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| **At a Glance – “The cage in which we all were trapped”**   * **Lesson Objective**: Describe the setting of the story and explain how it impacts Lizabeth. * **In the Story:** Lizabeth is a fourteen-year-old girl growing up in rural Maryland during the Great Depression. Feeling the angst and restlessness of adolescence and a frustration with her circumstances that she finds hard to explain, Lizabeth takes her anger out on Miss Lottie, a local old woman who confuses and frightens the children of the town. Miss Lottie spends most of her time tending her marigolds, and Lizabeth and the other children throw stones to damage the flowers. * **Key Questions:** Questions 1-2, 5-6, 8, and 10 are the most important questions of the day and should not be skipped. * **Words to Watch For:**  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Page** | **Word** | **Meaning in Context** | **Page** | **Word** | **Meaning in Context** | | 1 | **arid** | too dry for things to grow | 3 | **reverie** | a pleasant daydream | | 1 | **sterile** | not able to produce fruit or seeds | 3 | **idleness** | a state of inaction; not doing anything | | 1 | **incongruency** | something that doesn’t fit in with its surroundings | 3 | **tragicomic** | both sad and funny at the same time | | 1 | **chaotic** | in complete confusion and disorder | 3 | **ramshackle** | in a state of severe disrepair | | 1 | **illusive** | as though it isn’t real | 4 | **stupor** | a state of near unconsciousness | | 1 | **impoverished** | poor | 4 | **cultivating** | caring for a garden to help it grow | | 2 | **amorphous** | without a clear shape | 4 | **bravado** | boldness intended to impress or intimidate | | 2 | **ill clad** | poorly dressed | 4 | **placidly** | calmly and peacefully | |  |  |  | 6 | **malicious** | meaning to do harm |  * **Homework Options:**   + Vocabulary practice (attached)   + Knowledge Organizer review   + Questions from the lesson that were skipped for time |
| **Agenda:**   * Do Now (10 minutes) * Explicit Vocabulary and Active Practice (10 minutes) * Cycle 1 – FASE Reading or Read Aloud: Pages 1-2 and “Black Americans during the Great Depression” (20 minutes) * Cycle 2 – FASE Reading or Read Aloud: Pages 2-4 (15-20 minutes) * Cycle 3 – FASE Reading or Read Aloud: Pages 4-5 (10 minutes) * Cycle 4 – FASE Reading or Read Aloud: Pages 5-6 (10 minutes) * Exit Ticket (10 minutes) |

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| **Lesson Plan**  **Do Now (10 minutes)**   * Give students 5-6 minutes to examine the image and answer both questions, then review using **Cold Call, share out,** or a **brief discussion**. * **Q1:** **What do you notice about the conditions of the neighborhood pictured above?**   + Many possible answers; students might notice the boarded-up windows, the fact that everyone is sitting or standing as if they don’t have much to do, things seem abandoned or dirty, the shantytown is tightly packed and doesn’t look sturdy, etc. These seem like difficult places to live with not much opportunity. * **Q2: Shantytowns, both urban and rural, were common during the Great Depression. How might living in such neighborhoods impact a person’s thoughts and feelings?**    + A person might feel frustrated or angry, they might feel abandoned or forgotten, or they might feel a sense of hopelessness and lack of control. |
| **Explicit Vocabulary Instruction (10 minutes) — Elude, Futile, Monotonous**   * Teach each word to students, one at a time. * Read or ask a student to read the example sentence that includes the vocabulary word. * Shift focus to how the picture demonstrates the word (*while projecting the image*). * Lead Active Practice questions |
| **Cycle 1 (20 minutes) — Pages 1-2 and “Black Americans during the Great Depression”**   * **Read:** **Read Aloud** or use **FASE Reading** to read the first few paragraphs, pausing after “terrifying was beginning.” Ask students to **annotate** details that reveal the setting. * **Write:** Ask students to **Turn and Task** to respond to **Q1**. * **Discuss:** Lead a **brief discussion** whole group to surface the key ideas. You might **Show Call** strong annotations.   + **Key Ideas:**     - **Q1: Jot a few words below that you think capture the mood of the story so far.**       * Many possible responses; bleak, depressing, poor, boring, lack of opportunity, dry, dusty, etc. * **Write:** Ask students to **Turn and Talk** to respondto **Q2a**, then answer **Q2b** independently. * **Discuss:** Lead a **brief discussion** whole group to surface the key ideas. You might choose to **Cold Call** for **Q2a** to support pacing.   + **Key Ideas:**     - **Q2a: What might it mean that “[memory] does not present things as they are, but rather as they feel”? Does Lizabeth’s memory seem reliable? Why or why not?**       * This might mean that as time passes, we remember less of the reality of things and our memories are shaped by our feelings. Lizabeth’s memory isn’t necessarily reliable – she knows that there was probably more than just dust, but the dust is all she can remember.     - **Q2b: Given Lizabeth’s memories of home, how does she seem to feel about this time and place?**       * The dusty dryness of Lizabeth’s memory suggests that she remembers this as a dull, monotonous time and a place without much brightness or opportunity. She doesn’t seem to have positive feelings about this time and place.       * **Possible Prompt if Students Struggle:** What does Lizabeth remember most about her childhood home? What might that suggest about her feelings? * **Read:** Ask students to use **AIR** to read the embedded article, “Black Americans during the Great Depression.” You might choose to **Read Aloud** or **FASE Reading** to support pacing. * **Write:** Ask students to respond to **Q3-5**, cueing the **Turn and Talk** for **Q4a**. * **Discuss:** Lead **brief discussions** of **Q3-4** and a more **extended discussion** of **Q5** to ensure that students understand the conflict.   + **Key Ideas:**     - **Q3: What “miracle” do Lizabeth and her neighbors seem to be waiting for? Why might that waiting seem futile?**       * Lizabeth and her neighbors are waiting for some change in their circumstances and a chance for a better life. This seems futile because the country is in the midst of the Great Depression, and things seem hopeless. Prospects seem especially grim for the black community because the idea of economic recovery is “white folk’s words;” opportunities that were available to white people would have been unavailable to black Americans, making “waiting for a miracle” seem even more futile.     - **Q4a: How might a “zoo-bred flamingo” perceive its captivity differently than a flamingo that had lived in the wild?**       * A zoo-bred flamingo would never have experienced life outside captivity, so it might be more difficult for such an animal to understand why it felt restless or uneasy; the “vague, undirected restlessness.” While a zoo-bred flamingo might feel less bothered by its captivity than a flamingo born in the wild, it still “knows that nature created him to fly free.” It understands that there is something beyond captivity, but it has never experienced it.     - **Q4b: Why might Lizabeth compare the members of her community to the “zoo-bred flamingo”? Why might she apply this comparison particularly to the children of the community and not the adults?**       * Like the zoo-bred flamingo, the children in Lizabeth’s community have never experienced anything other than their “cage” of poverty, but they still know there’s something beyond it. They can’t quite put a name to or understand their feelings of anger or restlessness because they have only ever experienced poverty and hardship.     - **Q5: How would you describe Lizabeth’s conflict so far? How is her conflict connected to the setting?**       * Lizabeth’s internal conflict seems to be her struggle with her circumstances; she and her community are poverty-stricken and feel hopeless under the hardships of the Great Depression. She seems to feel restless, angry, frustrated by the monotony of her life, and not quite able to define or explain these feelings. |
| **Cycle 2 (15-20 minutes) – Pages 2-4**   * **Read:** **Read Aloud** or use **FASE Reading**to read pp. 2-4, pausing after, “reinforce our nerves.” * **Write:** Ask students to respond to **Q6-7.** * **Discuss:** Lead a **brief discussion** of **Q6-7** to surface the key ideas.   + **Key Ideas:**      - **Q6: Jot some words and phrases to describe Miss Lottie’s house. What mood does Collier’s description of the house create?** * Decaying, ramshackle, worn down, not taken care of, etc. Miss Lottie’s house is in even worse shape than the rest of the (already run down) neighborhood, and it almost seems haunted or “enchanted.” Collier’s description adds to the bleak and desolate mood of the beginning of the story. * **Q7a:** **What surprises you about the phrase “a monument to decay”?**    + It seems surprising to have a “monument” to decay – decay doesn’t seem like something to celebrate or honor and is more typically associated with death or rot. * **Q7b: Why might this make Miss Lottie and her house a target for Lizabeth and the other children?