## Short Story Unit, Gr 12

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#### **Introduction**

This is a 4 week short story unit for grade 12. There are 20 classes in the unit, and we have prepared lessons for 12. They are 75 minute lessons. Every lesson focuses on different literary aspects, such as; escape and interpretation, plot, character, theme, point of view and symbol and irony We plan to use the other classes to study other stories, and maybe watch a few videos, and/or write in-class essays. We are working from the two critically acclaimed texts, <u>Story and Structure</u>, and <u>Story and Structure</u>, <u>Canadian Edition</u>.

#### **Global Rationale**

As this is a grade 12 unit, we must prepare the students for their final exam. We have also, however, tried to make it interesting and engaging for the students. The result is a bit of a balancing act between aesthetic and efferent reading exercises. While there is reflective writing, it is expected to be more thorough and better organized than the previous grades. The lessons are designed in a way that encourages readings on all four of Stephen Judy's levels, and discussion of these levels either verbally or written. We have designed the lessons under the assumption that grade 12 students are less interested in creative work and more interesting in analyzing and discussing issues.

#### **Teaching Activities**

#### Reading

There is obviously a lot of reading, so we tried to mix up the way we read it. Sometimes the teacher reads, students read I groups, students volunteer to read for the class, on their own, for homework.

#### Presentation assignment

This assignment is to be assigned at the beginning of the unit. Class is divided into groups. There should be one group for every short story you plan to read as a class. Then each students in the group is given a word or concept that is related to their story. For example:

Words for Paul's Case group Rico Carnegie Hall John Calvin Paul's carnation Pittsburgh vs New York

Each student is responsible for doing a 5 - 10 minute presentation on their word during the time that the class is studying their story. Presentations will be marked out of 10 and should include the following:

Description of topic When in the story does the topic come up? What is the significance of the topic in relation to the story as a whole?

## Class Discussions

<u>Debate</u> (see The Lottery Lesson #2 for details)

Short Lectures

Group Role Playing

Students pretend they are psychologists and discuss a case history for the main character in Paul's Case

<u>Films</u>

Many of the Short Stories have a film version. Students may watch the film and discuss, or write a response

<u>Frieze / Tableau</u> See "Haply, the Soul of My Grandmother" Lesson 1

## **Learning Outcomes**

- Cultivate students' personal and aesthetic awareness.
- Gain insight into the human condition.
- Broaden students' experience through creative and critical thinking.
- Transcend barriers of time and place as we explore the imaginary world
- Recognize the timelessness of the literary traditions and their relevance to the imaginary world
- Increase students' awareness of the importance of the literary forms and the power of language.
- Expand vocabulary, gain familiarity with correct language usage and develop a sense of precision and artistry in style and expression.
- Expand knowledge base.
- Cultivate analytical and critical thinking skills

## Assessment / Evaluation

Group Presentation Several 1 page written responses 2 in class essays Final project – Concept Map (see hand out) Participation

#### **Resources**

Paul's Case video Koerner Audio/Visual Library PS3505.A7 P28 1979

<u>Rico Lebrun</u> (a book of paintings by a painter that Paul likes) Main Library NC139 L4 A56 1967

<u>The Parthenon Frieze</u>, by Jenifer Niels Main Library NA2965 .N45 2001

"All you never wanted to know about Willa Cather and Paul's Case" <u>http://www.geocities.com/Athens/Oracle/4925/</u>

A summary of Paul's Case including lots of intertextual information and links. The links are great.

www.manntaylor.com/plantweek48c.html

This is just a little description of a Japanese Quince tree. It has a picture of the flowers in bloom.

<u>www.lessonplanspage.com</u> This website has some grade 11 / 12 short stories lessons plans. One is for The Lottery.

http://zeus.ekt.gr/parthenonfrieze/index.jsp?lang=en&w=1152 This is a website with great pictures and descriptions of the Parthenon Frieze.

**Topic:** The Lottery – Lesson 1

## **Objective:**

The students will be able to identify and discuss key themes in The Lottery. The students will be able to identify irony in The Lottery

## **Explanation of lesson:**

Teacher outlines agenda for lesson.

