

Complete Unit

Henrik Ibsen • AP Literature / Secondary ELA

Pre-reading, context, act-by-act reading support, A/B reading checks, whole-play synthesis, and cumulative assessment.

134 unique pages/slides

24 editable PowerPoints

24 print-ready PDFs

7–13 day pacing options

The play text is not included.



One sequence from first question to final assessment

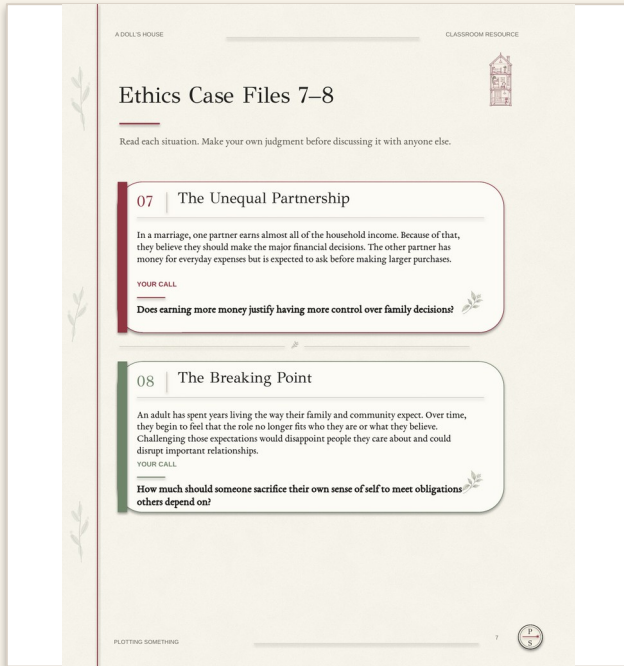
The numbered folders follow the teaching order.

01	Ethics pre-reading	8 moral dilemmas + response pages
02	Day 1 context	Ibsen, realism, marriage, gender, social expectations
03	Act I	reading guide • discussion deck • A/B check • key
04	Act II	reading guide • discussion deck • A/B check • key
05	Act III	reading guide • discussion deck • A/B check • key
06	Whole play	synthesis packet • synthesis deck • cumulative assessment

Plus: Unit Map & Pacing Guide • Master Student Packet • Master Teacher Companion & Key

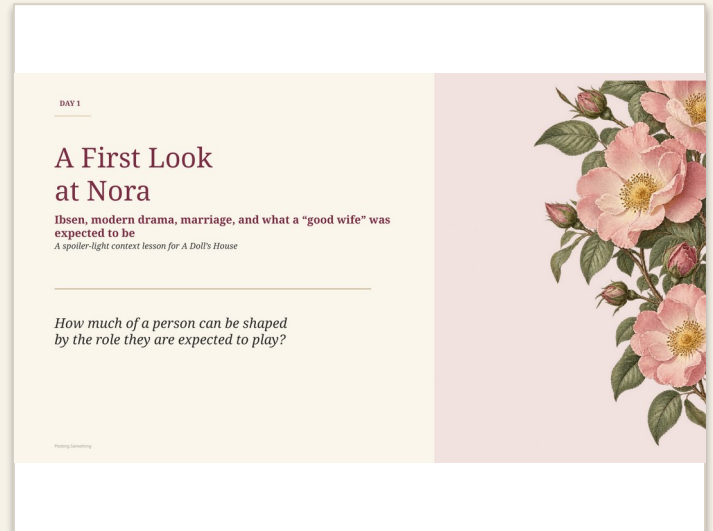
Students get context without being handed the ending

The launch gives Nora a world to live in before students decide what to make of her.



Ethics & Moral Dilemmas

Eight spoiler-light scenarios let students make judgments about secrecy, debt, reputation, power, obligation, and identity before those questions belong to characters they know.



Day 1 context

Ibsen, realism, the well-made play, problem plays, marriage and gender expectations, legal/economic limits, and the feminist/humanist question—introduced without giving away Nora's final decision.

Students begin with literal context and real questions. The interpretive claims come later, after the play gives them evidence.

Support that starts with what happened

Each act keeps comprehension, chronology, and relationships clear before moving into analysis.

