

**Template for Lesson Plans  
Classroom Activities  
Ethics Curriculum Project Modules**

Activity#1."The Yellow Wallpaper" by Charlotte Gilman: The Role of the Woman's Short Story Module Name: Morality and Maidens: The Ethics of Women in Literature
Class type: ESOL ESE <b>Regular</b> <b>Gifted</b> <b>Honors</b> Inclusion All
Objectives for activity: <ol style="list-style-type: none"> <li>1. Students will better understand the ethical aspects of including women into a traditionally male-dominated sphere.</li> <li>2. Students will understand that, even though this module specifically concerns women, the issues it raises are applicable to every minority group.</li> </ol>
Materials Needed (texts, props, special supplies) <ol style="list-style-type: none"> <li>1. A copy of "The Yellow Wallpaper" (available under Activity #1 in the main text of this module).</li> <li>2. Paper and pen or computer for composition of a position paper.</li> </ol>
Procedures for Teachers- <i>What You Need to Know/Do</i> <p>Part I:</p> <ol style="list-style-type: none"> <li>1. Review the selection "The Yellow Wallpaper."</li> <li>2. Copy and distribute the selection to the students. Ask them to read it, either in class or as a homework assignment.</li> <li>3. Copy the list of group discussion questions (provided under Activity #1, Part I in the main text of this module).</li> <li>4. Once the class has read the selection, divide it into small groups and ask each group to discuss the questions provided.</li> <li>5. After the small groups have had time to discuss the selection, conduct a general classroom discussion based on the questions provided (under Activity #1, Part I in the main text of this module).</li> </ol> <p>Part II:</p> <ol style="list-style-type: none"> <li>6. Ask each student to write a position paper on whether or not he or she believes that this short story should be included in the canon.</li> </ol>
Activity Type -Discussion Questions, Compositions, Small Group, etc.- <i>What Students Need to Do</i> <ol style="list-style-type: none"> <li>1. Reading and analysis of a short story.</li> <li>2. Small group discussion.</li> <li>3. Classroom discussion.</li> <li>4. Composition of a position paper.</li> </ol>
Assessment <ol style="list-style-type: none"> <li>1. Evaluation of individual student reading and analysis of a short story.</li> <li>2. Evaluation of individual student participation in small group discussions.</li> <li>3. Evaluation of individual student participation in classroom discussion.</li> <li>4. Evaluation of student composition of a position paper.</li> </ol>
Activity#1."The Farmer's Bride" by Charlotte Mew: Exploring Language and Gender Module Name: Morality and Maidens: The Ethics of Women in Literature
Class type: ESOL ESE <b>Regular</b> <b>Gifted</b> <b>Honors</b> Inclusion All

Objectives for activity:

1. Students will begin to explore the relationship between gender and communication, and understand that it is a complex one that is impossible to categorize.
2. Students will think critically about relationships between gender and language.
3. Students will understand that, even though this module specifically concerns women, the issues it raises are applicable to every minority group.

Materials Needed (texts, props, special supplies)

3. A copy of "The Farmer's Bride" (available under Activity #2 in the main text of this module).
4. Paper and pen or computer for composition of a position paper.

Procedures for Teachers-*What You Need to Know/Do*

Part I:

1. Review the selection Introductory and Background Material for Classroom Activities as well as "The Farmer's Bride" and questions for classroom discussion provided under Activity #2, Part I in the main text of this module.
2. Conduct a classroom discussion addressing the questions provided.

Part II:

3. Copy and distribute the selection to the students. Ask them to read it, either in class or as a homework assignment.
4. Ask each student to write a short analysis of the poem that addresses the issues outlined under Activity #2, Part II in the main text of this module. Note Teacher Prompt material.

Activity Type -Discussion Questions, Compositions, Small Group, etc.-*What Students Need to Do*

1. Classroom discussion.
2. Reading and analysis of the poem.
3. Composition in which students analyze the poem.

Assessment

1. Evaluation of individual student participation in classroom discussion.
2. Evaluation of individual student reading and analysis of a poem.
3. Evaluation of student composition that is an analysis of the poem and addresses the questions provided by the teacher.