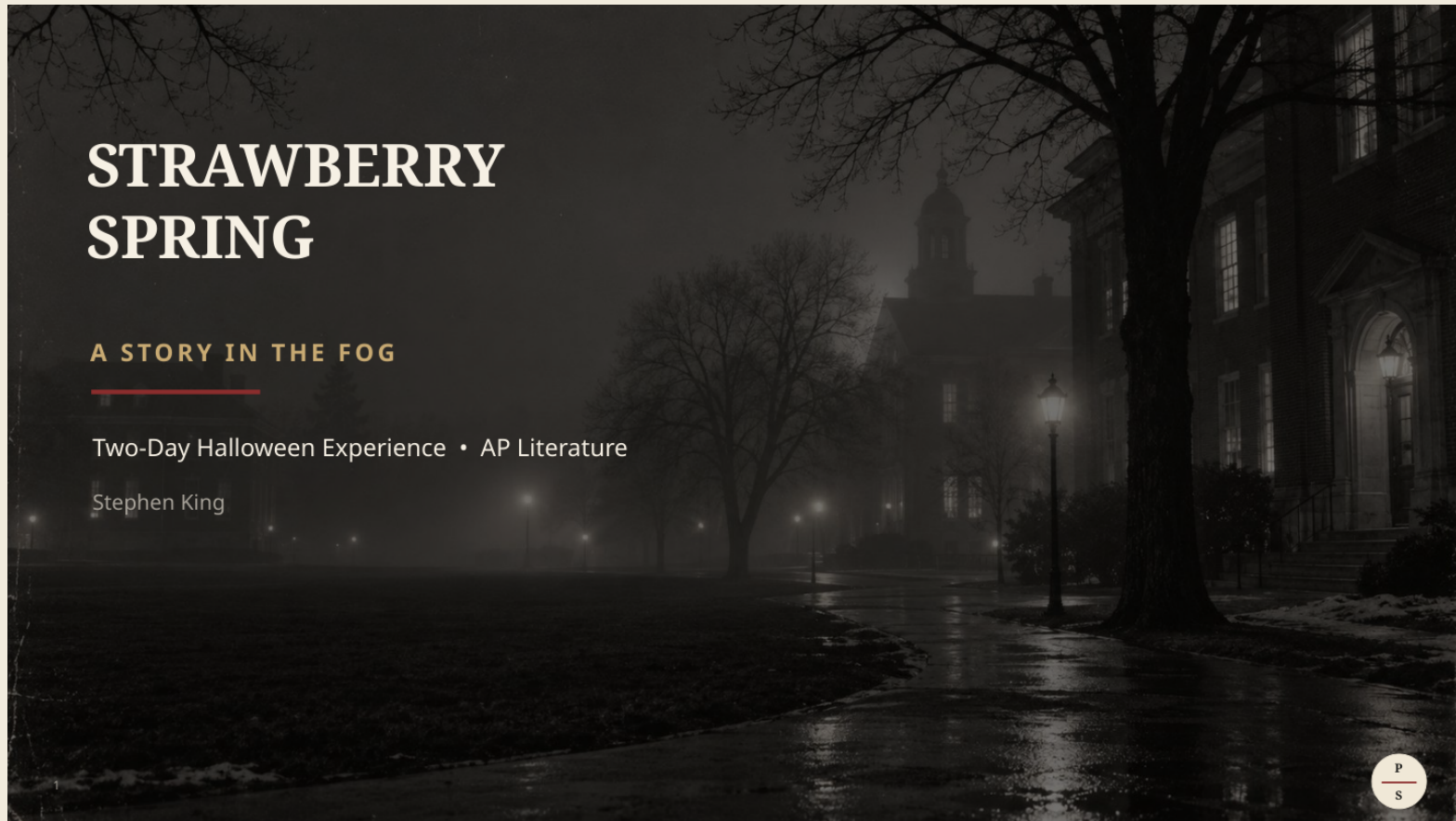


FOR USE WITH STEPHEN KING'S SHORT STORY

Strawberry Spring

A two-day Halloween case file for AP Literature and honors English • Grades 10-12



Form a theory. Finish the story. Reconsider the evidence.

21 teaching slides • 11 student pages • 9-page guide • 1 label sheet

Story text is not included. Use your own authorized copy.

Sort evidence from rumor.

Students classify six possibilities and explain two choices before recording an official theory.

