

| Lesson Guidance 10      |                                                                                                                                                                                  |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade</b>            | 11                                                                                                                                                                               |
| <b>Unit</b>             | 2                                                                                                                                                                                |
| <b>Selected Text(s)</b> | <a href="#">Desiree's Baby by Kate Chopin</a><br> "DESIREE'S BABY" by KATE CHOPIN   The Otis... |
| <b>Duration</b>         | Approx 1-2 days                                                                                                                                                                  |

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

### Learning Goal(s)

*What should students understand about today's selected text?*

Students will find evidence of foreshadowing, similes and tone in a short story and juxtapose the topic of race in this story to Othello. Students will write a narrative by telling what happens next in the story.

#### CCSS Alignment

##### CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

##### CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **End of lesson task** *Formative assessment*

Ask students to continue the story by telling what happens next after Armand reads the letter from his mother.

#### **Knowledge Check**

*What do students need to know in order to access the text?*

#### **Background knowledge**

- Historical perceptions of interracial marriages

#### **Key terms** (*domain specific terms to analyze the text*)

- **simile:** literary device that compares two things using the word "like" or "as"
- **protagonist:** the leading character or one of the major characters in a drama, movie, novel, or other fictional text
- **symbolism:** the use of symbols in the work; **symbol** an object, person, or idea in a text has an additional meaning beyond its literal one
- **tone:** attitude of the author or narrator towards events or characters
- **tragedy:** a genre of story in which a hero is brought down by his/her own flaws, usually by ordinary human flaws
- **author's purpose:** reason for or intent in writing. An author's purpose may be to amuse the reader, to persuade the reader, to inform the

reader, or to satirize a condition.

### Vocabulary Words (*words found in the text*)

- **Antebellum:** occurring or existing before a particular war, especially the American Civil War
- **Creole:** a white person descended from early French or Spanish settlers of the United States Gulf states and preserving their speech and culture
- **quadroon:** a person with one-quarter of African ancestry

## Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

Think about a time you found out information about a person that changed the way you viewed that person. How did it affect your relationship with that person? (Do not give names of people; just explain the effects). Consider:

- Did the information separate you from the person or draw you closer to the person?
- Did you pretend that you didn't know the information?
- Did you ask the person about the information?

### Content Knowledge:

Today we are going to read a short story in which some information is revealed about a person, and things are not the same once that happens. "Desirée's Baby" is a short story by Kate Chopin, first published on January 14, 1893. The story takes place in Louisiana in the *antebellum*, or pre-Civil War, period. Its characters are Creole—descendants of colonists who lived in Louisiana during its periods of French and Spanish rule, who typically spoke French and practiced Catholicism. Chopin, herself, was Creole and is known for her work that centered women in late 19th-century Southern American society.

Preteach vocabulary works as needed using [an explicit vocabulary routine](#).

### Shared Reading:

Ask students to read and annotate [Desiree's Baby by Kate Chopin](#). If preferred, teachers can play the following reading of the story while students listen and annotate:

📺 "DESIREE'S BABY" by KATE CHOPIN | The Otis Jiry Channel

### Interacting with the Text- ELD Tasks + scaffolds

### Independent Analysis:

1. Go back through the story and record 3 direct quotes foreshadowing that Desiree was white and Armand was not.
2. Chopin uses several similes in the story. For example, Chopin writes, "The passion that awoke in [Armand] that day, when he saw her at the gate, swept along like an avalanche, or like a prairie fire, or like anything that drives headlong over all obstacles." In another example, she writes, "That was



the way all the Aubignys fell in love, as if struck by a pistol shot.” Choose one of these similes and explain why Chopin might have chosen that particular comparison.

3. About halfway through the story, the narrator’s tone darkens permanently and the reader realizes this story will be a tragedy. Look back through the text and write the sentence where the reader realizes that this story is leading to a dark conclusion.
4. Juxtapose the treatment of race in both *Othello* and *Desiree’s Baby*.

### Formative Assessment:

Continue the story by telling what happens next after Armand reads the letter from his mother.

### Extending Understanding: ELD Tasks + scaffolds

### Optional Extension Activity:

Teachers may decide to have students listen to a podcast retelling of Kate Chopin’s “Desiree’s Baby” and juxtapose this podcast retelling with the original short story. Teachers can also have students listen to this podcast retelling in place of the original short story: [Promises — FICTIONAL](#)

### Fluency, Comprehension and Writing Supports

|                        |                                                                                                                                                                                                                                                                                      |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fluency                | <a href="#">Fluency Protocols</a>                                                                                                                                                                                                                                                    |
| Sentence Comprehension | <a href="#">Juicy Sentence</a> protocol with sample sentence<br><br>“It was no wonder, when she stood one day against the stone pillar in whose shadow she had lain asleep, eighteen years before, that Armand Aubigny riding by and seeing her there, had fallen in love with her.” |
| Writing                | <a href="#">Pattan Writing Scope and Sequence</a><br><br>Purposes of Writing<br>I. Narrative Writing                                                                                                                                                                                 |

### Additional Supports

|                                                                                    |                                                    |
|------------------------------------------------------------------------------------|----------------------------------------------------|
| <a href="#">ELD Practices</a><br><br><a href="#">ELD ELA Tasks and Scaffolding</a> | <a href="#">Practices to promote Tier 1 access</a> |
| <a href="#">SpEd Practice</a>                                                      | Practices to promote Tier 1 access                 |
| <a href="#">MTSS Practices</a>                                                     | Practices to promote Tier 1 access                 |
| <b>Enrichment Practices</b>                                                        | Practices to promote Tier 1 access                 |

References:

<https://www.katechopin.org/desirees-baby/>