

## Class 1: Character Sketch Details

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**Before Class:** students individually read Section 1 of the short story (Exposition, first 1-4 pages [setting, characters, background, conflict]) as well as the related PowerPoint slides.

**In Class** (based on a class of 1hr 45min):

- **Warm up:**
  - *Groups* (5-10min): students break into groups of 3-4 and discuss concepts presented on the PowerPoint slides (e.g., statistics of domestic violence).
  - Instructor goes around tables and listens to the group discussions but does not make any comments.
  - *Class* (~10min): students come together to discuss concepts as a class.
  - Once again, instructor acts as a moderator to guide the class discussion and only intervenes to address any misconceptions that may arise.
  - *Note:* if using an active learning room, students can write down their discussion points on the (interactive) white boards.
- **Character sketches** (30min):
  - Instructor introduces the activity
  - Students get into groups (3-4). Each group is assigned one of three characters from the short story, meaning that at least two groups in the class will be working on the same character.
  - Each group must describe the following in their sketch:
    - Physical character description
    - What the character says and doesn't say
    - What the character does
    - *Note:* information can be divided into columns on an (interactive) white board
  - *Note:* students should keep in mind the point of view used in the story as they write their descriptions (no inference – take only what is in text)
  - Class regroups to discuss their character sketches
    - Groups with same characters compare their sketches
    - Groups then compare sketches among different characters
- **Reflective writing** (~30-40min)
  - Students must write an individual paragraph (100-150 words) reflecting on the character they were assigned in their group
  - Students must write their paragraph as a letter to a classmate who missed the class, summarizing the relevant information about the character they analyzed

## Class 2: Finding and Annotating Quotes

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**Before Class:** students individually read Section 2 of the short story (Middle, pages 5-8/9 [conflict increases]) as well as the related PowerPoint slides.

**In Class** (based on a class of 1hr 45min):

- **Warm up:**
  - *Groups* (5-10min): students break into groups of 3-4 and discuss concepts presented on the PowerPoint slides (e.g., statistics of domestic violence).
  - Instructor goes around tables and listens to the group discussions but does not make any comments.
  - *Class* (~10min): students come together to discuss concepts as a class.
  - Once again, instructor acts as a moderator to guide the class discussion and only intervenes to address any misconceptions that may arise.
  - *Note:* if using an active learning room, students can write down their discussion points on the (interactive) white boards.
- **Finding and Annotating Quotes** (30min):
  - Instructor introduces the activity
    - Shows examples of finding and annotating quotes
    - Discusses the idea of quote management (don't want quotes that are too long, and want quotes that clearly support the arguments being discussed)
  - Students get into same groups (3-4) as Class 1 activity.
  - Groups are given a scenario/passage from the story for which they must find quotes. Each group is given a different passage to cover.
  - Each group must come up with 6 quotes
- **Character Sketch Revision** (30 min):
  - Students go back to their go back to character sketch paragraphs from Class 1 (reflective writing activity), and adding in 2 quotes to replace – and provide evidence for – character description.

### **Class 3: Literary devices and techniques & generating questions**

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**Before Class:** students individually read Section 3 of the short story (pages 9/10 to end [climax], as well as the related PowerPoint slides.

**In Class** (based on a class of 1hr 45min):

- **Warm up:**
  - *Groups* (5-10min): students break into groups of 3-4 and discuss concepts presented on the PowerPoint slides (e.g., statistics of domestic violence).
  - Instructor goes around tables and listens to the group discussions but does not make any comments.
  - *Class* (~10min): students come together to discuss concepts as a class.
  - Once again, instructor acts as a moderator to guide the class discussion and only intervenes to address any misconceptions that may arise.
  - *Note:* if using an active learning room, students can write down their discussion points on the (interactive) white boards.
- **Literary devices and techniques** (1 hr):
  - In their groups, students analyse the quotes from class 2 using literary devices and techniques (instructor gave them a list of these at the beginning of the course to use throughout the semester).
  - Individually, students write a paragraph building on the work they did in classes 1 and 2, integrating literary devices and techniques in their character and quote analysis.
- **Generating Analytical Questions** (~30min):
  - In their groups, students generate at least 2 analytical questions related to the story and give them to the teacher by end of class.
    - Instructor introduced the difference between descriptive and analytical questions – which deepen one’s analysis of the text – in the slides.

## Class 4: Analytical Questions Continued and Consolidation

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**Before Class:** instructor reads through the analytical questions generated by students in Class 3.

**In Class** (based on a class of 1hr 45min):

- **Warm up:**
  - *Groups* (5-10min): students break into groups of 3-4 and discuss concepts presented on the PowerPoint slides (e.g., statistics of domestic violence).
  - Instructor goes around tables and listens to the group discussions but does not make any comments.
  - *Class* (~10min): students come together to discuss concepts as a class.
  - Once again, instructor acts as a moderator to guide the class discussion and only intervenes to address any misconceptions that may arise.
  - *Note:* if using an active learning room, students can write down their discussion points on the (interactive) white boards.
- **Analytical Questions** (30min):
  - Instructor introduces the activity
    - Showcases strong questions that students have written
    - Also shows examples of questions that are not as strong
    - *Note:* instructor can use the strong questions as the topics for the final essay students write in Class 5. The instructor can inform students of this choice beforehand.
  - As a class, students:
    - Discuss answers to the strong questions
    - Discuss what makes the less strong questions weak and offer ways in which these questions could be improved
- **Consolidation** (30 min):
  - Instructor reviews all the techniques students learned in Classes 1-3, ensuring that there are no misconceptions and that students understand how to use the toolkit they built in preparation for the final essay in Class 5