## Hook (15 mins)

Ask the class to be quiet. Teacher presents himself as the mayor of the town and asks the class to act according to the seriousness of the event. It is the time of year to have our lottery. Teacher puts a box at the front of the room with white papers inside. There should be one paper for each student. One paper has a black dot. Students are each to walk to the front of the room and pick a paper, then return to their seat. They are not to show anyone their paper (it'll ruin the effect if they do). As the lesson continues, they are to keep the paper in their pocket and not talk about it.

## Activities:

1) Reading 25 mins

Teacher begins to read to the class. After the first page, ask who else would like to read, and whoever volunteers reads.

Teacher stops several times to take a break and ask some questions.

-What's happening so far?

-How do you feel about the lottery at this point?

-Can you find any clues about what the winner of the lottery will get?

2) Class lottery 2 mins After the reading, ask who in the class got the black dot. Give them a little prize like an apple or something.

3) Responses 5 mins

This story, together with our class lottery, ought to generate some responses. Let the students discuss this for a few minutes.

4) Irony 10 mins
Start off with general discussion of the story

Why are they holding the Lottery?
Why don't they stop?
What type of atmosphere does Jackson create at first, and how does this change?

Teacher asks who knows what irony is? Give examples. Teacher teaches about irony. (See pg 220-226, Story and Structure for help with defining irony.) Class discusses irony in the Lottery.

5) One page writing assignment

Topic: write a response to how Jackson creates a sense of horror from the elements of what seems, at first, to be an innocent story about a small town. Comment on use of withheld knowledge, irony, or any of the other elements discussed in class. If they can't finish this in class, they may finish it for homework. Due at the beginning of next class. Marked out of 10 for meaning, style, form, and conventions. Emphasis on content.

## **Closure:**

Prepare students for next class. Tell them that there will be a debate, and that they should prepare to look at both sides of this issue of a "Lottery". Why do people want to keep it? Get rid of it? Review the story and think about it.

#### Materials

Box (preferably black) Pieces of paper, one for each student. One has a black dot on it. Story and Structure text

## English 12 Lesson Plan: Short Stories Topic: The Lottery – Lesson 2

## Learning outcomes:

The students will be able to identify and discuss key themes in The Lottery. The students will be able to identify irony in The Lottery

## **Explanation of lesson:**

Teacher collects homework from last class. Teacher outlines agenda for lesson.

## Hook

Discuss yesterday's class. What did you think of the story? How about our own Lottery?

## **Activities:**

- 1) Group presentations for The Lottery. 30 mins
- 2) Debate

25 mins

Teacher resumes mayor role and calls a town meeting. Divides class in half. One side is FOR keeping the Lottery. One side is AGAINST keeping the Lottery. Groups have 10 minutes to choose one presenter and prepare their argument. (Admittedly, the AGAINST group has an easier task. FOR group must be creative, look at the arguments that people make in the story, and try to take on the role as best they can.)

Structure of debate: FOR spokesperson makes opening comments. AGAINST spokesperson makes opening comments Debate begins. Citizens must raise their hands to speak and mayor must facilitate the debate.

## 2) Debrief the debate

-which side won the debate? Why?

- -what did you notice about the arguments?
- -does this help your understanding of The Lottery? How?
- 3) Written Responses:

1 page: By transporting a primitivistic ritual into a modern setting the author is enabled to say something about human nature and human society. What? Due next class.

## **Closure:**

Thank class for participation in debate. Remind them that the page is due next class. **Materials** Story and Structure

#### **Topic: The Japanese Quince**

#### Learning outcomes:

The students will be able to identify and discuss plot development and key themes in the short story.

The students will be able to express their own opinions and values regarding uniformity and individuality.

#### **Explanation of lesson:**

Teacher outlines agenda for lesson.

**Hook** – Newspaper article and debate 20-30 minutes

Teacher read a recent newspaper or news article regarding school uniforms. Have a class discussion about pros and cons of school uniforms and whether they think they are a good idea. Read back certain parts of the article that are more controversial and ask for students' responses. If possible, find some pictures of poorly / scantily dressed students, and students in uniforms.

Wrap up: students write in their journals thoughts on the concepts of uniformity and individuality.

