



Dennis Moore is a student at the University of Missouri St. Louis. He is an education English major. As an English major it should be no surprise that Dennis enjoys both reading and writing. The list of his favorite novels is far too lengthy to mention here, but his favorite author is either Stephen King or Robert Jordan. In his free time Dennis also enjoys gaming, cycling, and going to dank venues to see obscure bands.



“While the truncheon may be used in lieu of conversation, words will always retain their power. Words offer the means to meaning, and for those who will listen, the enunciation of truth.”

~V for Vendetta

The Modern Short Story

Junior American Lit

Rationale

Short stories are important for students to cover because they offer all the literary aspects of a novel - theme, characterization, plot overview, etc - but do so in smaller, quick bursts. The short stories in this unit will give students a chance to see the world from individuals of a great variety of American cultures.

Summary

Students will have read several short stories by the end of this unit. Stories will include: *A Rose for Emily* by William Faulkner, *Everyday Use* by Alice Walker, *The Things They Carried* by Tim O'Brien, *Cathedral* by Raymond Carver, *This is What It Means to Say Phoenix, Arizona* by Sherman Alexie, *Hell-Heaven* by Jhumpa Lahiri. Students will take content/vocabulary quizzes which accompany each short story. Students will participate in a variety of writing exercises throughout this unit. At the end of the unit students will have several options for their final assessment. Students will complete a genre writing project their end of unit assessment. The genre writing project will have students pick one of the short stories other than *A Rose for Emily* and create five pieces of genre writing from a prescribed list. *A Rose for Emily* will be modeled for the students in terms of how to use a short story to complete this project. At the end of this unit the each student will be expected to present at least one of their genre projects to the class and talk about the process of creating it.

Objectives

Students will gain an understanding of these short stories and their characters. Students will gain knowledge of vocabulary words that are unique to the literature. Students will learn how to create the genre project.

Time

Five to six weeks.

Materials & Resources

- 1) The School Will Provide
 - a) A textbook which contains all mentioned stories.
 - b) Computer lab with enough computers for each student to use during class time.
- 2) The Teacher Will Provide
 - a) Class time in the computer lab.
 - b) Intimate knowledge about each story.
 - c) Vocabulary handouts to go with each short story.
 - d) Vocabulary/content quizzes.
- 3) The Students Will Provide
 - a) Journals/Notebooks.
 - b) Pens/Pencils.

Strategies

- 1) Write arounds
- 2) Question of the day
- 3) Carousel
- 4) Journal entries
- 5) Genre project

Assessment

- a) Vocabulary/content quizzes over each story.
- b) Writing exercises/discussions of each story.
- c) Genre writing assignment.

Teacher's Calendar

1 Rose Quiz Rose Discuss	2 Introduce Multi-genre project	3 Everyday Use Quiz/Lesson	4 Everyday Use Lesson continue Begin MGP	5 MGP Class Period
6 Things Quiz/ Lesson	7 Things Lesson Continued...	8 Things Lesson Continued...	9 MGP Class Period	10 MGP Class Period
11 Cathedral Quiz/ Lesson	12 Cathedral L. Continued...	13 MGP Class Period	14 MGP Class Period	15 MGP Period. First half of MGP DUE by end of period.
16 Arizona Quiz/ Lesson	17 Arizona Lesson Continued...	18 MGP Class Period	19 MGP Class Period	20 Hell Quiz/ Lesson
21 Hell Lesson Continued...	22 MGP Class Period	23 MGP Class Period	24 Final MGP Class Period! All MGP's are due tomorrow!	25 MGP's due! Students Present MGPs to class!

The Multi Genre Project

Over the next few weeks we will be reading five short stories from our text in this order:

1. *Everyday Use* by Alice Walker
2. *The Things They Carried* by Tim O'Brien
3. *Cathedral* by Raymond Carver
4. *This is What It means to say phoenix, Arizona* by Sherman Alexie
5. *Hell-Heaven* by Jhumpa Lahiri

Step One:

After reading the first two short stories pick one which you would like to create two pieces of genre writing on. The list of genres you can choose from appear on the back of this handout.

Step Two:

After carefully looking over your genre choices and doing genre research (we will have a genre research day) pick two different genres that you wish to write on for your chosen short story. From there you are expected to create original genre writing based off of the demands of the genre and information from your short story.

Step Three:

Create your first two pieces of genre writing. These initial two will be due at the start of week three of this unit. This is also the week that we will be reading *Cathedral*.

Step Four:

Start all over again, well not really... but kind of. After you have created your first two pieces of genre you are going to repeat the process of step one, but with the remaining three stories – *Cathedral*, *Arizona*, *Hell-Heaven* – as your choices to write about. Pick any or all of these stories and pick three new genre choices. Then just do the same as before in researching your genres and finding ways to creatively apply them to your short story.

Tips:

I would think about the genres as you read each story.

In the end you should have five original individual pieces of genre writing divided between two different short stories. You cannot use a genre more than once.

Don't forget the examples that I gave in class from *A Rose for Emily*. An obituary should look like a really obit that would be published in a newspaper. A police report should match the real deal as much as possible. Most of the information needed to make your genre look authentic can be found by running a simple search on Google. If you hit a brick wall or have any questions feel free to come and see me.

