Plot and Character in the Short Story: "The Necklace"

By Guy the Maupassant

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Monic Rocha
Introduction
Introduction to Unit

1. **Title**
   “Plot and Character Change in the Short Stories”

2. **Grade Level:** 7th grade

3. **Target Group:** Mainstream Class with Integrated ELL students.


5. **Source of lessons designed for the class:** (attached)

6. **Learning Goals:**
   - We want our students to know the plot of the story
   - We want our students to know key vocabulary so they are able to express their opinions about the plot
   - We want our students to know how to write simple sentences so they can write their own story
   - We want our students to know how to apply grammar structure and vocabulary learned during this unit
   - We want our students to know and be able to identify the irony in the story
Goals and Objectives

Unit: “Plot and Character Change in the Short Stories.” Story: “The Necklace” by Guy de Maupassant. Language Arts II. 7th Grade.
<table>
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<tr>
<th><strong>ESL LANGUAGE</strong></th>
<th><strong>LANGUAGE</strong></th>
<th><strong>CONTENT</strong></th>
<th><strong>LEARNING STRATEGIES</strong></th>
</tr>
</thead>
</table>
| Knowledge       |              | 1. The plot of the short story  
2. Key vocabulary words associated with short story  
3. How to make inferences (express their opinions) about the plot and characters of the story  
4. How to apply grammar structure learned from the unit  
5. How to identify and use the important elements of the particular short story  
6. Irony in the story | 1. Use of dramatic plot devices to help students act out and understand drama in literature  
2. Use learning strategies that can help students articulate their own opinions and views across the curricula |
| Skills          |              | 1. Identify the correct synonym for each new vocabulary word  
2. Write answers to questions based on passages from the story  
3. Write a paragraph about one of the characters applying grammar structures learned from the unit  
4. Identify the irony by comparing their own expectations of life with the outcome of the story | 1. Demonstrate comprehension of the story by answering multiple choice questions  
2. Working in groups to discuss their opinions about plot and characters  
3. Write a paragraph describing an example of irony in real life, contrasting their expectations with real life situations  
4. Revise and write the particular short story to a modern setting keeping basic theme and plot | 1. Use graphic organizer to describe characters  
2. Apply active and critical listening skills  
3. Use context clues to identify irony  
4. Use passages from the story for the group discussion |
| Attitudes / Awareness | | 1. Appreciate the language of the short stories  
2. Become aware of different points of view while discussing the story  
3. Enjoy reading short stories | |
Lesson 1
Lesson 1: Lesson Objective:

All students will:

- understand the meaning of vocabulary words within context;
- understand how changes for better or for worse can happen in real life;
- understand how changes in life can either be harmful or beneficial.

Most students will:

- answer yes or no to questions regarding positive or negative changes in life;
- complete sentences by writing correct vocabulary word in blank spaces provided;
- list two events that could change a person’s life for better or for worse.

Some students will:

- compare and contrast sudden changes with slow changes in one’s life.
- Write a paragraph about how sudden changes can affect someone’s lives and contrast sudden changes with slow changes over a period of time.
## Functional Notional Chart Lesson 1

*Original Lesson from “Teacher Resources for Retold World Classics.”*  
Myers, Kathy and Obermiller, Beth, eds.

<table>
<thead>
<tr>
<th>Function</th>
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<th>Grammar Structure</th>
<th>Vocabulary</th>
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</thead>
</table>
| 1. Demonstrate an understanding of five vocabulary words and their synonyms | Contextualizing meaning of words               | The ___ author received  
The ____ play received  
It(He, She) was ____  
They were ________ | Simple Past  
Nouns  
adjectives | Adulation  
Chagrin  
Distinguished  
Exorbitant  
Modest  
Famous  
Plain  
Great  
Shame  
Praise |
| 2. Understand how changes for better or worse can happen in real life   | Answer questions based on his/her knowledge of issues | ___ could change life for better  
___ could change life for worse  
Do you think ____  
It’s better to change ____ than ____ | Comparatives  
Modal verb(could)  
Nouns  
adverbs | Better  
Worse  
Change  
Event  
Slowly  
Suddenly  
Marriage  
Baby  
Death  
Divorce  
Love  
Money  
Poverty  
Loss of smth. |
**Lesson 1: Lesson Plan:**

Activity 1: Explain new vocabulary words showing on projector slides of paragraphs that contain key vocabulary words in context. Key words will be highlighted. In addition, a clip art or a photograph will illustrate each slide to help convey meaning of the word. (modification) 

(10 minutes)

Activity 2: Handouts will be given to class with two columns of word banks; the left column will have the key vocabulary words of lesson; the right side will have a synonym to each of the key vocabulary words. Students will be asked to work in pairs, and together, link the words of the left column with their synonyms in the right column. (modification) 

(5 minutes)

Activity 3: Students will complete sentences by filing in the blanks with correct vocabulary words. (Original lesson plan).

(5 minutes)

Activity 4: Have a poster board on wall with the following words:

- better
- worse
- slowly
- suddenly

Students will answer questions about events that happened in their own lives. They will describe whether these events changed their lives for better, worse. They will define whether these events happened slowly or suddenly. For example, teacher will ask, “When you moved to the United States, did your life became better or worse?” , or “Did you make friends slowly or suddenly in school.” And etc. (modification)

(5 minutes)

Activity 5: Using handout from original lesson plan, students will list two events that could instantly change a person’s life either for better or for worse; and two events that occur over a long period of time that could change a person’s life slowly. (modification)

(5 minutes)

Activity 6: In groups, students will discuss the question, “Do you think it would be better to have your life changed for better slowly or suddenly?” (question from original lesson exercise) Students will verbally state their opinion within their groups. Then, the group
SPOTLIGHT ON VOCABULARY

Study the words and meanings shown in the box. Then complete each sentence below by writing the correct word on the line.