**   + There’s something almost proud and defiant about Miss Lottie and her house; the decay seems to exist without shame, which might seem confusing or confounding to Lizabeth, who seems more tortured by her circumstances. * **Write:** Ask students to respond to **Q8**. * **Discuss:** Use **Show Call** to highlight strong student sentences. If students struggle, you might choose to **Show Call** strong annotations before asking students to write their sentences.   + **Key Ideas:**   + **Possible Annotations: Reread the descriptions of John Burke and Miss Lottie on p. 2. Underline moments of connection between these two characters and the setting.**     - *In front of the house in a squeaky rocking chair sat Miss Lottie’s son, John Burke, completing the impression of decay.*     - *Black and ageless, he sat rocking day in and day out in a mindless stupor, lulled by the monotonous squeak-squawk of the chair.*     - *Her big frame still held traces of the tall, powerful woman she must have been in her youth, although it was now bent and drawn.*     - *She never left her yard, and nobody ever visited her.*   + **Q8:** **Write one careful sentence that compares Miss Lottie and John Burke to their home. Begin your sentence with “Just as…”**      - Just as the neighborhood is decaying in poverty, Miss Lottie and John Burke are also worn down and isolated by their circumstances. |
| **Cycle 3 (10 minutes) – Pages 4-5**   * **Read:** **Read Aloud** or use **FASE Reading**to read pp. 4-5, pausing after, “fool enough to try anything.” * **Write:** Ask students to **Turn and Talk** to respond to **Q9.** * **Discuss:** Lead a **brief discussion** by taking hands or using **Cold Call** to surface key ideas.   + **Key Ideas:**     - **Q9: How do the children feel about Miss Lottie’s marigolds? Does that surprise you? Why or why not?**        * The children hate the marigolds; responses may vary about whether this is surprising. It might seem unusual that children would hate something beautiful, but it also might not seem surprising that they have a negative reaction to the flowers when their lives are otherwise so devoid of beauty. * **Write:** Ask students to respond to **Q10.** * **Discuss:** Lead a **brief discussion** by taking hands or using **Cold Call** or **Show Call** to surface key ideas.   + **Key Ideas:**     - **Q10: How might the marigolds connect to Lizabeth’s conflict as we described it in Question 5? Try to use a form of the word elusive in your response.**        * Lizabeth seems to struggle with the elusiveness of her own feelings; she is overwhelmed by anger, frustration, and confusion but doesn’t understand why or how to process these feelings. Her feelings about the marigolds are similarly elusive; she doesn’t understand them, or Miss Lottie’s care for them, so she decides she hates them. * **Revise:** Ask students to revise their sentences based on trends from discussion. You might choose to **Show Call** 1-2 strong revisions. |
| **Cycle 4 (10 minutes) – Pages 5-6**   * **Read:** **Read Aloud** or use **FASE Reading**to read pp. 5-6, pausing after, “fell into a fitful doze.” * **Write:** Ask students to respond to **Q11a**, then **Turn and Talk** to answer **Q11b.** * **Discuss:** Lead a **brief discussion** to surface the key ideas.   + **Key Ideas:**     - **Q11a:** **What do you think Lizabeth means by “some dim notion of what we were,” and why might the children feel as though they had “little chance of being anything else”?**        * Lizabeth might be referring to their vague understanding of being poor black children with little opportunity; even if they can’t fully describe it yet, they have some awareness of the degree to which they are left out and held down in society.     - **Q11b: Why might feeling powerful be so important and exciting to Lizabeth, even if it means angering or hurting Miss Lottie?**       * Lizabeth feels powerless to change her circumstances and constantly frustrated by the lack of power she has over her own life, so gaining this power over Miss Lottie feels thrilling to her. |
| **Exit Ticket (10 minutes)**   * **Q1. In one carefully written sentence, explain how the setting of the story shapes Lizabeth’s conflict.**   + Possible Sentence: Trapped by the poverty of the Great Depression and the powerlessness of her situation, Lizabeth struggles to find happiness as she grows up in a poor Maryland town. * **Q2. Describe one thing that eludes Lizabeth in the opening pages of “Marigolds.”**   + Many possible responses; money, contentment, happiness, understanding of her own feelings, security, confidence, etc. |
| **Homework Answers**  **Match the word to the best definition.**   * c, d, a, b  1. **Write a sentence using a form of the word delicate.**  * Responses will vary.  1. **Write a sentence using a form of a word of your choice.**  * Responses will vary. |