Genre Choices:

Wills
Letters
Campaign speeches
Birth announcements
Calendars
Dialogues
Newscasts
Questionnaires
Obituaries
Song lyrics
TV commercials
Radio shows
Shopping lists
Speeches
Time lines
News/Press releases
Medical records
Manifestos
Personal data/favorite sheets
Surveys
Historical fiction
Telephone conversations
Baseball cards
Resumes
Family trees
Dedications
Crossword puzzles
Cartoons/comic strips
Menus
Diplomas
Requisitions
Bumper stickers
Magazine articles
Memos
Myths
Parodies
Magazine covers
Notes to or from the teacher
Greeting cards
Class notes
Leases
Contracts
Textbook sections
Police Reports
Brochures
Diaries
Children's Books
CD liners
Invitations
Biographies
Telegrams
Recopies
Interviews
Epitaphs
Encyclopedia entries
Poems
Daily schedules
Advice columns
Email messages
Definitions
Fairy tales
Catalogs
Horoscopes
Membership cards
Driver's license
Advertisements
Book jackets
Postcards
Tickets
Editorials
Prayers
Bulletins
Laboratory notes
Journal entries
Maps
Pamphlets
Bottle Labels
Billboards
Graffiti
Psychiatrists' reports
Tattoos
Directions/instructions
Wanted posters
Eulogies
Plays/skits

Lesson Plan 1

Heading	Class American Lit Your Name Dennis Moore Name of Lesson Rose for Emily, Genre Project Modeling Time Frame One day
Objective	Model the Genre Writing Project using Faulkner's story.
Reading Material	<i>A Rose for Emily</i> by William Faulkner
Instructional Framework	<u>Initiating</u> Constructing Utilizing
Lesson Plan Format	Teacher Centered: Direct Instruction – providing information and building skills <u>Presentation – demonstrating, lecturing</u> <u>Concept – introducing a new theory, symbol, idea</u> Student Centered: Discussion <u>Cooperative Learning</u> Problem Solving
Grouping	Whole Class <u>Pairs: Groups of 4</u> Individuals
Materials & Resources	School - Copies of <i>A Rose for Emily</i> Teacher – Genre assignment handout, <i>A Rose for Emily</i> genre assignment examples Student – Notebook, Writing Utensil
Accommodation for Students with Special Needs	
Literacy Strategy	
Phase One	Students will independently read Faulkner's <i>A Rose for Emily</i> as well as discuss the story using the Socratic Circle prior to this lesson. The instructor will begin this lesson by passing out the handouts and explaining that today he will be introducing and modeling the Multi Genre project. The MGP will require students to choose two of five short stories (see handout) and also require students to choose five genres to write on for this project (see handout section marked genre). Instructor will go over in detail this handout and the timeline for this project.
Phase Two	Instructor will model what the MGP is through using created examples from <i>A Rose for Emily</i> . Examples will include an obituary for Miss Emily, a timeline for the short story, and a police report from the night Homer Barron's body was found. This project can be very confusing at first, so it is important for the instructor to be clear in what is expected and to check for understanding.
Phase Three	Instructor will break the students up into groups of three to four and have them brainstorm for 5-10 minutes on ideas for other genres that could be used for Faulkner's story. Each group should take five genre ideas from the handout and come up with brief sketches of how these can be used with Faulkner's story. The instructor will then have each group share 1-2 of these sketches with the rest of the class.

Instructional Framework	Initiating	Constructing	<u>Utilizing</u>
Lesson Plan Format	<p>Teacher Centered: Direct Instruction – providing information and building skills Presentation – demonstrating, lecturing Concept – introducing a new theory, symbol, idea</p> <p>Student Centered: Discussion <u>Cooperative Learning</u> <u>Problem Solving</u></p>		
Grouping	Whole Class	<u>Groups</u>	<u>Individuals</u>
Materials & Resources	<p>School - Copies of the students chosen short stories, Mobil laptop computer lab, the means for students to save their work electronically Teacher – Question for Question of the Day Student – Writing utensil, Journal, MGP notes/ideas, jump drive</p>		
Notes	<p>This MGP work day should take place on day 18 or 19 in week four. The students should have completed their first batch of MGPs at this point and probably have another one done, but not turned in.</p>		
Literacy Strategy	<p>Question of the Day</p>		
Phase One	<p>Students will begin class by using the Question of the Day to complete a journal entry. Questions: How is the MGP project going so far? What do you think about this project? What were the first two MGPs that you created? How do you feel about your first two MGPs? Do you love them, hate them, generally apathetic about them? What are your plans for your last three MGPs?</p> <p>Explain to the students that this is a chance to reflect on their work thus far. With gentle music playing in the background students will journal for 6-8 minutes. Students should write for the entire 6-8 minute session and respond to as many questions as possible as thoroughly as possible.</p>		
Phase Two	<p>Laptops will be distributed to students and they will get to work on their MGPs. They can surf the web to come up with ideas/model examples, but mainly students should be in the crafting phase of their projects. Students can work independently or in their groups of four. Instructor should be circulating about the room making sure students are staying on task, checking on progress, and answering any questions that may arise.</p>		
Phase Three	<p>Five minutes prior to the end of class have students begin cleaning up/powering down and turning in laptops. Remind everyone to save their work!</p>		
Formative Assessment			

Homework Assignment	<i>Hell-Heaven</i> by Jhumpa Lahiri
Reminder	Remind students that they only have a little over a week left to complete this project!