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| **At a Glance – “An Infinitely Delicate Balance”**   * **Lesson Objective**: Consider how the various perspectives in the story create conflict and tension. * **In the Story:** N/A; today’s lesson focuses on a reread with deeper analysis * **Key Questions:** Questions 2, 3, 5, 9, and 10 are the most important questions of the day and should not be skipped. * **Words to Watch For:** N/A * **Homework Options:**   + Additional story analysis (attached)   + Knowledge Organizer review   + Questions from the lesson that were skipped for time |
| **Agenda:**   * Do Now (10 minutes) * Retrieval Practice (10 minutes) * Cycle 1 – AIR: Reread (15 minutes) * Cycle 2 – FASE Reading or Read Aloud: “Social Class and Mobility” (20-25 minutes) * Cycle 3 – AIR: Reread (15-20 minutes) * Exit Ticket (10 minutes) |

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| **Lesson Plan**  **Do Now (10 minutes)**   * Give students 5-6 minutes to read the article and answer both questions, then review using **Cold Call, share out,** or a **brief discussion**. * **Q1:** **Think about a twist ending you have encountered in a book, movie, or television show. What was the twist and how did it make you feel? Why did it make you feel that way?**   + Many possible responses; we recommend sharing a variety of feelings (twists that were satisfying, frustrating, funny, sad, etc.). * **Q2: Based on what you learned from this article, why might it be valuable to reread a short story?**    + Rereading a story can help us notice subtle moments of foreshadowing that the author might have included to hint at the twist; when we reread after knowing the twist, we can trace the way the author led up to it and more deeply understand (and appreciate!) the story. |
| **Retrieval Practice (10 minutes)**   * In advance, answer these questions yourself, using previous lessons and the Knowledge Organizer. * Review these questions (see student packet) with your class using **Cold Call**. * ***Note****: You may opt to not ask all the questions we’ve listed. Prioritize as you see fit.* |
| **Cycle 1 (15 minutes) — Reread**   * **Write:** Ask students to **Turn and Talk** to respond to **Q1**, then answer **Q2**. * **Discuss:** Unless misconceptions surface during the **Turn and Talk**, it is not necessary to discuss. Lead a **brief discussion** of **Q2** to surface key ideas by taking hands or using **Cold Call**.   + **Key Ideas:**     - **Q1: Describe the plot twist at the end of “The Stolen Party.”**       * We thought that Rosaura was invited to the party as Luciana’s friend and it seemed as though this was a story of a wonderful day; at the end, however, it’s revealed that Señora Ines actually had her there as a servant.     - **Q2: Consider the narrative point of view of “The Stolen Party.” How would you describe it? Is it reliable? Why or why not?**       * The narration of the story is third person limited; even though the narrator isn’t actually Rosaura, we experience the events of the story from her perspective. This makes the narration unreliable because Rosaura misunderstands her role at the party; we experience the party through her eyes, not realizing that Señora Ines thinks something different. * **Write:** Ask students to **Turn and Task** to respondto **Q3**. * **Discuss:** You might choose to use **Show Call** to highlight strong annotations. Then, lead an **extended discussion** of students’ analysis to surface the key ideas.   + **Key Ideas:**     - **Q3: Skim the story, looking for moments of interaction between Señora Ines and Rosaura. How do these interactions foreshadow the ending? How has your understanding of these moments changed now that you know how the story ends?**       * **Possible Annotations:**         + *Señora Ines had said: “You yes, but not the others, they’re much too boisterous, they might break something.” Rosaura had never broken anything. She even managed the jug of orange juice, carrying it from the kitchen into the dining-room. She held it carefully and didn’t spill a single drop. And Señora Ines had said: “Are you sure you can manage a jug as big as that?”*         + *Just then, Señora Ines arrived saying shh shh, and asked Rosaura if she wouldn’t mind helping serve out the hot-dogs, as she knew the house so much better than the others.*         + *Señora Ines had asked her to help pass the cake around, and Rosaura had enjoyed the task immensely.*       * In these moments, we see the difference in perspective between Señora Ines and Rosaura. Señora Ines is asking Rosaura to do work for the party, carrying food and serving the other guests, but Rosaura thinks she’s being singled out as special. When we first read the story, we only saw these moments from Rosaura’s point of view so it was easy to miss what was really going on; once we know the ending, we can see these interactions from Señora Ines’s perspective, too. * **Write:** Ask students to respond to the **Stamp** after discussion. * **Discuss:** Use **Show Call** to highlight a few strong responses.   + **Possible Sentence:**     - **In one artful sentence, explain how the narration of the story sets up its twist ending. Use a form of the word “reliable” in your response.**       * Because the narration of the story is from Rosaura’s perspective, it is not reliable, and we don’t understand Señora Ines’s perspective until the end. |
| **Cycle 2 (20-25 minutes) – “Social Class and Mobility”**   * **Read:** **Read Aloud** or use **FASE Reading**to read the embedded article, “Social Class and Mobility.” * **Write:** Ask students to **Turn and Talk** to respond to **Q4.** * **Discuss:** Lead a **brief discussion** by taking hands or using **Cold Call** to surface the key ideas.   + **Key Ideas:**      - **Q4: Who in the story would likely benefit from a system of social mobility? Who might want a more rigid class system? Why?** * Rosaura and Herminia would benefit from more mobility because they could then move into higher classes with more wealth and opportunity. Senora Ines and her family might want a more rigid system because then their place in the upper class would be more protected. * **Write:** Ask students to respond to **Q5-6**. * **Discuss:** Lead an **extended discussion** of **Q5-6** to surface the key ideas.   + **Key Ideas:**     - **Q5a: How does Herminia, Rosaura’s mother, perceive Rosaura’s role? How does she seem to feel about this role?**       * Herminia understands that Rosaura is the maid’s daughter and thus does not occupy the same social status as Luciana and her guests. While Herminia knows that other people will look down on her because of that, she doesn’t think it’s anything to be ashamed of.     - **Q5b: How does this compare to how Rosaura perceives herself? Underline 1-2 lines of text that support your thinking.**       * Rosaura perceives herself as Luciana’s friend; she doesn’t see the same social class differences that her mother does, and even compares herself to a queen and a countess. She imagines that one day she might “manage to live in a beautiful palace” and even puts herself above the other guests as the “best-behaved girl at the party.”     - **Q6: How does this moment complicate your thinking from the previous question? What might Herminia be thinking now?**       * Even though Herminia understands her and Rosaura’s place and wants Rosaura to be content with it, she can’t help but feel proud and happy when Rosaura seems to have had such a good time. She takes pride and joy in Rosaura feeling like a “countess”; this moment seems to give her a bit of hope that maybe Rosaura is actually perceived as a guest, not a servant. * **Write:** Ask students to respond to **Q7a,** then **Turn and Talk** to respond to **Q7b**. * **Discuss:** Lead a **brief discussion** of **Q7** to surface the key ideas. You might choose to debrief **Q7a** before moving on to **Q7b**.   + **Key Ideas:**     - **Q7a: How would this moment be different if Señora Ines said “my dear” instead of “my pet”? What does this reveal about Señora Ines’s perception of Rosaura?**       * “My dear” implies an almost motherly affection, while “my pet” implies ownership and even dehumanizes Rosaura. This moment reveals that, despite Rosaura’s positive experience at the party, Señora Ines has never and will never see her as a guest or friend of Luciana.     - **Q7b: Consider that the magician calls the monkey “partner.” How does this contribute to your reading of Señora Ines’s line above? What might Liliana Heker be suggesting?**       * The phrase “my pet” sets Rosaura on the same level as the other animal in the story, but the magician seems to have more respect for the monkey than Señora Ines does for Rosaura. |
| **Cycle 3 (15-20 minutes) – Reread**   * **Write:** Ask students to respond to **Q8.** * **Discuss:** Lead a **brief discussion** by taking hands or using **Cold Call** to surface key ideas.   + **Key Ideas:**     - **Q8a: Consider what you learned about Argentine class conflict in the article above. Why might Señora Ines feel like she “didn’t dare draw [her hand] back”? What might she be afraid of?**       * If Señora Ines “draws her hand back,” she might be acknowledging that there’s something wrong with paying Rosaura or that she’s treating her unfairly. She might be afraid to disrupt the employer-employee relationship between them, or that Rosaura and her mother might presume to be equal to her and Luciana. People in upper classes in Argentina at this time were anxious that their social status would be challenged by those “below” them, so Señora Ines might be anxious to maintain her sense of superiority.     - **Q8b: What might this moment communicate to Rosaura about her social class? How might it impact Rosaura’s view of herself?**       * This moment might communicate to Rosaura that her social status is rigid; it doesn’t matter how well behaved she is, she won’t be seen as anything other than an employee. This might make her feel more ashamed of herself and her class. * **Write:** Ask students to **Turn and Talk** to respond to **Q9**. * **Discuss:** Lead an **extended discussion** to surface key ideas.   + **Key Ideas:**     - **Q9: What is the “infinitely delicate balance”? What makes it delicate? Why might it be shattered?**       * The “infinitely delicate balance” refers to the class system in which Señora Ines and Luciana occupy different roles than Rosaura and Herminia. There is no real difference between them all as humans, but the systems of their society require than Rosaura and Herminia are perceived as “less than” Señora Ines and Luciana. It’s a delicate balance to keep those in the lower classes content with their lower status, because if they become too aware of the inequality they might want to disrupt or rebel against the system. To maintain this system, those in the lower classes have to “know their place” without becoming upset by it. * **Write:** Ask students to respond to **Q10**. * **Discuss:** Lead a **brief discussion** to surface key ideas.   + **Key Ideas:**     - **Q10: Consider again why Heker might have chosen the title, “The Stolen Party.” What is stolen, and from whom?**       * Student responses should reflect a deeper understanding than on Day 1, and should note that some of Rosaura’s self-confidence and hope have been stolen from her. Students might also note that Herminia’s pride is stolen from her—she seems content with her position at the beginning of the story but becomes shamed by it at the end. They might also note that Señora Ines’s sense of security and confidence in her superiority is disrupted or stolen. |
| **Exit Ticket (10 minutes)**   * **Q1. In one clear sentence, describe a contrast between Rosaura and another character.**   + Many possible responses; students should draw on a contrast that was discussed during the lesson. * **Q2. Explain one way in which the story elements of “The Stolen Party” are typical of a short story.**   + Many possible responses; students should draw on an idea that was discussed during the lesson. |
| **Homework Answers**   1. **Possible Sentences: Rosaura thinks Luciana is her friend…**  * …because she was invited to her party and they do their homework together every day. * …however, her mother and the girl with the bow think otherwise. * …therefore, she wants to go to the party/she gets upset when her mother/the girl doubt her.  1. **a. Why might Rosaura and her mother have different ideas about friendship?**  * Rosaura’s perspective is more innocent and naïve than her mother’s.   **b. Why might Rosaura and the girl with the bow have different ideas about friendship?**   * Rosaura might be less experienced or less aware of the class differences between herself and the other party guests; the girl with the bow might have a more limited definition of friendship than Rosaura does.  1. **How might Rosaura’s ideas about friendship be different at the end of the story? Why?**  * Rosaura might start to be more suspicious or cynical of the people around her now, and less likely to assume that people she knows are friends. Her sense of security in her friendship was probably shaken at the end of the story, and this might make her more likely to question or doubt her future friendships. |