

Unit I: Literary Elements and the Short Story
ENGLISH I
10 Class Meetings

Rev. June 2016

Essential Questions
<ul style="list-style-type: none">• How do authors convey purpose and meaning in literature?• How does literature contribute to an understanding of ourselves and others?• Why do we tell stories?

Enduring Understandings with Unit Goals
<p>EU#1: Short story writers are restricted by length and rely on setting, conflict, and characterization to facilitate thematic development.</p> <p>EU #2: Authors write with different purposes in mind.</p> <p>EU #3: An author's choice of point of view is deliberate and critical to the reader's comprehension and analysis.</p> <p>EU #4: All good literature reveals truths about the human experience that transcends its time.</p> <p>EU #5: Written communication and proper grammar mechanics promote fluency of communication; writing is a multi-stage process; writing is a reflective process.</p>

Standards
<p>Common Core State Standards/College and Career Readiness Anchor Standards :</p> <p>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>

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RI.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

W.9-10.1

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MSMHS 21st Century Learning Expectations

Competency 1: Read and write effectively for a variety of purposes

Competency 2: Speak effectively with a variety of audiences in an accountable manner

Competency 5: Student takes responsibility for own learning, behavior and values human and cultural diversity.

Unit Content Overview

This unit enables students to confirm and hone a common understanding of important literary elements, as well as a shared vocabulary for discussing them. Each story may be used to focus especially on a particular element, such as point of view in “The Cask of Amontillado” by Edgar Allan Poe or symbolism in “The Scarlet Ibis” by James Hurst. Readings may include:

Short Stories

- “The Gift of the Magi” (O. Henry)
- “The Necklace” (Guy de Maupassant)
- “Sonata for Harp and Bicycle” (Joan Aiken)
- “The Secret Life of Walter Mitty” (James Thurber)
- “The Cask of Amontillado” and “The Tell-Tale Heart” (Edgar Allan Poe)
- “The Scarlet Ibis” (James Hurst)
- “Everyday Use” (Alice Walker)

Music and Lyrics

- “Clothesline Saga” (Bob Dylan)
- “Me and Bobby McGee” (Kris Kristofferson and Fred Foster)

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- “Variations on an Original Theme (‘Enigma’)” (Edward Elgar)
Film
- Martin Scorsese, dir., *No Direction Home* (2005)

Terms: Character and characterization; figurative language, irony (e.g., dramatic, situational, verbal); narrator; parable; plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement); point of view; sensory imagery; setting; style; symbol and symbolism; theme; tone.

Parts of speech: principal parts of verbs (past and present participles; simple, perfect, and progressive tenses; agreement of subject and verb); nouns (common, proper, concrete, abstract, countable, collective, compound, possessive, gerunds)

Learning Objectives

Students will be able to...

- Identify the elements of a short story
- Apply close reading strategies to analyze literary text.
- Analyze plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories.
- Evaluate the role of conflict in propelling the plot
- Analyze the role of setting in a short story.
- Analyze characterization techniques in short stories.
- Analyze how authors create tone and mood in short stories.
- Analyze how point of view affects the reader’s interpretation of the story.
- Analyze how theme is developed through literary elements and devices.
- Describe key literary devices and evaluate their impact on thematic development.
- Use MLA format
- Develop a thesis statement regarding the impact literary devices have on thematic development of a short story.
- Compose a short story in which the short story elements and literary devices help develop the theme of the story.

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Assured Learning Experiences

Differentiated Instruction/Instructional Strategies

- Grammar exercises and online grammar games
- Free response journaling
- Lecture
- Guided Notes
- Double-entry journals
- Guided whole-class and small-group Accountable Talk
- Reading strategies including annotated text and pre-reading vocabulary and instructor read-alouds and commentary (multiple disciplines)
- Accountable Talk/Harkness seminars
- Silent sustained reading
- Graphic organizers
- Audiobooks
- Individual conferencing

Interdisciplinary Connection

- The ability to tell a story (oral tradition as well as written) is integral to civic and social movements and can be a catalyst to action (Social Studies).

Assessments

FORMATIVE ASSESSMENTS:

- Group Discussion, directed guided read-alouds
- Writing Prompts
- Webquests
- Write an introduction to a short story with a focus on point of view
- Collaborative writing, introductory paragraph including thesis development
- Short Story – Rubric #1: Literacy

SUMMATIVE ASSESSMENTS:

- Reading Quizzes: multiple choice, short answer
- Grammar Quizzes: nouns and verbs

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- Short Story
- Unit Test (Short story followed Multiple Choice and short response with thesis statement)
- Quarter 1 Rubric 5 Reflection

Unit Task

Unit Task Name: Short Story Elements Yarn Web Discussion

Description: The students will engage in a full-class “yarn web” discussion based on O.Henry’s “The Gift of the Magi” and Guy de Maupassant’s “The Necklace.” They will use information learned in the unit to discuss the following characteristics in both stories: How the authors use irony to reveal their point of view regarding the amount of pride that people have (EU 3), How the authors use irony to teach the reader about the topic of pride (EU 2), How the author uses setting, conflict, and characterization to facilitate the thematic development in the story (EU 1). During the discussion, students must provide textual evidence to support their claims. This full-class discussion will help the students understand the format for accountable talk (rubric 2), as well as how to communicate effectively with peers.

Evaluation: MSMHS Accountable Talk Rubric (Rubric #2)

Unit Resources

- Textbook (Wiggins, G., et. al. (2012). Prentice Hall Literature Common Core Edition: Grade 9. New Jersey: Pearson)
- MSMHS School-wide Rubrics
- Audiobooks (CD/YouTube)
- Internet databases
- Laptops
- Yarn