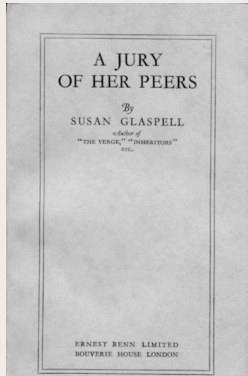
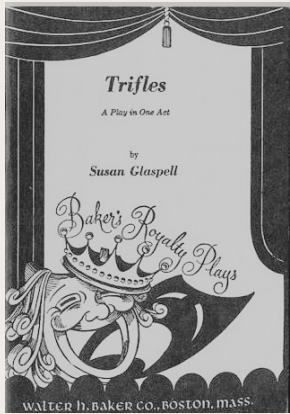


Primary Texts



Trifles (1916) & "A Jury of Her Peers" (1917) Standards and Unit Calendar

Alignment with Maine Learning Standards (Priority)	Alignment with Common Core Standards (Priority)
<p>Craft and Structure R.8.9 – Diploma</p> <ol style="list-style-type: none"> Analyze the organization and structure of specific features and components in various texts. Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole. <p>Composing for Audience and Purpose W.3.9-Diploma</p> <ol style="list-style-type: none"> Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas. Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. Provide closure that enhances, supports, and reflects the purpose of the piece. 	<p>Craft and Structure</p> <ol style="list-style-type: none"> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <p>CCSS.W.11-12 Production and Distribution of Writing</p> <ol style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Maine Learning Standards (Supporting)	Common Core Standards (Supporting)
<p>Key Ideas and Details R.8.9 – Diploma</p> <p>Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).</p> <p>Integration of Knowledge and Ideas R.10.9 – Diploma</p> <ol style="list-style-type: none"> Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts. Evaluate the premises, claims, and/or conclusions in various texts, analyzing the information when possible and corroborating or challenging conclusions with other sources of information. 	<p>Key Ideas and Details CCSS.RL.11-12</p> <ol style="list-style-type: none"> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Lesson One	Lesson Two	Lesson Three
<ul style="list-style-type: none"> Quick Write Introduction to Unit <ul style="list-style-type: none"> Genre & Form Rewriting Folktales/Fairytales Final Share/Discussion 	<ul style="list-style-type: none"> Pre-Reading Stations (predictive activities and historical orientation) 	<ul style="list-style-type: none"> Finishing Pre-Reading Stations or Reflection Reading <i>Trifles</i>

Lesson Four	Lesson Five	Lesson Six
<ul style="list-style-type: none"> Debriefing <i>Trifles</i> 	<ul style="list-style-type: none"> Quick Write Reading "A Jury of Her Peers" Discussing the switch in format 	<ul style="list-style-type: none"> Buffer day Watch a production of <i>Trifles</i> Students create and reflect on their own book/program cover of <i>Trifles</i>

Trifles & A "Jury of Her Peers"

Unit Overview

THIS FOUR-WEEK GENRE STUDIES UNIT INSPIRES STUDENTS TO EXAMINE HOW WOMEN WRITERS DISRUPTED TRADITIONAL GENDER HIERARCHIES OF THEIR TIME THROUGH THEIR CAREFUL USE OF FORM AND GENRE, PROMPTING READERS TO CONSIDER THE WRITERS' LIVES AND PERSPECTIVES AS WOMEN. STUDENTS WILL BE EXPOSED TO MULTIPLE TEXTUAL FORMS WITH OPPORTUNITIES FOR DISCUSSION AND COLLABORATION IN THE CLASSROOM. LESSONS ARE DESIGNED TO SCAFFOLD HISTORICAL CONTEXT AND GENRE AND STRUCTURE ANALYSIS, MAKING THIS MATERIAL ACCESSIBLE TO ALL STUDENTS. STUDENTS WILL BE ASKED TO CONSIDER FORM AS A LITERARY TECHNIQUE AND DEVELOP AN UNDERSTANDING OF THE GENDER ROLES AND GENDER HIERARCHY DURING EACH AUTHOR'S HISTORICAL PERIOD. AS A RESULT OF THIS UNIT, STUDENTS WILL UNDERSTAND HOW AUTHORS ENGAGE WITH THEIR OWN HISTORICAL CIRCUMSTANCES AND WILL BE ABLE TO ANALYZE FORM AND GENRE AS LITERARY FEATURES.



Week 1: Susan Glaspell

Link to master unit for detailed lessons and materials:
<https://drive.google.com/drive/folders/IGJT8GAaI226-5zqBRVKA8iWoihWISG2a>

SUSAN GLASPELL'S TIMELINE

1869
The American Woman Suffrage Association (AWSA) was founded. (Supported the 15th Amendment while NAWWSA did not)

1876
Susan Glaspell is born in Davenport, Iowa.

1872
Victoria Woodhull is the first woman to run for president.

1890
The National American Woman Suffrage Association (NAWSA) was founded.

1899
Glaspell Graduates from Drake University and works as the house and legislative reporter for *The Moines Daily News* where she eventually began her own column, written under the by-line "The News Girl."

1900
Married women gain Property Rights and rights to keep their own wages in all states

1901
Returns to Davenport to pursue her writing career full-time.

1903-1922
Glaspell publishes 2-3 short stories per year and in this period publishes 3 novels and began writing plays in 1915.

1910-APR. 1901
Glaspell writes over twenty newspaper articles covering the Hossack Murder Case.

1911
Glaspell moves to Greenwich Village in New York City.

1913
Congressional Union for Woman Suffrage (CU) was founded.

1913
Glaspell marries soon-to-be director George Cram Cook.

1914
Start of World War One.

1915
The couple vacation to Provincetown, Cape Cod every summer and collect a group of passionate actors. She became a leading playwright in the Playwrights Theater which she helped found.

1916
Montana elects Jeanette Rankin as the first woman member of the U.S. House of Representatives.

1918
End of World War One.

1919-1920
In 1919, Congress granted women the right to vote. In 1920, the 19th Amendment officially granted women voting rights.

1919-1920
Glaspell publishes "Trifles" and plays Mrs. Hale in the Provincetown Player's Production on August 8th.

1922-1924
The couple moves to Greece until Cook's death in 1924.

1925
Glaspell marries novelist and playwright Norman Matson.

1932
Glaspell divorces Matson.

1937
Matrimonial Causes Act 1937 was passed, allowing women the grounds for divorce on desertion for over three years, cruelty and insanity.

1932-1948
Glaspell spends the rest of her life in Provincetown, continuing to write novels exploring themes of isolation and gender in literature until her death in 1948.

1939
Start of World War Two.

1957
The Civil Rights Act of 1957 permitted women the right to serve on federal juries, despite some states omitting them from state courts.

1975
The U.S. Supreme Court determines that women should not be excluded from jury service. Up until this point, some states allowed women to serve on juries but women had to volunteer themselves by registering with the clerk of the court to be included in jury service.

1976-1948
Glaspell published 50 short stories, 9 novels, 15 plays, and a biography in her lifetime.

1994
Violence Against Women Act is passed, acknowledging domestic violence and sexual assault as federal crimes.

SEGMENT OF STATION FOUR OF THE "TRIFLES" PRE-READING STATIONS Assessment

TBD