

Little Women

Grade Level or Special Area: 5th Grade Literature

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Length of Unit: Ten 50 minute lessons plus the Culminating Activity

I. ABSTRACT

This unit is designed to complement *The Young Collector's Illustrated Classic Little Women*. It is an abridged version of the entire novel. Some material, including background information and activities, would be adaptable for the unabridged version. Love of family, perseverance through difficulties, and a remaining true to your convictions are all themes of this story. These themes will be explored throughout the reading, vocabulary, and literary activities of this unit. It is suggested that this unit be taught at the same time as the Civil War unit in Social Studies that is a part of the *Core Knowledge Sequence* for fifth grade.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students will understand that the love of family is important.
 - 2. Students will discover how perseverance through difficulties can make them stronger.
 - 3. Students gain an understanding of the importance of remaining true to your convictions.
- B. Content from the *Core Knowledge Sequence* (page 110)
 - 1. *Little Women* (Part First) (Louisa May Alcott)
- C. Skill Objectives
 - 1. Students will read for pleasure and knowledge.
 - 2. Students will increase vocabulary to improve reading comprehension.
 - 3. Students will be able to retell key events in their own words as a character from the novel.
 - 4. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
 - 5. Students will begin analyzing different characters in the story to better understand them and their choices.
 - 6. Students will be able to predict events in the story.
 - 7. Students will be able to match vocabulary terms and definitions.
 - 8. Students will demonstrate their knowledge and understanding of the story.
 - 9. Students will learn to work together with classmates to achieve a common goal.
 - 10. Students will see how literature can help them express their thoughts and feelings.
 - 11. Students will evaluate if the Concept Objectives were reached.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *Little Women*, Louisa May Alcott (unabridged)
 - 2. <http://www.louisamayalcott.org/>
- B. For Students
 - 1. Civil War (2nd Grade)

IV. RESOURCES

- A. *The Young Collector's Illustrated Classics Little Women*, Louisa May Alcott (all lessons)
- B. *Little Women*, Louisa May Alcott (unabridged) (for reference)

- C. <http://www.louisamayalcott.org/>
- D. *Little Women* (Video for Culminating Activity)

V. LESSONS

Lesson One: The March Girls

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that the love of family is important.
 - b. Students will discover how perseverance through difficulties can make them stronger.
 - c. Students gain an understanding of the importance of remaining true to your convictions.
2. Lesson Content
 - a. *Little Women*
3. Skill Objective(s)
 - a. Students will read for pleasure and knowledge.
 - b. Students will increase vocabulary to improve reading comprehension.
 - c. Students will be able to retell key events in their own words as a character from the novel.

B. *Materials*

1. Novel
2. Copies of the *Little Women* Notebook (Appendix I) for each student

C. *Key Vocabulary*

1. Knitting: to form fabric from loops of yarn
2. Chaplain: an army minister, pastor, or priest
3. Handkerchiefs: square of cloth used for tissues, or Kleenex
4. Marmee: the Mother's nickname
5. Cologne: perfume
6. Anxious: worried, excited
7. Embroidered: sewn with decorative stitches
8. Pitiful: sad, pathetic
9. Intentions: what someone means to do

D. *Procedures/Activities*

1. Before beginning the lesson make sure you have copied the Little Women Notebooks, Appendix I, for each student. You should collect up the Notebooks every few lessons to grade them and to make sure the students are on track.
2. Also, make sure that you have read the "Background Information on the Author" (Appendix B). Share the background information with the students as you see fit. It is interesting for the students to know that many of the events of the story actually happened to Louisa May Alcott in her life and that the four sisters resemble the four Alcott sisters in many ways.
3. In Chapter 9 it is mentioned that Laurie set up a post office between the two families. Consider doing a classroom post office. You could combine it with Language Arts lessons on letter writing.
4. Finally, Appendix A is a Master Vocabulary List with all of the unit's terms and definitions for easy reference.
5. Share the Concept Objectives with your students. They should know in advance what to be looking for and noticing.
6. Ask students to imagine how they would feel if they were used to getting presents on holidays or other special days, and then were told that they would not get anything this year. Would they be disappointed? What if they were told they

would have one dollar to spend any way they wanted. Would they use it for themselves or for a gift for someone else? What if the other part of the special day was to include an extra special meal? How would they feel about giving their part of the food away to a stranger? Would they want to do it? Would it be hard? Tell students that that is exactly what happens to the characters in our new novel, *Little Women*.

7. Pass out copies of the novel. Take a few moments to preview the book.
8. Pass out the Notebooks to each student. Let them know that this notebook will contain most of the activities for this novel including vocabulary. Tell them that you will go over vocabulary each day and that they are expected to fill in the definitions. They will be responsible for knowing all of the vocabulary words for quizzes and tests. Do Activity 1 Vocabulary together.
9. Once students have seen the vocabulary and the illustrations ask them to guess when the story is set and where (1860's, Civil War, Massachusetts). Show students Massachusetts on a map.
10. Read Chapters 1 and 2, pages 11-26.
11. Have students complete Activity 2 in their Notebooks. They are to write a letter to pretend they are one of the characters and write a letter to their father to tell him about their Christmas day. They will need to include at least three details from the book. They may use the book if they want during their writing. If a boy is uncomfortable with this, then he can pretend to be Laurie writing to the girls' Father telling him about what he has seen them do. They will need to include three details as well.

