show the remaining portion of the movie. (15 minutes)
- Discuss as a class what they thought about the novel. (Discussion guide attached) Students should carry the conversation with little mediation from the instructor. (15 minutes)
- Have students take a look back at their life maps. Have them split into groups of three or four and do a mini-life map for Pip. Give handout with questions for them to think about and discuss (attached). 20 minutes
- Give out handout and rubric for the next assignment. (The Comparing Works Essay, attached). Answer questions and concerns about the assignment. It will be due two weeks from today. (5 minutes)

Lesson Plan: Week 5

Monday, Day 21

- Give students the handout with all the SAT vocabulary listed for the week. Take about 10 minutes to go over the definitions and how the words are used.
 - Introduce Comparing and Contrasting writing. Give them the Comparison/Contrast Writing activity handout. Ask them to look over it briefly and answer any questions that they may have. (15 minutes)
 - Have them split into groups of three to five. (depending on the size of the class). Ask them to begin working the sections of the worksheet. They need to get as far as they can during the remainder of the period. (30 minutes)

Tuesday, Day 22

- Have students get back into the groups that they were in the previous day. Have them begin working where they left off on Monday. They should continue to work in groups for the remainder of the period. Instructor should walk around the classroom monitoring the progress of the students. She should also answer any questions or concerns that the students have. (55 minutes)

Wednesday, Day 23

- Have students get back into the groups that they were in the previous day. Have them begin working where they left off. They should continue to work in groups until they reach the section entitled Revision: Individual. Here they should start working alone to produce a revision of their original draft. Have them do the remainder of the revision for homework. Hand them a rubric for the grading process. The paper should be typed and double spaced. The paper will be taken up at the beginning of the period. (55 minutes)

Thursday, Day 24

- Take up the papers that the students were assigned for homework. The students will receive a grade according to the rubric that they were given. Tell the students that the papers will be graded and returned to them the following Wednesday. (15 minutes)
- Introduce the next work that you will be covering (*A Rose for Emily* by William Faulkner). Talk about the elements that go into a short story such as:
 - ☛ There is only one plot line
 - ☛ All events of the story lead up to one single effect: terror, horror, humor, etc
 - ☛ Go over the elements of internal conflict and external conflict
 - ☛ Go over tone and voice once more

(15 minutes)

- Have students read the short story quietly for the remainder of the class. Ask them to finish it for homework if they do not finish in class. Also ask them to be prepared to come to class tomorrow with questions about the text and to start thinking about how this work relates to *Great Expectations*. (25 minutes)

Friday, Day 25

- Discuss the reading that was assigned for homework as a class. Ask the students to get into a large circle . Have the students get out their questions and thoughts that they had while reading the story. Other students should raise hands and try to answer the questions by using the text as a way to back up their answers. Students should carry the conversation with little mediation from the instructor. (Discussion guide attached if needed). Also ask students to begin explaining how the two works that have been studied in the unit compare. (50 minutes)
- Tell students that there will be small content quiz on *A Rose for Emily* on Monday.

Lesson Plan: Week 6

Monday, Day 26

- Give students the handout with all the SAT vocabulary listed for the week. Take about 10 minutes to go over the definitions and how the words are used.
- Provide students with some time to begin thinking about the Comparing Works Essay. They may also read silently in their seats for the remainder of the period. (45 minutes)

Tuesday, Day 27

- Pass out the copy of Maya Angelou's poem *Still I Rise*. Ask the students to read it silently for a few minutes and then ask for a volunteer to read the poem out loud. (15 minutes)
- Begin discussing the poem as a class. (Discussion guide included) Have students carry the conversation with little mediation from the instructor. Ask them about comparisons between this work and the other two that were previously studied. (25 minutes)
- Tell them to begin writing the rough draft for the Comparing Works Essay. Remind them that the final draft is due on Friday. Have them bring in the rough draft tomorrow for it to be reviewed by the instructor. It will be returned to them within the next day or so. Also ask them to bring in their notes for the paper tomorrow so that they can bounce ideas off one another in groups during class. (15 minutes)

Wednesday, Day 28

- Ask students to pass up their rough drafts of the Comparing Works Essay. (5 minutes)
- Break them up into groups of three so that they may discuss ideas and thoughts about the papers. Instructor should be walking around to monitor the progress and answer any questions or concerns. Instructor may also be grading rough drafts during this time. (50 minutes)

