

SAMPLE #2

Tasting Freedom: A Bittersweet Journey toward Independence

INSTRUCTOR TASK INFORMATION

Overview

Description

Students practice structured, complex literary analysis with Kate Chopin's "The Story of an Hour," a provocative text used as a springboard to a later discussion. Students are directed to independently read and analyze "The Story of an Hour" and develop at least six questions for discussion, including two each from question levels two, three, and four, which incorporate the higher levels of Bloom's Taxonomy. Level one questions are not appropriate. During half of the structured discussion, students will be seated in an outer circle of desks reserved for those who are initiating questions and taking notes on the discussion they hear. During the other half of the class period, students will be seated in an inner circle of desks reserved for those who are discussing the questions posed by those in the outer circle.

Final Product: After analyzing Chopin's "The Story of an Hour" and taking part in the inner/outer circle discussion, students will draw from the group discussion and select three to four ideas to elaborate on further in a 3- to 4-page literary analysis of Chopin's "The Story of an Hour."

Course

English

Objectives

Students will:

- Engage in scholarly literary analysis and dialogue about literature.
- Make arguments about literature and revise their points of view when valid arguments are made contrary to their initial positions.
- Use appropriate text evidence and valid illustrations to support their positions and to refute or support the positions of others.
- Take intellectual risks to support an argument that may be unpopular with peers.
- Draw and support complex inferences, and analyze and evaluate the author's position as well as classmates' positions during the discussion.
- Analyze literary devices used by the author, and explore the impact and purpose of their use (e.g., the use of imagery, figurative language, diction, syntax, etc. to create tone, mood, and theme).
- Analyze a work of literature for what it suggests about its historical period and cultural context and how it evokes personal experiences and reveals character in particular historical circumstances.
- Explore the possible insights gained from the literature.
- Speak and listen actively and effectively in a group discussion.

Cross-Disciplinary Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Key Cognitive Skills</i>			
A.1. Engage in scholarly inquiry and dialogue.	✓	✓	
A.2. Accept constructive criticism and revise personal views when valid evidence warrants.		✓	
B.1. Consider arguments and conclusions of self and others.		✓	✓
B.2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.			✓
D.1. Self-monitor learning needs and seek assistance when needed.	✓	✓	✓
D.2. Use study habits necessary to manage academic pursuits and requirements.	✓	✓	✓
D.3. Strive for accuracy and precision.	✓	✓	✓
D.4. Persevere to complete and master tasks.	✓	✓	✓
E.1. Work independently.	✓		
<i>II. Foundational Skills</i>			
A.5. Analyze textual information critically.	✓	✓	✓
A.6. Annotate, summarize, paraphrase, and outline texts when appropriate.	✓		
A.8. Connect reading to historical and current events and personal interest.		✓	✓
B.1. Write clearly and coherently using standard writing conventions.			✓
C.6. Design and present an effective product.			✓

English/Language Arts Standards Assessed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Writing</i>			
A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.			✓
A.3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.			✓

A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.			✓
II. Reading			
A.3. Identify explicit and implicit textual information including main ideas and author's purpose.	✓		
A.4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	✓		
A.6. Analyze imagery in literary texts.	✓		
A.7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	✓		
A.10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	✓		
C.3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	✓		✓
D.1. Describe insights gained about oneself, others, or the world from reading specific texts.			✓
III. Speaking			
B.2. Participate actively and effectively in group discussions.		✓	
IV. Listening			
B.3. Listen actively and effectively in group discussions.		✓	

Preparation

- Read the Instructor Task Information and the Student Notes.
- Prepare student copies of the Student Notes pages, the *Levels of Questions for Literary Analysis* handout, and the *Inner/Outer Circle Discussion* handout.
- Become familiar with Kate Chopin (1851 – 1904), who was best known for exploring the recurring theme of women's issues in a repressive society in her short stories and *The Awakening*.
- Arrange a copy of Kate Chopin's "The Story of an Hour" for each student.
- Plan how to make notes during the discussion to assess the participation of students. One way to do this is to make plus signs on a seating chart or class roll for every perceptive comment made while in the inner circle, minus signs for domineering behavior or shallow comments, and a "Q" for every question asked while in the outer circle, as well as writing brief comments over content of answers. You may also note the quality of the questions written ahead of time by asking students to turn in their questions in advance. You can assess the

quality of notes taken during the discussion by asking students to turn in their own notes after the discussion.