A Doll's House — Act I Reading Guide
Start by making sure you know who everyone is and what each person wants.

Nora Helmer	What she wants as the act begins: _____ _____
	What she knows that Torvald does not: _____ _____
Torvald Helmer	How he talks to Nora: _____ _____
	What matters to him about work and reputation: _____ _____
Kristine Linde	What has happened in her life: _____ _____
	Why she has come to town: _____ _____
Nils Krogstad	His connection to Nora: _____ _____
	What he wants from her: _____ _____
Dr. Rank	His place in the Helmers' circle: _____ _____
	What shows that he is comfortable in the Helmers' home: _____ _____

PLOTTING SOMETHING

A DOLL'S HOUSE • ACT II

Why Torvald refuses

His authority at the bank He does not want people at the bank to think his wife can change his decisions.	Krogstad is too familiar with him Krogstad knew him years ago and speaks to him in a way Torvald finds too familiar.
His pride When Nora calls his view narrow-minded, he reacts by sending the dismissal.	He will not reverse himself Once he has made the decision, he refuses to back down for Nora.

THINK ABOUT THIS

How much of Torvald's decision is really about Krogstad, and how much is about Torvald himself?

PLOTTING SOMETHING

For every act

- 3-page student reading guide
- review & discussion deck
- A/B reading check
- teacher guide + quiz key

The reading guides are built for school-owned texts: students can use removable flags or record chapter/page information rather than writing in the book.

A Doll's House — Act III Reading Guide
As you read Act III, keep track of the letters, the choices around them, and the conversations that follow.

Nora Helmer	What Nora knows Torvald may soon discover: _____ _____
	What she expects Torvald to do when he learns the truth: _____ _____
Torvald Helmer	What he fears after reading Krogstad's first letter: _____ _____
	What he says after the second letter removes the danger: _____ _____
Kristine Linde	Why she meets Krogstad: _____ _____
	Why she tells him not to take the letter back: _____ _____
Nils Krogstad	What changes for him at the start of Act III: _____ _____
	What he sends back with his second letter: _____ _____
Dr. Rank	What the black-cross cards mean: _____ _____
	How his final visit affects the mood before the letters are read: _____ _____

PLOTTING SOMETHING

Discussion stays text-centered

The decks are designed for selective use in a 35-minute discussion, not as a slide march.

A DOLL'S HOUSE • ACT I

Nora's secret
Make sure the sequence is clear.

01	Torvald became seriously ill.	A warmer climate was recommended.
02	The Helmers went to Italy.	Torvald believes Nora's father supplied the money.
03	Nora actually borrowed it.	She did so without telling Torvald.
04	She has been repaying it quietly.	She cuts back where she can and takes on copying work because she has little money of her own.
05	The problem is in the loan paperwork.	Krogstad knows Nora's father could not have signed the document on the date written there.

PLOTTING SOMETHING

A DOLL'S HOUSE • ACT II

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PLOTTING SOMETHING



What students work with

- money and control
- secrecy and reputation
- the letterbox and the Tarantella
- Nora and Torvald's changing relationship
- Mrs. Linde, Krogstad, and Rank as meaningful contrasts

What the decks avoid

- pre-explaining the “wonderful thing”
- treating interpretation as a single correct answer
- repeating the same Nora/Torvald point every act
- using difficulty as a substitute for support

The unit keeps the larger question in view: what does the play ask us to understand about being a person inside a role?

The ending opens the whole play back up

Students revisit earlier judgments and then build whole-play claims.

STAGECRAFT

Objects and actions onstage

Ibsen uses ordinary objects and actions to carry meaning onstage.

Macaroons a small secret that shows Nora quietly breaking Torvald's rules	Letterbox + letters Krogstad's letter is in the house before Torvald knows what it says
Christmas tree the cheerful home becomes visibly disordered	Rings + keys Nora gives back the keys and exchanges rings with Torvald
Costume + Tarantella Nora performs while trying to delay the truth	The door the audience hears Nora leave

PLOTTING SOMETHING

CONTEXT + INTERPRETATION

Feminist, humanist — or both?

Now that we know the ending, we can return to the Day 1 question.

