

Short Story Unit -Foldable Project English I: 2013

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. You must submit this rubric with your final presentation. Your final project is due no later than the end of class, Friday, October 04, 2013. Late projects will result in 30 point automatic reduction. Your unit test over this material is scheduled for Thursday, October 03, 2013. The last day foldables will be accepted for a grade is Tuesday, October 15, 2013 (highest possible grade of 50)

1. Four common elements of literature: notes on four elements as presented in class

2. *The Princess and the Tin Box:* James Thurber p. 244

EQ: What moral lesson does James Thurber attempt to convey in *The Princess and the Tin Box*? How does he accomplish it?

- Character/setting/theme/plot structure
- Answer EQ

3. *The Gift of the Magi* O. Henry 202

EQ: How does O. Henry use irony to convey theme in *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
- Notes on types of irony: situational, verbal, dramatic
- Answer EQ

4. *The Cask of Amontillado/ The Tell-tale Heart* Edgar Allan Poe 233

EQ: How does Poe's use of an unreliable narrator in *The Cask of Amontillado* create suspense and affect theme?/ How does Poe use sound imagery to create suspense in "The Tell-tale Heart"?

- Character/setting/theme/Plot Structure (for both stories)
- unreliable narrator notes
- answer EQ (for both stories)

5. *The Scarlet Ibis*

EQ: How does James Hurst incorporate symbols in "The Scarlet Ibis" to create theme?

- Words to Own: disconsolate exorbitant incessantly pauper privations
- Character/setting/theme/Plot Structure
- Answer EQ

6. *Marigolds:*

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
- Answer EQ
- Paragraph 1 – A childhood memory; Paragraph 2 – An experience I had that moved me from innocence to compassion

7. *The Most Dangerous Game:* p12

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?

8. *Thank you, Ma'am* Langston Hughes 120

EQ: How does Langston Hughes develop characters in such a way in "Thank you, Ma'am" that theme is revealed?

- Character/ setting/plot/theme notes * answer EQ