- **adulation**—great flattery or praise
- **chagrin**—shame or disappointment
- **distinguished**—famous; notable
- **drawn**—strained or careworn
- **exorbitant**—outrageously high or great (usually said of a price)
- **imploring**—pleading
- **jeopardy**—danger; risk
- **modest**—plain and inexpensive
- **scouring**—scrubbing
- **vexation**—annoyance; irritation

1. The ________________ author received both the Pulitzer and the Nobel prizes.
2. The ________________ price of ski equipment caused Martha to switch to a cheaper hobby.
3. Alex was in ________________ of missing the concert if he couldn’t find a ride.
4. Britt kicked the pop machine in ________________ when she couldn’t get her money back.
5. The new play received ________________ from the critics and warm applause from audiences.
6. In an ________________ voice, Ty begged for a second chance.
7. You wouldn’t expect a high-priced hotel to have bare floors and such ________________ furnishings.
8. Pam’s face was pale and ________________ after her bout with the flu.
9. Red-faced Lew apologized with ________________ for the trouble he had caused.
10. Julian is ________________ our dirty grill so we can have a cookout tonight.
THE NECKLACE

Lesson 1

SETTING THE STAGE

These questions will help you get ready to read "The Necklace." Prepare to discuss the questions by jotting down answers on the lines.

1. In this story, a couple’s life is changed overnight. List two events on this chart that could instantly change a person’s life for the better. Then list two events that could instantly change a person’s life for the worse.

   **SUDDEN CHANGES**

   For the better
   a. ____________________________
   b. ____________________________

   For the worse
   a. ____________________________
   b. ____________________________

2. Now list two life-changing events that occur over a longer period of time. List two good changes and two bad ones.

   **SLOW CHANGES**

   For the better
   a. ____________________________
   b. ____________________________

   For the worse
   a. ____________________________
   b. ____________________________

3. Do you think it would be better to have your life change for the better slowly or suddenly? How about changes for the worse? Give reasons for your opinion.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
1. adulation
2. chagrin
3. distinguished
4. exorbitant
5. jeopardy
6. modest
7. vexation
8. scouring
plain

annoyance
famous
scrubbing
danger
high/great
praise

shame

16
Tom was a distinguished musician
She felt much chagrin about her loss
Steven deserved adulation for his beautiful performance.
The house cost an exorbitant amount of money
Juan made a modest contribution to the school fund
Shirley was a famous actress in her native Mexico.
The teacher dressed in plain clothes
They thought the mayor of their hometown was a great man.
She knew that shame was going to come one day.
Maria deserved much praise for doing all of her ESL homework.
Lesson 2
Lesson 2: Objectives

All students will:

After reading the story, all students will demonstrate comprehension of the basic plot of the story by answering yes or no questions.

All students will demonstrate an understanding of new vocabulary by identifying their synonyms (original lesson)

Most students will:

After reading the story, most students will demonstrate comprehension of the story by correctly answering ten multiple-choice questions.

Some Students will:

After reading the story, some students will be able to organize sentences in sequential order and construct paragraphs.
### Functional Notional Chart Lesson 2

*Original Lesson from "Teacher Resources for Retold World Classics." Myers, Kathy and Obermiller, Beth , eds.*

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate comprehension of basic plot of the story</td>
<td>Answering yes/no questions Completing multiple choice sentences Organizing sentences in sequential order</td>
<td>Does she dream/receive/borrow___? She dreams of ______ She receives ______ She borrows ______ She imagines/discovers ______ First she ______ Then ______ Next ______</td>
<td>Simple present Nouns Adjectives Verbs Simple Past Sequences of sentences</td>
<td>Luxury Invitation Envelope Necklace Jewelry Diamonds Fake Graceful Charming Furniture Apartment Elegant Silver-ware Took Opened Noticed Tried Discovered</td>
</tr>
<tr>
<td>2. Identify correct synonym for each new voc. word</td>
<td>Using simplified sentences from the story with the new vocabulary words presented in the context students will pick, from three choices, The correct synonym for each word</td>
<td>She couldn’t marry a distinguished man. She wore modest clothes. He put his existence in jeopardy. They repaid all money and exorbitant interest.</td>
<td>Modal verb Could Simple Past</td>
<td>High Huge Famous Rich Plain Simple Danger</td>
</tr>
</tbody>
</table>

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**Functional Notional Chart**
Lesson 2: Activities:

Activity 1: Reading of the story: “The Necklace” by Guy the Maupassant. This reading will be divided in the following manner. Teacher will call randomly upon each student and ask he or she to read a paragraph, and once the paragraph is read, another students is called upon, and so forth. Teacher will encouraged pause and slow pace in the reading. (modified)

(20 minutes)

Activity 2: vocabulary words will be placed on the board. Teacher will repeat the words and ask the class if they recalled seeing words in the story. Teacher will then distribute handout from original lesson, “Vocabulary Review.” Students will be asked to work in pairs and answer the vocabulary review sheet. (original/modified)

(10 minutes)

Activity 3: Teacher will ask “yes” or “no” questions about character and parts of the story to the class, e.g., “Was Mathilda rich or poor?” “Was Mathilda happy or sad about what happened to her?” Then, teacher will hand out the activity from original lesson “It happened like this” and students will be asked to answer individually 10 multiple-choice questions about the story. (original/modified)