E. *Assessment/Evaluation*

1. Activity 2 Reader's Response

Lesson Two: Friends and Neighbors

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that the love of family is important.
 - b. Students will discover how perseverance through difficulties can make them stronger.
2. Lesson Content
 - a. *Little Women*
3. Skill Objective(s)
 - a. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
 - b. Students will begin analyzing different characters in the story to better understand them and their choices.
 - c. Students will read for pleasure and knowledge.
 - d. Students will increase vocabulary to improve reading comprehension.

B. *Materials*

1. Novels
2. Notebooks
3. Pictures of women and men dressed in the 1860's styles
4. Pictures to represent vocabulary terms, if possible

C. *Key Vocabulary*

1. Fussed: taken extra care with, sometimes too much care
2. Gala: fancy event
3. Maroon: dark red, burgundy
4. Chrysanthemum: a type of flower; often called a mum

5. “Out of sorts”: not quite right; out of control
6. Governess: a person hired to teach and take care of children
7. Confide: to share
8. Stately: proud, intimidating
9. Conservatory: a room, or building made of mostly glass used to grow flowers in, greenhouse

D. *Procedures/Activities*

1. Before this lesson you will need to make a copy or two and fill in students’ names on the “Weekly Oral Reading Chart” Appendix C. (The chart has spaces for fifteen students.) Look over the chart so that you know how to use it. Just tally mark errors as the student reads aloud. Put a + or – in the boxes for “Expression”, “Rate” and “Volume”. Make quick comments as you can. It is suggested that you have each student read two or three paragraphs, depending on length. Don’t try to tabulate anything until a later time. You can decide how to grade this. You may want to have a certain number of errors equal a certain grade, or decide to rank everyone overall based on the best and worst readings. This is just a tool to help you. If you prefer a different method, use it. This is useful in seeing what type of errors students are making. You will repeat this assessment in Lessons Eight and Nine.
2. Complete Activity 3 Vocabulary. Show pictures of vocabulary words if possible and encourage students to draw simple sketches in their Notebooks to help remind them of definitions.
3. Tell students that today they will need to focus to two particular items. You will be grading how they read aloud and taking notes as they read. Encourage them to relax and read clearly and with expression. The second item they will be focusing on is the different qualities of the four March sisters and Marmee, as they will begin to create character sketches. Let them know that as a class they will be working on creating life-size paper cutouts to represent the major characters as they go through the novel.
4. Talk momentarily about how women dressed back in the 1860’s. The dresses were very long and very wide. Women were expected to wear gloves outside of their homes and especially during formal events like a dance. Show pictures of the dress and hairstyles to help students picture the events in today’s reading. These will also help them as you design the life-size characters.
5. Have students read aloud Chapters three through five, pages 27-50. Fill out the “Weekly Oral Reading Chart” Appendix C. (It is easiest if you have them read in the order you have the form filled out.) If you are not able to complete the Chart in one day, just continue on the next day.
6. Begin Activity 4 Character Guides together. There is a page for each major character. Today, just focus on Marmee and Jo. Students should begin to write in their Notebooks adjectives to describe each character. They should leave room to draw actual sketches of the people. Model this activity on the board for Marmee and have them copy items into their Notebooks and then go onto Jo’s section on their own.

E. *Assessment/Evaluation*

1. “Weekly Oral Reading Chart” Appendix C

Lesson Three: Choices and Consequences

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that the love of family is important.

- b. Students will discover how perseverance through difficulties can make them stronger.
 - c. Students gain an understanding of the importance of remaining true to your convictions.
 - 2. Lesson Content
 - a. *Little Women*
 - 3. Skill Objective(s)
 - a. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
 - b. Students will begin analyzing different characters in the story to better understand them and their choices.
 - c. Students will read for pleasure and knowledge.
 - d. Students will increase vocabulary to improve reading comprehension.
- B. *Materials*
 - 1. Novels
 - 2. Notebooks
 - 3. “Weekly Oral Reading Chart” Appendix C from yesterday
- C. *Key Vocabulary*
 - 1. Stern: firm, somewhat angry
 - 2. Fib: a lie
 - 3. “Putting on airs”: acting like a snob
 - 4. Fiancé: a person engaged to be married
 - 5. Society: the social life of wealthy, important, and fashionable people
 - 6. Train: a long part of a dress that trails on the ground behind a woman
 - 7. Champagne: sparkling wine
 - 8. Spectacle: to behave foolishly in front of people
 - 9. Rubbish: worthless, trash
 - 10. Parlor: a formal room like a fancy living room
 - 11. Asparagus: skinny green vegetable with a pointy top
 - 12. Mortified: very embarrassed
 - 13. Gales: loud outburst of laughter
- D. *Procedures/Activities*
 - 1. Be prepared to finish the “Weekly Oral Reading Chart” Appendix C today.
 - 2. Ask the students if they have ever been so angry that they refuse to forgive a brother or sister or friend. Ask them how they would feel if something bad happened to that person. Tell them that in today’s reading the sisters will discover the importance of not letting their tempers get the best of them and the importance of forgiveness.
 - 3. Complete the vocabulary for Lesson 3 in the Notebooks.
 - 4. Read Chapter 6 pages 51-58 and discuss it answering questions as needed. Complete the “Weekly Oral Reading Chart” Appendix C during the readings.
 - 5. In the next chapter Meg has a chance to stay with some wealthy friends and live like they do. She learns some important lessons on staying true to her convictions (what she believes in) and how precious her family is even if they are poor.
 - 6. Read Chapter 7 pages 59-64. Discuss how Meg feels after going against her convictions by wearing an immodest dress and drinking too much champagne. Talk about how easy it is to go along with what everyone else is doing, even if you wouldn’t normal do those things. Standing up for your convictions means doing what you believe is right no matter what anyone does or says. When Laurie confronts Meg she realizes how different she is acting to impress her

