Day One: Things that go Bump in the Night

Introduction

Outcomes:

- The student will participate in a discussion of questions that will introduce students to the mindset of the unit.

Standards:

<table>
<thead>
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<th>GRADE 9, 10, 11, 12</th>
<th>III. SPEAKING, LISTENING AND VIEWING</th>
<th>A. Speaking and Listening</th>
<th>The student will demonstrate understanding and communicate effectively through listening and speaking.</th>
</tr>
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Materials:

- PowerPoint presentation
- Books

Procedure:

- Go-around question: ask students to list “scary” movies. Make sure that a movie like Saw is mentioned.
- Make a t-chart with scary and gory on it. Have students list attributes of each, starting with “gory”.
- Show PowerPoint which will include:
  - Information about the unit; introduce terms like gothic
  - Talk about what “scary” is and what happens when humans get scared
  - Texts and other forms of entertainment that will be included in the unit
  - Introduce The Turn of the Screw
    - Background on the book
    - Plot teaser
    - Introduce characters
    - What a frame story is/examples of what it is
  - Introduce Henry James
    - Background
    - Other works
    - Basic information
  - Discussion questions
    - Do you believe in ghosts? Why or why not?
    - If you had to choose between being a vampire, werewolf, ghost or a zombie, which one would you choose and why?
- What is the number one thing you are afraid of?
- What is your most irrational fear?

- Have students form small groups to answer the questions on the last slide. While students are discussing, teacher will walk around listening and joining in to conversations.
- After students have spent 5-10 minutes discussing, get together as a class and go over the various answers students gave.

Homework:

- Read Prologue-chapter 3

Assessment:

- Informal assessment will occur through student’s participation in discussion.
Day Two: Who are these people?

Outcomes:

- The student will identify characteristics of two of the characters and then design a poem based on them.
- The student will distinguish between traditional male and female roles.

Standards:

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<th>C. Comprehension</th>
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<td>10. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.</td>
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<td>D. Literature</td>
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<td>6. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.</td>
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II. WRITING

A. Types of Writing

1. Plan, organize and compose narrative, expository, descriptive, persuasive and critical modes.

Materials:

- PowerPoint presentation
- Journals
- Students need paper and pencils

Procedure:

- Go-around question: one word you would use to describe the governess, judging from today’s reading.
- Give short 5 question reading quiz simply to gauge if students read for today’s lesson.
- Ask students if anyone has any reactions to today’s reading that they would like to share before they begin.
- Show the picture on page 141 of The Turn of the Screw: Case Studies in Contemporary Criticism. Have students talk about how the first ghost experience the governess has made them feel or what they thought about it.
- Have students write a short poem characterizing both the uncle and the governess. (The basics of poetry will have been reviewed before this unit). Students can use their books to help them. Provide examples of poems you have written to characterize them.
- Before student’s hand in poems, ask if any will share their poems in front of the class.
- Make two lists on the board, one for the uncle/male and one for the governess/female. List adjectives to describe them. Help students if they need it.
- Show short PowerPoint on different female/male stereotypical roles and ask students to keep them in mind as they read this book.
  - PowerPoint will include:
    - Male stereotypes such as macho, tough, into sports and cars, etc.
    - Female stereotypes such as sweet, innocent, like to cook, etc.
• “Hysteria” as a “female” disease of the time

Homework:

• Read chapters 4-6
• Write a 1 page journal response about the student’s personal thoughts about the governess.

Assessment:

• Informal assessment will be taken through discussions in class and class contributions.
• Formal assessment will occur through grading the reading quizzes. The poems written in class will also be graded on the terms of being on the right track about ideas about the governess and the uncle. They will also be graded simply for participation.
Day Three: Boo! Did I scare you?

Outcomes:

- The student will construct answers to the questions in class.
- The student will explain their ideas in a small group setting in order to interpret the text.
- The student will predict what is going to happen in the next section of the text or throughout the book.