(5 minutes)

Activity 4: Teacher will organize students into groups of 4-5 students. She will distributed strips of phrases which compose one paragraph from the story. Without looking at the story, students in groups will re-order the phrases and build up paragraphs in their sequential order into a board or poster. A representative from each of the groups will take his/her turn and place the poster on the blackboard and share with the rest of the classroom his/her group’s work. (modified)

(10 minutes)

Modifications: Teacher slows down pace and speech is clear; teacher questioning has been made a primary focus in the learning component; transparencies and handouts are used to provide visual stimulation; questioning is appropriate for varying language levels; repetition of vocabulary is used throughout the lesson.
will jointly write a paragraph with their answer and present it to the classroom for discussion.

(10 minutes)

Modifications: Inclusion of visual, i.e. transparencies to help contextualize words; repetition of vocabulary words by linking words to their synonyms; appropriate questioning for all language levels in the classroom.
IT HAPPENED LIKE THIS

Write the letter of the best answer on the line.

1. The author says Mathilde Loisel was
   a. shunned by her husband.
   b. happy as a child.
   c. born into a family of clerks by mistake.

2. Mathilde dreams of
   a. living a life of luxury.
   b. having a child.
   c. falling in love.

3. The envelope Mathilde’s husband gives her contains
   a. two theater tickets.
   b. a letter from an old friend.
   c. an invitation to a ball.

4. Mathilde cries, and her husband
   a. protests he loves her.
   b. gives her money for a dress.
   c. angrily leaves the room.

5. Mathilde visits her friend and
   a. borrows a diamond necklace.
   b. invites the friend to the theater.
   c. begs the friend for money.

6. For Mathilde, the big event is
   a. a major disappointment.
   b. a wonderful triumph.
   c. a dizzying blur.

7. Once home, Mathilde discovers
   a. the necklace is missing.
   b. her house has been robbed.
   c. the police are waiting for her.

8. The Loisels borrow money to
   a. buy a carriage and horses.
   b. replace the necklace.
   c. pay off the police.

9. For ten years, the Loisels
   a. serve as a maid and butler.
   b. hide in a little country village.
   c. work night and day to pay back the loans.

10. After ten years, Mathilde discovers that
    a. everyone at the ball knew she was poor.
    b. the necklace was in her cloak pocket all along.
    c. the necklace was made of fake diamonds.
VOCABULARY REVIEW

These sentences are taken from the story. Circle the answer that comes closest in meaning to each word in dark type.

1. "Nor did she have any means of meeting and marrying a rich and distinguished man.''
   a. happy    b. famous    c. smart

2. "And she wept for whole days from chagrin, regret, despair, and anguish.''
   a. disappointment    b. jealousy    c. loneliness

3. "By a violent effort, she controlled her vexation. Wiping her wet cheeks, she responded in a calm way.''
   a. sorrow    b. illness    c. irritation

4. "Then she asked in an imploring voice, 'Could you lend me this? Just this and nothing more?'''
   a. pleading    b. sly    c. soft

5. "She was floating on a cloud of happiness. She was thrilled by all this adulation, this admiration, and these awakened desires.''
   a. dancing    b. drinking    c. flattery

6. "He threw around her shoulders the wraps they had carried for coming home. These were modest garments of everyday wear.''
   a. ragged    b. outdated    c. plain

7. "Loisel returned that evening, his face pale and drawn.''
   a. angry    b. strained    c. puzzled

8. "He took money from loan sharks and all kinds of moneylenders. In fact, he put his entire existence in jeopardy.''
   a. danger    b. debt    c. God's hands

9. "She cleaned dishes, scouring the greasy pots and pans with her rosy nails.''
   a. testing    b. polishing    c. scrubbing

10. "At the end of ten years, they had repaid everything. Everything including the exorbitant interest of the moneylender and the compound interest, too.''
    a. original    b. carefully    c. outrageously figured    high
She placed the jewels about her throat against her dress and stared at them in ecstasy.

Her hands trembled as the grasped the necklace.

Suddenly she discovered, in a black satin box, a superb necklace of diamonds.

Her heart beat fast with intense longing.
Madame Forestier went to her closet with the mirror doors.

The workmanship was wonderful.

There she took out a large jewel case.

Bringing it back, she opened it and said, “Choose, my dear.”

She saw at first some bracelets, then a pearl necklace.

Next she noticed a cross of gold and jewels from Venice.
modest  famous  shame
chagrin  great
Lesson 3
Lesson 3: Objectives

All Students will:
Express orally their understanding of specific passages from the story.

Most students will:
Write simple sentences which will demonstrate their comprehension of passages of the story.

Some students will:
Make inferences based on quotes from the story. Write down these inferences, applying new vocabulary words or their synonyms learned in past class.
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<tbody>
<tr>
<td>1. Express orally/written understanding of some passages from the story</td>
<td>Answer what/why questions Write sentences using models</td>
<td>Why is Mathilde unhappy? What does she dream about? What is Mathilda’s victory? She dreams of________ She is unhappy because__________</td>
<td>Interrogative Sentences in Simple Present Nouns Adjectives</td>
<td>Poverty Plain Clothes Hopes Rich Noble Luxury Distinguished Jewels</td>
</tr>
<tr>
<td>2. Identify Mathilda’s victories and losses</td>
<td>Complete ven diagram</td>
<td>Her loss is/was_____ Her victory is/was_____ Her losses are/were_____ Her victories are/were____</td>
<td>Verb to be in Present and Past Singular and Plural Nouns</td>
<td>Hardship Attitude Change Marriage Necklace Rich Clothes Dream Adulation Admiration Heroism Dept</td>
</tr>
</tbody>
</table>
Lesson 3: Activities

Students will work in groups and further demonstrate their understanding of the story by applying this knowledge into individual and small group activities.