- friends. She does confess to Marmee and Jo when she gets home and feels better.
7. This next chapter is a fun one where the girls try an experiment of not doing any work at all and only doing what they want with funny and sad results teaching them a good lesson that it takes everyone doing their part to keep the family running smoothly.
 8. Continue working on the Activity 4 Character Guides. They may add more details to Marmee and Jo and then should move onto Meg and Beth.
- E. *Assessment/Evaluation*
1. “Weekly Oral Reading Chart” Appendix C

Lesson Four: New Friends, New Experiences and Sad News

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that the love of family is important.
 2. Lesson Content
 - a. *Little Women*
 3. Skill Objective(s)
 - a. Students will be able to predict events in the story.
 - b. Students will be able to match vocabulary terms and definitions.
 - e. Students will increase vocabulary to improve reading comprehension.
 - c. Students will read for pleasure and knowledge.
 - d. Students will begin analyzing different characters in the story to better understand them and their choices.
- B. *Materials*
1. Novels
 2. Notebooks
- C. *Key Vocabulary*
1. Croquet: a game played using mallets to knock wooden balls through metal arches
 2. Manuscript: a written out story or article
 3. Mischief: trouble
 4. “‘fess up”: confess
 5. Telegram: a message sent by telegraph between distant places
 6. Rash: foolish, without thinking
 7. Selflessness: not thinking of your own needs
 8. Stifled: covered up
 9. Vain: being too proud about how you look
- D. *Procedures/Activities*
1. In today’s reading the March sisters will spend time with some of Laurie’s friends and his tutor, John Brooke. John will become important to the story. Also, Jo has a secret she wants to keep from everyone that makes her act weird. Have students predict what her secret might be. In the third chapter the March family will receive some scary news. They will all have to work together and care for each other to get through it. The love of the family is very important in this chapter and Jo shows herself willing to make sacrifices for others.
 2. Complete Activity 6 Vocabulary. This time the students will try to match the terms to their definitions. Give them about five minutes working with a partner to see if they can figure them all out. At the end of the time go over the terms and definitions as a class to make sure everyone gets them correct.
 3. Read Chapters 9-11, pages 73-90.

4. Ask the students to predict what will happen with John Brooke. Ask them what they thought of Jo sacrificing her hair for money for her family. What would be something they could give up to help their family if it was needed? What do they think will happen to Mr. March?
 5. Work on the Activity 4 Character Guides. Have students begin to sketch what they think the characters look like if they haven't already. Since they are going to be designing life-size characters soon they need to think about them as real people. What do they wear? What type of things would these characters have with them to make them distinct? For example, Beth would probably have sheet music, or sewing.
 6. Plan on having your students divide up into groups to create the life-size characters. Since there are six main characters the group size will depend on your class size. Try to only have four or five in a group so that everyone is working. If you have a large class you might want to add in a character for Mr. Brooks, Mr. March, or Mr. Bhaer.
 7. Let students know that there will be a quiz tomorrow over Part I of the book after you have completed it. Encourage them to take their novels home to review the first eleven chapters. The quiz will mostly be questions matching people to what they have done, or are known for.
- E. *Assessment/Evaluation*
1. Gather up the students Notebooks to make sure they are on track with Vocabulary and the Character Guides.

Lesson Five: Trials of Life and Happy Endings

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that the love of family is important.
 - b. Students will discover how perseverance through difficulties can make them stronger.
 - c. Students gain an understanding of the importance of remaining true to your convictions.
 2. Lesson Content
 - a. *Little Women*
 3. Skill Objective(s)
 - a. Students will read for pleasure and knowledge.
 - b. Students will increase vocabulary to improve reading comprehension.
 - c. Students will demonstrate their knowledge and understanding of the story.
- B. *Materials*
1. Novels
 2. Notebooks
 3. Copies of Part I Quiz Appendix D for each student
- C. *Key Vocabulary*
1. Scarlet fever: a contagious disease, often deadly, that included a red rash on the skin
 2. Grocer: one who sells groceries
 3. Hovered: to wait near by, hanging over
 4. Ordeal: difficult time, challenge
 5. Turquoise: blue-green stone
 6. Invalids: sick or injured people who cannot move around easily
 7. Ceremoniously: formally

