**1. Introductory Material**

**Class Description:** High school; grade 9; heterogeneous, standard class. *STAR, readability formula, and reader/ text considerations reveal that the reading will be independent for four students, instructional level for nine students, and frustration level for four students.*

**Unit Title:** Conflict

**Topic of this Lesson:** Foil

**Type of Lesson:** Initiatory

**High School Core Learning Goals: [1.2.1] The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.**

**Unit Goals:** Students will:

**1.** Understand the literary device *foil*.

**2.** Understand how *foil* is used in the short story **"**Everyday Use" to portray contrasting characters.

**Lesson Objectives:** Students will:

**1.** Define the words *alcove* and *furtive*

**2.** Define what a *foil* is in literature

**3.** Compare and contrast the characters Dee (Wangero), Mama (Mrs. Johnson), and Maggie

**4.** Identify the main conflict in the short story

**5.** Describe how the character Dee is a foil to Mama

**Performance Assessment:**

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| --- | --- |
| Objectives | Assessment |
| 1 | Oral responses for definitions |
| 2 | Graphic organizers collected and reviewed |
| 3 | Graphic organizers collected and reviewed |
| 4 | Oral response for main conflict |
| 5 | Graphic organizers collected and reviewed |

**Macrostructure Thinking Skill(s):** Narrative elements - characters, setting, conflict, and significant events.

**Materials:**

* Copies of "Everyday Use" by Alice Walker
* Copy of *The House on Mango Street* by Sandra Cisneros
* Graphic organizer created for "Everyday Use" and defining foil
* Digital version of the graphic organizer to be used with SMART Board
* SMART Board
* Computer
* PowerPoint of civil rights images
* Vocabulary PowerPoint
* Vocabulary Handout
* Photos of the civil rights movement

http://www.crmvet.org/images/imgfs.htm

* "foil"

http://www.britannica.com/EBchecked/topic/211951/foil

* "African American cultural movement" http://en.wikipedia.org/wiki/African\_American\_culture#African\_American\_cultu ral\_movement
* African-American Civil Rights Movement (1955-1968)

http://en.wikipedia.org/wiki/African- American\_Civil\_Rights\_Movement\_(1955%E2%80%931968)

**2. Lesson Procedure**

**a. *Motivation and Review:*** "We will soon be reading a short story titled 'Everyday Use' about a family that struggles when cultures clash. I'm sure that we have all been in a situation we couldn't wait to get out of. For example, when I was younger I couldn't wait to get out of elementary school. It wasn't that I disliked school, it was that I disliked how small the school was. I was always jealous of my brother because he was in middle school; he would come home and tell me that his school was ten times the size of my school. I couldn't wait to get out of my small school and see this giant school that he had told me so much about."

"My situation improved, as eventually I did make it to the elusive sixth grade and moved into that same big school that he went to. I think the school shrunk though, because it wasn't much bigger than my old school by the time I got there. I'm going to read you a short chapter from a book titled *The House on Mango Street*. *The House on Mango Street* is about a young Mexican-American girl named Esperanza that doesn't care for her current name. I would like for all of you to think about Esperanza's problem as I read the chapter."

I read the chapter aloud to the students.

"Zeze the X didn't care much for her original name, Esperanza. What did she dislike about her old name?"

*Expected student responses:*

**"She doesn't want to end up like her grandmother."**

**"The kids at school don't pronounce it right."**

**"She said that her name means sadness."**

"Based on what we just heard it seems like Esperanza really doesn't like the name her parents gave her; maybe when she gets older she'll change it. I'd like to hear a little about the situations you have been in but disliked. Take out a piece of paper and write down a situation you wanted out of. Your situation doesn't have to be anything too personal."

Students are given time to write their answers.

"Who will share his/her situation with us?"

I would expect two or three students to share their answers with the class. If students are unwilling to share with the class I will call on specific students and ask them if they would like to share.

"In 'Everyday Use' there is a character who didn't care for the situation she was in and leaves home to avoid it, but when she comes back to visit her mother there is conflict."

*Transition:* "'Everyday Use' takes place around the 1960's in the rural south. During the time period the short story takes place, the civil rights movement was also taking place. As we have learned in history class, the civil rights movement was the time when there were great strides and efforts to end the oppression of African Americans."

***b. Background of Experience:*** "Because the short story we're going to be reading doesn't take place during our time period, I'm going to show you some pictures that are representative of the time period in which the story is set. While I'm showing you these pictures you should be writing down your initial reactions to the them. This should be done on the same paper you wrote your unwanted situation on. "

Show PowerPoint

"Now that we have seen the PowerPoint, what are your initial reactions to the photographs you have just seen?"

*Expected student responses:*

**The African American's were protesting for their freedom.**

**The African American's had some help from Whites.**

"What you have all said about the photographs is true. I would also like for you to notice that the large demonstrations we have seen were taking place in cities. The character in 'Everyday Use' who left her home went to live in the city; she would have been seeing things like this while she was there. The mother that stayed in her old home lived in a rural area of the south, thus she would not have experienced these protests first hand. The main character in the short story, Mama, lives comfortably in her small home with her youngest daughter. Dee, the oldest daughter, is returning home after living in the city where she has experienced different political opinions and seen the protests."

"During the civil rights movement there was something called the African American Cultural Movement. What does the term African American Cultural Movement make you think of?"

*Expected students responses:*

**Culture makes me think of customs**

**African American's wanted their own culture**

"Both of these things are correct. The African American Cultural Movement was centered around racial pride and ridding African American culture of white influence. Some African Americans also adopted traditions from the African continent. These traditions included wearing clothes similar to those worn by African tribes and wearing their hair in styles similar to those found in Africa. This was seen as a form of protest in itself by rejecting the influence the whites had on the current trends in African American culture."