Activity 1: In small groups, students will be given one passage of the story. They will jointly write a paragraph on handout given, using their own words, and their own understanding after discussions, explaining the meaning of the passage. (original lesson handout "Unlocking Passages, activity 1, a and b.)

(15 minutes)

Activity 2: Using a ven diagram on the blackboard, teacher will write down the following passage from the story, “This victory, so complete and sweet to the heart of a woman, enwrapped her.” Teacher will ask students to go back into the story and read the passage in context. The ven diagram will have on one side, “Mathilde’s victory” and on the other side, “Mathilde’s loss.” Students will be asked to identify which were Mathilde’s victories, losses or both in the story. (original activity from lesson, modified.)

(15 minutes)

Activity 3: Students will work in pairs and write about a moment in their lives where they achieved victory or success. (original lesson/modified)

Modifications: student-centered activities are incorporated; types of scaffolding techniques are used; concept connecting is the focus of lesson; pair assignments are used to engage students.
THE READING-WRITING CONNECTION:
UNLOCKING PASSAGES

Answer the questions about these quotes taken from "The Necklace." (Go back to the story if you need more clues.) Write your response to part c of each question on a separate sheet of paper.

1. "She dreamt of large halls. In those rooms, she imagined old silk hangings and graceful furniture with valuable knickknacks. . . . In reality, the same cloth had been on the table for three days." (page 130)
   a. What does the passage mean as used in the story?

   __________________________________________________________

   __________________________________________________________

   b. Why does Mathilde dream rather than act upon her desire for a better life?

   __________________________________________________________

   __________________________________________________________

   c. Journal writing: How might daydreaming or having fantasies be healthy? How might daydreaming be unhealthy?

2. "This victory, so complete and sweet to the heart of woman, enwrapped her." (page 134)
   a. What does the passage mean as used in the story?

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   continued
b. What is Mathilde’s victory?

---

c. Journal writing: Describe a moment in your life when you achieved victory or success. What were your emotions and thoughts?

3. “She did her part, however, with new-found heroism.” (page 137)
   a. What does the passage mean as used in the story?

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b. Why does Mathilde change her attitude about poverty? How is she able to stand her added hardships?

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c. Journal writing: Describe someone you know or have heard about who has had to face serious problems or hardships. How did this person react to hardship?
“This victory, so complete and sweet to the heart of a woman, enwrapped her”

Victory

Loss

Mathilde

character
Lesson 4
Lesson 4: Objectives:

All students will:

Understand the meaning of irony in the story. Identify the story's characters.

Most students will:

Identify irony in the story by comparing their own expectations in life with the story's outcomes. Students will demonstrate ability to describe one of the characters of the story by writing about this character.

Some students will:

Give examples of irony in real life, contrasting their expectations with real life situations. Students will compare and contrast story's characters.
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<tbody>
<tr>
<td>1. Identify irony in the story</td>
<td>In small groups complete handout comparing expectations and reality</td>
<td>Her expectation(s) was/were _______ Her reality was _______ She dreams of _______ She throws _______ She goes _______ She accepts _______ She thinks _______</td>
<td>Nouns Verbs Simple present Verb to be in Past Tense</td>
<td>Expectation Reality Elegant Dinner Same Cloth Invitation Glory Poverty Heroism Necklace Accept ion To dream To accept To think To throw To serve</td>
</tr>
<tr>
<td>2. Identify/ Compare story's characters</td>
<td>Write a simple description of one of the characters Complete ven diagram comparing two characters from the story</td>
<td>Mahilda likes _______ She wears _______ She lives _______ She Dreams _______ She works _______ She enjoys _______ She changes _______ She suffers _______</td>
<td>Simple Present Verbs Nouns Adjectives</td>
<td>Attitude Marriage Necklace Rich/plain Clothes Dream Adulation Admiration Heroism Dept Glory Apartment Modest</td>
</tr>
</tbody>
</table>
Lesson 4: Activities

Activity 1: Teacher will explain the meaning of irony by giving real life examples of irony (original lesson handout, “Literary Focus: Irony.”) (5 minutes)

Activity 2: In small groups, students will examine the irony in the situations taken from the short story. Teacher will discuss first example given in original lesson activity “Literary Focus: Irony”. In small groups, students will complete handout. (original/modified) (15 minutes)

Activity 3: Each student will discuss one situation from the story which provides an example of irony based on previous exercise. (modified) (5 minutes)

Activity 4: Students will chose one character from the handout, and write and description of the character (attitude and appearance). (original/modified) (10 minutes)

Activity 5: In pairs, students will compare and contrast their characters. The teacher will use a ven diagram, and ask the students to identify in the characters’ differences and similarities. (modified) (10 minutes)

Modifications: Modeling irony; teacher questioning has been made a primary focus in the learning component; student-centered activities are incorporated; concept connecting is the focus; visuals are used as means to make text comprehensible.
2. PLOT DEVICE

The basic plot device of "The Necklace" also needs updating. Describe a modern-day situation in which a borrowed object is mistakenly lost or destroyed.