Thursday, Day 29

- Return rough drafts to the students. Explain what certain marks mean and what my general thoughts were on the papers. Give a mini-lesson covering the areas that the students may need to improve as a group. (25 minutes)
- Ask students to get into different groups from what they were the previous day. Have them do some more peer editing. Instructor should be walking around to monitor the progress and answer any questions or concerns about the revision or the final paper. (20 minutes)
- Ask another group of students to bring in the vocab game that was created earlier in the unit. Have them bring in the materials so that the game can be played during class time the next day. The Sat words for the weeks should be the words used for the game. (5 minutes)

Friday, Day 30

Have students come in and sit down quietly. The group that is setting up the game should do so in a timely fashion. After the game is set up, the students should be split into teams (Whatever the rules of the game call for) and then the game should proceed. Have them play the game for the remainder of the class time. (55 minutes)

Activity #1: Family Newspaper

We have discussed in class how *Great Expectations* by Charles Dickens was originally written in serial form. It was first published in pieces by a magazine. Therefore, Dickens was able to gauge the success of his story by how many readers he had each week. The story that Dickens chose to tell was based on a boy and the journey that he takes through life. It also focuses on his "family" and how he chooses to deal with them.

Writing for a magazine or newspaper is extremely different from writing a novel or even a short story. For this activity I would like for you to think about what goes into a newspaper or magazine. Take a look at some articles from the local newspaper or from a magazine that you frequently read. I would then like for you to develop your own family newspaper.

Some ideas of what to include in the newspaper:

- 1) Factual stories about events that are currently going on within your family.
Ex: This may be a story on your sister's piano recital or a report explaining about how the family dog is missing.
- 2) Anecdotal stories that report an event or special time in the life of your family.
- 3) Photographs of your family or graphics that go along with the story that you are telling. Captions should be placed under each actual photograph.

Along with stories that are centered on your family, I would like for you to include at least 3-5 original artifacts:

- drawings
- poems
- other creative writing that you have done
- You may also include some quotes or sayings that have special meaning for you.
- You need to think of a title that is appropriate for your newspaper and the articles within your newspaper.
- And all final work must be completed with a computer.

I will provide you with two sheets of layout paper. You will be required to appropriately fill up the space on these two sheets. Your grade will be based on if you have provided the required elements, mechanics, and how neat the project is. The project should be completed within the next two weeks. I will provide some class time in order for you to work on the project and for me to be able to monitor your progress and answer your questions.

Rubric for Family Newspaper Activity: 50 pts possible

Required elements.

- | | |
|--|-----------|
| 1) Provided a title for the newspaper and articles | 5 4 3 2 1 |
| 2) At least 3-5 original artifacts | 5 4 3 2 1 |
| 3) Appropriately filled up the space of the two sheets | 5 4 3 2 1 |

Neatness and Creativity:

- | | |
|---|-----------|
| 1) All required elements (excluding photographs and drawings) were completed with use of computer | 5 4 3 2 1 |
| 2) Newspaper is visually appealing to the eye | 5 4 3 2 1 |
| 3) Inclusion of graphics and photographs (At least 5 graphics/ photographs) throughout newspaper | 5 4 3 2 1 |
| 4) Outside material (graphics and etc) are relevant the material in the paper | 5 4 3 2 1 |

Grammar and Mechanics:

- | | |
|---|-----------|
| 1) Few errors in grammar (verb usage, subject/ Pronoun usage, and etc) | 5 4 3 2 1 |
| 2) Few errors in mechanics (comma splices & etc) | 5 4 3 2 1 |
| 3) Evidence of revision and editing (I will periodically | 5 4 3 2 1 |

ask students to submit work to me and also do peer editing

Total Points=

50 pts = 100

45 pts= 90

40 pts = 80

35 pts= 70

30 pts=60

Comparing Works Essay

Over the past six weeks we have discussed *Great Expectations* by Charles Dickens, *A Rose for Emily* by William Faulkner, and *Still I Rise* by Maya Angelou.

The three works are very different in style and genre. However, there are things within each work that can be compared.

I would like for you to write a 500-700 word paper. The paper should be double spaced and typed. Please choose from one topic listed below:

- 1) Compare the setting of *Great Expectations* to *A Rose for Emily*. Talk about dates and where the story takes place. Also include any information about why the author may have chosen this particular setting.
- 2) Compare the female characters in each of the three works. Compare aspects of personality and action.
- 3) Choose your own topic. The paper has to compare different aspects of two out of the three works. Please see me with-ideas about your topic before you begin writing the paper.