*Transition:* "We now have a basic idea of what was going on during the time period. We have learned the political and social views that the oldest daughter, Dee, would have been exposed to and potentially adopted. We're briefly going to go over some vocabulary now. The vocabulary we're going to learn is not instrumental in your understanding of the short story, but it will be helpful for the future."

**Concept Development:** For this portion of the DRL the students will be placed in small groups. Students will be grouped based on their reading level resulting in proficient readers being placed with struggling readers. Each group will be assigned a facilitator to lead the group and share the group's answers with the class.

"We're going to be looking at a few vocabulary words before we start reading 'Everyday Use.' The first word that we're going to be looking at is *alcove*. I will be showing you a few pictures of *alcoves* and I would like for you to come up with your own definition of an *alcove*."

Show *alcove* portion of vocabulary PowerPoint (specifically point out the alcove in the pictures)

"Based on the images we have just seen, please share with your groups your definition of an *alcove*. After you have come up with a definition for *alcove*, put your pencils down so that I will know we're ready to continue."

I will call on the group facilitators to share their group's answers with the class.

*Expected group responses*

**A hole within walls**

**An indent in a room's walls**

"Based on your responses it seems you have all grasped the concept of what an *alcove* is. It's a recess or small room in the wall of a room. The pictures that were not of alcoves did not meet the criteria because they were simply open spaces inside rooms.

Our next word will be *furtive*. I will be showing you sentences using the word *furtive.* I would like for you to look at the context of the sentence and come up with a definition within your groups that will be shared afterward. Again, when you are finished with your definition, put your pencils down so that I will know we're ready to continue."

Show *furtive* portion of vocabulary PowerPoint.

I will call on the group facilitators to share their group's answers with the class.

*Expected group responses*

**It seems like the way a spy would move**

**Move silently**

"Your responses were absolutely right, the word *furtive* means 'done by stealth.' The word *furtively* would be synonymous with stealthily. And as we all know, a spy would move around silently and in turn stealthily."

*Transition*: "Now that we have learned new vocabulary that will be included in the short story and learned about the time period in which the story occurs, we are ready to begin reading the short story 'Everyday Use.'

**Purpose for Reading:** "You will be reading the short story, 'Everyday Use,' for literary experience. You will be identifying the narrative elements of characters and conflict. As you are reading you will be filling out a graphic organizer identifying character traits of three characters in the story: Mama, Dee, and Maggie. As you are writing the different character traits in your graphic organizer, you should pay attention to the differences between the characters in the story. When you are reading the short story you can picture the character Dee as one of the African American freedom fighters we saw in the images. She has moved to the city from Mama's small home and her values have been changed as a result. Being able to visualize the characters will allow you to better understand the story; it will be as though you are watching a movie. While you are reading, you should keep in mind what we have learned about conflict in past class periods. You will be asked on your graphic organizer to identify the main conflict within the story."

**Silent Reading:** Students will read "Everyday Use" in class.

**Discussion:** Students will discuss their graphic organizers within small groups. The groups will be assigned heterogeneously. Students with high reading levels will be grouped with students that will struggle with the material. I will once again assign facilitators in the groups; the facilitators will be different from those used in the vocabulary priming. I will ask each group to focus on a single character. The facilitators should be ready to share with the class after time to work is given. I will display the graphic organizer on the SMART Board and ask the facilitators to write one of their group's answers in the graphic organizer. Students should be copying answers to their own worksheets if the class agrees that the answer is correct.

**Rereading:** "Now that we have finished reading 'Everyday Use' and know a bit about each of the characters in the story, I'm going to introduce you to a new literary term. 'Everyday Use' offers a great example of *foil*; a *foil* is a character that contrasts another character. Based on this definition of foil, I would like for you to brainstorm examples of *foils* in the book and movies you are interested in and share them with your groups. When you have completed this activity we will share a few examples with the class."

Students will work in their discussion groups in an attempt to identify foils

"Now that we've had some time to think about *foils*, could each group please share their example with the class?"

*Expected students responses*

**Malfoy is a foil to Harry Potter**

**Edward and Jacob in *Twilight***

"These are excellent examples of *foil*. Malfoy's bad characteristics make the good characteristics of Harry Potter seem even more important. Without a contrasting character in the series, Harry would not have other characters to make him stand out from the crowd. He would blend in similarly with the other characters in the series. Now that we know what a *foil* is, and we have examples of *foils* in popular culture, take a few minutes with your group members to decide which characters in 'Everyday Use' are *foils* and why.

Students are given time to complete the activity.

"Now that we've had time to discuss *foils* in relation to 'Everyday Use,' who will tell us which characters in the story are *foils* of each other?

**Mama and Dee**

"That's absolutely correct. The different opinions of Mama and Dee make both of them seem even more extreme. The city life that has overtaken Dee makes Mama seem more simple than she might have if the story was simply about Mama and Maggie."

**Summary:** Students will summarize what they've learned in the lesson by working in small groups to teach each other the material. While each student will be hearing the same things multiple times, his/her ability to explain the material to others will show his/her complete understanding of the concepts. Students will also be reinforcing the material through hearing it in different ways. If the students explain the concepts in their own words they could be more relatable and easier to understand.

**Differentiation:** I have adapted the lesson to meet the class's ability by having the students do group work when working on new concepts and material that is at frustration level for some students. By working in groups students who are reading the material at the frustration level have the benefit of being grouped with students on the independent level that can help them through the more difficult concepts. The students on the independent level also benefit by working with weaker readers; more proficient readers will reinforce what they have learned by teaching it to their peers reading on the frustration level.