Prior Knowledge

Students need an introduction to the levels of questions they are expected to construct. The handout gives an example from a familiar fairy tale and directions about the kinds of questions that should be constructed for "The Story of an Hour." Students will need to be familiar with academic vocabulary they have learned for literary analysis (e.g. plot, tone, theme, mood, imagery, types of figurative language, etc.), as well as how to use details from the text to support their arguments. Students should be familiar with discussion etiquette, but specific rules of inner/outer circle discussion outlined in the handout are helpful in guiding students to actively participate in literary discussion without monopolizing it. A short discussion about listening respectfully, not interrupting, not always being the first to respond to a question, etc., may also be helpful.

Key Concepts and Terms

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|---|--|
| ● Characterization | ● Mood |
| ● Conflict | ● Oxymoron |
| ● Figurative language (including metaphor, simile, and personification) | ● Paradox |
| ● Foreshadowing | ● Plot/plot structure |
| ● Imagery | ● Sound devices (including alliteration) |
| ● Irony (including verbal, situational, and dramatic) | ● Theme |
| | ● Tone |

Time Frame

This assignment can be modified to meet the needs of different classroom schedules and student ability levels.

This assignment generally requires 90 minutes of class time for introducing "The Story of an Hour" and for placing it in an historical and literary context. This time will also give you the opportunity to discuss the handout and the levels of questions expected. Outside of class, students will read and annotate the short story and begin drafting their questions. Thirty minutes of class time should be sufficient to check drafts of questions and to explain how the inner/outer circle discussion will work the following day as well as how student participation will be assessed. The discussion itself can be completed either in one class period with students changing circle midway through, or it can be completed in two class periods with students in the outer circle one day and the inner circle the next day. The amount of time students spend in the circles can be adjusted to fit the needs of the class. Following the inner/outer circle discussion, student will write the literary analysis. If students will be working on the analysis in class, approximately three to five 50-minute class periods should be devoted to the writing process.

Instructional Plan

Getting Started

Learning Objectives

Students will:

- Engage in scholarly literary analysis and dialogue about literature.

- Analyze literary devices used by the author, and explore the impact and purpose of their use (e.g., the use of imagery, figurative language, diction, syntax, etc. to create tone, mood, and theme).
- Analyze a work of literature for what it suggests about its historical period and cultural context and how it evokes personal experiences and reveals character in particular historical circumstances.

Procedure

1. As a class, discuss background information about Kate Chopin, the historical and cultural context in which she lived, and the theme of tasting freedom and moving toward independence.
2. Have students independently read, annotate, and analyze "The Story of an Hour."
3. Read and discuss the levels of questions for literary analysis with the class, using examples from the *Levels of Questions for Literary Analysis* handout. Instruct students to use the handout as a guide to create two questions each for levels two, three, and four to be used in an inner/outer circle discussion.
4. Explain to students how the discussion will be structured and assessed and go over the *Inner/Outer Circle Discussion* handout as a class.

Investigating

Learning Objectives

Students will:

- Engage in scholarly literary analysis and dialogue about literature.
- Make arguments about literature and revise their points of view when valid arguments are made contrary to their initial positions.
- Use appropriate text evidence and valid illustrations to support their positions and to refute or support the positions of others.
- Take intellectual risks to support an argument that may be unpopular with peers.
- Draw and support complex inferences, and analyze and evaluate the author's position as well as classmates' positions during the discussion.
- Explore the possible insights gained from the literature.
- Speak and listen actively and effectively in a group discussion.

Procedure

1. Arrange the room so that there is a small circle of chairs surrounded by a larger circle of chairs.
2. Decide on a way to arrange students into the open seats.
3. Students seated in the outer circle will pose two or more of the questions they previously created to the inner circle. Additionally, students will take notes on their impressions of how well the inner circle participants are articulating and defending their positions, using appropriate text evidence and illustrations and showing insight in literary analysis.

4. Seated in the inner circle, students will listen and respond to questions posed by students in the outer circle, using text evidence and sound analysis while responding to the answers of other inner circle participants.

Drawing Conclusions

Learning Objectives

Students will:

- Use appropriate text evidence and valid illustrations to support their positions and to refute or support the positions of others.
- Analyze literary devices used by the author, and explore the impact and purpose of their use (e.g., the use of imagery, figurative language, diction, syntax, etc. to create tone, mood, and theme).
- Analyze a work of literature for what it suggests about its historical period and cultural context and how it evokes personal experiences and reveals character in particular historical circumstances.

Procedure

1. Following the inner/outer circle discussion, it would be valuable to have students work in small groups to deconstruct the discussion.
2. Ask students to respond, in whole group discussion, about what conclusions they have drawn about Kate Chopin, "The Story of an Hour," and the applicable historical and cultural context of the story.
3. Instruct students to respond in whole group discussion to the insights they have gained, and how they feel the explored themes relate to themselves and the larger world in which they live.
4. Have students draw on the whole group discussions and the analysis of "The Story of an Hour" to compose a literary analysis paper for a culminating grade by elaborating on three to four points discussed during the activity.

