Trapped

Literary Unit

Beccie Price  
Oklahoma  
NEH Steinbeck Institute 2013

*Texts*

Essay – “The Company Man” Ellen Goodman

Short Story – “The Harness” John Steinbeck

Song – “Hotel California” Eagles

Poem – “Richard Cory” Robinson

Short Story – “The Story of an Hour” Chopin

Objectives: 1) Students will listen to and read the five literary works analytically.

2) Students will connect reading with real life and historical period.

3) Students will be able to identify main idea.

a) claim b) data c) unspoken because

4) Student will write an analytical paper explaining how the different authors use

words/phrases to convey tone and mood.

A.Portfolio – Students will answer the following question in one paragraph: What does it mean to you when someone says, “I am trapped”? Also in the portfolio, for each literary work, students will do a main idea exercise, a) claim, b) data, and c) unspoken because. They will also keep a list of words/phrases that contribute to the tone/mood of the literary work.

B. Teacher will read aloud “Richard Cory” without stopping. Then she will re-read it, stopping to discuss implications and significance as well as the application of literary terms. The teacher will introduce metaphors using the rocket method. Afterwards, she will model working in small groups and answering the following questions: Is Richard Cory trapped? In what way? What was happening in America at this time that could have contributed to his distress? What, in the poem, reflects this historical era? Do these conditions still exist? What words/phrases contribute to the tone/mood of this poem? As a class, students will do the main idea exercise.

Students will do a worksheet utilizing vocabulary, application of literary terms, inferences, and comprehension. This worksheet is modeled on the state mandated test, meeting the objectives of that test.

Teacher will give handout that explains the different methods of dramatizing. Teacher will model each method. Students will be grouped into 4 groups. Each group will take one stanza and dramatize it. They will have 10-15 minutes to prepare and then consult the teacher. After consultation, students will present it to class. Students must explain why they chose to dramatize it the way they did.

Students will complete a worksheet utilizing literary terms, vocabulary, inferences, and reading comprehension. This worksheet is modeled on our state mandated test, meeting the objectives of that test.

D. Students will listen to the song “Hotel California” while reading along with a copy of the lyrics. Then in groups of 2-3, they will underline words/phrases that set the attitude. Also, students will answer the questions: Is this man trapped? In what way is he trapped? What symbolism is used? What was happening in America at that time to contribute to the feeling of entrapment? Is this still happening today? What is the tone? What words suggest this tone? They will copy the words/phrases that set the mood/tone in the portfolios. Each student will do the main idea exercise. The class will then review it orally.

E. Students and teacher will read aloud “The Harness.” In groups of 3-4, students will discuss the type of “trap” and why this man tolerates it. They will copy words that convey the mood or tone of being trapped. Each student will individually do the main idea exercise. The class will then review the answers orally.

Students will complete a worksheet utilizing literary terms, vocabulary, inferences, and reading comprehension. This worksheet is modeled on our state mandated test, meeting the objectives of that test.

Students will go back to their portfolios and write another paragraph answering this question: Has your idea of being trapped changed? In what way? What have we read that influenced your changing your mind?

F. Teacher will read “Story of an Hour” aloud. Then students will re-read it aloud, applying literary terms. Oral discussion will follow with these questions: What type of trap is illustrated in this short story? How is this trap different from “The Harness”? Why does the protagonist fail to escape? How does American culture aid in entrapping Louise? Students will identify words/phrases that convey the mood/tone and write these in their portfolios. Each student will individually do the main idea exercise and then check them orally.

Students will complete a worksheet utilizing literary terms, vocabulary, inferences, and comprehension. This worksheet is modeled on our state mandated test, meeting the objectives of that test.

Teacher will have story divided into small segments for students’ dramatization. Divide students into groups of 3-4. Have them draw for a segment. They will have 10-15 minutes to prepare for dramatization. After consulting with teacher, each group will present to the class. Students must be able to explain why they chose the method they did in order to dramatize their segment.

G. Students must agree or disagree with this statement: “The author of these works believe that most people are trapped in some way, sometime in their lives, and find it difficult to escape.” They must cite evidence from at least three of these works to prove their thesis. They must also use a personal example.

H. Final assignment for this unit – students must illustrate what “trapped” means to them. They can draw their illustrations, make a collage, or produce another creation. They must first consult with the teacher and have their ideas approved. These will be displayed in the hallway.