Standards:

| GRADE 9, 10, 11, 12 | D. Literature | 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. | 1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature. 
4. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements. 
11. Demonstrate how literary works reflect the historical contexts that shaped them. 
14. Respond to literature using ideas and details from the text to support reactions and make literary connections. |

Materials:

- Worksheet of discussion questions
- Journals
Procedure:

- Go-around question: what is your favorite “scary” or thrilling movie?
- Journal about reaction to the ghosts.
- Get into small groups and discuss questions. Each group will get one question.
  - On page 43, the governess says that Miles is gentle, but not a “muff,” which means an unmanly boy. How does this play into the gender roles we talked about yesterday? And does this contribute anything to the characterization of Miles?
  - On page 44, the governess states after she sees the ghost in the window that “on the spot there came to me the added shock of a certitude that it was not for me he had come. He had come for someone else.” How does she know this? Is there any evidence?
  - After answering the above question, do you think that the ghost is real or did the governess imagine it? Use evidence to support your stance.
  - The governess’s description of the man in the window is very strange. What sorts of things does she say about him? Do you think this description is enough for Mrs. Grose to identify him?
  - So far we haven’t learned much about Mrs. Grose, but what do you think of her?
  - On page 50, the governess has a realization that the ghost was looking for Miles. Mrs. Grose then explains that Quint was very close to Miles. Is that what is causing this “haunting” or is that the rationalization the governess gives to her madness?
  - At the end of this selection, the governess sees a woman this time instead of a man. What are your predictions for what is going to happen in the next selection?
- After discussions have started to die off, have each group share the answer to their question. Make sure each group also hands in a sheet of paper with their answer and the names of the group members on it.

Homework:

- Read chapters 7-10.

Assessment:

- Informal assessment will be taken through sharing in discussion in small groups and in class.
- Formal assessment will be taken in the answers that each group will hand in. It will also be taken through the journal assignments that will be handed in at some point in time.
Day Four: Where is this all going?

Outcomes:

- The student will predict what will happen later in the book based on what they have already read.
- The student will demonstrate what they have learned about a five paragraph essay by drafting an outline of one from a prompt while working in groups.

Standards:

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14. Respond to literature using ideas and details from the text to support reactions and make literary connections. |
|---------------------|---------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| GRADE 9, 10, 11, 12 | B. Elements of Composition | The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose. | 1. Generate, gather, and organize ideas for writing.
3. Make generalizations and use supporting details.
4. Arrange paragraphs into a logical progression. |

Materials:

- PowerPoint presentation
- Handout on the final paper
- Worksheet on five paragraph essay
- Whiteboard and markers
Procedure:

- Go-around question: Did you ever try to run away when you were little?
- Show the picture from page 142 of *The Turn of the Screw: Case Studies in Contemporary Criticism*. Have students share with the class their ideas about the picture. Is this how they pictured it? Did they think she would see the Quint again? Or did they think she would see Miss Jessel?
- Introduce the final paper. Make sure students have time to ask any questions they might have.
- Even though students should know about the five paragraph essay before this point in their educational careers, it is always good to have a review to make sure everyone understands. Hand out worksheet on the five paragraph essay and show PowerPoint.
  - What is a five paragraph essay?
  - What sort of things do we need to introduce? (thesis sentences will be covered later)
  - What makes up a body paragraph?
  - How much evidence should there be?
  - How do we conclude a paper?
- Activity
  - The activity will first be as a class and then in groups of 2-4 students. Students will be asked to think of and share ideas to write about. Make sure it is a fun idea. As a class, an outline will be made on the whiteboard to make sure students understand. Students will then get into groups and will be asked to write an outline for a paper discussing which mythical creature is the best and why.
  - Students will share their outlines when they are done and the class will vote on which one they liked the best. The winner will get to pick a book from the classroom library to keep.

Homework:

- Read chapters 11-13.

Assessment:

- Informal assessment will take place through participation in class.
- Formal assessment will be taken from the outlines that students hand in.
Day Five: What does Hollywood think of ghosts?

Outcomes:

- The student will identify similarities and differences between *The Turn of the Screw* and *The Others*.
- The student will compose a two page paper in which they identify the gender roles that are present in *The Turn of the Screw*.

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<td>13. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.</td>
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Materials:
• DVD of *The Others*
• Small PowerPoint presentation on the movie

Procedure:

• Go-around question: Have you seen the movie *The Others*?
• Watch about 30 minutes or so of the movie.
• Have class come up with similarities and differences between the book and the movie thus far.
• Look at PowerPoint presentation about movie.
  o Background information
  o Similarities and differences between the movie and the book.
• Explain the paper assignment that is due on Monday.

