**Unit Plan:** Literary Elements & the Short Story

**Length of Unit:** 6 weeks

**Grade Level:** 9th

**Teacher:** Mrs. Carlson

**Summary:** This unit, the first of six, uses the short story as the vehicle for reviewing common literary elements, as well as for appreciating the art of great storytelling. 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. Teachers should choose stories that exemplify great storytelling and that they think are best for their students. The range of suggested works provides exposure to literature from a variety of cultures.

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| **Stage 1 –Desired Results** |
| **Established Goals (Standards)****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. **RL.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. **W.9–10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **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 grades 9–10 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.9–10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | **Transfer** |
| Students will be able to independently use their learning to…Unit Objectives:* Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories.
* Understand and explain why plots in short stories usually focus on a single event.
* Analyze how authors create the setting in a short story.
* Define the concept of theme and identify the theme(s) in stories read.
* Identify and explain characterization techniques in short stories.
* Identify and explain the use of figurative language in short stories.
* Analyze how authors create tone in short stories.
* Identify the point of view in a short story and analyze how point of view affects the reader’s interpretation of the story.
* Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.
* Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.
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| **Meaning** |
| **Understandings**Students will understand that… | **Essential Questions**Students will keep considering…* Why do we tell stories?
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| **Acquisition of Knowledge and Skill** |
| **KNOWLEDGE**Students will know… | **SKILLS**Students will be skilled at… |

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| **Stage 2 – Evidence of Understanding** |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe