

## Stage 1 – Identify Desired Results

### Established Goals:

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.

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.

### What understandings are desired?

Students will understand that. .

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Over-Arching:

Literature communicates truths about everyday life that mere of which other disciplines and their mere presentation of facts fall short. The various characters, situations, and perspective presented in literature help us better understand ourselves.

Topical: Short stories have many of the same elements that other literature does, and can communicate the same messages.

### What essential questions will be considered?

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Over-Arching:

Why study literature?

What can we learn from studying literature set in a completely different time and place?

How does literature benefit me?

Topical: What value do story stories offer?

How do short stories fit into the larger arena of literature?

### What key knowledge and skills will students acquire as a result of this unit?

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| <p>Students will know. . .</p> <p>Key vocabulary: Short story, theme, plot, characterization, exposition, rising action, climax, falling action (all in context of a short story).</p> <p>Theme Development</p> <p>Defining short story elements</p> <p>Character development</p>   |
| <p>Students will be able to. . .</p> <p>Use and identify key vocabulary accurately in a literary work</p> <p>Derive theme from a short story</p> <p>Identify the differences between short stories and other works</p> <p>Analyze the process of characterization in a work</p> <p>Analyze how a short story is organized/built</p> |

| Stage 2 – Determine Acceptable Evidence  |  |
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| What evidence will show that students understand?  |  |
| <p>Goal:</p> <p>The goal is for students to be able to either write a short story that contain the essential elements of a short story discussed in class, or to choose a short story that contains the same elements to teach to the class, and provide a written expository of their choice of work or application of short story elements in their written work.</p> <p>Role:</p> <p>Students have their choice to take on the role of the writer or the teacher, to either write a short story or choose a ‘good’ short story to teach.</p> <p>Audience: The students will present their story to the teacher and to a small group of their peers.</p> <p>Situation: The student is a writer of short stories, or a teacher introducing their students to the short story genre.</p> <p>Performance:</p> <p>The students will read aloud their story (or an excerpt from it, depending on the length) to a small group of their peers.</p> <p>Standards: Stories will be evaluated by a rubric given to the kids in advance, that contains the elements discussed in class, demonstrating their understanding of it.</p> |  |
| Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):   |  |

Pre-assessment where students demonstrate prior knowledge of the genre

Formative assessment outlining the construction of a work (Priscilla and the Wimps)

In class exercise, where students develop a character

Formative assessment outlining the defining characteristics of a short story

Student Self-Assessment and Reflection:

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1. How did your outlook on the value of literature change during this unit (if at all)?

What did you find beneficial about this unit?

Did you enjoy the selected stories?

What did you enjoy about the unit as a whole?

Are there any suggestions you would give to me, a growing teacher?

Day 1

Student Teacher: TF

Grade Level: 09

Date: 5/12

State Standard: Grade 9-10 Literature

Subject: English

Name of Lesson: What is a short story?

Period / Time: 45 minutes

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| <b>I. Goal:</b><br><b>Goal: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.</b> | <b>Required Adaptations/Modifications:</b> |
| <b>II. Objectives:</b><br><b>Students will be able to...</b> <ul style="list-style-type: none"><li>• Retell "Priscilla and the Wimps" in their</li></ul>   | <b>Required Adaptations/Modifications:</b> |

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| <p>own words to a small group</p> <ul style="list-style-type: none"> <li>Identify the exposition, rising action, climax, and falling action in “Priscilla and the Wimps”</li> <li>Compose an outline for a short story that includes the elements referred to above</li> </ul>   |  |
| <p><b>III: Faith / Values Integration:</b><br/>How to work in a group and collaborate with peers<br/>Bullying has negative effects on peers and may lead to the bully’s demise</p>   | <p><b>Required Adaptations/Modifications:</b></p>  |
| <p><b>IV. Integrated Technology:</b><br/>Prezi used for a hook to draw students into the short story mindset</p>   | <p><b>Required Adaptations/Modifications:</b></p>  |
| <p><b>V. Materials:</b><br/>Computer and projection means, Prezi, copies of “Priscilla and the Wimps,” plot chart notes, group work sheets, pretest</p>  | <p><b>Required Adaptations/Modifications:</b></p>  |
| <p><b>VI: Procedure:</b><br/><b>Construction of a short story</b><br/>A. Set / Hook:</p> <ul style="list-style-type: none"> <li>Introduce short story with a Prezi highlighting the events in the story of Elijah and the bear</li> <li>Have students break into groups of 3-4 to discuss the main events and how they form a big picture (10 minutes)</li> </ul> <p>B. Transition: In this anecdote from the Old Testament, the basic elements of a short story are evident; as we move on, we’ll observe these same elements operate within a literary work.</p> <p>C. Main Lesson:</p> <ul style="list-style-type: none"> <li>Discuss with the students what a short story is and how it is defined: what elements</li> </ul> | <p><b>Required Adaptations/Modifications:</b></p> <p>Small discussion group will be designed so struggling students can be enlightened by students who are more ready. Students, who may have had a weak experience with their groups, will hopefully find stimulation in the whole group discussion.</p> <p>Summative assessment has two choices for the students, one that targets those who prefer to read, and one for those who prefer to write. They are designed to be an</p> |

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| <p><b>separate is from other prose works</b></p> <ul style="list-style-type: none"> <li>• Draw a plot chart on the board, filling it in as I describe the elements to the students; students will follow along on a worksheet (see attached), filling in the key vocabulary: exposition, rising actions, climax, falling action (10 minutes)</li> <li>• Read “Priscilla and the Wimps” aloud to the students, beforehand telling them to keep in mind the plot chart, and where they think the story’s events fit along that spectrum (5 minutes)</li> <li>• Students break back into their small groups to discuss the construction of the story, how it relates to the plot chart, and how it relates to the specific genre of a short story. They will fill out a chart (see attached), identifying the places in the story where the phase changes as the story moves up the plot line. (10 minutes)</li> <li>• Discuss findings as a class and I’ll explain how a short story captures these aspects sometimes in a paragraph or less. How they are short but impactful, whether it be humorous, intellectual, or emotional. (5 Minutes)</li> </ul> <p>D. Transition: As we observed this class period, short stories include all of the aspects a novel or any other prose work would use, but it is by nature concise and impactful, tomorrow we will see a similar connection in how the process of characterization is used in these short works.</p> <p>E. Conclusion:</p> <ul style="list-style-type: none"> <li>• Hand out pretest</li> <li>• Assign reading “The Tell Tale Heart”</li> <li>• Hand out reading guide (see attached)</li> <li>• Explain summative assessment, and had out the assignment (see attached) so they can begin thinking about it right away</li> <li>• Tomorrow we will be discussing the “Tell Tale</li> </ul> | <p>equal difficulty level, to accommodate different learning styles.</p> |
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| Heart” and its use of characterization. (5 minutes)  |  |
| <b>VII. Assessment:</b> <ul style="list-style-type: none"> <li>I’ll be checking worksheets as I walk around the room during group time, facilitating and listening to discussion</li> <li>I’ll be listening for signs of understanding after group work in the whole group discussion</li> </ul> | <b>Required Adaptations/Modifications:</b> |
| <b>VIII. Assignment:</b><br>Students will read “The Tell Tale Heart”<br>Students will fill out a reading guide<br>Students will begin to work on final unit assessment   | <b>Required Adaptations/Modifications:</b> |
| <b>IX. Self-Evaluation:</b><br>How well did I manage time?<br>Did the lesson engage the students and reach out to their interests?<br>Was using small groups a successful use of time?<br>Did I effectively tie it all together, including the transition to next class?                         | <b>X. Coop’s Comments:</b>                 |

