

Instructional Lesson Plan
English Language Arts

Grade: 11

Unit Title: Literary Analysis

Lesson Overview

- This lesson is designed to last for four to five days.
- The purpose of the lesson is provide an opportunity for a close reading experience of and an examination of the characters/themes/point of view in “I Stand Here Ironing” by Tillie Olsen.
- As part of this lesson, students will produce an essay.

Teacher Planning and Preparation

Consider:

- Apply appropriate UDL instructional aids, such as etext, text to speech translators, and/or digital versions of the text for display on document camera, Mobi, or Smartboard. The teacher may need to load the selection of the text into the speech translator or onto the screen prior to the start of the lesson.
- Groups should be teacher-selected and should have already met prior to this lesson. Therefore, group behavioral rules and discussion format should already be established.
- Prepare to demonstrate the annotating process while you read the text aloud.
- Practice close reading of the selected pages. Prepare to model your thought processes about the text as you read aloud for the students and answer text-dependent questions about that portion of the text.
- Teacher may prepare a handout/organizer on the process of close reading or distribute post-it notes to aid in reading.

Essential Question

- How does our past make us what we are today?

Unit Standards Applicable to This Lesson

- RL.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.3. Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RI.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone; including words with multiple means or language that is particularly fresh, engaging, or beautiful.
- RL.5. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or dram (e.g. where the story is set; how the action is ordered, how the characters are introduced and developed).

Student Outcomes

- Identify the elements of a short story using a plot diagram
- Demonstrate the use of evidence to substantiate an opinion or reading of a literary text.
- Examine the author’s choices for setting, structure, characterization, and point of view/perspective in a short story and explore the impact of those choices.

Materials

- Olsen, Tillie. “I Stand Here Ironing” in *Tell Me a Riddle*. New York: Delta/Seymour Lawrence, 1956, pp. 1-12.
- Student Reading/Writing Journals, if used
- Writing prompt for document camera
- Video for O’Connor, Sinead. “This Is to Mother You.” <http://www.azlyrics.com/lyrics/sineadoconnor/thisistomotheryou.html> or available from Kathy Manicke
- One copy per student of the following resources: lyrics for “This Is to Mother You” activity, text-dependent questions, and Langston Hughes “Mother to Son”

Pre-Assessment

Some options might include

- Observation based on prior lessons
- Unit pre-assessment given at the beginning of the nine-week grading period
- Specific pre-assessment created for this lesson

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Lesson Procedure

Day One

- Begin with a brief warm-up. *Do NOT front load by asking questions related to the content of the story and/or song.*
- Introduce the essential question for this lesson.
- Scaffold the following literary terms: character, characterization, theme, point of view/perspective,
- Tell the students to silently read and annotate the lyrics of “This Is to Mother You.” Ask them to look for information relating to the theme, character, and point of view/perspective in the song.
- Then tell the students that they will be watching a short video of the song. While watching, they should try to determine the theme of the video, how the character of the narrator relates to that theme, and if the point of view/perspective affects the outcome or theme. Ask them to determine if it is the same or different than what they had thought before seeing the video.
- After watching the video one time, students should move to their groups to discuss character, theme, and point of view/perspective in the video. Volunteers from each group to share with the class. Ask the students to look for further evidence to support their choice of character traits, themes, and the author’s use of point of view/perspective. Groups should discuss these and then share their insights with the class.
- Teacher will model how to write a well-developed paragraph that addresses the following prompt: **Analyze the elements of theme, character, or point of view/perspective in “This Is to Mother You” by writing a well-developed paragraph. Be sure to support your thesis with ample evidence from the texts, both video and print.**
- Teacher will distribute copies of “Mother to Son” by Langston Hughes and direct the students to silently read and annotate the text, paying close attention to character, theme, and point of view/perspective. Ask the students if this poem is similar to or different from “This Is to Mother You.” Then have the students discuss the poem in their groups for about five minutes, paying attention of character, theme, and point of view/perspective. If they have trouble with point of view/perspective, ask groups to rewrite the poem from the son’s point of view/perspective.
- Students will write a well-developed paragraph that addresses the following prompt: **Analyze the elements of theme, character, or point of view/perspective in “Mother To Son” by Langston Hughes. Be sure to support your thesis with ample evidence from the texts, both video and print.**
- Teacher will collect paragraphs to use as a formative assessment of concept understanding.

Day Two

- Begin with a brief warm-up. *Do NOT front load by asking questions related to the content of the story.*
- Teacher will review scaffolding for character, characterization, theme, point of view/perspective.
- Students will silently read “I Stand Here Ironing” and complete a plot diagram.

Day Four

- Begin with a brief warm-up and review of completed plot diagrams.
- After distributing the text-dependent question handout, the teacher will model the close read procedure using the first section of “I Stand Here Ironing” that begins with “I stand here ironing...” and ends with “...Including mine.” Review what a close reading is. Be sure to include:
 - Read with pencil in hand; and mark up the text.
 - Look for patterns in the things you’ve noticed about the text—repetitions, contradictions, and similarities.
 - Ask questions about the patterns you’ve noticed—especially how and why
- The teacher will model summarizing using the Four Step Method and then answering the questions for the first section of the text.
- Teacher will direct students to their groups. Then he or she will direct students through a close reading of the second section of the story beginning with “I nursed her...” and ending with “...the cost to her of such goodness.” Ask the students to follow the same procedure that the teacher followed by both summarizing the section in two to three sentences and answering the

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questions fully.

- Teacher should circulate the room while the groups discuss the text to provide assistance and input as needed.
- Students move out of groups to work independently.
- Students will work independently to perform a close reading of the third section of the text beginning with “The old man...” and ending with “...go back to sleep Mother.” On their own paper or in their journals, students will then summarize the text in two to three sentences and answer the questions for the third part of the text.
- Teacher should circulate the room during independent work to provide assistance and input as needed.
- As closure to Day Three, the students should discuss the answers to the questions.

Day Three

- Begin with a brief warm-up
- Have students use their summaries of the previous day’s reading to review what has happened thus far in the story.
- The teacher will review the close read procedure. Then students will perform the close read strategy for section four of the text beginning with “They persuaded me...” and ending with “...to love anybody here.”
- The students will summarize and then answer the questions for the fourth section on their own paper or in their reading journals.
- Teacher will direct students through a close reading of the fifth section of the story beginning with “She wrote once a week...” and end with “...a year behind Emily in developing physically.”
- Teacher should circulate the room to provide assistance and input as needed.
- Students will work independently to perform a close reading of the final section of the text beginning with “I am glad...” and ending with the final paragraph of the story. In their journals, students will then summarize the text in two to three sentences and answer the questions for the final part of the text.
- Teacher should circulate the room while the students work independently to provide assistance and input as needed.
- Closure for the fourth day is to have the students discuss the two characters. Have students discuss first in their groups and then as a whole class: How are they alike or different? What problems do you think the daughter has? Do you think the mother caused the daughter’s problems? Who is the mother talking to in the story? Analyze the help that was offered to the mother and Emily.

Day Four to Five

- Students will write an essay in response to one of the following prompts:
 - What is the one word that you would use to describe Emily? In a well-developed essay, analyze her character and provide ample evidence from the text to support your choice of words describing Emily’s character. (Struggling Students)
 - In a well-developed essay, analyze the theme of “I Stand Here Ironing.” Be sure to support your thesis with ample evidence from the text. (Grade-level Students)
 - Write a well-developed essay in which you analyze how the author’s use of characterization for both Emily and the narrator provides information leading to the theme of the story. (Above Grade-level Students)

Lesson Closure

- Review lesson outcome and tie the lesson back to the essential question.