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| **At a Glance – “I too have planted marigolds”**   * **Lesson Objective**: Consider the emotional and symbolic significance of the climax and resolution. * **In the Story:** After overhearing her parents talk about how difficult and desperate their circumstances are, Lizabeth’s sense of her place in the world becomes shaken. Overwhelmed, Lizabeth leaves home in the middle of the night and destroys Miss Lottie’s marigolds. When Miss Lottie comes out to find her flowers in ruins, Lizabeth realizes their shared humanity in the face of struggle. Reflecting on the moment as an adult, Lizabeth calls this her moment of transition from child to adult. * **Key Questions:** Questions 2-3, 5, and 7 are the most important questions of the day and should not be skipped. * **Words to Watch For:**   + **despairing** (p. 7): showing the loss of all hope   + **eerie** (p. 8): strange and frightening   + **smoldering** (p. 8): burning hot and slowly   + **distorted** (p. 8): pulled or twisted out of shape   + **squalor** (p. 8): the state of being very dirty and unpleasant   + **barren** (p. 9): empty and without life or growth * **Homework Options:**   + Creative writing (attached)   + Knowledge Organizer review   + Questions from the lesson that were skipped for time |
| **Agenda:**   * Do Now (10 minutes) * Explicit Vocabulary and Active Practice (10 minutes) * Cycle 1 – AIR: Pages 6-7 (15-20 minutes) * Cycle 2 – FASE Reading or Read Aloud: Pages 7-9 (40-45 minutes) * Exit Ticket (10 minutes) |

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| **Lesson Plan**  **Do Now (10 minutes)**   * Give students 5-6 minutes to read the article and answer both questions, then review using **Cold Call, share out,** or a **brief discussion**. * **Q1:** **Jot a few words and phrases that capture some of the possible symbolic meanings of marigolds.**   + Bright, sunny, passionate, remembrance of the dead, optimism, strength, resilience, hardy. * **Q2: Why might Collier have chosen marigolds to be the flower in Miss Lottie’s garden?**    + Many possible responses; students might say that the marigolds are meant to be symbolic of Lizabeth, or of Miss Lottie, or that they are meant to be a sign of resilience and strength within the context of the Great Depression. |
| **Explicit Vocabulary Instruction (10 minutes) — Poignant, Retribution, Contrition**   * Teach each word to students, one at a time. * Read or ask a student to read the example sentence that includes the vocabulary word. * Shift focus to how the picture demonstrates the word (*while projecting the image*). * Lead Active Practice questions |
| **Cycle 1 (15-20 minutes) — Pages 6-7**   * **Read:** Ask students to use **AIR** to read pp. 6-7, picking up at “When I awoke” and pausing after “bewilderment and fear.” Ask students to **annotate** details that reveal Lizabeth’s father’s conflict, then jot a margin note about the impact of the conversation on Lizabeth. * **[Optional] Discuss:** You might choose to **Show Call** strong annotations and/or margin notes. There are many possible annotations in this section of text; student annotations should reflect understanding that Lizabeth’s father is struggling to find work, and his emotions cause Lizabeth to become upset and confused. * **Write:** Ask students to respond to **Q1-2**, cueing the **Turn and Talk** for **Q2a**. * **Discuss:** Lead a **discussion** whole group to surface the key ideas. You might **Show Call** strong sentences from **Q1** to prioritize discussion of **Q2**.   + **Key Ideas:**     - **Q1: Possible Sentences:**       * Suddenly Lizabeth’s father sobbed because he’s so frustrated by his inability to find work and provide for his family.       * Suddenly Lizabeth’s father sobbed, and the shock of hearing this filled Lizabeth with “bewilderment and fear.”     - **Q2a: Why does everything feel “out of tune” for Lizabeth?**       * The roles that Lizabeth is accustomed to her family filling are being flipped—her mother is suddenly the protector and her father is “sobbing like the tiniest child.” She’s never seen her father be vulnerable or weak before, and this makes her feel unstable, confused, and angry.     - **Q2b: Compare the original version to the altered version below. How does the altered version change the meaning of the line?**       * If the line read “My family had lost its boundary lines,” it narrows the scope of the line—not “the world,” but the smaller “my family.” This might suggest that Lizabeth sees the upheaval as confined to or even caused by her family.     - **Q2c: What might the language in the original suggest about the impact of this conversation on Lizabeth?**       * After overhearing this conversation, Lizabeth says that “the world had lost its boundary lines.” This suggests that Lizabeth both sees the upheaval in her family as a result of the broader instability in the world around her, and that the impact of hearing this conversation is so great that impacts Lizabeth’s view not just of her family, but of the whole world. Her understanding of her family has been rocked, and this changes her view of the world and her place in it. |
