

Age Level: Grade 11

Subject(s) Area: ELA: Speech, language

Materials Needed: Copy of the text, pen/pencil, paper

S tandards

- SL.1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in *grades 11–12 reading and content*.
 - Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox, etc.) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

O bjectives

- Students will **engage** in collaborative discussion in which they **express** their own ideas and build upon others’ ideas.
- Students will **evaluate** the point of view of the text by citing evidence found within the piece throughout the discussion.
- Students will **demonstrate** their understanding of style, themes, tone, and figurative language by explaining those present within the text.
- Students will **analyze** the text to find deeper meaning and connections that are relevant to the reader.

Learning Activities

Independent Work: Students will come to class having read the short story “The Story of an Hour” by Kate Chopin. They should be prepared to discuss the story with the class.

Opening Element: The teacher reviews the plot of the story asking questions that help students pull pieces of the summary together. Questions may include ones such as “Where does the story take place and how do you know?,” “Who is the speaker of the story?,” “What major events take place throughout the piece?,” etc.

Required Vocabulary:

- Irony
- Conflict (Internal vs. External)
- Bespoke
- Tumultuously
- Importunities
- Motivation

Direct Instruction: The teacher reviews the concept of irony including the different forms it may take. There will also be a short review of internal vs. external conflict. Then, the teacher will introduce the concept of a fishbowl discussion in which the students will sit in a circle to discuss the text.

Collaborative Work: Students are split into two groups by a simple count off. They then form the fishbowl and are given this prompt to kick-start discussion: “How are irony and conflict present within the text and what does this mean for author’s intent, plot, and understanding of characters?” Students will be asked to include the prompt in their discussion, but they will not be limited to the material within the prompt. Each group will have 15 minutes to discuss and 10 minutes to debrief with the members of the other group. Students should understand that this is a student led discussion and that the teacher will act merely as a moderate if the discussion happens to get too heated or inappropriate. Students will be expected to take notes, both as they listen to the other group discuss and while their own group is discussing, so that the debriefing session can be fruitful.

Reflective Questions:

- How does Irony play a role in “The Story of the Hours?”

- How are internal and external conflict present within the story?
- How is the use of figurative language different in a short story such as this one in comparison to a novel?
- How does group discussion such as this benefit you as a student?

A_{ssessment}

Learning Objective #1: Observation of the fishbowl in which students participate in a collaborative, student-led discussion which contains and in-depth analysis of the text.

Learning Objective #2: See description under objective #1.

Learning Objective #3: See description under objective #1.

Learning Objective #4: Review of students notes from the fishbowl discussion and debriefing.

R_{eflection}