Please make sure that you:

- 1) Address the question fully- this means showing how things are similar as well as different.
- 2) Do not just summarize the works.
- 3) Make statements that can be argued.
- 4) Include examples from the text that support your point. These should be cited within the paper.

A rough draft will be due later in the semester. I will edit them and then pass them back. I will also give you time for some peer editing and discussion of the topic. The final draft will be due two weeks from today. This should give you enough time to fully develop your thoughts on your topic.

Category	Excellent-25 points	Good-20 - points	Satisfactory-15 pts	Needs Improvement-10 pts
Introduction	First paragraph has a clear thesis and appropriately grabs the attention of the reader.	First paragraph has weak thesis but still appropriately grabs the attention of the reader.	First paragraph makes an attempt at grabbing the attention of the reader but has no clear thesis.	First paragraph has no clear thesis and is unclear about the subject of the paper.

Organization	The entire paper is very well organized. One idea follows another in a logical sequence with clear transitions.	The paper is pretty well organized. Some ideas may seem out of place. Clear transitions are used.	The paper is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.
Focus on the Assigned Topic	The entire paper is related to the assigned topic and addresses the issues of the topic fully.	Most of the paper is related to the assigned topic. The paper wanders off at one point, but most of the issues of the topic are covered.	Some of the paper is related to the assigned topic, but not all the issues are addressed. Unnecessary information is added.	The topic is not being addressed. The issues are not related to the assigned topic.
Spelling and Punctuation	There are few spelling or punctuation errors in the final draft.	There are some spelling or punctuation errors in the final draft that sometimes distract the reader from the content.	There are numerous spelling and punctuation errors in the final draft that often distract the reader from content.	The final draft has numerous spelling and punctuation errors that greatly distract the reader from content.
Requirements	All of the written requirements were met. (# of pages, examples from the text, citation of text)	Almost all the written requirements were met.	Most of the written requirements were met.	Many requirements were not met.

★ Comparing Works Essay Rubric and Comparison/ Contrast Writing Activity Rubric

Comparison/ Contrast Writing

You have probably engaged in *comparison and contrast* quite often. People frequently discuss which is better, one movie or another; which restaurant has the best food and service; which teacher is the hardest; which computer they would rather use; and so on. In order to do so, they *compare* (that is, examine the cases to see what they have in common) and *contrast* (identify ways in which they are different). The following procedures will help you engage in comparison/contrast tasks.

Part I: Procedures for Comparison and Contrast

Prewriting: Small-Group

1. Get in a group of three to five students and brainstorm for two things to compare and contrast. Some possibilities are:
 - A. Two athletes or athletic teams. (Try to pick two that are reasonably similar, such as two quarterbacks or two shortstops;

don't choose a hockey goalie and a polo player, or a field hockey team and a basketball team.)

B. Two restaurants. (Again, pick two of the same type, such as two fast-food restaurants or two pizza parlors.)

C. Two social groups in your school.

D. Two musical groups (of the same type, such as two rap groups or two high school marching bands).

E. Two TV shows (of the same type, such as two situation comedies or two police dramas) or two movies (of the same type).

F. Two clothing stores (of the same type, such as two department stores or two stores that cater to teenagers and young adults).

2. Think of areas in which you can compare and contrast the two items. For instance, let's say that you have chosen to compare the shortstop for the Chicago Cubs to the shortstop for the Chicago White Sox. In comparing and contrasting baseball players, people often look at their fielding, hitting, baserunning, and leadership. What areas of comparison can you think of for the two items you are thinking about?

3. Think about how your two items measure up in each of the areas of comparison you have identified. The following are ways in which each of the shortstops measures up in the four categories identified in step 2:A. Fielding

Cubs: Excellent range, superb throwing arm, outstanding on double play, sometimes questionable judgment, makes too many errors.

Sox: Good range, good throwing arm, outstanding on double play, excellent judgment, makes very few errors.

B. Hitting

Cubs: Good power, good batting average, swings at too many bad pitches, strikes out too often, doesn't walk often enough.

Sox: No power, good batting average, swings at too many bad pitches, strikes out too often, doesn't walk often enough.

C. Baserunning

Cubs: Good speed, questionable judgment, scores an average amount of runs.

Sox: Poor speed, good judgment, should score more runs.

D. Leadership

Cubs: Does not have a "take-charge" personality, judgment is too poor to be a good leader.

Sox: Has a strong, outgoing personality, shows excellent judgment, is regarded as a team leader.

