

Man versus Self: *Great Expectations*

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1. Context: Who is Charles Dickens and how did he influence English literature? <i>1-3 days</i>	RL1 W7	Create word splash with literary and historical terms that will become relevant during the unit. For instance: Dickens London Victorian Serial publication Characterization Theme Chapter titles Figurative language...	Webquest or mini research unit on Charles Dickens and Victorian life 1. www.victorianlondon.org – a great website with links to information (and primary documents) about life in Victorian England 2. www.bbc.co.uk/drama/bleakhouse/animation.shtml - an animated film about Charles Dickens's life. This would be a great way to introduce the writer to the students. 3. www.bbc.co.uk/history/lj/victorian_britainlj/preview.shtml - website is titled "History Trail: Victorian Britain." Each section of the trail has two articles, a game, and a quiz. Sections include "Industry and Invention," "Earning a Living," and "Victorian Women," and others. The kids will probably like the section on social conditions because it answers the question "Why did London stink?"	3-2-1 Summary 3 facts you learned about Victorian England 2 facts you learned about Charles Dickens 1 question about a term from the word splash you still don't understand.
2. How do I read Dickens' sentences? <i>2 days</i>	RL4	Have students read the opening four paragraphs of <i>Great Expectations</i> . Students are to find one sentence they think is difficult to understand and mark the text in order to figure out what makes it difficult to understand.	Day one: long introductory clauses and apparent run-on sentences <ul style="list-style-type: none"> Model sentence analysis with sentence: "As I never saw my father or my mother, and never saw any likeness of either of them (for their days were long before the days of photographs), my first fancies regarding what they were like, were unreasonably derived from their tombstones." Analyze with class the sentence: "To five little stone lozenges, each about a foot and a half long, which were arranged in a neat row beside their grave, and were sacred to the memory of five little brothers of mine - who gave up trying to get a living, exceedingly early in that universal struggle - I am indebted for a belief I religiously entertained that they had all been born on their backs with their hands in their trousers-pockets, and had never taken them out in this state of existence." Pair work analysis of sentence: "At such a time I found out for certain, that this bleak place overgrown with nettles was the churchyard; and that Philip Pirrip, late of this parish, and also Georgiana wife of the above, were dead and buried; and that Alexander, Bartholomew, Abraham, Tobias, and Roger, infant children of the aforesaid, were also dead and buried; and that the dark flat wilderness beyond the churchyard, intersected with dykes and mounds and 	<ul style="list-style-type: none"> Informal teacher observation Marked texts

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			<p>gates, with scattered cattle feeding on it, was the marshes; and that the low leaden line beyond, was the river; and that the distant savage lair from which the wind was rushing, was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.”</p> <p>Day two: dialect representation and split dialogue</p> <ul style="list-style-type: none"> • Read conclusion of chapter 1 • Scaffolded marking: <ul style="list-style-type: none"> ◦ Mark text for dialect ◦ Mark text for split dialogue 	
<p>3. Setting and Atmosphere: How does a Dickens novel reflect the Victorian Period in England?</p> <p><i>Chapters 1-10</i> <i>2-3 days</i></p>	<p>RL1 RL6</p>	<p>Read the opening paragraphs of chapter one aloud and ask students to list any details they hear that place the action in a time period other than the present</p>	<ul style="list-style-type: none"> • Group students in pairs or small groups. Assign each group a focus for reading – chart evidence on large sheets of paper for the class. Students look for examples of social attitudes as well as historical accuracy for any of the following: <ul style="list-style-type: none"> • Economics, family units, education, housing, penal system, law enforcement, social classes, gender roles, 	<p>Complete the following statements on a note card and include examples from Great Expectations.: In order for a novel to reflect a historical time period, the author would have to pay attention to details about.... For example, Dickens includes ...</p>
<p>4. Foreshadowing: How does a good reader recognize signs of foreshadowing?</p> <p><i>2-3 days</i> <i>Chapters 11-20</i></p>	<p>RL1 RL4 RL5</p>	<p>Provide students with the literary definition of foreshadowing: The use of clues or hints to suggest events that will occur later in the plot. Tell them that the clues in the story could be looked at as the shadow of a later event just like the shadow on the sidewalk.</p> <p>Provide students with an example of how foreshadowing works in literature. For example, a gun found under a mattress in chapter two of a novel may foreshadow violence later in the story. Because the gun's presence is established, the violence later in the story is more believable.</p> <p>Show 2 video clips from United Streaming</p> <p>Pip Encounters an Escaped Prisoner in the Graveyard (02:19)</p> <p>Pip Visits Miss Havisham and Meets Estella (03:21)</p> <p>Ask students to turn to a partner and explain how these two scenes foreshadowed significant events that</p>	<ul style="list-style-type: none"> • Brainstorm list of plot details that foreshadow another event – pairs, groups, whole class • Use a T-chart to record findings: left side detail, right side later event • Student response on a notecard: • Ask students to reflect on how foreshadowing contributes to the plot. What does foreshadowing do for the reader? Why is it important to Dickens's novel? • Collect cards and share student thoughts on the value of foreshadowing. • Discuss author's craft of embedding elements of foreshadowing. What does a reader look for? 	<p>Create a Frayer Diagram for Foreshadowing. In the four boxes fill in the following information:</p> <ol style="list-style-type: none"> 1. Definition 2. an example from the novel 3. a non-example of the novel 4. a symbol to represent foreshadowing