#### Activities:

1) Picture and Discussion: 10 mins

Teacher shows a picture of a Japanese Quince on the overhead (pictures available in flower / gardening books). Tells them a few facts about the tree: Not particularly beautiful throughout the year, except for a short time in spring when its flowers are abundant. Grows up to 8 ft tall and more in width.

(www.manntaylor.com/plantweek48c.html)

Tell students that we will be reading a story called "The Japanese Quince". Have them write for 5 minutes about what they think the tree might symbolize in the story. Discuss.

2) First Reading - Teacher reads story to students. 20 mins

Stop a few times to ask questions.

After the fifth paragraph – What is going on here? What do we know about Mr Nilson?

Overview questions:

Because we want to cover the topic of PLOT, begin the discussion identifying the different parts of the plot.

-What is the climax etc?

-As readers, what do we experience, or how do we feel as readers during each of these points?

-Do you admire Mr. Nilson? Did you at any point in the story?

-Do you think he could be a real person? (Is his character believable?)
-Can you relate to how Mr Nilson feels at the end of the story? Have you ever had a similar experience?
Have students elaborate and explain opinions clearly.

3) Group discussion: 20 mins

Groups choose one or two to of the following questions and discuss in detail. (copy of questions for over head attached)

-Around the beginning of the story, something seems wrong with Mr. Nilson. Find several clues about what is causing this. What do you think is the problem?

-Look at the conversation between Mr. Nilson and Mr. Tandram. What do you notice about the two characters and their conversation? Why do they leave so abruptly?

-Why do you think Mr. Nilson was upset at the end of the story? What was it that bothered him?

4) Bring it back to class discussion on these questions. Teacher prompts students to elaborate and explain opinions clearly. (5 mins)

## **Closure:**

Tomorrow we will be studying this short story further. For homework, re-read the short story and think about the theme.

## Materials:

Recent newspaper article about school uniforms, or some other uniformity-related issue. Overhead picture of a Japanese Quince. Overhead discussion questions.

#### Paul's Case -- Lesson 1 **Topic:**

#### Learning outcomes

SWBAT:

- identify key elements of point of view in Paul's Case and relate them to the work as a whole.
- work in groups to find specific problems in Paul's life and relate it to the story as a whole.

#### **Explanation of lesson:**

Teacher outlines agenda for lesson.

#### **Activities:**

1) Read first 10 pages of Paul's case.

(45mins) Teacher begins reading, stressing the tone of the narrator's point of view.

Teacher stops on pg 196 before the new paragraph, "As for Paul.."

-What kind of a student is Paul?

-Do you know anyone with his kind of attitude? (don't say who)

-Who's side is the narrator on at this time? Does the narrator seem

to like Paul? Do you like Paul? Why or why not?

Teacher continues to read half-way down197.

- -Has the tone of the narrator changed? How?
- -Does this change your impression of Paul now?

Students are then to get into groups read together to the top of pg 204.

They are to take turns reading paragraphs to each other.

- 2) Group Work
- 30 minutes

In studying a person who is ill or in trouble, a doctor, social worker, or psychologist often compiles a record of all available information which might throw some light on the ailment or problem. This is called a "Case History".

In groups of 4, students are to imagine they are a group of psychologists who have gathered to talk about Paul. The task is to assess Paul's troubles, with references to the text. Is Paul at risk? Give examples to explain your answer.

Students will hand in one "case history" for Paul. It will be marked out of 10. Marked for content and specific references to text.

3) If there is time, discuss as a class the question of whether or not Paul is "at risk".

#### **Closure:**

Talk about tomorrow's lesson. Read the rest of the story for homework.

#### Topic: Paul's Case -- Lesson 2

#### Explanation of Lesson

Go over agenda for the day and remind students about the project.

## Hook: 5 mins

Ask for a student to summarize the last part of Paul's Case, which was for homework.

#### Activities

- 1) Discuss the last half of the story. Have the following discussion questions on an overhead. (30 mins)
  - What parts did you find confusing, interesting, disturbing etc.
  - Do you think that what Paul did sounds like fun? Why or why not?
  - What did you think of the story?
  - Were you surprised by the ending?
  - How do you feel about Paul's adventure?
  - Is Paul artistic? What value does he find in art?
  - What does art, his trip to NY, and his suicide all have in common?
  - How does the author describe Paul's suicide?
  - Do you think he is brave or cowardly? Why?
- 2) Students choose one question to write about in their journal for 10 minutes.
- 3) Paul's Case presentation group does presentations (35 mins)

#### Closure

Thank group for presentations.