Literary analysis topics may range from: a theme that has come up during the discussion; a question students have about the story that they ponder at length; a study of some of the mechanics of Chopin's story (plot, imagery, irony, language, syntax, etc.); or any other analysis topic that students may want to expand into an essay.

A few resources that might help students get started:

- **University of North Carolina at Chapel Hill Writing Center:**
<http://www.unc.edu/depts/wcweb/handouts/literature.html>
- **University of Iowa Writing Center:**
<http://www.uiowa.edu/~writingc/writers/handouts/WritingLiteraryAnalysis.shtml>
- **UC Davis—Hints for Writing Effective Paragraphs of Literary Analysis:**
<http://cai.ucdavis.edu/uccp/paragraphing.html>

Scaffolding/Instructional Support

The goal of scaffolding is to remove support gradually to encourage student success, independence, and self-management. The suggestions will be used by instructors to meet diverse student needs. Some example of scaffolding that could apply to this assignment include:

- Be certain that all students are familiar with the example fairy tale, as English language learners may not be. In this case, a substitution can be made with something previously read or studied in class.
- Check understanding by reviewing the questions students have drafted before the discussion begins.
- Check understanding of the basic plot of the story with any student for whom the reading level may have been a stretch.
- Briefly review some of the more common literary analysis terms, like irony, imagery, tone, etc. before participating in the double-circle discussion. Consider explicitly highlighting how these features occur in the text when presenting the fairy tale examples used in the *Levels of Questions for Literary Analysis* handout.
- If in the discussion of "The Story of an Hour," the possibilities for analysis seem exhausted, consider an alternative text for the writing assignment. This is acceptable long as the text is a brief short story that is consistent with the theme given in the title of this assignment: "Tasting Freedom: A Bittersweet Journey toward Independence."
- After students complete first drafts of their literary analysis papers, have them participate in a writer's workshop (writing process) approach to edit their work and strengthen their papers.

Solutions

The information below is intended to help you assess students' final work products. It may not represent all possible strategies and ideas. The accompanying scoring guide provides specific examples of ways a student might demonstrate content understanding and mastery of cross-disciplinary skills.

Necessary Elements

- Engaged participation in both inner and outer circles.
- Thoughtful and developed higher-level thinking questions for discussion.
- Clear and detailed arguments and text support for the essay and to support positions in discussion.
- Logical organization of the essay.
- Strong, clear, and useful thesis statement and supporting arguments.
- Effective and correct use of language.

Key Connections

- Clear understanding of the themes and their historical context (e.g. oppression of women, independence, feminism, freedom).
- Clear understanding of the author's use of symbolism (e.g. the heart, springtime, patches of blue sky).

Common Misconceptions

- Students need to delve beyond the surface, especially when considering figurative language and symbolism. For example, Mrs. Mallard's heart troubles are not purely physical, but represent emotional troubles as well. Remind students that they need to explore different perspectives and make connections between the text and the historical context in which it was written.

Tasting Freedom: A Bittersweet Journey toward Independence

STUDENT NOTES

Introduction

As high school seniors, it is probably safe to say that you are looking forward to more independence in the years to come. At various points in history, though, different groups (including racial and ethnic minorities, women, and those from certain religious groups) have had to struggle against cultural norms to gain freedom and be accepted by society. Kate Chopin's late 19th century short story, "The Story of an Hour," explores a character who realizes that through a potential tragedy she may actually have the first opportunity of her life to taste freedom. After reading, annotating, and analyzing her story, you will participate in a discussion about Chopin's writing and the theme of embracing freedom. You will then select key ideas from the discussion and use these ideas to write a 3- to 4-page literary analysis of "The Story of an Hour."

Directions

Getting Started

1. With the class, discuss background information about Kate Chopin, the historical and cultural context in which she lived, and the theme of tasting freedom and moving toward independence.
2. Read, annotate, and analyze "The Story of an Hour." Be sure to note devices that the author uses to develop her main character, the setting, and the cultural implications of the conflict and resolution.
3. Read and discuss the levels of questions for literary analysis. Using the examples given on the *Levels of Questions for Literary Analysis* handout as a guide, develop at least two questions for levels two, three, and four. Write questions that you think will create an interesting discussion about this story and its theme. Be prepared to have your questions checked by your instructor.

Investigating

1. Your teacher will arrange the chairs in your classroom into an inner circle and an outer circle for the next activity.
2. Read the *Inner/Outer Circle Discussion* handout as a class.
3. Choose a seat for the activity as directed by your instructor.
4. Participate in the inner/outer circle discussion, asking questions and taking notes when in the outer circle and discussing questions posed by your classmates while in the inner circle.