3. CHARACTERIZATION

Now imagine how you would alter the characters in the story. Will their names change? Will Loisel have a different job? How will Mathilde's background differ? Do you want to change the Minister's title or job? What would Madame Forestier's position be?

Mathilde

Loisel

The Minister of Education

Madame Forestier

continued
Compare/Contrast characters

Madame Forester

Mathilda

Ex:

rich

pretty

Poor
LITERARY FOCUS: IRONY

One important device in "The Necklace" is irony. Irony is the contrast between what you expect and what occurs, or between appearance and reality.

For example, suppose you saw a poorly dressed man on the street. You might expect that man was out of work and even homeless. Ironically, the man owns a comfortable home. He's merely wearing shabby clothes because he's on a fishing trip.

Examine the irony in the following situations. Supply either the expectation or the reality (what actually happens). The first one has been done for you.

1. Expectation: Mathilde dreams of having "elegant dinners and gleaming silverware."

   Reality: Mathilde serves a potpie on a table that has been covered by the same cloth for the past three days.

2. Expectation: ____________________________

   Reality: Mathilde throws "the invitation spitefully down upon the desk."

3. Expectation: Mathilde goes to the mirror. She wants "a final view of herself in all her glory."

   Reality: ____________________________

continued
4. **Expectation:**

**Reality:** Mathilde accepts her new life of poverty with great heroism.

5. **Expectation:** Mathilde thinks Madame Forestier will be impressed that the Loisels have paid off the necklace.

**Reality:**

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THE NECKLACE
Lesson 5
Lesson 5: Objectives

All students will:

Design a story board by bringing in a poster with photographs or drawings of their chosen characters. The story board will have four pictures representing: 1) character; 2) setting; 3) middle of the story; 4) end of the story, conclusion. Students will do an oral presentation of their story boards.

Most students will:

Design the story board as above and include one short paragraph about each section of the story board, telling the story.

Some students will:

Demonstrate understanding of the story’s important elements by revising the story to a modern setting while keeping the basic plot.
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<tbody>
<tr>
<td>1. Design a story board of their chosen characters and do an oral presentation of it using models</td>
<td>Cut out pictures from different magazines and glue them on a poster in sequential order&lt;br&gt;1. character&lt;br&gt;2. setting&lt;br&gt;3. middle of the story&lt;br&gt;4. end of the story</td>
<td>This is ____________&lt;br&gt;She is ____________&lt;br&gt;She lives/has&lt;br&gt;She dreams of ____________&lt;br&gt;One day she went/ met ____________&lt;br&gt;She felt/thought/became ____________</td>
<td>Nouns&lt;br&gt;Verbs&lt;br&gt;Present Simple&lt;br&gt;Past Simple&lt;br&gt;Adjectives&lt;br&gt;Pronouns</td>
<td>Expectation&lt;br&gt;Beautiful&lt;br&gt;Elegant&lt;br&gt;Dinner&lt;br&gt;Cloth&lt;br&gt;Invitation&lt;br&gt;Glory&lt;br&gt;Heroism&lt;br&gt;College&lt;br&gt;Vocation&lt;br&gt;Abroad&lt;br&gt;Language&lt;br&gt;House&lt;br&gt;Car&lt;br&gt;Singer&lt;br&gt;Actress&lt;br&gt;Movie star</td>
</tr>
<tr>
<td>Write a story about their character using designed story board</td>
<td>Write a simple description of each picture on the story board using the models for the oral presentation</td>
<td>This is ____________&lt;br&gt;He/She is ____________&lt;br&gt;They are ____________&lt;br&gt;He works/enjoys ____________&lt;br&gt;She/He is great at ____________&lt;br&gt;She/He traveled/moved ____________</td>
<td>Present simple&lt;br&gt;Verbs&lt;br&gt;Nouns&lt;br&gt;Adjectives&lt;br&gt;Past Simple&lt;br&gt;Past Progressive</td>
<td>Attitude&lt;br&gt;Marriage&lt;br&gt;Rich/plain Clothes&lt;br&gt;Glory&lt;br&gt;Journalist&lt;br&gt;Sportsman&lt;br&gt;Scientist&lt;br&gt;Traveling&lt;br&gt;Swimming&lt;br&gt;Diving&lt;br&gt;Acting&lt;br&gt;Researching&lt;br&gt;Talking</td>
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</table>
Lesson 5: Activities:

**Activity 1:** Students will cut pictures from magazines for their storyboard projects – four pictures representing respectively character, setting, middle and end. (modified)

(10 minutes)

**Activity 2:** Students will paste pictures into their posters in sequential story order, and they will do an oral presentation to the class. (modified)

(10 minutes)

**Activity 3:** Students will write one short paragraph to describe each section of the storyboard. (modified)

(10 minutes)

**Activity 4:** In small groups, students will revise the Necklace story by bringing it into a contemporary setting, keeping the basic theme and plot (original lesson handout “Camera, Lights and Action”, modified into a group activity).

(15 minutes)

**Modifications:** Visuals are used as means to make text comprehensible; student-centered activities are incorporated; connections are made with students' culture and background.
Storyboard

This is Jenny.

She is very famous.
Storyboard

She lives in a house in a distinguished area.
One day, Jenny and her husband Brad went for a car ride in the plain country side.
Storyboard

They drove very fast. The police stopped them and gave them a ticket. They felt great shame.
WRITING CORNER:
LIGHTS, CAMERA, ACTION!

Imagine that you are a TV scriptwriter. You have accepted an offer to write a story like "The Necklace." The producer wants you to make the story into a two-part miniseries.