Homework:

• Read chapters 14-16.
• Write a two page paper on the differences between the men and women in this text.
  Use evidence from the text to support the points.

Assessment:

• Informal assessment will be taken through the group discussion.
Day Six: Do people actually write about ghosts?

Outcomes:

- The student will explain their personal view on whether ghosts exist or not.
- The student will analyze and recognize good sources to use in their research paper.

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<td>7. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.</td>
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<td>10. Credit sources for both quoted and paraphrased ideas.</td>
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Materials:

- Journals
- PowerPoint presentation

Procedure:

- Go-around question: What was the best part about your weekend?
- Collect the papers that were due today.
• Have students journal about their belief in ghosts. Do they exist or not?
• Have students share any thoughts, ideas, or feelings they had about this section that they read. Ask if there are any predictions as to how this story will end.
• Have students raise their hand and contribute where they can look for sources for their paper.
• Show the PowerPoint on finding good sources.
  o Library search
  o How to find evidence in a book
  o How to find good journal articles
  o Where can I go online to find good sources?
  o Wikipedia: A good jumping off point, but not a good source
  o How do I tell if a source is credible?
• Show examples of good and bad sources. Make sure to show that you can’t judge a book by their cover. Also show good and bad websites.

Homework:
• Read chapters 17-19.

Assessment:
• Informal assessment will be done through class discussion.
• Formal assessment will be done through the journal assignment students do.
Day Seven: I thought thesis statements were for college....

Outcomes:

- The student will evaluate thesis sentences to determine their effectiveness.
- The student will construct effective thesis sentences given prompts.

Standards:

| GRADE 9, 10, 11, 12 | B. Elements of Composition | The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose. | 1. Generate, gather, and organize ideas for writing.  
2. Develop a thesis and clear purpose for writing. |
| GRADE 9, 10, 11, 12 | D. Research | The student will locate and use information in reference materials. | 2. Identify key terms specific to research tools and processes.  
3. Narrow the focus of a search by formulating a concise research question or thesis.  
6. Produce a report with detailed evidence to support a thesis. |

Materials:

- PowerPoint presentation
- Journals
- Worksheet about thesis sentences

Procedure:

- Go-around question: Twilight or Harry Potter?
- Have students journal about whether they think the governess should be considered feminine or not.
- Take a poll on what students thought.
• Ask students what they thought of Miles after he said “It was I who blew it, dear” on page 95. Was he acting innocently or was it more malevolent?
• Show PowerPoint on thesis sentences.
  o Talk about what a thesis sentence does
  o What makes a good thesis sentence
  o Use examples of bad thesis sentences and see what can be changed in them to make them good
• Students will work on a worksheet where they construct thesis sentences and correct bad thesis sentences.

Homework:

• Read chapters 20-24
• Finish the worksheet if it isn’t already finished.

Assessment:

• Informal assessment will be taken through class participation
• Formal assessment will happen through the journal assignment. When the worksheet is turned in the next day that will also be used for assessment.
Day Eight: What the heck happened?

Outcomes:

- The student will analyze the end of *The Turn of the Screw* to determine their thoughts about the governess.
- The student will apply what they learned about format and citation into their research papers.
- The student will identify the important parts of *The Zombie Survival Guide* in order to use them in their speech later in the unit.

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D. Research

The student will locate and use information in reference materials.

8. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.

10. Credit sources for both quoted and paraphrased ideas.

11. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).

B. Elements of Composition

The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.

4. Arrange paragraphs into a logical progression.

7. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.