8. Stammered: stuttered
 9. Sentiments: sweet thoughts
- D. *Procedures/Activities*
1. Before starting this lesson make sure that you have copied the Part I Quiz for each student.
 2. At the beginning of the lesson remind students that there will be a quiz at the end of class.
 3. Complete the Activity 7 Vocabulary for this lesson. To save time on today's list the definitions are already given, so just read through them as a class.
 4. Read Chapters 12-14, pages 91-112. During the reading give students a chance to express their feelings about Beth being so sick. It is a difficult chapter and students may feel a need to share their fears. The end of Chapter 14 ends the first part of the book. Let students know that that is where Louisa May Alcott finished the book. She was encouraged to write the second part and completed it several years later. This book was her first well-known novel and helped her to be able to take care of her own family.
 5. Ask if there are any questions before passing out the quiz and answer them as necessary. Instruct students to work on their character guides and sketches after they complete and turn in the quiz.
- E. *Assessment/Evaluation*
1. Part I Quiz Appendix D

Lesson Six: New Lives

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that the love of family is important.
 - b. Students will discover how perseverance through difficulties can make them stronger.
 2. Lesson Content
 - a. *Little Women*
 3. Skill Objective(s)
 - a. Students will read for pleasure and knowledge.
 - b. Students will increase vocabulary to improve reading comprehension.
 - c. Students will learn to work together with classmates to achieve a common goal.
- B. *Materials*
1. Novels
 2. Notebooks
 3. Pictures of men and women in clothing from the 1860's
 4. Copies of "Group Project Evaluations" Appendix G for each student
- C. *Key Vocabulary*
1. Twilight: sunset
 2. Delicate: fragile, easily broken
 3. Dovecote: a bird house
 4. Promenading: walking
 5. Bittersweet: both bitter and sweet, both happy and sad
 6. Charcoal: black drawing pencil
 7. Plaster casts: molds made of plaster
 8. Submit: to give in
 9. Domestic: having to do with things at home
 10. Preserves: jams and jellies

11. Currant: a small sour berry
12. Demi: prefix meaning half

D. *Procedures/Activities*

1. In today's reading we will see the March family as it is three years later preparing for Meg's wedding. The girls have grown up into young ladies now.
2. Complete the Activity 8 Vocabulary. To save time on today's list the definitions are already given, so just read through them as a class.
3. Read Chapters 15-17, pages 113-130.
4. Before letting the students get into groups for the life-size characters project be sure to let them know that they will be receiving a grade, not just for their final project, but also for how well they can work in a group. Pass out the "Group Project Evaluations" to each student. Go over it together as a class. Let them know they will be required to fill these out several times throughout the project. They will be expected to complete and turn in one today.
5. Have the students get into their groups for the life-size characters. You may let them chose what groups to be in, or you can assign them. Keep the groups small (four or five students) to ensure that everyone works. Instruct them to share their sketches with each other and chose the best design idea to you. They must have a plan before they start working on the big paper tomorrow! They are to make the characters look like what the students think they would look like. The work must be neat, but they do not need to worry about making it perfect. They will need to include pictures of different objects to identify their character. They will need to find ways to creatively add the different adjectives they listed on their Character Guides to their life-size characters. Let them know that the life-size characters will be displayed around the school where others will see them so they want to do their best work. Today's goal is to complete the plan. If they complete their plan and there is time to begin, then give them the butcher paper. The figures sure be made out of white, but dresses may be added on with the colored paper. It would take forever to color them in by hand! They must use the time well and not waste it.
6. Warn students about ten minutes before class is over that they have ten minutes to finish the plans and complete their "Group Work Evaluations" Appendix G. Give them a five-minute warning that they should be completing the Evaluations. Collect up the evaluations and plans. Go over the plans before the next lesson to make sure students are on track and give guidance where needed. Let them know that they will need their art supplies for the next few lesson.

E. *Assessment/Evaluation*

1. "Group Work Evaluations" Appendix G
2. Character Plans

Lesson Seven: Troubles and New Adventures

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that the love of family is important.
 - b. Students gain an understanding of the importance of remaining true to your convictions.
2. Lesson Content
 - a. *Little Women*
3. Skill Objective(s)
 - a. Students will read for pleasure and knowledge.
 - b. Students will increase vocabulary to improve reading comprehension.

- c. Students will learn to work together with classmates to achieve a common goal.
- B. *Materials*
 - 1. Novels
 - 2. Notebooks
 - 3. Several large pieces of white butcher paper and colored butcher paper to make the life-size characters
 - 4. “Group Project Evaluations”
 - 3. Each student will need art supplies and scissors
 - 4. Copies of “Group Project Evaluations” Appendix G for each student
- C. *Key Vocabulary*
 - 1. Haughty: stuck up
 - 2. Sociable: enjoying peoples’ company
 - 3. Dismay: to be upset, hopeless
 - 4. “Favors burden you”: a phrase that meant a person did not want others to do things for him or her because then he or she felt that one must do something nice back
 - 5. Stout: large, sturdy
 - 6. “Going abroad”: traveling to a foreign country
- D. *Procedures/Activities*
 - 1. Complete Activity 9 Vocabulary.
 - 2. Talk to students about the fact that it was the custom at this time to call on neighbors and friends for visits on certain days of the week when you knew they would be home. It was considered important to the relationships to visit with one another regularly. There were a lot of rules about how people, especially ladies, were supposed to behave when on calls. Amy lives by those rules and is a wonderful guest. Jo, however, doesn’t care to be bothered by it all and embarrasses Amy. In the end Jo suffers for it
 - 3. Read Chapters 18-20, pages 131-148.
 - 5. Give students time to work on their life-size characters. Remind them to be diligent and work hard.
 - 4. Give them a warning signal before clean up time. Once they are done cleaning have them complete “Group Project Evaluations” Appendix G.
 - 5. Collect up the Evaluations.
- E. *Assessment/Evaluation*
 - 1. “Group Project Evaluations” Appendix G

Lesson Eight: Heartaches

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand that the love of family is important.
 - b. Students will discover how perseverance through difficulties can make them stronger.
 - c. Students gain an understanding of the importance of remaining true to your convictions.
 - 2. Lesson Content
 - a. *Little Women*
 - 3. Skill Objective(s)
 - a. Students will read for pleasure and knowledge.
 - b. Students will increase vocabulary to improve reading comprehension.

