

## **CRCRTH 630 - Theme 2 WIPP Presentation**

For this presentation of my lesson plan or Theme 2 Project, I will start the story line with a scene that takes place close to the end of the story. The story is told in chronological order and it covers one afternoon and early evening with flashbacks to previous events.

I want to start with the primary female character (Miss Dent) pointing a pistol at Mr. Blake (the primary male character). She will be screaming at him, "*Kneel down!* Kneel down! Do what I say. *Kneel down!*"

The overreaching question is "How did these two people wind up in this conflict?" However, that is not something that I would encourage the students to attempt to answer this early in the activity. It might be better to ask questions along the lines of:

"Where are these people having this confrontation?"  
"What do you think is the relationship between the man and the woman?"  
"When do you think this is happening? Is it now or is it from a time in the past?"  
"What do you notice as differences between the man and the woman?"

For the next step in the scaffolding process, I would like the students to think about other aspects of the story and I would do this by taking scenes (not necessarily in chronological order) from other encounters between the man and woman to provide more information about the characters. I could show the characters' initial meeting, the after-work suggestion of a drink, or one of the minor character's perspective of what is happening. I don't want to go in reverse chronological order; however, that may work so that readers can see how something initially

ordinary ended with the woman pointing her pistol at the man. I think that I would like to refer to the cordial conversation taking place on the train.

"Mr. Blake."

"Hello, Miss Dent."

"Do you mind if I sit here?"

"I guess not."

"Thank you. It's very kind of you. I don't like to inconvenience you like this. I don't want to—."

"Are you living out in this direction now, Miss Dent?"

"No — "I've been very sick," she said. "This is the first time I've been out of bed in two weeks. I've been terribly sick."

"I'm sorry that you've been sick, Miss Dent. Where are you working now?"

"What?"

"Where are you working now?"

"Oh, don't make me laugh."

"I don't understand."

"You poisoned their minds."

By exposing this scenario, I'm still leaving the students with a vague sense of Miss Dent's illness. She could have been in bed for 2 weeks with the flu. At this point, I would ask students what they think Miss Dent's illness was and whether it had any bearing on the conversation or the confrontation.

Using the text from the section of the story in which Mr. Blake gets out of bed and puts on his clothes, after having some sort of sexual contact with Miss Dent, I will ask students to think about the context of this scenario. We won't necessarily know what they did in bed together, how long they've been in a relationship, and/or why Mr. Blake says nothing as he leaves Miss Dent weeping in bed. However, we can question why Miss Dent was weeping and why Mr. Blake left without speaking to her. This section of the text may also serve as a possible causation for Miss Dent's subsequent illness. Did Mr. Blake give her a sexually transmitted

disease? Did Miss Dent get pregnant? If so, could she possibly have had an abortion? Why did she stay in bed for two weeks? Could Miss Dent be depressed?

There will be key elements of the relationship between Mr. Blake and Miss Dent exposed as we work through this activity/exercise. At this juncture, it may be too early and easy to jump to their initial meeting; therefore, I would have the students read a description of the characters' work activity without alluding to anything sexual or romantic.

In the final series of questions to act as a catalyst for the students, I will focus on Mr. Blake needing a secretary, and personnel sending Miss Dent to his office. Although the eight-month stint in the hospital will probably be understood by older adults, it may not be a dead giveaway to current high school students. They may want to surmise or imagine what kept Miss Dent in the hospital for an extended period and then also consider why she told Mr. Blake about her hospital stay.