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5. Characterization: What are the most effective ways to develop memorable characters? <i>3 days</i> <i>Chapters 21-33</i>	RL1 RL3 RL4	occurred later in the novel. Allow students to choose one of the following characters and create a word splash describing the character: Pip Joe Mrs. Joe Estella Mrs. Havisham Uncle Pumblechook Jaggers	<ul style="list-style-type: none"> Group students who choose like characters together Create one giant work splash per character. Encourage students to use vivid adjectives to describe Share word splash Ask students to identify which method of characterization Dickens uses to create these memorable people: Direct or indirect? Select cold passages in Chapters 21-33 and analyze for method of characterization. Discuss characters in terms of round/flat, dynamic/static Have students determine the most effective method of building memorable characters 	<ul style="list-style-type: none"> Journal response: Choose one character in the novel you consider to be memorable and explain what Dickens did in the novel to make that character stand out from the others.
6. Point of View: How does the point of view impact the reader's understanding of the narrator's life? <i>2-3 days</i> <i>Chapters 34-41</i>	RL1 RL4 RL6	Ask students to recall the story of "The Three Little Pigs." Ask Partner A to quickly retell the story to Partner B. Read aloud to the class from The True Story of the Three Little Pigs by Jon Scieszka, a retelling of the story told from the wolf's point of view. (http://www.amazon.com/True-Story-Three-Little-Pigs/dp/0140544518) Discuss how the story changes when the POV of the narrator is different.	<ul style="list-style-type: none"> Identify point of view (POV) in the novel Analyze how point of view is vital to the novel Analyze how novel would be affected by different POV Experiment with rewriting a passage from another POV Discuss Dickens' purpose in making Pip the narrator 	<ul style="list-style-type: none"> Complete the following statement as your Ticket Out the Door: If Dickens were to revise Great Expectations and change the narrative point of view, he should use... because... Options might include changing the narrator to another character or using the omniscient point of view.
7. Characterization: Compare/Contrast: What is Dickens' purpose in portraying characters representing different social classes as alike? <i>2-3 days</i> <i>Chapters 42-52</i>	RL1 RL3 RL4 RL6	Choose two people with whom all the students in your class would be familiar (as long as the two people are from different social (economic) classes). Ask them to brainstorm with a partner the ways in which they are alike. Generate a class list of comparisons. Point out that sometimes people who are very different in many ways will still share similarities, thus demonstrating that people are more alike than different.	Students will create comparison charts (graphic organizers) for the following pairs: Biddy and Estella Pumblechook and Joe Miss Havisham and Mrs. Joe Have student teams generate answers to the following: What point is Dickens making about people and social class?	One Word Summary Students must choose one word to represent one pair of characters. They must also explain why they chose that word to represent the pair Example: Miss H & Mrs. Joe Guardian Both women served as guardians for orphaned children. They both show a level of compassion for their wards.
8. Theme: How does an individual go about achieving his "own expectations"? <i>2-3 days</i> <i>Chapters 53-59</i>	RL1 RL2 RL4	Pip's Toolbox If Pip had a toolbox with the tools he needed to achieve his "great expectations," what tools would he have included? You may write or draw symbols for the tools, but be ready to share them with a partner.	Review Pip's personal expectations, his path to achieving them, and the result of his efforts. Jigsaw the class into three groups: Each group becomes an expert on one question. Regroup into groups of 3 – each student share's his "expert" answer with the others.	3-2-1 Summary 3 "expectations" I have in life 2 "tools" I need to meet my goals 1 concern I have about being able to meet my personal "expectations"

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		You may have to explain to the students that the question is a metaphor for what personal and social circumstances, personal possessions, or economic security Pip needed to meet his personal goals in life.	<ol style="list-style-type: none"> 1. How did Pip's "expectations" change him? 2. What shatters Pip's personal expectations? 3. What can we learn from Pip's experience? 	