EVIDENCE REVIEW • OPEN ONLY WHEN INSTRUCTED

Persons of Interest / Rumor Board

After Hanson Gray's release: classify all six. Give a brief textual reason for TWO choices.

S = supported R = rumor U = unproven X = undermined by a later detail

Carl Amalara

Code: ____

Hanson Gray

Code: ____

An outsider

Code: ____

Political agitators

Code: ____

**Someone within the
college community**

Code: ____

Unknown / other

Code: ____

Which explanation is easiest to believe right now? Why?



What changes after the ending?

Students revisit three details, compare interpretations, and identify one remaining uncertainty.

DAY 2 • RECONSTRUCTION

What Changed Meaning?

Find three specific details. Use brief notes in each row; then identify one remaining uncertainty.

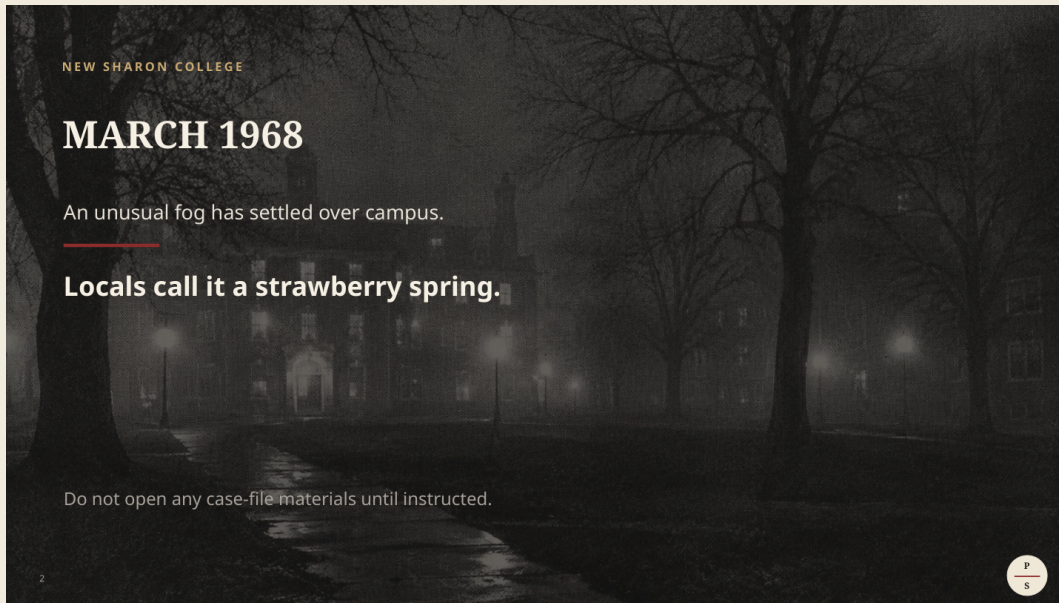
DETAIL + TEXT LOCATION	FIRST READING	AFTER THE ENDING
Quote briefly or paraphrase.	What did it seem to mean?	What might it mean now?
1. 		
2. 		
3. 		

STILL UNEXPLAINED: What does the text refuse to settle?



21 atmospheric teaching slides

The deck carries the class from the first reading into evidence-based discussion.

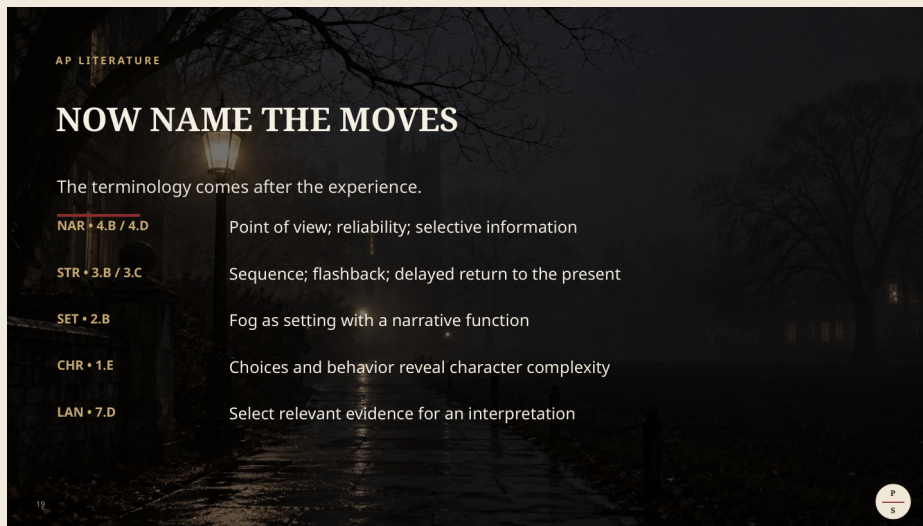


DAY 1

Read in sections. Pause for brief case notes. Collect a theory before the ending.