Day 2

Student Teacher: TF

Grade Level: 9

Date: 5/13

State Standard: Grade 9 Literature

Subject: English

Name of Lesson: Short Story Characterization

Period / Time: 45 minutes

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| <b>I. Goal:</b><br>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.  | <b>Required Adaptations/Modifications:</b> |
| <b>II. Objectives:</b> <ul style="list-style-type: none"><li>• Students will be able to identify the traits and development in a character in a short story</li><li>• Students will analyze the techniques used by the author to develop characters</li><li>• Students will write their own characters and modes of character development</li></ul> | <b>Required Adaptations/Modifications:</b> |
| <b>III: Faith / Values Integration:</b><br>How to work with people in groups/cooperate and learn from other individuals<br>How wondrous and intricate people are as we study characterization   | <b>Required Adaptations/Modifications:</b> |
| <b>IV. Integrated Technology:</b>   | <b>Required Adaptations/Modifications:</b> |
| <b>V. Materials:</b><br>Characterization notes, character development sheet, reading guide (see attached)   | <b>Required Adaptations/Modifications:</b> |

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| <p><b>VI: Procedure:</b></p> <p><b>Characterization in a short story</b></p> <p>A. Set / Hook:</p> <ul style="list-style-type: none"> <li>• Ask the class to write down some compelling characters they've encountered in literature/movies, their traits, and what made them come to life</li> <li>• As a class, share the characters we've come up with and why they appeal to us (5 minutes)</li> </ul> <p>B. Transition: "The Tell Tale Heart" that we read for today has an interesting character in it, as we look at the details in the story, we see how Edgar Allan Poe brings him to life, and the service he does the story as a whole.</p> <p>B. Main Lesson:</p> <ul style="list-style-type: none"> <li>• Directly instruct students on what characterization is, and how characterization is carried out in short stories. Students will fill out a characterization discussion guide (see attached) as we take into consideration the different types of characters and the factors affecting the characterization process. Words to study: direct and indirect characterization, flat and round characters, static and dynamic characters, antagonist, and protagonist.</li> <li>• Discuss how it is different in short stories than in novels. Points of focus: short story characters are more of an implement, as the author doesn't have a much time to develop and focus directly on the character, while in novels the author can focus for chapters on developing the character until the reader knows everything about him or her. (10 minutes)</li> </ul> | <p><b>Required Adaptations/Modifications:</b></p> <p>Students will be grouped in a way to foster creativity as they develop characters in groups; this may mean friend with friend, girl with boy, or any pairing according to student surveys that might foster creativity and excitement.</p> <p>Workshop time can be extended/shortened depending on what students need to accomplish/how well their projects are coming.</p> |
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- Turn focus on reading for the day, ask students what they thought of the story in general; did they enjoy it?
- What traits about the main character stuck out to you? How would you describe him as a whole drawing from what Poe gives us? How did Poe arrive at this character type? (10 minutes)
- We will break into small groups with two objectives: first, to create a character using techniques discussed in the lesson and second for workshop time. The first ten minutes are aimed for **the students to make up a character they find compelling in some sense (emotional, intellectual, humorous, etc.) and discuss in the groups the role the character will play in the story, as they fill out a character development sheet for guidance (see attached).** Workshop will consist of those who choose the writing exercise to use the time to work on their stories. Those who choose the teaching portion will be provided with numerous recourses to seek a short story they think would be good to teach and to learn. (17 minutes)

D. Transition: **Short stories offer interesting characters and modes of characterization, that may look different than more conventional works, but also work for the story; tomorrow we'll discuss theme at work in a short story as well look at Jack London's "To Build A Fire"**

E. Conclusion:

- **Check in on final assessment statuses**

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| <ul style="list-style-type: none"> <li>• Assign reading</li> <li>• Hand out reading guide</li> <li>• Tomorrow we will discuss theme in light of “To Build a Fire”</li> </ul>  |  |
| <b>VII. Assessment:</b> <ul style="list-style-type: none"> <li>• I will check for understanding as I listen in on small discussions and listen for it during our time as a whole group</li> <li>• I will look at the worksheets during workshop time and take note of the quality of reception and understanding</li> </ul> | <b>Required Adaptations/Modifications:</b> |
| <b>VIII. Assignment:</b><br>Students will read “To Build A Fire”<br>Students will fill out reading guide<br>Students will finish summative assessment   | <b>Required Adaptations/Modifications:</b> |
| <b>IX. Self-Evaluation:</b><br>How was time management?<br>Was the hook engaging enough?<br>Was direct instruction clear?<br>Was time well spent in groups and during workshop?   | <b>X. Coop’s Comments:</b>                 |