Materials:

- PowerPoint presentation
- Handout about MLA format and citation
- Copy of *The Zombie Survival Guide*

Procedure:

- Go-around question: Did you like the ending why or why not? Keep it short.
- Show the picture on page 143 from *The Turn of the Screw: Case Studies in Contemporary Criticism*. Talk about it.
- Ask the students about what they thought of the end of the book. What do they think of the governess?
- Hand out paper about MLA. Show PowerPoint presentation on format and citation.
  - What a paper should look like
  - How do you cite sources?
Examples

- Introduce students to *The Zombie Survival Guide* with PowerPoint presentation.
  - Talk about the background of the book
  - Talk about Max Brooks.
  - Talk about the reception of the book by the public.
- Read selections to students out loud.
  - Read introduction (xiii-xiv).
  - Use PowerPoint to talk about the zombie virus “Solanum” using quotes from the book.
  - Read section on detection of zombie attacks (25-27).

Homework:

- No homework

Assessment:

- Informal assessment will be taken through class discussion.
Day Nine: Work Day

Outcomes:

- The student will participate in research and use their time effectively to start their research paper.

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<td>9. Organize and synthesize information from a variety of sources and present it in a logical manner.</td>
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<td>GRADE 9, 10, 11, 12</td>
<td>C. Media Literacy</td>
<td>The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.</td>
<td>1. Evaluate the accuracy and credibility of information found on Internet sites. 4. Determine whether the evidence in a selection is appropriate, adequate and accurate.</td>
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Materials:
- Book cart set aside in library in order to assist students with their research.

Procedure:
- Students will get the entire class period to research and start their papers. The teacher will be available to answer questions and help any students who need it.

Homework:
- Work on the paper.

Assessment:
- No assessment.
Day Ten: The zombies are here!

Outcomes:

- The student will apply what they have learned about zombie attacks to, in a small group, create an emergency plan for the class to follow.
- The student will evaluate plans for effectiveness.
- The student will participate in giving the group speech.

Standards:

| GRADE 9, 10, 11, 12 | C. Comprehension | The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension. | 2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.  
5. Summarize and paraphrase main idea and supporting details.  
7. Make inferences and draw conclusions based on explicit and implied information from texts. |
**Materials:**

- Copy of *The Zombie Survival Guide*
- Worksheet to fill out while listening to speeches

**Procedure:**

- Go-around question: A zombie is coming at you right now. What weapon do you choose to defend yourself? Name any weapon you choose and why.
- Read more selections from *The Zombie Survival Guide*.
  - Weapon overviews from pages 31-58. Specifically use the ones that students talked about during the go-around question.
  - Preparation from pages 66-68.
  - Survival techniques from pages 72-75.
  - Section about schools on page 79.
- Have students get into groups. Scenario: Zombies are on the move and will be at the school in about 5 minutes. What do we need to do to prepare?
- Give students exactly 5 minutes to prepare. After that, all groups will share their plans.
- While plans are being given, students will rate the effectiveness of them.
- Explain paper that will be written over the weekend. The paper assignment is to pick one of the ghost sightings from *The Turn of the Screw* and use evidence from the text to prove it true or false.

**Homework:**
• Write a two page paper about one of the ghost sightings from *The Turn of the Screw*. Use evidence to prove it true or false.
• Work on research paper.

Assessment:

• Informal assessment will occur through the class discussion.
• Formal assessment will occur through the speeches and the listening sheets. Once the paper is turned in, that will count for formal assessment also.
**Day Eleven: Nevermore**

**Outcomes:**

- The student will perform parts of “The Raven” in front of the class, making sure to read with expression.
- The student will compare “The Raven” with the clip of “The Raven” from *The Simpsons*.
- The student will analyze “The Raven” for specific parts of poetry.
- The student will interpret “The Raven”.

**Standards:**

| GRADE 9, 10, 11, 12 | C. Media Literacy | The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas. | 6. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience. 8. Formulate critical, evaluative questions relevant to a print or non-print selection. |
| GRADE 9, 10, 11, 12 | D. Literature | 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. | 1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.  
2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.  
5. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.  
6. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.  
8. Analyze classic and contemporary poems for poetic devices. 
9. Analyze the characteristics of literary forms. |

| GRADE 9, 10, 11, 12 | B. Vocabulary Expansion | The student will apply a variety of strategies to expand vocabulary. |  |

Materials:
- Copies of “The Raven” for the class
- Clip of “The Raven” from The Simpsons
- PowerPoint presentation
- Handout with questions about “The Raven”