Topic: Paul's Case -- Lesson 3

## Objective

SWBAT identify important aspects of point of view and symbolism in Paul's Case and relate them to the theme.

#### **Explanation of lesson:**

Teacher outlines agenda for lesson.

**Hook** 10 – 15 mins

In groups, students are to brainstorm similarities between Paul's Case and The Japanese Quince. One records. Discuss ideas as a class.

#### Activities:

- 1) Point of view discussion 15 mins
- look closely at the tone of the narrator at different parts of the story.
  - Eg. 3<sup>rd</sup> and 9<sup>th</sup> paragraph 11<sup>th</sup> paragraph

first paragraph of pg 207

last paragraph, pg 211

What kinds of point of view are there? (write on board)

From what point of view does the author write?

When the tone of the narrator changes, does the point of view change?

\*depending on teacher's judgement, could use Point of View Worksheet for a more structured look at P of V.

2) Writing exercise 45 mins

Students write a short essay on one of the following topics:

What effect do the changes in tone create for the reader? How does this effect the storytelling as a whole? (Marked out of 10 for Meaning, Style, Form and Conventions)

Explain Paul's behavior. Why does he lie or hate? What does he want?

#### **Closure:**

Tell students that there will be a video tomorrow.

## Title: "Haply, the Soul of my Grandmother" By Ethel Wilson Lesson 1

#### **Learning Outcomes:**

#### **Explanation:**

This lesson is a focus on the use of symbolism and irony within a story.

## Hook:

Explain to the class what a "frieze" is. Use the book "The Parthenon Frieze" to show a visual example. Teach the students what a modern day frieze is when used in drama and that they will be creating their own friezes in groups later on in the lesson. Note: a modern day frieze when used in drama is a physically frozen moment within a story that represents something that is occurring within the story. It is also known as a "tableau".

#### **Activities:**

Teacher reads the first several pages, until the characters exit the tour of the tomb. From here students read the rest of the story individually in class. As students are reading, the teacher writes the quote at the beginning of the story up on the board.
 20 minutes

"Clown:	What is the opinion of Pythagorus concerning wild fowl?
Malvolio:	That the soul of our grandma might haply inhabit a bird."
	Twelfth Night, Act IV, Scene ii

As students complete the reading, they write in their journals on what this quote means to the story and whether there is any evidence of birds in the story or of a grandmother. 10-15 minutes

2) After the journal writing we will discuss the reference to Shakespeare and the importance of what the author may be trying to say. 5-10 minutes

3) Next divide the class into groups of five people and since they have seen the example of the frieze explain that they are going to create their own frieze, or a dramatical frieze for the rest of the class. They will create a frieze of their interpretation of what the tomb tour was like for Mrs Forrester, Marcus and Mrs. Sampson, in some aspect of what they saw, felt or experienced. Students will have 10 minutes to confer on their ideas with their groups and then 5 minutes for all the groups to present.

- 4) Discuss different ways students interpreted the story, especially the beginning. This is a fairly heavily laden and rich text. So discuss as a class the attributes of the beginning, such as;
  - What is the significance of the first line: "It is airless," said Mrs Forrester? What is the thing that Marcus is looking for within the tomb? Why does Mrs. Forrester think "If I ever get out of this"?

15 minutes

5) For homework students will be asked to answer the following question in paragraph form that they will need to hand in at the beginning of next class.

What in your opinion is the significance of Mrs. Forrester's manner towards her husband in the tomb tour and then the change of behavior as soon as they are outside the tomb? She acts different, why is that?

## **Closure:**

Let students know that the next class they will be studying the same story but on a deeper level, so they will need to have their homework completed in order to move on as a class.

#### Title: Haply, the Soul of my Grandmother

## Lesson 2

#### Explanation

We are continuing with the theme of symbolism in the story.