DAY 2

Finish the story, reconstruct the evidence, then connect observations to literary craft.



EDITABLE + READY TO PROJECT

PowerPoint and PDF versions are included.

A 9-page guide with response guidance

Setup, event-based reading stops, pacing, sample responses, and a classroom rubric.

DAY 1

PLOTTING SOMETHING • STRAWBERRY SPRING

2. The Fog Comes In

GOAL Students experience the 1968 case in real time, distinguish evidence from rumor, and commit to a Springheel Jack theory before they ever see the final time jump.

TIME	MOVE	WHAT YOU DO
1 min	Atmospheric entry	Project the campus or Gazette. Introduce the fog without announcing a suspect.
7 min	Read → Stop 1	Opening through the newspaper photographs of Amalara and Gale; stop before the next evening's fog walk.
2 min	Case File 01	Use brief notes for victim, setting, evidence, and unknowns.
2 min	Read → Stop 2	First long fog walk through the narrator's recollection that he saw no faces; stop before the next morning's news.
1 min	Fog Note	Complete one starter and give one reason.
13 min	Read: suspicion expands	Read through Hanson Gray's arrest and release, including the report of Marsha Curran's death.
3 min	Rumor Board	Classify all six: supported, rumor, unproven, or undermined. Give brief textual reasons for two.
2 min	Read → hard stop	Continue through winter's return and people privately trying to explain the murders; stop before graduation, marriage, and a child.
4 min	Official theory	Give a claim, strongest evidence with explanation, and confidence. Collect the named sheet.

Reading Stops That Work Across Editions

Page numbers vary. Use event cues instead:

- STOP 1 — After the newspaper photographs of Amalara and Gale; before the next evening's fog walk.
- STOP 2 — After the first long fog walk ends with the narrator recalling no faces; before the next morning's news.
- RUMOR BOARD — After the paragraph reporting Hanson Gray's release following Marsha Curran's death.
- DAY 1 HARD STOP — After the reflection on people privately trying to explain the murders; before the paragraph about graduation, marriage, and a child.

MARK THIS IN ADVANCE Put a sticky note at the hard stop in your own copy before class. If students use physical books, tell them not to read beyond your stop. Spoiler control matters more than perfect pacing.

If Day 1 Starts Running Long

IF TIME RUNS SHORT The 35-minute plans are estimates. Protect four minutes for the Official Theory. If reading runs long, use the three-session plan on page 6; do not rush the ending or assign it before students record a theory.

Strawberry Spring • Two-Day Halloween Experience • AP Literature

SAMPLE: CLASSROOM RUBRIC

Six-Point Classroom Rubric

1 point — Claim: offers a clear, defensible interpretation, with qualification where needed.

0–2 points — Evidence: one point for each of two distinct, accurate, relevant details. Brief quotation or precise paraphrase is acceptable; a plot summary alone is not sufficient.

0–2 points — Explanation: one point for explaining how each detail supports the claim. Do not count merely repeating the detail as analysis.

1 point — Complication: identifies a specific detail or textual limit and explains how it challenges or limits the claim.

Score the reasoning.

The guide models defensible interpretations and shows how to assess a claim, two details, explanation, and a complication.

Includes a three-session option when reading or processing needs more time.

Classroom rubric; not the College Board AP essay rubric.

WHAT YOU RECEIVE

One complete case-file sequence

42 unique pages/slides • Editable versions and PDFs included

21

TEACHING SLIDES

Atmosphere, reading checkpoints, and discussion prompts

9

TEACHER-GUIDE PAGES

Setup, pacing, response guidance, and a six-point rubric

6

DAY 1 STUDENT PAGES

Cover, Gazette prop, case notes, fog note, rumor board, theory

5

DAY 2 STUDENT PAGES

Case reopened, reconstruction, extension, final theory, exit tags

1

OPTIONAL LABEL SHEET

Seven envelope labels; envelopes are optional

PLAN FOR YOUR CLASS

Two-day core plan; a three-session alternative is provided. Timing varies by class.

Student pages: US Letter landscape. Story text: not included; authorized copy required.

Story content includes violence against women and dated derogatory language.