Procedure:
- Go-around question: What is one word you think of when I say “Edgar Allan Poe?”
- Hand out copies of “The Raven.” Have students take turn reading the poem out loud.
- Watch a clip of “The Raven” from *The Simpsons*. Talk briefly about how faithful it is to the poem.
- Show a short PowerPoint presentation about Poe and “The Raven”.
- Give students a handout of questions to answer. They can work in pairs if they want.
  - Find 3 words that you don’t know and need to figure out the meaning of the poem. Look them up in the dictionary.
  - Is there any rhyme or alliteration in this poem?
  - What do you notice about the rhythm of this poem?
  - What does the raven stand for?
  - Why do you think the raven keeps saying “nevermore?”
  - Poe uses a lot of different words to describe the same thing, such as the bird. Why is that?
  - So, what happened in this poem?

**Homework:**

- Work on research paper.
- Read “A Rose for Emily” by William Faulkner

**Assessment:**

- Informal assessment will be taken through class participation.
- Formal assessment will be on the questions that students answered during class.
Day Twelve: Emily’s Personal Problems

Outcomes:

- The student will perform parts of “A Rose for Emily” out loud.
- The student will compare the main characters from “A Rose for Emily” and *The Turn of the Screw*.
- The student will analyze “A Rose for Emily” to determine what gender roles are present.
- The student will explain their comparisons by making a poster.

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12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.  
14. Respond to literature using ideas and details from the text to support reactions and make literary connections. |

Materials:

- Copies of “A Rose for Emily”
- Whiteboard and markers
- Poster board and markers
Procedure:

- Go-around question: Say one sentence to describe your feelings about the story.
- Take turns reading the story out loud.
- Give small lecture about William Faulkner.
- Make a t-chart on the whiteboard comparing Emily and the governess from *The Turn of the Screw*.
- Ask students if the gender roles that have been discussed before are present in this story. Make sure they use evidence from the story.
- Have students make a poster comparing and contrasting *The Turn of the Screw* and “A Rose for Emily”.
- When there are five minutes left of class, have students share their posters with the class. Hang them on the wall.

Homework:

- Work on research paper.

Assessment:

- Informal assessment will be taken through the class discussion.
- Posters that are made in class will be formally assessed.
Day Thirteen: Good Zombies

Outcomes:

- The student will apply what they have learned from *The Zombie Survival Guide* to write a speech detailing their plan.
- The student will identify what adjectives are and how they are used in a sentence.

Standards:

<table>
<thead>
<tr>
<th>GRADE 9, 10, 11, 12</th>
<th>C. Spelling, Grammar, and Usage</th>
<th>The student will apply standard English conventions when writing.</th>
<th>1. Understand the differences between formal and informal language styles and use each appropriately.</th>
</tr>
</thead>
</table>

Materials:

- Copy of *The Zombie Survival Guide*
- Hand out detailing speech assignment
- PowerPoint presentation
- Slips of papers with sentences for Adjective Taboo

Procedure:

- Go-around question: What is your favorite word?
- Read selections from *The Zombie Survival Guide*.
  - What to do if you decide to run (pages 95-101)
  - Talk about modes of transportation (pages 104-109, 117-123)
- Give handout about speech assignment with *The Zombie Survival Guide*
  - Students must prepare a 2-3 minute speech about the zombie plan they have for their family. They can be as creative as possible. Some copies of *The Zombie Survival Guide* will be available if students wish to look up information.
  - The first half of the class will present on the 16th day while the last half will present on the 17th day.
  - Students will fill out evaluations of the speeches. They must do eight per day.
- Give a short PowerPoint for an adjective lesson.
  - Review of what an adjective is
  - Examples of adjectives
  - What do adjectives do?
How do I use a variety of adjectives in a research paper?

- Divide the class in half and play adjective taboo.
  - One member gets up in front of the class and picks a slip of paper with sentences written on them. They have to say five adjectives to describe the subject of the sentence. If they use something that is not an adjective, they are disqualified. If they guess correctly, they get a point.

Homework:

- Work on speech.
- Rough drafts due the next day.

Assessment:

- Informal assessment will be taken through class discussion and the participation in the game.
Day Fourteen: Dickinson’s Dire Dilemmas

Outcomes:

- The student will analyze poems by Emily Dickinson using various poetic elements.
- The student will identify the different types of punctuation and apply this knowledge both to the poem they will write in class and their research paper.
- The student will compose poems to mimic the style of Emily Dickinson.