Your story will be set in your own country in more modern times. Plan your script by filling in the following outline.

1. SETTING
   a. Change the year to ________________
   b. Change the city to ________________
   c. Briefly describe the setting for your production.
      The Loisels' apartment: ____________________________
      ____________________________
      ____________________________
      The setting for the ball: ____________________________
      ____________________________
      ____________________________
      The Loisels' attic rooms: ____________________________
      ____________________________
      ____________________________

continued
Checklists
<table>
<thead>
<tr>
<th>Grammatical Categories</th>
<th>Lesson, page#</th>
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<tr>
<td>Adjectives</td>
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<tr>
<td>Adverbs</td>
<td>Lesson 1 p.12, Lesson 2 p.28</td>
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<td>Modal verbs</td>
<td>Lesson 1 p.12, Lesson 2 p.28</td>
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<td>Nouns</td>
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<tr>
<td>Present Simple</td>
<td>Lesson 2 p.28, Lesson 3 p.39, Lesson 4 p.44, Lesson 5 p.51</td>
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<tr>
<td>Past Simple</td>
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<td>Pronouns</td>
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<tr>
<td>Present progressive</td>
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<td>Interrogative sentences</td>
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<td>Comparatives</td>
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FLA 518: TAT Sheltered ELL Strategies Checklist

Write the PAGE NUMBERS and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
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<tbody>
<tr>
<td>I.1.a Visuals (Realia, Manipulatives, Gestures)</td>
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<tr>
<td>I.1.b Model (Instructions, Processes)</td>
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<td>I.2. Activate Background Knowledge</td>
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<td>II. Make Text Comprehensible</td>
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<td>II.1. Graphic Organizers</td>
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<td>II.2. Develop Vocabulary</td>
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<td>II.3. Simplify Written Text</td>
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<td>III. Make Talk Comprehensible</td>
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<tr>
<td>III.1. Graphic Organizers; Listening Guides (checklists, etc.)</td>
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<td>III.2. Frame Main Ideas</td>
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<td>III.3. Pace Teacher’s speech</td>
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<td>IV. Engage: Opportunities for Output</td>
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<tr>
<td>IV.1. Teacher Questioning and Response Strategies; Instructional Conversations</td>
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<td>IV.2. Small Group Work (including Information gap activities)</td>
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<td>IV.3. Meaningful, real-life activities; Students as researchers</td>
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<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<td>V.1. Use questions appropriate for language levels</td>
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<td>V.2. Assign appropriate tasks for varying levels</td>
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<td>VI. Literacy/Academic Development</td>
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<tr>
<td>VI.1. Allow use of L1 for planning and conceptualizing</td>
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<tr>
<td>VI.2. Lots of real oral and written language</td>
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Appendix
Can a diamond necklace transform the wife of a lowly clerk into Cinderella? Maybe so, for with such a necklace, Mathilde’s night at the ball is a dream come true.

Yet the magic evening does end. And then Mathilde and her husband waken to learn the cost of the dream.

He was one of those pretty, charming young ladies, born into a family of clerks as if by mistake. She had no dowry, no hopes. Nor did she have any means of meeting and marrying a rich and distinguished man. So she finally married a minor clerk in the Ministry of Education.

Her tastes were simple because she had never been able to buy rich clothes. But she was unhappy, like one who was not in her proper class.

A dowry is a gift of money or property given to the groom by the bride’s family at the time of marriage.
You see, women do not belong to any fixed class or rank. Their grace, beauty, and charm serve them in place of noble birth and family. These traits are their claim to nobility. Some daughters of common people are so gifted that they become equal to great ladies.

She suffered continually, feeling herself born for delicate things and luxuries. She suffered from the poverty of her apartment. The shabby walls, the worn chairs, and the faded drapes caused her pain. Another woman in her position might not have noticed all these things. But they tortured and angered her.

The sight of the little Breton maid who did the housework awoke sad regrets and desperate dreams in her. She dreamt of quiet chambers with Oriental hangings. In her imagination, tall bronze lamps lighted those rooms. Two huge butlers in short trousers—drowsy from the heavy air from the heater—slept in the large armchairs.

She dreamt of large halls. In those rooms, she imagined old silk hangings and graceful furniture with valuable knickknacks.

She dreamt of small, perfumed, charming apartments. Such rooms were made for five o'clock chats with very close friends. These friends would be distinguished, popular men whose company every woman desired.

When she sat down to dinner at the round table, the dreams continued. In reality, the same cloth had been on the table for three days. Her husband, who sat across from her, uncovered the serving bowl with a delighted air. "Oh, a good potpie! I know nothing better than that—"

But she dreamt of elegant dinners and gleaming silverware. She pictured wall hangings that filled the room with ancient people and strange birds in the midst of fairy forests.

She dreamt of wonderful food served in marvelous dishes. Whispered compliments, which she would listen to with the smile of a sphinx, came to her ear. And all the while, she would be eating rosy trout or a pheasant's wing.

She had neither party dresses nor jewels—nothing. And she longed for just those things. She felt that she was made for them. She had such a desire to please, to be envied, to be clever and courted.

She had a rich friend—a classmate from her schooldays at the convent—whom she did not like to visit. She suffered so much when she returned home from one of those visits. And she wept for whole days from chagrin, regret, despair, and anguish.

One evening, her husband returned home elated. He proudly carried in his hand a large envelope.

"Look," he said. "Here is something for you."

She quickly tore open the envelope. Then she drew out a printed card on which there were these words.