#### Hook

In order to move back into the story first review any questions that the students may have about the story and to get them talking. Ask questions like;

Where is there reference to the Grandmother in the story? Have you found it yet?

#### Activities

1) In order to encourage a closer reading of the text, have the students look into the story for references to different colors in the story and how they are described. For example:

Compare "faintly clear" on page 223 referring to a lot of yellow and pale colors to the colors that are used to describe the locale in the morning page 227 -- "lily green and pearly cool"

The big question that students should consider is what changed this scene and coolness.

2) After discussing the colors, look deeper into the beginning of the story for clues to the meaning of the story. This, again, involves discussion.

Using the following quotes ask students in groups or individually about the following quote:

"It was not the death of the place that so invaded her, although there was death; it was the long persistent life in which her bones and flesh and all the complex joys of her life and her machine-woven clothes and her lipstick that was so important to her were less than the bright armour of a beetle on which she could put her foot." Page 223

3) Ask students to review the story for reference to different colors. What do the colors mean? Students must be able to support their answers with textual reference.

4) In order to concentrate more on the text and the words that the author uses that impact the dialogue, students must create "found poem" out of the first two paragraphs on the first page of the story.

Note: A found poem is where certain words in a text document are underlined/highlighted and from here you make a poem. It would be helpful if teacher provides an example for students. 15 minutes 5) Students share their found poems with the class. Ask what part of the paragraphs did the poems capture. Why those elements are important to the story and how does the introduction set up the rest of the text. 15-20 minutes

## **Closure:**

Thank students for their participation

## Title: "Haply, the soul of my Grandmother" By Ethel Wilson Lesson 3

#### **Learning Outcomes**

Students will analyze irony and symbolism within the deeply veiled text of the story and be able to draw their own personal conclusions.

#### Explanation

After the past two lessons on this story, we have focused on first and second readings of this story. In this lesson we will delve deeper into the story and the irony and hidden symbols within. Much of this lesson will rely upon the student's interpretations.

#### Introduction

Review the last two lessons and what you have touched upon to refresh the story for the students. What impressions did the story leave us with? 10 minutes

#### Activity

1) Assign students the following questions that they will work on in class with a partner, or individually. 20 –25 minutes

1. Within the story there is a lot of preoccupation with death. Find three examples of death and list them.

2. Using your own interpretation, explain these following quotes. What do they mean in relation to the story?)

Page 225 "His dark brows were concentrated in a frown and it was obvious that he did not want to talk to her or to anybody else. Oh dear, she thought. It's the tomb – he's never like that unless it's really something."

Page 226 "The object on which the two women looked was a small human hand, cut off below the wrist. The little hand was wrapped in grave-clothes, and the small fingers emerged from the wrapping, neat, gray, precise. The fingers were close together, with what appeared to be nails or the places for nails upon them. A tatter of grave-clothes curled and fluttered down from the chopped-off wrist."

Page 227 "There was, however, one fly in the room, nearly as dangerous as a snake."

When done, students hand in their answers for marking.

2) Go over any questions and clarify aspects of the story that may be confusing.

3) The final assignment for this story will be a short essay that the students will be given time to write in class and will be due the next day of class. What ever they do not finish will be for homework.

Question for the Essay:

In your opinion what does the title of the short story, the notion of reincarnation, something which is believe in Egypt and the following passage suggest the story is really about? Support your point of view with evidence from the text.

(Given the rest of the class to work on this)

"It's odd (and she returned to the thought of this country which in spite of its brightness and darkness and vigour was fearful to her), that I am Canadian and am fair, and have my roots sin that part of England which was ravaged and settled by blond Norsemen; and Marcus is Canadian and is dark, and before generations of being Canadian he was Irish, and before generations of being Irish – did the dark Phoenicians come?-and he finds no strangeness here and I do."

## **Closure:**

Ask students what the little hand represents and why it keeps interrupting Mrs. Forrester and her husband, refer to pages 227 and 229.

## Title "The Drunkard" By Frank O'Conner

## Learning Outcomes:

Students will interpret the textual humor and identify several purposes of humor in writing.

## **Explanation:**

Within this short story the author skillfully uses humor and emotion to convey his meaning. Students will unravel the text and compare and contrast it to another Irish story, in the movie "Waking Ned Devine".

