

THE HAUNTING OF HILL HOUSE

Novel Unit | Shirley Jackson | Gothic Literature

18 instructional periods • Built for 10th Grade English



A complete teaching sequence

Students get the support they need to follow the novel before moving into ambiguity, interpretation, and whole-novel analysis.

34

lesson slides

16

student packet pages

32

teaching-key pages

4

A/B quiz checkpoints

YOU'LL ALSO GET

- Exact filled packet key with sample responses
- Detailed 23-page teacher guide and 18-day pacing map
- Google Forms-compatible CSV quiz bank
- 25-point final synthesis response with scoring guidance
- Editable PowerPoint files plus ready-to-print PDFs

NOVEL TEXT IS NOT INCLUDED

Inside the unit

Students get clear reading support. Teachers get materials that are actually usable while the class is moving.

CHAPTER 5

Theodora's Room

Keep more than one explanation in play.

HOUSE-CENTERED

Something in Hill House may be acting on the group and using Eleanor's name and relationships to isolate her.

ELEANOR-CENTERED

What happens may be connected to Eleanor—her fear, jealousy, anger, perception, or some force centered on her.

What evidence supports each reading? What still does not fit?

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17

LESSON SLIDES

Discussion questions keep more than one explanation in play.

CHECKPOINT

Evidence Board

After Chapter 5

HOUSE-CENTERED

ELEANOR-CENTERED

INTERACTION / UNCLEAR

Choose only the strongest evidence for each column.

Plotting something

8

STUDENT PACKET

Students keep only the strongest evidence.

TEACHING NOTES • PACKET PAGE 9

Evidence Board

SLIDE CUE

Day 9 • Slide 19 • after Checkpoint 2

WHEN TO USE IT

Build the board only after the hand scene and quiz. Ask for the strongest evidence, not every strange event.

DISCUSS / REVEAL

The filled columns are sample placements. Accept different placements when the reasoning works.

KEEP IN MIND

No verdict yet. Ask students to make the best case they can for more than one reading.

A Teaching Key made for live instruction

Each packet page is paired with the cues you need while teaching:

- matching slide and day
- when to use the page
- discussion / reveal timing
- what to keep open or avoid overstating
- answer type: fact, inference, model, or sample placement

Assessment + teacher support

The reading checks stay straightforward. The teacher guide handles the day-to-day decisions around pacing and discussion.

The image shows two sample comprehension quiz forms, Form A and Form B, for 'The Nightingale'. Each form is a 10-point checkpoint with multiple-choice questions. Form A is for 'Chapter 1 - Page 1-2' and Form B is for 'Chapter 1 - Page 3-4'. The questions are designed to assess understanding of the text and its themes.

FORM A + FORM B

Four 10-point checkpoints keep reading accountability simple.

Day 1 — Begin with Eleanor, not the haunting.

Slides 1-4 • Packet pp. 2-3

READ	Begin Chapter 1 and establish Eleanor's life before the trip: years of caregiving, limited independence, the shared car, and the conflict with her sister. Stop before the drive fantasies if needed.
SLIDE CUES	Use Slide 2 before reading to frame the questions. Slide 3 introduces the four recurring lenses. Show Slide 4 only after students have enough facts about Eleanor's life to answer it.
PACKET	Set up p. 2, then begin p. 3. Students should leave class able to describe Eleanor's life before Hill House in concrete terms.
QUICK RESET	Who does Eleanor live with now? Why does the car matter? What has she been doing for much of her adult life?
IF TIME	Ask what Eleanor says she wants from the trip versus what her situation suggests she may need from it.
WATCH FOR	Do not diagnose Eleanor. Keep the language anchored in what her life has allowed, denied, and required of her.

Day 2 — Let the drive and first sight of Hill House land.

Slides 5-6 • Packet pp. 3-4

READ	Finish Chapter 1 through Eleanor's drive, imagined houses and possible lives, arrival at the gate, and first sight of Hill House.
SLIDE CUES	Show Slide 5 after students have encountered several drive fantasies; ask what moments serve them. Show Slide 6 after Eleanor sees the

23-PAGE TEACHER GUIDE

Read • Slide Cues • Packet • Quick Reset • If Time • Watch For

The guide is organized around what you actually need to decide during a 35-minute class period.

FINAL SYNTHESIS

What does Eleanor find at Hill House that her life before it has not given her - and why does that make leaving so difficult and staying so dangerous?

Students use evidence from before and after Eleanor reaches Hill House to show change over time.

Editable PPTX • Printable PDFs • Google Forms-compatible CSV • Answer keys included