The Minister of Education and Madame George Ramponneau ask the honor of Monsieur and Madame Loisel's company. Please come Monday evening, January 18, to the Minister's home.

Her husband had hoped that she would be delighted. But, instead, she threw the invitation spitefully down upon the table. She murmured, "What do you suppose I want with that?"

"But, my dear, I thought it would make you happy. You never get a chance to go out. And this is a fine occasion! I had a great deal of trouble to get an invitation. Everybody wants one, and it is much sought after. Not many are given to clerks. You'll see the most distinguished people there."

She looked at him with an irritated eye. "What do you think I have to wear to such a thing?"

A Breton is a person from Brittany, a northwestern section of France.

3The sphinx is a mythical creature with a lion's body and a human face.

4Monsieur and Madame are French for Mr. and Mrs.
He had not thought of that. He stammered, ‘‘Why, the
dress you wear when we go to the theater. It seems very
pretty to me—’’

He fell silent, stunned and dismayed to see his wife burst
out weeping. Two great tears fell slowly from the corners
of her eyes toward the corners of her mouth. He stammered,
‘‘What’s the matter? What’s the matter?’’

By a violent effort, she controlled her vexation. Wiping
her wet cheeks, she responded in a calm way.

‘‘Nothing. Only I don’t have a dress, and, therefore, can’t
go to this affair. Give your card to some co-worker whose
wife has a better wardrobe than I.’’

He was upset but answered, ‘‘Let’s see, Mathilde. How
much would a suitable costume cost? Something that you
could wear for other occasions? Something very
simple?’’

She reflected for some seconds, making estimates. She
was trying to think of a sum she could ask for without be­
ing immediately refused. She did not wish to frighten the
economical clerk.

Finally she said, ‘‘I can’t tell exactly. But it seems to me
that four hundred francs5 should cover it.’’

He turned a little pale. He has saved just this sum to buy
a rifle. He wanted to join some hunting parties the next sum­
mer with friends who shot larks near Nanterre.6

Nonetheless, he answered, ‘‘Very
well. I’ll give you four
hundred francs. But try to get a pretty
dress.’’

The day of the ball approached. Madame Loisel seemed
sad, disturbed, and anxious. Yet her dress was nearly ready.

Her husband said to her one evening, ‘‘What’s the mat­
ter with you? You have acted strangely for two or three
days.’’

5 A franc is a piece of French money. At the time of the story, the sum
was equal to about $80.
6 Nanterre is a town near Paris.
She opened her arms and embraced her friend with passion. Then she fled with her treasure.

The day of the ball arrived. Madame Loisel was a great success. She was the prettiest of all—elegant, gracious, smiling, and full of joy.

All the men noticed her, asked her name, and begged to be introduced. All the members of the Cabinet wished to waltz with her. The Minister himself paid her some attention.

She danced with enthusiasm and passion. She was drunk with pleasure. The triumph of her beauty and the glory of success filled her. She was floating on a cloud of happiness. She was thrilled by all this adulation, this admiration, and these awakened desires. This victory, so complete and sweet to the heart of a woman, enwrapped her.

She went home about four o’clock in the morning. Since midnight, her husband had been half asleep in one of the little side rooms. Three other gentlemen whose wives were also enjoying themselves were there, too.

He threw around her shoulders the wraps they had carried for coming home. These were modest garments of everyday wear. Their poorness clashed with the elegance of her ball costume.

She felt this and wished to hurry away. She did not want to be noticed by the other women who were wrapping themselves in rich furs.

Loisel held her back. “Wait,” he said. “You’ll catch cold out there. I’ll call a cab.”

But she would not listen and went down the steps rapidly. When they were in the street, they found no carriage. They set out to find one, hailing the coachmen whom they saw in the distance.

They walked along toward the Seine,7 hopeless and shivering. Finally they found on the dock one of those old carriages that one sees in Paris after nightfall. It seems as if they are too ashamed of their shabbiness to come out in the daytime.

The carriage took them as far as their door on Martyr Street. They went wearily up to their apartment. For her, it was all over. And for his part, he remembered that he would have to be at the office by ten o’clock.

She removed the wraps from her shoulders before the mirror. She wanted a final view of herself in all her glory. Suddenly she cried out. Her necklace was gone.

Her husband, already half undressed, asked, “What’s the matter?”

She turned toward him excitedly. “I have—I have—I don’t have Madame Forestier’s necklace.”

He arose in dismay. “What! How can that be! It’s not possible!”

And they looked in the folds of the dress, in the folds of the cloak, in the pockets—everywhere. They could not find it.

He asked, “Are you sure you still had it when we left the ball?”

“Yes, I felt it in the entryway as we came out.”

“But if you lost it in the street, we’d have heard it fall. It must be in the cab.”

“Yes. It’s likely. Did you get its number?”

“No. And you, did you notice it?”

“No.”

They looked at each other aghast. Finally Loisel dressed himself again.

He said, “I am going over our route to see if I can find it.” And he went. She remained in her evening gown, not even having the energy to go to bed. She remained stretched upon a chair, without ambition or thoughts.

Toward seven o’clock her husband returned. He had found nothing.

He went to the police and to the cab offices. He put an

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7The Seine is a river that flows through Paris.
ad in the newspapers offering a reward. He did everything that offered them the slightest bit of hope.

She waited all day in a state of bewilderment. Loisel returned that evening, his face pale and drawn. He had discovered nothing.

"It will be necessary," he said, "to write to your friend. Say that you have broken the clasp of her necklace and that you are having it repaired. That will give us time to think."

She wrote as he dictated.