## **Introduction:**

Inform students that they will be reading a story about humor and emotion and that it is called "The Drunkard". Ask them who they think the drunkard will be in the story. Provide some information about Frank O'Conner and his famous story "Angela's Ashes". Detail that he came to the United States with his family and that he often draws on this experience in his writing. 5 minutes

## **Activities:**

1) Students read the story independently. 15 minutes

2) After they have read the story assign several questions that they can answer in their journals (Found at the end of the story in Story and Structure). 15 minutes

- 1) What are the sources of humour in this story? Does the humour arise from observation of life or from distortion of life? What elements of the story seem to you the funniest?
- 2) List what seem to you to be the chief insights into life and character presented by the story?
- 3) The boy's drunkenness is seen from four points of view. What are they, and how do they differ?

3) Watch part of the movie, "Waking Ned Devine". It is a story that takes place in Ireland and displays a strong sense of Irish humor about a serious manner, in this case death, while the story is about a boy being drunk. 40 minutes

## **Closure**:

This lesson is a two part lesson where the next class we will watch the rest of the movie. Ask students to think about the humor of the Irish and its purpose in Irish society.

## English 12 Lesson Plan: Short Story

## Title "The Drunkard" By Frank O'Conner

#### **Learning Outcomes:**

Students will compare and contrast two different stories. Students will support their responses with reference to text. responses.

#### **Introduction:**

Review the questions that the students answered after they read the story in the last class.

#### Activities:

- 1) Watch the rest of the movie 40 minutes
- Allow students some time to discuss the movie and their personal responses.
   5 minutes

Students write about the story and the movie in a compare and contrast essay.
 Essay should deal with issues of humor that we have discussed so far in class.
 30 minutes

Essay question:

What sort of ways do the Irish immigrants in the story and the Irish people in the movie use to deal with death? Is death celebrated and if so how is it? Why do you think they approach death in this manner? Can we learn something from their approach?

## Closure

Tell students about next short story and encourage them to look ahead.

## Topic: "The Little Business Man" by Morley Callaghan

## Learning Outcomes:

Students will comprehend actions of the characters and respond to questions about their actions by communicating their ideas in a group and individual opportunities.
 Students will interpret details of the story and draw conclusions.

## Explanation

This is a lesson on interpretation of character's actions in the short story.

## **Hook** 10 – 15 mins

This story parallels society's view of the disabled in Western society. Many people feel that if a person can not function as a "normal" person then they should not be allowed to function. You could do one or two things as a hook, you can bring in examples of people who were sent to NAZI concentration camps, such as the disabled or mentally handicapped. You could ask the students what they think of this and who should be the person to decide whether someone is useful or not. On a much lighter note you could talk about handicaps that some people in the class room may have, such as; reading glasses, being taller than average and from that discus their ability to find a solution.

## Activities

1) The teacher will reads the story to the class. This is manageable as it is 9 pages long. 15 minutes

> 2) At the end of the reading write each character on the board, Mr. Kemp, Uncle Henry, Aunt Helen, Luke and Dan the dog. Do a short character analysis on each person, asking such questions as; who is this person? What descriptive words would you use for them? Are they admirable? In what way? The purpose of this is to make sure everyone is on the same page.

10 minutes

3) Divide the class into 5 groups and assign a character to each group. In this part of the lesson students will be asked to interpret the actions of a character in their group and then present their view point to the class. Each group will be given several questions that they must answer and formulate a consensus on.

20 minutes

<u>Mr Kemp</u>: How does Luke view Mr. Kemp at the beginning of the story? How does he view him at the end? Why is Mr. Kemp kind to Luke?

<u>Uncle Henry</u>: Is Uncle Henry a nice man? Explain your answer. What does Uncle Henry not understand in the story?

<u>Aunt Helen</u>: Is Aunt Helen her "own person" or is she a female version of Henry? What does Aunt Helen do that betrays Luke?

Luke: Why is Dan so important to Luke? Does the fact that Dan is disabled have anything to do with Luke's feeling towards him?

<u>Dan:</u> Does Dan represent something to Luke other than a dog and friend? If so, what? Do you think Dan should still be allowed to live?

