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**Homeroom**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Narrative Short Stories (“Marigolds”) “I too have planted marigolds”**

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| **Lesson Objective:** Consider the emotional and symbolic significance of the climax and resolution. |

**Do Now**

**Directions**: Read the article below, then answer the questions that follow.

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| **Marigolds**  Marigolds are flowers that are common to gardens all over the world. While they grow in many colors, marigolds are especially bright, with orange, yellow, or red petals packed closely together to form a ball. Because of their resemblance to a ball of fire, marigolds are sometimes called the “herb of the sun.”  The name marigold comes from “Mary’s gold”; early Christians are said to have lain the flowers on Mary’s altar as an offering instead of coins. As part of the rituals of the Mexican holiday *Dia de los Muertos* (Day of the Dead), marigolds decorate altars of deceased loved ones to symbolize remembrance of the dead.  Marigolds are considered particularly hardy flowers; they can grow in many different environments and thrive in lots of heat. Strong and resilient, marigolds are a popular summer flower because they can withstand the sun and don’t need much care. |

1. Jot a few words and phrases that capture some of the possible symbolic meanings of marigolds.

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| **Notes** |

1. Why might Collier have chosen marigolds to be the flower in Miss Lottie’s garden?

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| **Vocabulary: Poignant, Retribution, Contrition** | | | | |
| **Word** | **Definition** | **Related**  **Parts of Speech** | **Situations** | **Image** |
| **poignant**  (POY-nyant)  *adjective* | deeply moving and emotional, often related to sadness or loss | poignance  *noun*  poignancy  *noun* | * The actress gave a **poignant** performance in her portrayal of a prisoner of war. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **retribution**  *noun* | the act of taking deliberate revenge | retributive  *adjective* | * He decided not to prank his classmates because he feared becoming a target of **retribution**. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **contrition**  *noun* | the state of being sorry and feeling regret | contrite  *adjective* | * Her tears of **contrition** seemed sincere as she apologized to her friend. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

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| **Vocabulary Active Practice** |
| **As we apply our new word knowledge, be sure to use the vocabulary word in your answer!**   1. What might be a **poignant** ceremony or event?   In a fit of rage, you break your sibling’s favorite toy. What might you say and do to express **contrition**?  Why might someone feel **contrite** about committing an act of **retribution**? Why might someone *not* feel **contrite** about taking **retribution**?   1. Why might looking through old baby photos be **poignant** for a parentome people would argue that seeking satisfaction through **retribution** is a **futile** endeavor. Would you agree? Why or why not?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Pages 6-7: On Your Own**

**Annotation Task:** While you read, underline details that help you understand Lizabeth’s father’s **conflict**. After you finish reading this section, jot a margin note about how overhearing this conversation seems to impact Lizabeth.

1. Develop this sentence in two different ways according to the guidelines below:

**Suddenly he sobbed.**

Explain who and why.

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Include the quoted phrase, “bewilderment and fear.” (**Hint:** Consider who these feelings describe!)

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| **Notes** |

Image result for key iconReread these lines from p. 4:

*The world had lost its boundary lines. My mother, who was small and soft, was now the strength of the family; my father, who was the rock on which the family had been built, was sobbing like the tiniest child. Everything was suddenly out of tune, like a broken accordion.*

**Turn and Talk:** Why does everything feel “out of tune” for Lizabeth?

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| **Notes** |

Compare the original version to the altered version below. How does the altered version change the meaning of the line?

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| **Original** | **Altered** |
| *The world had lost its boundary lines.* | ***My family*** *had lost its boundary lines.* |

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What might the language in the original suggest about the impact of this conversation on Lizabeth?

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**Pages 7-9**

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| In Greek mythology, the Furies are goddesses of revenge and **retribution**. They pursue and punish people who have committed crimes, often driving them to madness. |

1. Image result for key iconCompare these moments from different parts of the story:

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| **p. 2** | **p. 4** |
| *But old fears have a way of clinging like cobwebs, and so when we sighted the tumbledown shack, we had to stop to reinforce our nerves.* | *The half-dawn light was more eerie than complete darkness, and in it the old house was like the ruin that my world had become—foul and crumbling, a grotesque*1 *caricature*2*. It looked haunted, but I was not afraid, because I was haunted too.*  **1grotesque:** repulsively ugly or distorted  **2caricature:** a description or image with certain aspects exaggerated, usually for comic effect |

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”?

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1. **Turn and Talk:** 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.

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| **Notes** |

1. Image result for key iconReread these lines from p. 5:

*And there was no rage in the face now, now that the garden was destroyed and there was nothing any longer to be protected.* […]

*The witch was no longer a witch but only a broken old woman who had dared to create beauty in the midst of ugliness and sterility*1*.*

1**sterility:** inability to produce life

1. Does anything about Miss Lottie’s reaction surprise you? Why or why not?

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1. What does Lizabeth seem to realize about Miss Lottie in this moment?

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**Revise**

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.

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1. **Turn and Task:** 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?

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| **Notes** |

1. Image result for key iconReread the lines that end the story:

*Yet, there are times when the image of those passionate yellow mounds returns with a painful* ***poignancy****. For one does not have to be ignorant and poor to find that his life is as barren as the dusty yards of our town. And I too have planted marigolds.*

1. 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?

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1. Why might marigolds continue to be a **poignant** image for Lizabeth?

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| **Notes** |

1. Why do you think this story is called “Marigolds”?

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**Homeroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Exit Ticket**

1. Reread these lines from p. 4:

*Where did I fit into this crazy picture? I do not now remember my thoughts, only a feeling of great bewilderment and fear.*

1. What has caused Lizabeth to feel this way? Why?

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1. What do these feelings cause her to do?

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1. In one carefully written sentence, explain a symbolic meaning of marigolds as they appear in the story.

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**Homeroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Homework**

**Directions**: 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.

**Challenge:** Include a form of a vocabulary word and circle them in your writing.

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