At the end of a week, they had lost all hope. And Loisel—now looking five years older—declared, "We must take measures to replace the necklace."

The next day they took the box the necklace had come in to the jeweler whose name was on the inside. He checked his records.

"It is not I, Madame, who sold this necklace," he said. "I only provided the box."

They went from jeweler to jeweler seeking a necklace like the other one, searching their memories. Both of them were sick with chagrin and anxiety.

In a shop of the Palais Royal, they found a diamond necklace which seemed to them exactly like the lost one. It was valued at forty thousand francs. They could get it for thirty-six thousand.

They begged the jeweler not to sell it for three days. And they arranged so that they might return it for thirty-four thousand if they found the other one by the end of February.

Loisel had eighteen thousand francs which his father had left him. He borrowed the rest.

He borrowed by asking for a thousand francs from one, five hundred from another, a hundred from this one, sixty from that. He signed IOUs and made promises that would ruin him. He took money from loan sharks and all kinds of moneylenders.

In fact, he put his entire existence in jeopardy. He dared to sign IOUs without even knowing whether he could repay them or not.

Tortured by anxiety, by black misery, and by the prospect of all the sacrifices and torments of his conscience that lay ahead, he went to get the new necklace. On the merchant's counter, he deposited thirty-six thousand francs.

When Madame Loisel took back the necklace to Madame Forestier, her friend said in an icy tone, "You should have returned it to me sooner. I might have needed it."

She didn't open the jewel box as Madame Loisel feared she would. If she had noticed the substitution, what would she have thought? What would she have said? Would Madame Forestier have taken her for a robber?

Madame Loisel now knew the horrible life of great poverty. She did her part, however, with newfound heroism. It was necessary to pay this frightful debt. She would pay it.

They sent away the maid. They moved to another building and rented some attic rooms.

She learned the heavy household chores, the disgusting work of a kitchen. She cleaned dishes, scouring the greasy pots and pans with her rosy nails. She washed the dirty linen, the shirts and dishclothes, which she hung on a line to dry.

She took the trash down to the street each morning. Then she brought up the water, stopping at each landing to catch her breath.

And, clothed like a common woman, she went to the grocer's, the butcher's, and the fruit seller's. With her basket on her arm, she shopped. She haggled with the merchants down to the last penny.

Every month, it was necessary to renew some IOUs—to get more time—and to pay others.

The husband worked evenings, putting the account books
of some merchant in order. At nights he often did copying for five pennies a page.

And this went on for ten years.

At the end of ten years, they had repaid everything. Everything, including the exorbitant interest of the moneylender and the compound interest, too.9

Madame Loisel looked old now. She had become a stout, loud woman—the crude woman of a poor household. Her hair was uncombed, her skirts were twisted, her hands red. She spoke in a harsh tone and scrubbed the floors with large pails of water.

But sometimes, when her husband was at the office, she would sit before the window and think of that evening party long ago. Again she would recall that ball where she was so beautiful and so flattered.

How would it have been if she had not lost that necklace? Who knows? Who can tell? How strange life is! How full of changes! How little a thing will ruin or save you!

One Sunday she took a walk on the Champs-Elysees10 to forget her worries. As she strolled, she suddenly noticed a woman walking with a child. It was Madame Forestier—still looking young, pretty, and attractive.

Madame Loisel felt a flood of emotion. Should she speak to her? Yes, certainly. And now that she had paid, she would tell her everything. Why not?

Madame Loisel approached her. “Good day, Jeanne.”

Her friend did not recognize her. In fact, she was astonished to be addressed in such a familiar way by this common person.

She stammered, “But, Madame—I do not know—You must be mistaken.”

“No, I am Mathilde Loisel.”

Her friend cried out in astonishment. “Oh, my poor Mathilde! How you’ve changed—”

“Yes, I’ve had some hard times since I last saw you. Some miserable days, too—and all on account of you.”

“Because of me? What do you mean?”

“You remember the diamond necklace that you loaned me to go to the ball at the Ministry?”

“Yes, very well.”

“Well, I lost it.”

“How can that be! You returned it.”

“I returned another to you exactly like it. And we have paid for it over the past ten years. You can guess that it wasn’t easy for us when we had nothing. But it’s over and I am content.”

Madame Forestier stopped short. She said, “You say that you bought a diamond necklace to replace mine?”

“Yes. You never noticed the difference, then? They were just alike.”

And she smiled with a proud and naive joy.

Madame Forestier was deeply touched and took both Madame Loisel’s hands in her own. “Oh, my poor Mathilde! Mine were not real. They were worth at most five hundred francs!”

9Compound interest is the amount paid on both the original sum and interest added to that sum.

10Champs-Elysees is the major avenue in Paris.

“The Necklace” was first published in 1884.
VOCABULARY PREVIEW

Below is a list of words that appear in the story. Read the list and get to know the words before you start the story.

adulation—great flattery or praise
aghast—anxious and fearful
chagrin—irritation, shame, or disappointment
distinguished—famous; notable
drawn—looking strained and careworn
economical—thrifty; not wasteful
elated—overjoyed
exorbitant—outrageously high or great (usually said of a price)
haggled—argued about the terms of a deal; bargained
hailing—calling or signaling
imploring—pleading
jeopardy—danger; risk
luxuries—costly, pleasurable things that are not absolutely necessary
modest—plain and inexpensive
naive—innocent and simple
poverty—poorness
predicament—a difficult or puzzling situation
prospect—outlook
scouring—scrubbing
vexation—annoyance; irritation