Day 3

Student Teacher: TF

Grade Level: 9

Date: 5/14

State Standard: Grade 9 Literature

Subject: English

Name of Lesson: Short Story theme

Period / Time: 45 minutes

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| <b>I. Goal:</b><br>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.   | Required<br>Adaptations/Modifications: |
| <b>II. Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to identify a theme after analyzing a text</li> <li>• Students will be able to cite and support themes in “To Build a Fire”</li> <li>• Students will be able to explain the process of developing theme in “To Build a Fire” and how it make look in other works as well</li> </ul> | Required<br>Adaptations/Modifications: |
| <b>III: Faith / Values Integration:</b> <ul style="list-style-type: none"> <li>• What does “To Build a Fire” say about our existence?</li> <li>• If not handled diligently, it is a fleeting treasure that can be lost in a world of sin.</li> </ul>  | Required<br>Adaptations/Modifications: |
| <b>IV. Integrated Technology:</b>   | Required<br>Adaptations/Modifications: |
| <b>V. Materials:</b><br>Word Map, Main Idea and Supporting Details Text Pattern sheet, Evaluation sheets, post-test   | Required<br>Adaptations/Modifications: |

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| <p><b>VI: Procedure:</b></p> <p><b>Theme in a short story</b></p> <p>A. Set / Hook:</p> <ul style="list-style-type: none"> <li>• Ask the students (write on the board): name what you think to be a universal truth or moral, and give an example of a story or anecdote that conveys this truth. Discuss as class (5 minutes)</li> </ul> <p>B. Transition: As we'll observe, a great part of literature's duty is to decode the truths of humanity in a way that the reader can grasp them, and see them at work in the world.</p> <p>B. Main Lesson:</p> <ul style="list-style-type: none"> <li>• <b>Direct instruction on theme. What is theme and how to authors develop it?</b> Literature is predicated on making some sort of theme or message to the audience about our condition as people. <b>Students will fill in a word map (see attached)</b> during instruction. (8 Minutes)</li> <li>• Move into discussion on "To Build a Fire." Students pair off to complete a <b>"Main Idea and Supporting Details Text Pattern" (see attached)</b> sheet to aid in discussion on theme. (10 Minutes)</li> <li>• <b>Come back as a whole and write findings on the board</b> (5 minutes)</li> <li>• The rest of the time will be given to the students to share in their groups the short stories they either wrote or selected with a partner, and the rationale behind their choice and techniques. (15 minutes)</li> </ul> <p>D. Transition: Now that we've studied theme and shared out projects, let's come back one final time a large group, as we look back at the last few days.</p> | <p><b>Required Adaptations/Modifications:</b></p> <p>Students will be paired so struggling kids, or kids not terribly excited by this subject will be put with those who have a good grasp on it, so learning can be effective in groups.</p> <p>Students of less confidence will be put with those more encouraging ones during sharing time, so everyone feels accepted and is having fun</p> |
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| <p>E. Conclusion:</p> <ul style="list-style-type: none"> <li>• Literature, in many regards, is basically artistically written philosophy; it conveys truths about ourselves that mere facts do not, and short stories are a great alternative to finding these messages without having to dig through a 400 page novel; they tend to hit you in the face.</li> <li>• Hand out evaluation slips</li> <li>• Collect work (2 minutes)</li> </ul> |   |
| <p><b>VII. Assessment:</b><br/> I'll collect the worksheets done in class and look over them to check understanding<br/> I'll be listening in on discussions between students, and to their presentations<br/> Rubric over their summative assessment</p>   | <p><b>Required Adaptations/Modifications:</b></p> |
| <p><b>VIII. Assignment:</b><br/> Done!</p>  | <p><b>Required Adaptations/Modifications:</b></p> |
| <p><b>IX. Self-Evaluation:</b><br/> Were worksheets an effective strategy?<br/> Were they receptive to the concepts of theme?<br/> How well was time managed/did they have enough time in small groups?</p>   | <p><b>X. Coop's Comments:</b></p>                 |