Standards:

<table>
<thead>
<tr>
<th>GRADE 9, 10, 11, 12</th>
<th>D. Literature</th>
<th>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.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.</td>
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<td>4. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.</td>
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<td>8. Analyze classic and contemporary poems for poetic devices.</td>
</tr>
<tr>
<td>GRADE 9, 10, 11, 12</td>
<td>II. WRITING</td>
<td>A. Types of Writing</td>
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<td>C. Spelling, Grammar, and Usage</td>
<td>The student will apply standard English conventions when writing.</td>
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</table>

Materials:

- Copies of select poems by Emily Dickinson
- Short PowerPoint presentation about Emily Dickinson
- Whiteboard and markers

Procedure:

- Go-around question: Today we are going to talk about punctuation. What is your favorite type of punctuation and why?
- Students will turn in their rough drafts of the research paper.
- Student will read select poems from Emily Dickinson out loud.
“Drowning is not so pitiful as the attempt to rise”
“"I died for beauty"
“Because I could not stop for Death, He kindly stopped for me”
“I heard a fly buzz when I died”

- Present short PowerPoint about Emily Dickinson and her background. Use this to transition into a conversation about punctuation.
  - Background information
  - Odd style of poetry writing
  - Types of punctuation
- Ask students to come up and make a list on the board of what makes Dickinson’s unique writing style.
- Have students spend the rest of class writing a short poem in the style of Dickinson. After they are done writing the poem, write a short paragraph about how they used the writing style of Dickinson in their poem.

Homework:

- Work on speeches

Assessment:

- Informal assessment will be taken from class discussion and participation.
- The poems that students write will be formally assessed for understanding of Dickinson's style.
Day Fifteen: Why can’t we be friends?

Outcomes:

- The student will apply their knowledge of what makes a good research paper to analyze the drafts of their fellow classmates.

Standards:

| GRADE 9, 10, 11, 12 | C. Comprehension | The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension. | 4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.  
6. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text. |
|---|---|---|---|
| GRADE 9, 10, 11, 12 | B. Elements of Composition | The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose. | 5. Revise writing for clarity, coherence, smooth transitions and unity.  
6. Apply available technology to develop, revise and edit writing.  
8. Revise, edit and prepare final drafts for intended audiences and purposes. |
C. Spelling, Grammar, and Usage

The student will apply standard English conventions when writing.

3. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:

Materials:

- Drafts for students to share
- Worksheets for students to fill in while assessing fellow student’s drafts

Procedure:

- Go-around question: If you were a ghost, who would you haunt or what would you do?
- Students will be assigned into groups of four to critique each other’s drafts. They will receive worksheets to rate the drafts.
  - Is the introduction complete?
  - Is there a good thesis sentence?
  - Are there at least 3 body paragraphs?
  - Does each of the body paragraphs contain evidence to support the idea?
  - Does the conclusion wrap everything up?
  - Were there many grammar or punctuation mistakes in this paper?
  - Did the writer use adjectives like we talked about in class?
  - Give at least 2 things that the writer did well.
  - Give at least 2 things that the writer needs to improve on.
- While students are working together, the teacher will have one on one conference with students on the drafts that they turned in.

Homework:

- Work on speeches.
- Revise drafts.

Assessment:

- Drafts will be formally assessed for being on the way to a good research paper.
- Students will also being assessed for providing productive feedback.
Day Sixteen: Revenge is best served cold

Outcomes:

- The student will explain their zombie plans by presenting a two minute speech in front of the class. After, the student will analyze their speeches through a self-assessment.
- The student will evaluate the effectiveness of the plans by their fellow classmates.
- The student will explain any similarities between “The Cask of Amontillado” and *The Turn of the Screw*.
- The student will evaluate “The Cask of Amontillado” and “The Raven” to explain aspects of Poe’s writing style.

