Ursula K. LeGuin: “The Wife’s Story”

Measurable Objectives:
Students will evaluate “The Wife’s Story,” demonstrating understanding of describing its monster (and the irony thereof), narration and point of view, foreshadowing, AND narrative structure.

Essential Questions:
How do stories reach out and grab us?

SO THAT (CCSS alignment):
NYS 6: “Assess how point of view or purpose shapes the content and style of a text.”
NYS 11: “Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts . . .”

Materials Required:
- Chart paper (4 piece minimum)
- Markers, different colors for each group
- “Train” guiding question prompts (attached)
- Additional Copies of “The Wife’s Story”

Classroom Environment
Desks will be set up in four groups of 6, each with chart paper and “train” guiding questions. Additional copies of the short story will be available on the table by the door.

Instructional Strategies:

Day 1 (Thursday, 13 December 2012)

Homework, Due Today: Read “The Wife’s Story”

5 min. Frame Activity: “Today we will be using guiding questions to analyze “The Wife’s Story.”” [Explain “Train” activity structure, review the subject and questions of each sheet, gloss writing assignment for Friday]

30 min. “Train” Analysis Activity: Students will be provided guiding questions and chart paper on which to record their answers. Each group will get 7 minutes to focus on one aspect of the story, and then the chart paper and guiding questions will rotate to the next group. Teachers circulate to help students answer guiding questions and rotate classroom materials.
5 min. Closing: “Tomorrow your assignment will be to choose an aspect of the short story that you have analyzed today—the monster, narration/point of view, foreshadowing or narrative structure—and demonstrate your understanding of it by writing at least 7 sentences to be added to “The Wife’s Story.””

Day 2 (Friday, 14 December 2012)

5 min. Frame Activity: Today you will be completing your writing assignment on “The Wife’s Story” [Comment on activity, hand out assignment form (attached), divide students into groups based on chosen topic].

30 min. Student Work Period: Students sit in a group based on the topic they choose to write about. The chart paper from the previous class is provided so they have material to draw on. Teacher circulates to address student questions and aid the writing process.

5 min. Closing Comments & Goodbyes: Mr. Hoffman collects papers and bids farewell to students.

Notes on UDL Practice:
• Dialectical Journal promotes student creation of meaning and supports class discussion participation.
• Dialectical Journal assignment is available through course website as a word document so students with fine motor control issues may type it (scribe service also available through student support services).
• Assessment of Dialectical Journal emphasizes completeness and ideas rather than conventions, meeting the needs of students who are ELLs and those who have difficulty writing.
• PowerPoint provides a visual layer to lecture material, and is available on the course website for students who need notes provided or wish to review.
• Pyramid graphic organizers support student note taking on Maslow.

Assessment:
Pre-assessment:
Informal qualitative, teacher observations during “Train” activity

Formative Assessment:
Informal qualitative, responses to questions on chart paper

Summative Assessment:
Formal qualitative, Writing Assignment