- c. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
 - d. Students will learn to work together with classmates to achieve a common goal.
- B. *Materials*
- 1. Novels
 - 2. Notebooks
 - 3. Art supplies
 - 4. Butcher paper
 - 5. “Weekly Oral Reading Chart” Appendix C
 - 6. “Group Project Evaluations” Appendix G
- C. *Key Vocabulary*
- 1. Immensely: not able to be measured
 - 2. Accomplished: having done many things well
 - 3. Transparent: somewhat see-through
 - 4. Escorting: going along with
 - 5. Regret: wishing things were different
- D. *Procedures/Activities*
- 1. Before this lesson you will need to make a copy or two and fill in students’ names on the “Weekly Oral Reading Chart” Appendix C. Follow the directions from Lesson Three. Let the students know that you will be evaluating their oral reading again today and tomorrow.
 - 2. Complete Activity 10 Vocabulary.
 - 3. Read Chapters 21-23, pages 149-164.
 - 4. Have students finish up their characters today, if possible. If they are finished, they may work on a project from the “Literature Project List” Appendix H. It is up to you if you want to require them to complete one of these projects for a grade. These are just some suggestions. Feel free to add or subtract items.
 - 5. Collect and display completed characters somewhere special. Include a small sign indicating who created which characters.
 - 6. Have students complete their “Group Project Evaluations” Appendix G.
- E. *Assessment/Evaluation*
- 1. “Weekly Oral Reading Chart” Appendix C
 - 2. “Group Project Evaluations” Appendix G

Lesson Nine: Valley of the Shadow

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students will understand that the love of family is important.
 - 2. Lesson Content
 - a. *Little Women*
 - 3. Skill Objective(s)
 - a. Students will read for pleasure and knowledge.
 - b. Students will increase vocabulary to improve reading comprehension.
 - c. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
 - d. Students will learn to work together with classmates to achieve a common goal.
 - e. Students will see how literature can help them express their thoughts and feelings.

- B. *Materials*
1. Novels
 2. Notebooks
 3. “Weekly Oral Reading Chart” Appendix C
 4. Art supplies
 5. Life-size characters
- C. *Key Vocabulary*
1. Wearied: extremely tired
 2. Despair: without hope
 3. Content: satisfied, happy
 4. Relics: old items left from long ago
- D. *Procedures/Activities*
1. Be prepared to complete the “Weekly Oral Reading Chart” Appendix C. You should have time tomorrow to complete it if necessary.
 2. This may be a tough lesson today because Beth dies. Be prepared for that and willing to stop to let the students share their feelings. Do not be so concerned with completing the pages that the lessons are lost.
 3. Complete Activity 11 Vocabulary together.
 4. Read Chapters 24-26, pages 165-174.
 5. Have students complete their life-size characters today if they have not already done so. They may work on their other projects as well. Use “Character Poster Rubric” Appendix J to assess the posters.
 6. It is up to you to decide if you want to assign Activity 12 “Reader’s Response” for class work, or homework. It is a chance for students to reflect on Beth’s life as well as her death and what it means to them.
- E. *Assessment/Evaluation*
1. “Weekly Oral Reading Chart” Appendix C
 2. Activity 12 “Reader’s Response”
 3. Completed life-size characters
 4. “Character Poster Rubric” Appendix J

Lesson Ten: Surprises and New Joys

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that the love of family is important.
 - b. Students gain an understanding of the importance of remaining true to your convictions.
 2. Lesson Content
 - a. *Little Women*
 3. Skill Objective(s)
 - b. Students will read for pleasure and knowledge.
 - c. Students will increase vocabulary to improve reading comprehension.
 - d. Students will evaluate if the Concept Objectives were reached.
- B. *Materials*
1. Novels
 2. Notebooks
- C. *Key Vocabulary*
1. Trooped: walking purposefully
 2. Cordially: politely
 3. Cross: angry, upset
 4. Coolly: uninterested, bored

- D. *Procedures/Activities*
1. Today you will finish the novel! Complete the Activity 13 Vocabulary.
 2. Read Chapters 27 and 28, pages 175-189.
 3. Review key points to the story in preparation for the Final Test.
 4. Be sure to review the Concept Objectives for the unit with the students. Talk about each objective and ask students to give examples from the story that display the key concepts. You may wish to have them write these down, but that is up to you.
 5. Have students complete any and all projects they are working on. Have them be prepared to share their projects with the class during the Culminating Activity.
- E. *Assessment/Evaluation*
1. The Final Test and projects due tomorrow will be the assessments.

VI. CULMINATING ACTIVITY

- A. Pass out copies of “Final Test” Appendix E to each student and test according to your standard procedure. After you have collected the completed tests have students share their projects. Finally, watch a video of *Little Women*. Several movies have been made based on the novel; both the 1994 version and the 1933 version are excellent. Relax and enjoy!

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Master Vocabulary List
 B. Appendix B: Background Information on Louisa May Alcott
 C. Appendix C: Weekly Chart for Oral Reading
 D. Appendix D: Part I Quiz
 E. Appendix E: Final Test
 F. Appendix F: Answer Keys
 G. Appendix G: Group Work Evaluations
 H. Appendix H: Literature Project List
 I. Appendix I: Little Women Notebook for Students
 J. Appendix J: Character Poster Rubric

VIII. BIBLIOGRAPHY

- A. Alcott Family Background Information: <http://www.alcottweb.com/>
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Appendix A, page 1

Master Vocabulary List

Lesson One: Chapters 1 and 2

Knitting: to form fabric from loops of yarn
Chaplain: an army minister, pastor, or priest
Handkerchiefs: square of cloth used for tissues, or Kleenex
Marmee: the Mother's nickname
Cologne: perfume
Anxious: worried, excited
Embroidered: sewn with decorative stitches
Pitiful: sad, pathetic
Intentions: what someone means to do

Lesson Two: Chapters 3-5

Fussed: taken extra care with, sometimes too much care
Gala: fancy event
Maroon: dark red, burgundy
Chrysanthemum: a type of flower; often called a mum
"Out of sorts": not quite right, out of control
Governess: a person hired to teach and take care of children
Confide: to share
Stately: proud, intimidating
Conservatory: a room, or building made of mostly glass used to grow flowers in, greenhouse

Lesson Three: Chapters 6-8

Stern: firm, somewhat angry
Fib: a lie
Putting on airs": acting like a snob
Fiancé: a person engaged to be married
Society: the social life of wealthy, important, and fashionable people
Train: a long part of a dress that trails on the ground behind a woman
Champagne: sparkling wine
Spectacle: to behave foolishly in front of people
Rubbish: worthless, trash
Parlor: a formal room like a fancy living room
Asparagus: skinny green vegetable with a pointy top
Mortified: very embarrassed
Gales: loud outburst of laughter

Lesson Four: Chapters 9-11

Croquet: a game played using mallets to knock wooden balls through metal arches
Manuscript: a written out story or article
Mischief: trouble
"fess up": confess
Telegram: a message sent by telegraph between distant places
Rash: foolish, without thinking
Selflessness: not thinking of your own needs
Stifled: covered up
Vain: being too proud about how you look

Appendix A, page 2

Lesson Five: Chapters 12-14

Scarlet fever: a contagious disease, often deadly, that included a red rash on the skin
Grocer: one who sells groceries
Hovered: to wait near by, hanging over
Ordeal: difficult time, challenge
Turquoise: blue-green stone
Invalids: sick or injured people who cannot move around easily
Ceremoniously: formally
Stammered: stuttered
Sentiments: sweet thoughts

Lesson Six: Chapters 15-17

Twilight: sunset
Delicate: fragile, easily broken
Dovecote: a birdhouse
Promenading: walking
Bittersweet: both bitter and sweet, both happy and sad
Charcoal: black drawing pencil
Plaster casts: molds made of plaster
Submit: to give in
Domestic: having to do with things at home
Preserves: jams and jellies
Currant: a small sour berry
Demi: prefix meaning half

Lesson Seven: Chapters 18-20

Haughty: stuck up
Sociable: enjoying peoples' company
Dismay: to be upset, hopeless
"Favors burden you": a phrase that meant a person did not want others to do things for him or her because then he or she felt that one must do something nice back
Stout: large, sturdy
"Going abroad": traveling to a foreign country

Lesson Eight: Chapters 21-23

Immensely: not able to be measured
Accomplished: having done many things well
Transparent: somewhat see-through
Escorting: going along with
Regret: wishing things were different

Lesson Nine: Chapters 24-26

Wearied: extremely tired
Despair: without hope
Content: satisfied, happy
Relics: old items left from long ago

Lesson Ten: Chapters 27-28

Trooped: walking purposefully
Cordially: politely
Cross: angry, upset
Coolly: uninterested, bored

Appendix B

Background Information on Louisa May Alcott

from <http://www.louisamayalcott.org/louisamaytext.html>

My book came out; and people began to think that topsy-turvy Louisa would amount to something after all... -Louisa May Alcott, 1855

Louisa May Alcott was born in Germantown, Pennsylvania on November 29, 1832. She and her three sisters, Anna, Elizabeth and May were educated by their father, philosopher/ teacher, Bronson Alcott and raised on the practical Christianity of their mother, Abigail May.

Louisa spent her childhood in Boston and in Concord, Massachusetts, where her days were enlightened by visits to Ralph Waldo Emerson's library, excursions into nature with Henry David Thoreau and theatricals in the barn at Hillside (now Hawthorne's "Wayside").

Like her character, Jo March in *Little Women*, young Louisa was a tomboy: "No boy could be my friend till I had beaten him in a race," she claimed, " and no girl if she refused to climb trees, leap fences...."

For Louisa, writing was an early passion. She had a rich imagination and often her stories became melodramas that she and her sisters would act out for friends. Louisa preferred to play the "lurid" parts in these plays, "the villains, ghosts, bandits, and disdainful queens."

