

**Lesson Plan by Meryl Lucchesi**

**Lesson Topic:** "The Necklace" Activities **Grade level:** 8-10

**Length of lesson:** Two 50 minute periods

**Stage 1 – Desired Results**

**Content Standard(s):**

The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

**Understanding (s)/goals**

Students will understand:

- How to approach a work from several different critical perspectives or "lenses"
- Demonstrate how literary works reflect cultural/social contexts that shape literature
- Respond to a text with support and make connections to previous literature
- Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment

**Essential Question(s):**

- In what different ways can texts be looked at?
- What, if any moral lesson does the text have for readers?
- What do the lessons say about the context of the story (historically, socially, culturally)
- In what ways can we analyze this text?

**Student objectives (outcomes):**

Students will be able to:

- Respond to literature using ideas and details from the text to support reactions and make literary connections.
- Demonstrate how literary works reflect the historical contexts that shaped them.
- Evaluate a literary selection from several critical perspectives.

**Stage 2 – Assessment Evidence**

**Performance Task(s):**

-Everyone writes a one page paper creating a new ending to the story, backing up the ending in one of the following ways:

- another text previously read in class
- an experience in their own lives
- a theory or "lens" to look at it

AND

Illustrate your new ending with one of the following:

1. make a board game of the new ending

**Other Evidence:**

- Class discussions (everyone must add one comment)
- Read aloud evidence
- Participation and notes from anticipation guide
- Written participation from lit chatroom

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| 2. create a skit or play of the new ending<br>3. make a diorama of a scene from the new ending |  |
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### Stage 3 – Learning Plan

#### Learning Activities:

#### DAY ONE

**Tea Party Activity** (25 minutes) – making predictions about the text:

Each student will be given a strip of paper with one or two sentences from the short story to be read in class typed on it. The students will carefully read their strip and then will move around the room and make connections with two to three other students and read one another's sentences. Formulate predictions about what the text is about by conversing with as many people as possible. When you have a prediction based on the new person's sentence move on and find out more. Then put students in groups of 3-4 and formulate a group response as to what the story will be about.

**Read Story** (20 minutes) – Popcorn reading aloud activity:

Popcorn reading aloud is an activity to have students choose who reads next and it uses students' names which will help the students know names and also me while I listen. When one student wants to stop reading (a sentence or pages) they finish their sentence and say another student's name.

-As we read think about the feminist "lens" we tried on while reading *The Awakening*. Let's try to see if we can apply that same lens to this story.

#### DAY TWO

**Anticipation Guide** (20 minutes) – generalizations and responses in relation to text

I will make an overhead of 3 generalizations relating to a theme of the story. I will ask the students to check agree or disagree for each of the statements. If students are comfortable and secure enough with classmates I might just ask for raised hands. I will encourage them to not consider the *truth* of the statement but rather whether or not they agree with it. The statements should be chosen carefully in order to illicit good discussion in class. They should be statements that students might feel torn about, thus increasing discussion.

Example questions:

1. Lying is acceptable in some situations. You should always lie to save face.
2. Life sometimes hands you cruel situations. The best thing to do when this happens is to keep your suffering to yourself and find a way to get by.
3. Material goods, like clothing and cars are extremely important to being happy. Money can't buy happiness but it definitely makes it easier to be happy.

I will try to have students do most of the discussing without too much prompting, but if there is little discussion I might ask the following questions:

Who agreed with #1? Disagreed? Why?

Have you ever lied to save face, or has anyone you know lied to save face and you found out? How did you feel?

Do you think Loisel lived by this rule? For Loisel, how important was other people's perception of her? What had to be sacrificed for her to save face?

Who agreed with #2? Disagreed? Why?

Do you believe in this idea? Is it better to keep to yourself if you are having a hard time? Sometimes do people share too much about their problems? What about big problems? When do you decide it is important enough to ask for help?

Who agreed with #3? Disagreed? Why?

If you had all the money you wanted would you be happy? Could it at least make you happier? Does money buy happiness? Did Loisel believe this? What about her husband? And her friend whom she borrowed the necklace from? What values did each of these people put on money?

**Literature Chatroom** (25 minutes) – Using butcher paper set up around the room at stations, list student and teacher questions including:

1. How can we look at this story from the feminist perspective? What does it say about women?
2. Can you think when you kept a secret from someone for a similar reason? How did you handle it?
3. Is there a moral to this story?
4. Do you agree with Guy Maupassant that, "Women have no caste or class"? Today does this also apply to men?
5. Did the Loisel's choose the right action when they found the necklace missing? Did they have other choices? Why did they not choose another action?
6. Why was Madame Loisel unhappy with her life at the opening of the story?
7. Can you relate this story to anything else we have read or done in class?

I will give each student a different colored marker. All the students will move around the room in groups and each student responds to at least one of the questions at that specific station in detail. Students can also add questions or respond to each others questions and responses. Students will move around the room twice and have the opportunity to dialogue with and from other students' responses. I will move around the room and participate as well and will beef up lagging chatrooms with interesting responses and questions.

**Assign Extension Projects** (5 minutes)

Explain that a one page paper will be written on one of the following prompts (hand out worksheet with choices) The paper will be due along with the concrete synthesis of the lesson.

Makeup a creative new ending to the story and connect it in one of the following ways, giving reasoning for your ending choice. Be creative and backup your ending:

1. another text previously read in class
2. an experience in your own lives
3. a theory or "lens" to critically look at the story

Then create a concrete object or a skit with two other people in class:

1. a board game using your ending or multiple endings
2. a skit exemplifying the new ending – You can also videotape this instead of presenting it
3. make a diorama of the ending you created (a shoebox scene creation – be crafty!)

**Materials:**

- Copies of short story
- butcher paper and markers
- overhead
- craft materials for diorama or board game

**Resources For Ideas:**

<http://www.lessonplanspage.com/LAARTNovelDioramaSpeechProject412.htm>

<http://www.lessonplanspage.com/LATellTaleHeartDescriptLangHalloween8.htm>

<http://www.lessonplanpage.com>