4) After students have presented their character have them write on their journals a personal story about loss and/or something that they wished they still had, or something that was taken away from them. 15 minutes

#### Closure

Talk about ESCAPE in the story and what or whom was Luke and Dan's escape. Ask students if they were in a similar situation would they have saved Dan the dog from drowning why or why not. 5 minutes \*For anyone choosing to do this project, you will have to come up with topics for the other stories in your unit. These topics are provided more as examples.

## **Presentation Assignment** Short Stories Unit

Each group is responsible for doing presentations on their specific short story. There is one group for every short story that we will read in the unit. Students are to choose a topic for their presentation from the following options.

#### **Presentation topics:**

## The Lottery

The significance of Halloween Scapegoat Irony Allegory Shirley Jackson

## Paul's Case

Rico Carnegie Hall John Calvin Paul's carnation Pittsburgh vs New York

## A Little Cloud

King's Inn Scribner Byron Character foil James Joyce

## The Japanese Quince

Japanese Quince Blackbird Class system Tintos John Galsworthy

## **Presentation Guidelines**

- You will have to read your story ahead of time in order to prepare for your presentation.
- > Presentations should be 5-10 minutes in length
- > Presentations must include three parts:

1) a description of your topic

- 2) when your topic comes up in the story
- 3) how does your topic relate to the story as a whole
- ➢ Presentations will be marked out of 10.

6 marks for content (3 parts above) 4 marks for style and clarity

# **Japanese Quince Discussion Questions**

1) Around the beginning of the story, something seems wrong with Mr. Nilson.

Find several clues about what is causing this. What do you think is the problem?

2) Look at the conversation between Mr. Nilson and Mr. Tandram. What do you notice about the two characters and their conversation? Why do they leave so abruptly?

3) Why do you think Mr. Nilson was upset at the end of the story? What was it that bothered him?

## **Paul's Case Discussion Questions**

1) What parts did you find confusing, interesting, disturbing etc.

2) Do you think that what Paul did sounds like fun? Why or why not?

- 3) What did you think of the story?
- 4) Were you surprised by the ending?
- 5) How do you feel about Paul's adventure?
- 6) Is Paul artistic? What value does he find in art?

7) What does art, his trip to NY, and his suicide all have in common?

- 8) How does the author describe Paul's suicide?
- 9) Do you think he is brave or cowardly? Why?

Name\_\_\_\_\_

## Paul's Case Point of View Worksheet

Choose a minimum of 3 more important times in the story when the narrator's tone or point of view changes significantly. Fill in the boxes.

Point in the story	Point of view	Narrator's tone	Effect for Reader's impression of Paul
1 1 <sup>st</sup> Paragraph: Paul enters the factulty room	Omniscient	Positive, matter of fact	Paul seems like a suave, happy, dandy guy, but there may be something funny about him.
2			
3			
4			
5			

## Short Stories Final Project: Concept map on a Literary Aspect

In this unit we have studied five stories and have focused on plot, escape and interpretation, character, theme, symbolism etc. Essentially through each story we have focused on analysis and interpretation using close readings of the stories. This assignment is an opportunity to demonstrate all that you have learned. Please adhere to the following guidelines:

- 1. You are to work with a partner and will need to let the teacher know who your partner is.
- 2. Exchange phone numbers, email addresses and schedule info with your partner.
- 3. You are to select one of the short stories that we have studied in this unit:
- A Little Cloud by James Joyce
- The Japanese Quince by John Galsworthy
- The Lottery by Shirley Jackson
- The Little Business Man by Morley Callaghan
- Paul's Case by Willa Cather
- (add more)

#### Your Task:

Your job is to create a concept map which will prove a THEME in the short story you and your partner have chosen. You will use elements such as; plot, character, symbol, setting, to prove this theme. Place the THEME statement at the TOP or CENTRE of your poster board. Your evidence will be interlinked and connected and will lead to the theme. Also the lining words whish show the connections between ideas are crucial. You will also need to include textual information (quotations and page numbers) to prove the concepts you place on the map. For example, if you are proving that a character is mysterious provide a quote and a page number which SHOWS what you state. Use creativity and artistic skill where necessary and use your imagination!