As you can see, in this list the group has (1) identified several

categories in which to compare and contrast the two shortstops, and (2) identified the characteristics of each ballplayer in each category.

4. You now have a plan for writing an essay comparing and contrasting the two shortstops. After looking over your notes, you might want to discuss them with your group or freewrite about the similarities and differences between the two things you are comparing and contrasting, and about what conclusions you could draw from your inquiry. For instance, you might develop the thesis that the two shortstops discussed above would both be good to have on your team, but the Cubs shortstop would contribute more to a team with good leadership and the Sox shortstop would contribute more to a team with good power and speed.

Producing a Draft

1. The thesis you developed above could provide the basis for an introductory paragraph to an essay comparing and contrasting your two items, athletes, etc.
2. Next, try to develop a paragraph for each area of comparison. For example, if you were comparing the two shortstops, you might start by comparing and contrasting them according to their fielding. However, instead of just listing the characteristics from your notes, think of examples that would support the major points you are trying to make. For instance, you might say that the Cubs shortstop shows bad judgment on the base paths by getting picked off base and thrown out stealing too often. Here you are providing evidence to support the points you are making. When possible, give specific examples, such that the Cubs shortstop has better power, having hit 18 home runs and 41 doubles and having driven in 66 runs, while the Sox shortstop hit 1 home run, 17 doubles, and drove in 38 runs.
3. Finally, draw some sort of conclusion based on your comparison, possibly developing the ideas you stated in your thesis. You might conclude, for instance, that since most teams need offense more than leadership, most teams would prefer to have the Cubs shortstop.

Revision: Small-Group

After you have written a draft of your essay, get back in your small group to share your writing. Proofread the essays of your groupmates, pointing out passages that you feel are strong and suggesting ways to improve the writing, particularly with regard to the writer's use of evidence to support each comparison and contrast, as well as the conclusions that the writer draws in the paper. Make comments in the margins of the draft wherever you feel they would be helpful, and write a summary evaluation at the end of each draft you read. Feel free to discuss the essay with the writer and other members of the group.

Revision: Individual

Using the comments of your group members, produce a new draft of your essay.

Discussion Guides for Chapters

Chapters 1-4

- Discuss how Pip's personality is revealed by his telling of the story and by his participation in the story itself?
- How did Pip get his name?
- Who does Pip meet in the graveyard? What does he want? What do you think of Mrs Joe, Joe ?

Chapters 5-11

- Why does Pip call the convict "his"?
- Who arranged for Pip to go to Ms. Havisham's house?
- What is the name of Ms. Hivisham's house? Why do you think it's called that name?
- Why is Miss Havisham wearing a wedding dress?
- What advice does Joe give Pip?
- What does the mysterious stranger give Pip?

Chapters 12-15

- What does Pip hope to gain from Miss Havisham?
- Who does Pip begin to work for?
- Who gets into a fight w/ Mrs. Joe? What does this result in?

Chapters 16-20

- Who does Pip think attacked his sister?
- Who is Mr. Jaggers?
- What news does he give Pip?
- Who does Pip think is his benefactor?
- What displeases Pip about London?

Chapters 21-26

- What nickname is given to Pip?
- What make Miss Havisham stop all her clocks?
- Who is called soft and delicate?
- What advice does Jaggers give Pip?

Chapters 27-30

- Who comes to visit Pip?
- What message does he get from this visitor?
- What does the visitor say that he will never do again? Why do you think he says this?
- Who does Pip see on the coach?
- What does Miss Havisham want Pip to do?

Chapters 31-35

- What message does Pip receive from Estella?
- Who dies?
- What promise does Pip make to his family?

Chapters 36-40

- What does Pip help Herbert do?
- What does Miss Havisham tell Estella to do?
- Who comes to Pip's apartment?
- Why is this meeting important?
- What is the name of the convict?

Chapters 41-43

- What is the truth behind the gentleman named Compeyson?
- Why is he important?
- What message does Wemmick send Pip?

Chapters 44-50

- Who is after Magwitch?
- What does Pip refuse to do concerning Magwitch?
- Who does Estella resemble?
- Why is this important?
- What morbid fantasy does Pip have concerning Miss Havisham?
- What happens to Miss Havisham?

Chapters 51-55

- Who is Estella's mother?
- Who does Pip meet in the quarry?

Who saves Pip?

Chapters 56-59

- How is Magwitch consoled before his death?
- What cause Pip to hallucinate?
- Who pays off Pip's debts?
- Who does Pip decide to marry before going home?
- Who does Pip find in the ruins of Satis House?

