**Process for Part I of “A Rose for Emily”**

**STEP BY STEP:**

* **GROUND WORK:** Students SILENTLY review the new handout: Companion Guide for “A Rose for Emily.” - This text can be difficult so I am providing a survival guide to help you with difficult words and confusing phrases. I have bolded these and put a text box with definition or explanation after each bolded word/phrase. This is to help you with the comprehension so that you can focus on analyzing theme and text structure without having to worry about not understanding the basic story.
* **LESSON:**
* Now that you have reviewed vocabulary and odd phrases (this was written in 1930), it is time to tackle the standards below. I have modeled the first page of Part 1 for you.

\*Analyze theme development over the course of the text (which we will do by annotating in the text box on the side of each page of the short story).

\*Analyze how text structure (specifically pacing and manipulation of time) is used to create such effects as mystery, tension, and surprise (which we will do by marking the text for hints related to time and then coding the text with p = past, pr = present, and f = future).

- Let us first read for understanding and for TEXT STRUCTURE. **I want you to notice the words/phrases that I highlighted which helped me figure out which sections were occurring in the past, present, or future.** This author jumps around! (Read aloud page 1.)

Just to make sure you understood what was happening, here is a short synopsis of each paragraph:

\*Paragraph 1: We start the story when Miss Emily is dead, at her funeral. We discover that no one (except her butler – servant) had seen her in 10 years and that she really has no friends or family. This is evident because the men only went to her funeral because they felt obligated (like they had to) and the women only went because they were nosy gossips who wanted to see what was in her house. No one went because they loved her or even cared about her. How sad! I wonder why? Did she deserve it or were they all just jerks?

\*Paragraph 2: What “had once been” is repeated twice in describing the houses and neighborhood. Clearly this used to be a well off neighborhood with really nice houses and prestigious (high economic/social status) families. However, it has since fallen apart to decay but also to more modern things. Miss Emily’s house is the last remaining, even though it does not look nice anymore. I wonder if Miss Emily is “stubborn” like her house? It ends with “and now” Miss Emily, the last of this high society, is being buried. “And now” tells me that the funeral of deceased Miss Emily is the PRESENT (PR).

\*Paragraph 3: With the word “Alive” we realize that we have all of a sudden jumped back in time. (I now code the text with P for PAST.) This is called a flashback. A flashback is a literary device that is used to give us background information that will help us understand important information later on that we may not have known or understood otherwise. We learn that her dad died when she was young (maybe a teenager or at least before she was married – remember this is the late 1800s when women “needed” a man to take care of them). The mayor at that time cancelled her yearly taxes but did so by telling her a BIG lie about a deal with her dad loaning money to the town and the town paying him back this way. The mayor did this because he knew she was proud and wouldn’t accept the town’s charity. This was something the entire town covered up as a responsibility “hereditary obligation” and while it was kind, later generations did not appreciate it.

\*4th paragraph: The newest generation was over the lie. Now that she was all grown up, they wanted her to pay up. The sent her tax notices and wrote her letters, politely but firmly asking for her tax payment and even offering to send a car to pick her up so that she could come pay it. She didn’t respond initially and then finally responded with a very short letter saying that she didn’t go out anymore AND she returned the tax notice with no payment. LOL! What can you infer that Miss Emily really meant by this? I imagine her with one eyebrow raised, pursed lips, and giving them the middle finger behind closed doors. Clearly, she wasn’t going to budge.

Still not clear about the time structure? Here’s what it would look like, so far, in a time line:

February – no response

January (of the new, modern generation) Tax bill mailed to Emily.

1894 – Emily’s dad has died & the mayor cancels her taxes.

Emily died – this is her funeral.

A week later, sheriff mails formal letter – Emily replies.

Miss Emily was born.

Story Begins

Flashback

- Now, let us look back through the text an annotate (make notes on) THEME in the text box on the margin. Remember that theme is a recurring central idea or concept of a story. Think little words but BIG ideas (similar to main idea but of literature).

\*Notice how I have looked at each paragraph to see if I see any connections to any of the three themes:

1. Isolation (being separate from the rest or alone)

2. Versions of Reality (When people view the truth of reality differently. For example, if two students were interviewed about a fight they saw and had very different takes on what actually happened, they would have different versions of reality.)

3. Memories in the past (reminiscing or nostalgia – remembering with longing)

\*Each time, I indicated the paragraph number (or text chunk), the theme, and a detailed explanation of how the theme is evident in or connected to the text. Please review the model for Theme Connection text box on page 1 now.

* **PRACTICE (You may work with a partner.)**
* You will complete the same process with page 2 of the text (the end of part 1). If you finish early, go on to Part 2. Remember…
1. Mark the text (underline, circle, or highlight) for any clues associated with time.
2. Use that text marking to code the text with P (past), PR (present), or F (future).
3. Go through each paragraph looking for connections to one or more themes. Write the paragraph number, theme, and detailed explanation in the text box. (Page 2 with have 3 paragraphs. Treat all the mini-paragraphs after #2 as the 3rd paragraph/text chunk because it is just one conversation.)