| **Cycle 2 (40-45 minutes) – Pages 7-9**   * **Read:** **Read Aloud** or use **FASE Reading**to read pp. 7-9 through the end of the story, pausing to read the embellishment about Furies when they are mentioned in the text. * **Write:** Ask students to respond to **Q3-4**, cueing the **Turn and Talk** for **Q4.** * **Discuss:** Lead a **brief discussion** of **Q3-4** to surface the key ideas.   + **Key Ideas:**      - **Q3: Why does Lizabeth feel differently as she approaches Miss Lottie’s house for the second time? What do you think she means when she says, “I was haunted too”?** * Lizabeth is no longer afraid when she approaches Miss Lottie’s house, because listening to her parents’ conversation has made her world feel as “foul and crumbling” as Miss Lottie’s house. She feels connected to the rot and decay of the house now, so she no longer fears it. Lizabeth might feel “haunted” by her new awareness of her family’s vulnerability and powerlessness. * **Q4:** **Do you consider Lizabeth’s destruction of the marigolds to be an act of retribution? Why or why not? If you do consider it an act of retribution, who or what is she taking retribution against? Jot 1-2 lines of text in the space below that support your thinking.**    + Students might argue either side here; some might say that it’s not an act of retribution because Miss Lottie didn’t actually do anything to Lizabeth. They might see this as an impulsive, angry, unprovoked act. Others might argue that Lizabeth is trying to seek retribution against all the forces of the world that she feels are holding her and her family down, or against Miss Lottie’s insistence on nurturing beauty in such an ugly world.   + **Possible Annotations:**     - *I had indeed lost my mind, for all the smoldering emotions of that summer swelled in me and burst…*     - *I was running as if the Furies were chasing me…*     - *And then I was sitting in the ruined little garden…*     - *That violent, crazy act was the last act of childhood.* * **Write:** Ask students to respond to **Q5**. * **Discuss:** Lead an **extended discussion** of **Q5** to surface key ideas, focusing on **Q5b**.   + **Key Ideas:**   + **Q5a: Does anything about Miss Lottie’s reaction surprise you? Why or why not?**     - Students might be surprised that Miss Lottie isn’t angry that Lizabeth destroyed her marigolds, or they might understand that Miss Lottie can see there’s no way to fix it now, so she’s not angry, just defeated.   + **Q5b:** **What does Lizabeth seem to realize about Miss Lottie in this moment?**      - Lizabeth seems to realize that Miss Lottie wasn’t an enemy or figure to be afraid of or angry with; she was simply trying to find something to care for and protect in the midst of incredible hardship. * **Revise:** Ask students to revise their response to **Q5b** according to the guidance in the student packet. * **Discuss:** You might choose to **Show Call** a few strong revisions.   + **Possible Sentence:**   + **Using insights from our discussion, revise your response to part b into one carefully written sentence. Use a form of the word contrition in your response.**     - After destroying the marigolds, Lizabeth is contrite because she realizes she has ruined the only good thing left in Miss Lottie’s life. * **Write:** Ask students to **Turn and Task** to respond to **Q6**, then answer **Q7-8**. * **Discuss:** Lead a **brief discussion** of **Q6**; you might choose to **Show Call** strong evidence.Lead an **extended discussion** of **Q7-8** to surface key ideas.   + **Key Ideas:**   + **Q6: With your partner, find 2-3 lines of text that seem to hint at a symbolic meaning of marigolds in the story. Based on your understanding of both the story and the article in the Do Now, what might the marigolds represent?**     - **Possible Annotations:**       * *And there was no rage in the face now, now that the garden was destroyed and there was nothing any longer to protect.*       * *Whatever verve there was left in her, whatever was of love and beauty and joy that had not been squeezed out by life, had been there in the marigolds she had so tenderly cared for.*       * *Beyond the dusty brown yard, in front of the sorry gray house, rose suddenly and shockingly a dazzling strip of bright blossoms, clumped together in enormous mounds, warm and passionate and sun-golden.*       * *They interfered with the perfect ugliness of the place; they were too beautiful; they said too much that we could not understand; they did not make sense.*   + The marigolds seem to represent hope, beauty, and optimism, especially in the face of hardship and suffering. They are strong and resilient, and they persist in their beauty despite being surrounded by decay and ugliness.   + **Q7a: What do you think Lizabeth means when she says, “And I too have planted marigolds”? Is she being literal or metaphorical? How might this connect to the resolution of the story?**     - Lizabeth seems to mean that she has learned to find hope and cultivate beauty even in the face of struggle and hardship. Even though Lizabeth did something horrible by destroying Miss Lottie’s marigolds, reflecting on the experience has helped her grow and resolve her feelings of frustration and anger.   + **Q7b:** **Why might marigolds continue to be a poignant image for Lizabeth?**   + Marigolds are connected to a memory of pain, sorrow, and guilt for Lizabeth, but they are also connected to realizations that made her a better person. These strong, conflicting feelings make marigolds particularly poignant. * **Q8: Why do you think this story is called “Marigolds”?**   + There are a variety of valid interpretations here; students might connect to the significance of destroying Miss Lottie’s marigolds as a turning point in Lizabeth’s young life, or they might note that titling the story Marigolds is a way of suggesting the endurance and importance of hope and beauty. |
| **Exit Ticket (10 minutes)**   * **Q1a. What has caused Lizabeth to feel this way? Why?**   + Lizabeth feels “great bewilderment and fear” after she overhears her father crying about his feelings of frustration and powerlessness as he struggles to find work. Overhearing this conversation shakes Lizabeth’s understanding of her family and the world. * **Q1b. What do these feelings cause her to do?**   + Overwhelmed by her feelings, Lizabeth lashes out by destroying all of Miss Lottie’s marigolds. * **Q2. In one carefully written sentence, explain a symbolic meaning of marigolds as they appear in the story.**   + Strong and resilient, the marigolds symbolize the endurance and importance of hope in the face of hardship. |
| **Homework Answers**   1. **Imagine that you are Miss Lottie and write about your experience discovering Lizabeth destroying your marigolds. What are you thinking about? What are you feeling? What do you want to do or say? Write 6-8 sentences from Miss Lottie’s perspective.**  * This is a creative writing assignment, so responses will vary. |