Quiz- *Great Expectations* Ch 1-30

1. How did Pip get his name?
2. Who does Pip meet in the graveyard? What does he want?
3. Why does Pip call the convict "his"?
4. What is the name of Ms. Hivisham's house?
5. What advice does Joe give Pip about going to Miss Havisham's house?
6. What does the mysterious stranger give Pip in the bar?

7. What does Pip hope to gain from Miss Havisham?
8. Who does Pip begin to work for?
9. Who gets into a fight w/ Mrs. Joe? What does this result in?
10. Who does Pip think attacked his sister?
11. Who is Mr. Jagers?
12. What news does he give Pip?
13. Who does Pip think is his benefactor?
14. What displeases Pip about London?

15. What nickname is given to Pip?
16. What made Miss Havisham stop all her clocks?
17. Who comes to visit Pip in London?
18. What message does he get from this visitor?
19. What does the visitor say that he will never do again? Why do you think he says this?
20. Who does Pip see on the coach?
21. What does Miss Havisham want Pip to do concerning Estella?

Quiz- *Great Expectations* Ch 31-59

1. What message does Pip receive from Estella?
2. What promise does Pip make to his family when he visits?
3. What does Miss Havisham tell Estella to do concerning suitors?
4. Who comes to Pip's apartment late one night?
5. Why is this meeting important?
6. What is the name of the convict?
7. What is the truth behind the gentleman named Compeyson?
8. Why is he important?
9. What message does Wemmick send Pip?
10. Who is after Magwitch?
11. What does Pip refuse to do concerning Magwitch?
12. Who does Estella resemble?
13. What morbid fantasy does Pip have concerning Miss Havisham?
14. What happens to Miss Havisham?
15. Who is Estella's mother?
16. Who attacks Pip in the quarry?
17. Who saves Pip in the quarry?
18. How is Magwitch consoled before his death?
19. What causes Pip to hallucinate?
20. Who pays off Pip's debts?
21. Who does Pip decide to marry before going home?
22. Who does Pip find in the ruins of Satis House?

Answers- *Great Expectations* Ch 1-30

1. He couldn't pronounce his name so it came out Pip and just stuck.
2. A convict. He wants a file and something to eat.
3. Because he felt responsible for him.
4. Satis House
5. That he shouldn't be going around people who have more than he does, you shouldn't mingle with the upper class.
6. Two pounds of silver.
7. Learn how to be a gentlemen (money)
8. Joe
9. Orlick, she faints
10. The convicts
11. Lawyer who takes Pip under his wing
12. That he has been given a large sum of money
13. Miss Havisham
14. The noise, crowds, and smells
15. Handel
16. Her fiancé left her at the altar
17. Joe
18. That Estella is home and she would like to see Pip
19. He says that he will not come to see Pip again in London because he doesn't believe that the social status of Pip allows for someone like Joe to be acquainted with him.
20. The two convicts
21. Love her with all his heart

Answers- Great Expectations Ch 31-59

1. That she wants to see him
2. That he will come to visit more often
3. Trick them into loving her
4. The convict
5. He tells Pip that he is the benefactor, also gives Pip information about his life
6. Magwitch
7. He is a convict also,
8. He was Miss Havisham's fiancée
9. Don't go home
10. Compeyson
11. He won't spend any more of Magwitch's money
12. Molly, Jaggers maid
13. That she would die
14. She falls in the fire
15. Molly
16. Orlick
17. Herbert
18. The knowledge that his lost daughter is safe
19. A serious fever
20. Joe
21. Biddy
22. Estella

Discussion guide for *A Rose for Emily*

- How does the house reflect Miss Emily's personality and state of

mind?

- What does Miss Emily refuse to do?
- Why did she believe that she didn't have to do this action?
- What smell is the story referring to?
- How did Emily's father affect the way she participated in society?
- Why did the townspeople think that it was odd that Miss Emily was seen with Homer Barron?
- What was strange about Homer Barron?
- Why did Miss Emily buy arsenic?
- Who was in the bed upstairs when Emily died?
- How does this short story compare to Dickens large novel?

Discussion Guide for *Still I Rise*

- What tone is the author or the poem setting?
- How does the poem compare to the other two works that we have discussed?
- What is the author saying about life and life's obstacles?
- What is the author saying about heritage and the past?
- Is the author dealing with ideas of racism and inequality?