At age 15, troubled by the poverty that plagued her family, she vowed: "I will do something by and by. Don't care what, teach, sew, act, write, anything to help the family; and I'll be rich and famous and happy before I die, see if I won't!"

Confronting a society that offered little opportunity to women seeking employment, Louisa determined "...I will make a battering-ram of my head and make my way through this rough and tumble world." Whether as a teacher, seamstress, governess, or household servant, for many years Louisa did any work she could find.

Louisa's career as an author began with poetry and short stories that appeared in popular magazines. In 1854, when she was 22, her first book *Flower Fables* was published. A milestone along her literary path was *Hospital Sketches* (1863) based on the letters she had written home from her post as a nurse in Washington, DC as a nurse during the Civil War.

When Louisa was 35 years old, her publisher Thomas Niles in Boston asked her to write "a book for girls." *Little Women* was written at Orchard House from May to July 1868. The novel is based on Louisa and her sisters' coming of age and is set in Civil War New England. Jo March was the first American juvenile heroine to act from her own individuality; a living, breathing person rather than the idealized stereotype then prevalent in children's fiction.

In all, Louisa published over 30 books and collections of stories. She died on March 6, 1888, only two days after her father, and is buried in Sleepy Hollow Cemetery in Concord.

Little Women Final Test

Name

Section I Knowledge

1. Who liked to write stories?
2. What war was taking place during the story?
3. Where do Jo and Laurie speak for the first time?
4. Who kept one of Meg's gloves?
5. Who burned her sister's book?
6. Who scared Beth at first, but later became her friend?
7. How did Beth get sick?
8. Who fell through the ice?
9. Who moved to New York?
10. Who traveled abroad?

Section II Comprehension

11. Give an example of one of the girls learning to follow her convictions.

12. Summarize what happened between Jo and Mr. Bhaer.

Section III. Application

13. Tell how, when, where and why Jo opened a school.

Appendix E, page 2

Section IV. Analysis

14. What does the author believe about perseverance through difficulties?

Section V. Synthesis

15. What does this, perseverance through difficulties, mean for your life?

Section VI. Evaluation

16. What character are you the most like and why? Compare yourself to any one of the characters.

17. What is your opinion of Jo marrying Mr. Bhaer? Why do you feel that way?

Appendix F

Answer Keys

Part I Quiz

1. Meg
2. Amy
3. Jo
4. Laurie/Teddy/Mr. Laurence
5. He was a chaplain in the Civil War.
6. They gave it away to a family who was poorer than they were.
7. Amy
8. Meg
9. Beth
10. Marmee

Final Test

1. Jo
2. The Civil War
3. New Year's Eve party
4. John Brooks, Laurie's tutor
5. Amy
6. Mr. Laurence
7. She went to take care of a poor, sick baby who ended up dying from scarlet fever.
8. Amy
9. Jo
10. Amy
11. Answers may vary: Meg at the party; Jo's choices for novels, Amy's telling Laurie to stop being lazy; Beth taking care of the sick baby; all the girls working after the experiment; Meg deciding to marry John and not marry someone else for money like Aunt March wants
12. Answers may vary: They met in New York at the boarding house and became friends. Mr. Bhaer visits Jo a few years later. She realizes she likes him and he likes her, but neither says anything. He disappears and reappears to say that he's leaving. She admits she cares for him. He proposes and she accepts. He goes to work for a year and then they get married. They open a school together.
13. Answers may vary: Jo and Mr. Bhaer get married and he teaches; after Aunt March dies, at Aunt March's house, Plumfield; Jo wants to take care of boys who need someone to care for them
14. Persevering through hard times make us stronger.
15. Answers may vary. They must explain their answers.
16. Answers may vary. They must explain their answers.
17. Answers may vary. They must explain their answers.

Appendix G

Group Work Evaluation

adapted from www.personal.kent.edu/~sahamilt/tip.htm

Name:

#

Date:

Members of group: _____

Circle the answer that best describes how everyone worked today.

1. Rate your own work within the group.

- a. I fulfilled my role in the group very well.
- b. I fulfilled my role about as well as the others in the group.
- c. I could have done a better job.
- d. I did a poor job.

2. Did everyone in the group contribute?

- a. Everyone did his or her fair share.
- b. One or more members did more work.
- c. One or more members did less work.
- d. One or more member did none of the work.

3. Do you feel your group was successful in working the project?

- a. We did a great job today!
- b. The project could be better.
- c. The project didn't turn out very well.
- d. We blew it today!

4. How well did your group work together?

- a. We got along well and helped each other.
- b. We got along, but worked alone.
- c. We didn't get along too well.
- d. One or more people couldn't get along at all.

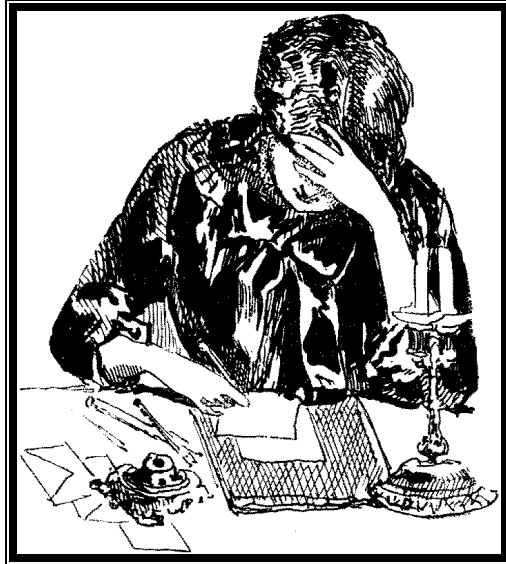
Anything else you would like to share?