Drawing Conclusions

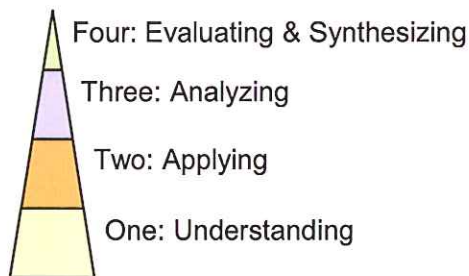
1. After the inner/outer circle discussion, be prepared to discuss with the whole class the conclusions you have drawn about Kate Chopin, "The Story of an Hour," and the applicable historical and cultural context.
2. During the class discussion, take notes about themes, questions, or details that interest you regarding the story and your classmates' impressions of these. You will use these notes to develop your literary analysis. You may want to reflect on the insights you have gained and how

you feel the themes explored relate to your life and the real world in which you live after your time in the inner circle.

3. Drawing on the whole group discussions and the analysis of "The Story of an Hour" select three to four ideas that you can elaborate on further in a 3-to 4-page written literary analysis of Chopin's "The Story of an Hour."

STUDENT HANDOUTS

Levels of Questions for Literary Analysis



Level One Questions

Answering Level One questions about literature is as easy as searching for the literal level answer and writing it down. There is one right answer, and it can be proven. These do not make good questions for discussion because there is nothing to discuss!

Examples from "Cinderella":

- How many stepsisters did Cinderella have?
- What kind of shoes did Cinderella wear to the ball?

Level Two Questions

These questions about literature require the reader to apply information from the text to make interpretations, draw conclusions, make predictions, or classify information within the text and to articulate the main idea.

Examples from "Cinderella":

- What conclusions can be drawn about the prince from his actions following Cinderella's speedy exit from the ball?
- Are Cinderella and the prince likely to live happily ever after? Why or why not?

Level Three Questions

Level Three questions require the reader to look at how all the components of the literature created the important elements of tone and theme. Analysis involves looking at the parts and being able to articulate how they affect the whole.

Examples from "Cinderella":

- Cinderella received this nickname from being soiled by the cinders, or ashes, in the fireplace she was required to clean and slept by for warmth. How do ashes symbolize her life after her father died?
- Analyze the differences between the diction used by her stepmother and by the prince to address Cinderella. How do these word choices illuminate the characters and their feelings for Cinderella?
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Level Four Questions

Level Four questions – the deepest of questions – require that the reader displays significant conceptual understanding and higher-order thinking. Readers can then synthesize information, explore many different perspectives, and make connections between texts and/or between a text and its place in an historical, cultural, or literary context.

Examples from “Cinderella”:

- What implications do tales like “Cinderella” have for gender roles and gender identity in the societies that teach these tales to their children?
- How is the conflict in “Cinderella” like or unlike the conflict in *Romeo and Juliet*? Explain.

Inner/Outer Circle Discussion



As you enter the classroom on the day of the graded discussion, you will see that the room has been rearranged so that there are two large circles of desks/chairs, one inside the other, all facing to the inside. Those seated in the outer circle will ask questions first. Those seated in the inner circle will discuss questions first. Choose a seat for this activity as directed by your instructor.

Outer Circle Responsibilities: During your time in the outer circle, you are responsible for asking at least two questions from the list of questions previously approved by the instructor. You will not raise your hand to speak, but when there is a lull in the conversation, pose a new question. If someone else asks a question that you also had on your list, cross that off your list as a possibility. During the discussion by inner-circle members, you will not speak either to the group or to any individual. You cannot contribute to this part of the discussion. You will, however, take notes about such things as valid points you hear, points you would dispute, and any other observations you might make if you could speak then. You will be graded on asking at least two questions, being attentive to the discussion by taking notes and not speaking except to ask a new question, and by the quality of the notes you take and turn in after the discussion ends.

Inner Circle Responsibilities: During your time in the inner circle, you should give your full attention to the discussion. Attempt to speak several times when you have something valid to contribute; however, do not always be the first to answer and don't monopolize conversation. You will not raise your hand to speak, so wait patiently until someone else is finished and then begin. Really listen to the points made by others. You may adjust your opinions based on what you hear, or you may be able to sway others. You must have valid text evidence to back your positions, however. You must prove points about literature using examples from the literature as well as real-world illustrations only if they provide needed clarification or context. You will be graded on contributing positively to the discussion, politely listening to and responding to others, showing insight into the literature and related themes that are discussed, and using specific text evidence to support your position.