Standards:

<table>
<thead>
<tr>
<th>GRADE 9, 10, 11, 12</th>
<th>III. SPEAKING, LISTENING AND VIEWING</th>
<th>A. Speaking and Listening</th>
<th>The student will demonstrate understanding and communicate effectively through listening and speaking.</th>
<th>2. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.</th>
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<td>GRADE 9, 10, 11, 12</td>
<td>D. Literature</td>
<td>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.</td>
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<td>1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.</td>
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<td>4. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.</td>
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<td>5. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.</td>
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<td>14. Respond to literature using ideas and details from the text to support reactions and make literary connections.</td>
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</table>

**Materials:**
- Feedback sheets for students to fill out during speeches
- Copies of “The Cask of Amontillado” for students to read

**Procedure:**
- Go-around question: Name the best part of your weekend.
- The first half of the class will present their speeches. While they speak, the other students will have to fill out eight feedback sheets per day of speeches.
  - Was the plan feasible?
Did the speaker use a loud clear voice to present the plan?
Name one good thing the speaker did.
Name one thing the speaker needs to improve on.

- Students will take turns reading “The Cask of Amontillado” out loud for the class.
- Talk about background of story.
  - Act of revenge against Thomas Dunn English
- Have a class discussion about the story.
  - Does this story have any similarities to *The Turn of the Screw*?
  - Why is this “scary”?
  - We read “The Raven” last week. Can you see any aspects in both that may be part of Poe’s style?

Homework:

- Work on revising research paper.
- Students who shared their speeches will write a one page self-assessment about their speech. They must talk about what they did well and what they need to improve on.

Assessment:

- Informal assessment will occur through class discussion.
- Speeches will be formally assessed for effectiveness and using good speech giving techniques, such as speaking clearly and loud enough.
- Feedback sheets will also be formally assessed for students listening to speeches.
Day Seventeen: Where are we?

Outcomes:

- The student will explain their zombie plans by presenting a two minute speech in front of the class. After, the student will analyze their speeches through a self-assessment.
- The student will evaluate the effectiveness of the plans by their fellow classmates.
- The student will apply their knowledge of *The Turn of the Screw* and “The Cask of Amontillado” in comparing and assessing “The Hitch-Hiker”.

Standards:

<table>
<thead>
<tr>
<th>GRADE 9, 10, 11, 12</th>
<th>III. SPEAKING, LISTENING AND VIEWING</th>
<th>A. Speaking and Listening</th>
<th>2. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.</th>
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<tbody>
<tr>
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<td>The student will demonstrate understanding and communicate effectively through listening and speaking.</td>
<td>7. Apply assessment criteria to self-evaluation of oral presentations.</td>
</tr>
<tr>
<td>GRADE 9, 10, 11, 12</td>
<td>C. Media Literacy</td>
<td>The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.</td>
<td>6. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.</td>
</tr>
</tbody>
</table>

Materials:

- Feedback sheets for students to fill out during speeches
- DVD of *The Twilight Zone* episode entitled “The Hitch-Hiker”

Procedure:
• Go-around question: Have you ever taken a road trip? Where to?
• The second half of the class will give their speeches. While they speak, the other students will fill out the same feedback forms from the previous lesson. They need to fill out eight during this class period.
• Students will watch an episode of *The Twilight Zone* entitled “The Hitch-Hiker”.
• After they are done, there will be class discussion.
  o Does this share any common aspects with *The Turn of the Screw* and “The Cask of Amontillado”?
  o Why would you consider this scary?
  o What did you think was going to happen?
  o In this episode, Death was a hitch-hiker. What would you personify death as?

Homework:

• Read “The Yellow Wallpaper”.
• Work on revising the research paper.
• Students who shared their speeches will write a one page self-assessment about their speech. They must talk about what they did well and what they need to improve on.

Assessment:

• Informal assessment will occur through class discussion.
• Speeches will be formally assessed for effectiveness and using good speech giving techniques, such as speaking clearly and loud enough.
• Feedback sheets will also be formally assessed for students listening to speeches.
Day Eighteen: How many crazy people do we have to read about?

Outcomes:

- The student will evaluate “The Yellow Wallpaper” for symbolism and gender roles.
- The student will recognize what stories contain an unreliable narrator.