Evidence for a feminist reading • Nora's legal and social limits are specifically tied to being a wife and mother. • Torvald's authority is treated as normal by the world of the play. • Nora's final rejection of the "doll-wife" role is explicitly gendered.	Evidence for a broader humanist reading • Nora says she must learn to think and judge for herself. • The play also asks what any person owes to conscience, truth, and self-respect. • In 1898, Ibsen said he had not consciously written propaganda for women's rights and described the issue more broadly as a human question.
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You do not have to choose only one label. Explain what the play actually shows.

PLOTTING SOMETHING

Whole-play synthesis includes

- Nora and Torvald across all three acts
- objects and stagecraft
- the title and the “doll” metaphor
- the “wonderful thing”
- feminist and broader humanist readings
- reception and the alternate ending

Students do the thinking

The synthesis packet gives students room to trace evidence, compare readings, prepare for discussion, and build a defensible claim without turning the packet into a prewritten interpretation.

Everything needed to teach and check the reading

A/B forms make routine accountability easier; the master companion keeps the teaching copy usable.

A Doll's House — Whole-Play Assessment

Form A - Page 1 of 3

- Why does Nora originally borrow money?**

A. to pay Krogstad's debts B. to finance a trip that may save Torvald's health C. to support Mrs. Linde
D. to buy the Christmas gifts
- Why did Mrs. Linde marry someone other than Krogstad?**

A. she wanted social status B. Krogstad refused to marry C. Torvald arranged the marriage D. she
needed financial security for her family
- What do Nora and Krogstad have most clearly in common?**

A. both have committed an illegal act involving a signature B. both work at the bank C. both were
raised by servants D. both want Torvald to leave town
- Torvald's pet names for Nora contribute most to the sense that he**

A. sees her as the household decision-maker B. hides his affection from other people C. is affectionate
but also treats her as childlike and dependent D. sees her as his equal but worries about her spending
- What does Dr. Rank reveal to Nora?**

A. he forged Krogstad's signature B. he plans to leave the Helmers' circle C. he has read Krogstad's letter
D. he is dying and is in love with her
- What is Nora's most immediate purpose in dancing the Tarantella?**

A. to prove she is ready for the party B. to keep Torvald occupied and away from the letterbox C. to
keep Mrs. Linde from speaking with Krogstad D. to show Torvald she can follow his coaching
- Why does Mrs. Linde ultimately tell Krogstad to leave his first letter in the box?**

A. she believes Nora and Torvald need the truth B. she thinks Nora should confess before Torvald reads it
C. she wants Krogstad to confront Torvald himself D. she believes Torvald already suspects the truth
- Torvald's first reaction to Krogstad's letter centers most on**

A. Nora's possible punishment B. the effect on the children C. scandal and damage to his reputation D.
Krogstad's cruelty toward Nora

PLOTTING SOMETHING 1

ACT I • STUDENT PAGE 2

Teacher Notes & Key

SLIDES / READING: Act I slides 2, 5, 8 REVEAL: reveal after students finish the act; use as the quick plot check.
Correct chronology first, then move to why the ending frightens Nora.

FACT 1. Nora comes home Torvald is about to begin a better-paid position at the bank, so the Helmers expect more financial comfort. He still warns Nora against debt/borrowing and tells her to wait for the salary rather than spend money they do not yet have.	FACT 4. Krogstad He knows Nora's father could not have signed the document on the date written there. The forged signature/date makes the loan legally dangerous and gives Krogstad leverage.
FACT 2. Mrs. Linde arrives She married a man she did not love because her mother and younger brothers needed support. Her husband died, his business failed, and she now needs work.	FACT 5. Torvald He realizes Krogstad came to ask Nora to speak for him and tells Nora not to plead Krogstad's cause.
FACT 3. Italy Nora secretly borrowed the money; Torvald believes Nora's father paid. She kept the truth from Torvald because she believes debt would wound his pride and because he would not accept her acting independently.	FACT 6. End of Act I Torvald claims that dishonest parents corrupt the children and poison the home. Nora applies his judgment of Krogstad to herself and becomes frightened that her own secret may harm her children.

