Short Story Unit -Foldable Project English I: 2011

Listed below are the short stories from this unit along with the minimal requirements for each section of your foldable. Your final presentation should be neat, free of errors and erasures, and display creative organization of materials. On the back of this outline is the rubric that will be used to grade your project. Your project grade is entered into the heavily weighted project category so it will have a strong impact on your overall grade in class. You must submit this rubric with your final presentation. Your final project is due no later than the start of class, Wednesday October 12, 2011. Late projects will result in 30 point automatic reduction.

1. **Four common elements of literature**
2. *The Princess and the Tim Box:* **p. 244**
     Universal Issue: How do readers justify wanting characters to choice one path when, given the same
                conflict, they would choose something different?
     EQ: What moral lesson does Thurber attempt to convey in *The Princess and the Tin Box*?
         How does he accomplish it?
     • Character/setting/theme/plot structure
3. *The Gift of the Magi:*
     Universal Issue: What would I be willing to sacrifice for someone I love?
     EQ: How is theme revealed in O. Henry's *The Gift of the Magi*?
     • Words to Own: coveted   depreciate   instigates   scrutiny
     • Character/setting/theme/Plot Structure
     • Explain the ironic situation presented in the story
4. **The Cask of Amontillado**
     Universal Issue: How does an author convince his audience that some crimes are justifiable?
     EQ: How does Poe's use of an unreliable narrator in *The Cask of Amontillado* create suspense
         and effect theme?
     • Character/setting/theme/Plot Structure
     • Antihero, unreliable narrator
     • Legal vs. moral crimes
5. *The Necklace:*
     Universal Issue: What are the consequences of small accidents?
     EQ: How does Guy de Maupassant use point-of-view in the telling of *The Necklace* to create
          suspense and develop theme?
     • Words to Own: disconsolate   exorbitant   incessantly   pauper   privations
     • Character/setting/theme/Plot Structure
     • RAFT
6. *Marigolds:*
     Universal Issue: *Can a person experience both innocence and compassion at the same time?*
     EQ: What literary devices and figurative language does Eugenia W. Collier incorporate in
          Marigolds to develop theme?
     • Words to Own: clarity   contrition   impotent   intimidation   retribution
     • Character/setting/theme/plot structure
     • Response – My first impression of the story …
     • Paragraph 1 – A childhood memory; Paragraph 2 – An experience I had that moved me from
        innocence to compassion
7. *The Most Dangerous Game:* **p12**
     Universal Issue: How is literature a reflection of real life?
     EQ*:* How does Richard Connell integrate character, setting and plot to develop theme in *The
          Most Dangerous Game?*
     • Words to own: amenities   deplorable   disarming   imprudent   indolently   opiate   palpable
        precariously   scruples   solicitously
     • Character/setting/theme/plot structure
     • Paragraph – When might it be acceptable to break a law?