Standards:

<table>
<thead>
<tr>
<th>GRADE 9, 10, 11, 12</th>
<th>D. Literature</th>
<th>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.</th>
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</table>
|                     |               | 1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.  
4. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.  
5. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.  
6. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.  
11. Demonstrate how literary works reflect the historical contexts that shaped them.  
14. Respond to literature using ideas and details from the text to support reactions and make literary connections. |
Materials:

- Copies of “The Yellow Wallpaper”
- Paper and markers

Procedure:

- Go-around question: Give one word to describe this story.
- Give a short reading quiz to make sure students read the story.
  - Ask basic information to make sure students have a simple understanding of the text.
- Have small group discussions. Each group will focus on one question and will then share with the class.
  - How does this fit into gender roles we have talked about? Use specific evidence from the text.
  - The narrator sees a woman in the wallpaper. Who is it? What is the significance of this?
  - What is significant about the room being an old nursery?
  - Track the narrator’s mental state throughout the text. Was she always “crazy” or did the room drive her crazy?
  - Compare and contrast this story with The Turn of the Screw. How alike are the narrators?
- Class will come together to discuss these questions. When the last question is being talked about, the idea of an unreliable narrator will be defined. Students will then be asked to write a journal entry due the next day about why unreliable narrators are often used in “scary” stories.

Homework:

- Continue work revising research paper.
- Write a journal entry no more than a page discussing the link between “scary” stories and unreliable narrators.

Assessment:

- Informal assessment will occur through class participation in the discussion.
- The reading quizzes will formally assess if the student read the text and the student’s understanding of the text.
- The journal entry, which will be turned in the following day, will be formally assessed for student’s ability to link an abstract concept to a genre of stories.
Day Nineteen: The end is near!

Outcomes:

- The student will demonstrate what they have learned in this class by finishing their research and revising their final papers.

Standards:

<table>
<thead>
<tr>
<th>GRADE 9, 10, 11, 12</th>
<th>II. WRITING</th>
<th>A. Types of Writing</th>
<th>The student will write in narrative, expository, descriptive, persuasive and critical modes.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>GRADE 9, 10, 11, 12</th>
<th>B. Elements of Composition</th>
<th>The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.</th>
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<td>5. Revise writing for clarity, coherence, smooth transitions and unity.</td>
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<td>6. Apply available technology to develop, revise and edit writing.</td>
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<td>7. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.</td>
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<td>8. Revise, edit and prepare final drafts for intended audiences and purposes.</td>
</tr>
</tbody>
</table>
| GRADE 9, 10, 11, 12 | C. Spelling, Grammar, and Usage | The student will apply standard English conventions when writing. | 2. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.  
3. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability: |
|---------------------|--------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| GRADE 9, 10, 11, 12 | D. Research                  | The student will locate and use information in reference materials. | 6. Produce a report with detailed evidence to support a thesis.  
9. Organize and synthesize information from a variety of sources and present it in a logical manner.  
10. Credit sources for both quoted and paraphrased ideas.  
11. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA)  
12. Proofread the final copy, format correctly and prepare the document for publication or submission. |
Materials:

- Book cart set aside in library in order to assist students with their research.

Procedure:

- Students will get the entire class period to research and start their papers. The teacher will be available to answer questions and help any students who need it.

Homework:

- Work on the research paper, which is due tomorrow.

Assessment:

- No assessment
Day Twenty: All good things must come to an end

Outcomes:

- The student will analyze the connection between *The Turn of the Screw* and *The Others*.

Standards:

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<th>GRADE 9, 10, 11, 12</th>
<th>D. Literature</th>
<th>1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.</th>
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<td>12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.</td>
</tr>
</tbody>
</table>

Materials:

- DVD of *The Others*

Procedure

- Go-around question: What was your favorite part of the unit?
- Students will hand in their research papers.
- Students will finish watching *The Others*. Time permitting, a discussion may ensue detailing the similarities to the book *The Turn of the Screw*, which it was loosely based off of. This discussion may also happen the next Monday at the beginning of class.
  - They are both “scary” stories. How do they embody that?
  - The movie is loosely based off of the book. Why do you think some parts were changed?

Homework:

- No homework

Assessment:
• The research paper will be formally assessed according to the rubric, which is provided elsewhere in this unit plan.