

## William Faulkner's "A Rose for Emily"

### Preparation:

Students will need to have a prior introduction to characterization (direct and indirect) in order to best utilize this resource. It is meant as a supplement to a lesson on characterization by using Faulkner. After students have read Faulkner they are to fill out this chart (teacher decides whether this should be done in groups or individually) to show understanding of both characterization and the story.

Character Name	How would they characterize Emily?	Direct or Indirect	Quote to Prove
Judge Stevens			
Colonel Sartoris			
Homer Barron			
Emily's cousins			
Ladies of the town			

A possible additional activity with this piece is to have students express why Faulkner gives so many varying perspectives on Emily. This can be done through essay or class discussion.

In order for this formative assessment to be valid, teacher must walk the room and listen to student conversations (if group work) or talk with each individual (if done alone) to determine their strengths and weaknesses so that you can provide immediate feedback and assessment. This is not a passive teacher activity.

### Differentiation

Struggling students may need assistance with the different characters and perspectives. To aid them in their understanding, they may benefit from a more in depth character analysis through guiding questions or visual profiles. I have created an example using Judge Stevens:

**Who:** Judge Stevens

**Job:** Judge and mayor

**Quotes:** "Send her word to have her place cleaned up. Give her a certain time to do it." "Dammit, sir, would you accuse a lady to her face of smelling bad?"

**Is the quote directly to her? Directly about her?** no

**What does the quote tell you?** He believes she should get a warning about the smell via mail, but if she doesn't respond to it, he doesn't think that they should confront her to her face because she is a lady and it would be rude to tell her she smells.

These questions can be applied to all of the above characters. Students could also be asked to find a picture that represents the character and then describe to the teacher why they chose that image.

More advanced students would benefit from an additional column asking "Why" they feel that way about Emily. For example, Judge Steven's age dictates a different belief about how we treat ladies than the perspective of the younger townspeople.