FACT = stated/shown in the play • CONTEXT = historical/formal background • INFERENCE = supported conclusion • SAMPLE = one model • NOTE = teaching guidance

PLOTTING SOMETHING ACT I • 2

Cumulative assessment

- Forms A/B
- 20 objective questions
- 4-point short response
- teacher key + rubric

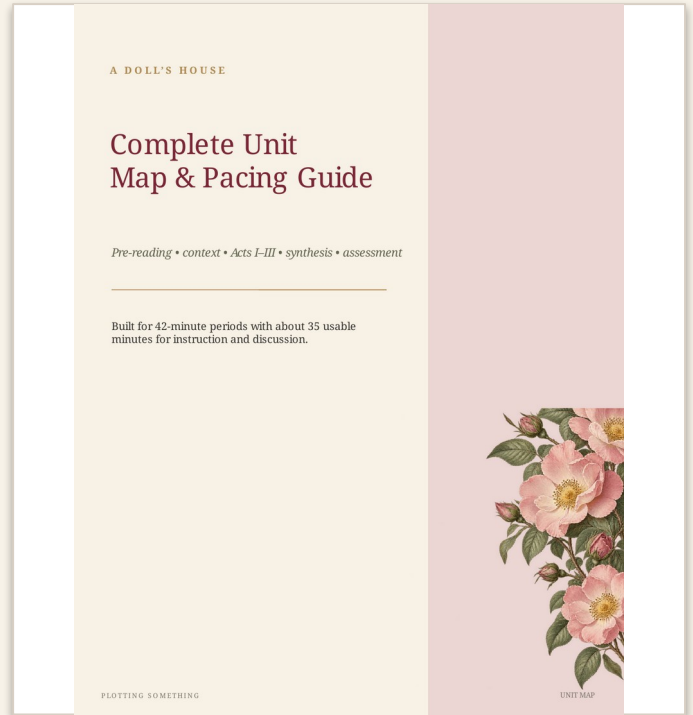
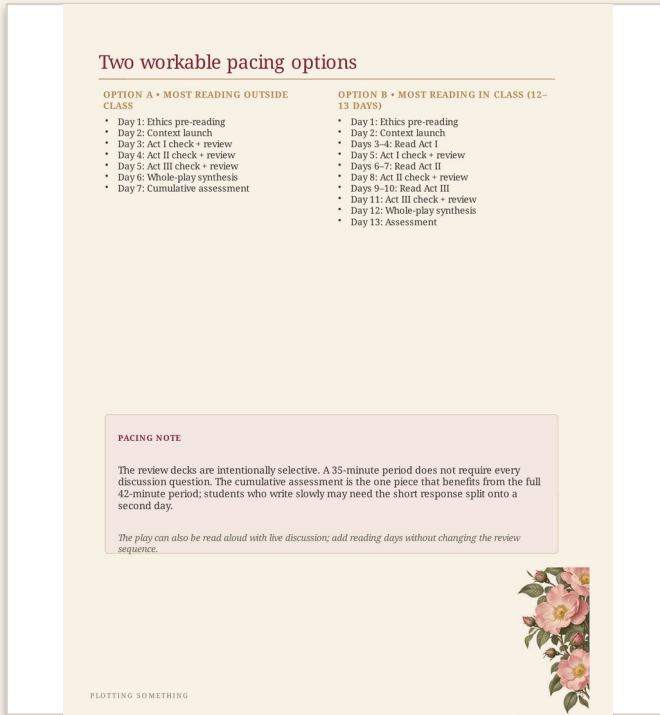
Master Teacher Companion

Follows the student packet page by page. It completes every task, supplies model writing, adds slide/reading cues, marks reveal timing, and distinguishes textual facts, context, inference, and sample interpretation.

Each component is included in editable PowerPoint and print-ready PDF format.

Two pacing routes, one organized buyer file

Use the sequence as written or adjust it to how much reading happens outside class.



Pacing options

- about 7 instructional days with most reading outside class
- about 12–13 days when more reading happens in class
- 42-minute periods / roughly 35 usable minutes in the daily plans

Buyer file

- 134 pages/slides of unique instructional material
- 24 editable PowerPoints + 24 matching PDFs
- combined 18-page student packet
- combined 35-page teacher companion
- organized folders in teaching order

A Doll's House by Henrik Ibsen is not included.