Appendix H

Literature Project List

from www.teachervision.com/lesson-plans/lesson-1727.html

- Create a museum.
- Create script and act out a scene.
- Write a rap/poem/song.
- Have a talk show with characters from the book.
- Make a story quilt.
- Compare and contrast the book with other books.
- Make a mural.
- Make a map of significant story locations.
- Create a diorama.
- Write a newspaper article.
- Predict where the characters will be in the future.
- Find out more about the author on the Internet.
- Make an advertisement (poster, commercial) for the book.
- Write a letter from one character to another.
- Design a new cover for the book.
- Write a sequel to the book.



Little Women
Notebook

This Notebook belongs to:

Appendix I, page 4

Activity 4

Character Guides

Use these pages to list adjectives that describe each character. Draw sketches of what you think the characters look like. Don't worry about how well you can draw. Just do your best!

Marmee

Jo

Appendix I, page 5

Meg

Beth

Appendix I, page 6

Amy

LAURIE

LESSON THREE

Activity 5 Vocabulary

Fill in the correct definition. Draw a small picture to help you remember the definitions.

Stern: _____

Fib: _____

“Putting on airs”: _____

Fiancé: _____

Society: _____

Train: _____

Champagne: _____

Spectacle: _____

Rubbish: _____

Parlor: _____

Asparagus: _____

Mortified: _____

Gales: _____

LESSON FOUR

Activity 6 Vocabulary

Match the word to its definition.

Croquet	confess
Manuscript	not thinking of your own needs
Mischief	being too proud about how you look
“ ‘fess up”	foolish, without thinking
Telegram	a written out story or article
Rash	covered up
Selflessness	a message sent by telegraph between distant places
Stifled	a game played using mallets to knock wooden balls through metal arches
Vain	trouble

Appendix I, page 8

LESSON FIVE

Activity 7 Vocabulary

Read the definitions. Draw a small picture to help you remember the definitions.

Scarlet fever: a contagious disease, often deadly, that included a red rash on the skin

Grocer: one who sells groceries

Hovered: to wait near by, hanging over

Ordeal: difficult time, challenge

Turquoise: blue-green stone

Invalids: sick or injured people who cannot move around easily

Ceremoniously: formally

Stammered: stuttered

Sentiments: sweet thoughts

LESSON SIX

Activity 8 Vocabulary

Read the definitions. Draw a small picture to help you remember the definitions.

Twilight: sunset

Delicate: fragile, easily broken

Dovecote: a birdhouse

Promenading: walking

Bittersweet: both bitter and sweet, both happy and sad

Charcoal: black drawing pencil

Plaster casts: molds made of plaster

Submit: to give in

Domestic: having to do with things at home

Preserves: jams and jellies

Currant: a small sour berry

Demi: prefix meaning half

LESSON SEVEN

Activity 9 Vocabulary

Fill in the correct definition. Draw a small picture to help you remember the definitions.

Haughty: _____

Mortified: _____

Sociable: _____

Dismay: _____

“Favors burden you”: _____

Stout: _____

“Going abroad”: _____

LESSON EIGHT

Activity 10 Vocabulary

Fill in the correct definition. Draw a small picture to help you remember the definitions.

Immensely: _____

Accomplished: _____

Transparent: _____

Escorting: _____

Regret: _____

LESSON NINE

Activity 11 Vocabulary

Fill in the correct definition. Draw a small picture to help you remember the definitions.

Wearied: _____

Despair: _____

Content: _____

Relics: _____

Appendix I, page 11

LESSON TEN

Activity 13 Vocabulary

Fill in the correct definition. Draw a small picture to help you remember the definitions.

Trooped: _____

Cordially: _____

Cross: _____

Coolly: _____

LESSON TWO

Optional Activity 14 Art

Draw your favorite scene from the story.

Appendix J

Character Poster Rubric

CATEGORY	Advanced (4)	Proficient (3)	Partially Proficient (2)	Not Proficient (1)	Not Displayed (0)
Neatness	Work was completed without obvious mistakes. Work was completed with great care and attention to detail.	Work was completed with corrected mistakes. Work was completed with care and some attention to detail.	Work was completed with 1-2 visible mistakes. Some attention to detail is evident.	Work was completed with 3+ visible mistakes. Little attention to detail is evident. Work appears rushed.	Work was not completed.
Adjectives	7+ adjectives are creatively listed throughout the poster.	4-6 adjectives are listed creatively throughout the poster.	4-6 adjectives are listed, but not creatively.	1-3 adjectives are listed, but not creatively.	No adjectives are listed.
Objects	8+ objects are displayed that creatively and clearly represent important features of the character.	5-7 objects are displayed that clearly represent the character.	3-5 objects are displayed.	1-2 objects are displayed.	No objects are displayed.

Created at

http://rubistar.4teachers.org/index.php?&screen=ShowRubric&rubric_id=1008866&