

## UNIT OF STUDY

<b>Title:</b> Essential Elements in a Short Story	<b>Subject/Course:</b> English	<b>Length:</b> 6 weeks
<b>Topic:</b> Short Story Elements	<b>Grade:</b> 10	<b>Designer:</b> Megan Harness
<b>*** SUBJECT TO CHANGE ***</b>		

<b>UNIT GOALS AND EXPECTATIONS</b>
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<p><b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b>          Understanding stories is essential.          Stories are better understood when the elements can be found and understood.          Plot, setting, conflict, character, point of view, and theme are all important elements that work to make a story. In fact, every story includes each of these. Denotation, connotation, figurative language, and sensory details are also important in stories.</p>	<p><b>ESSENTIAL QUESTIONS:</b>          What are the elements of a short story?          Are these elements in <i>all</i> stories?          What is plot? Setting? Character? Point of view? Narrator? Voice? Theme? Irony? Ambiguity? Symbolism? Allegory?          What is the difference between the narrator, speaker, and voice?          How do I incorporate these elements into my writing?          How do these elements contribute to a story?          Why are they important?          How do I identify these within a story?</p>
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<p><b>STUDENT LEARNING EXPECTATIONS:</b></p> <p>W.5.10.7          Write responses to literature that:</p> <ul style="list-style-type: none"> <li>● articulate the significant ideas of literary works</li> <li>● support important ideas and viewpoints with evidence from the text</li> <li>● demonstrate awareness of the author's use of stylistic and literary devices</li> <li>● recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</li> </ul> <p>W.6.10.3          Demonstrate appropriate use of active and passive voice</p> <p>W.7.10.1          Use figurative language effectively with emphasis on metaphor and symbolism</p> <p>W.7.10.3          Use such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, or descriptive writing assignments</p> <p>R.9.10.3          Apply appropriate strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating</p> <p>W.5.10.2          Write short stories that:</p> <ul style="list-style-type: none"> <li>● communicate the significance of the events and characters</li> </ul>	<p>R.9.10.1          Examine author's purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, or national origin</p> <p>R.9.10.2          Interpret specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audience</p> <p>R.9.10.5          Draw inferences from a passage (including conclusions, generalizations, and predictions) and support them with text evidence</p> <p>R.9.10.9          Analyze techniques used to convey point of view or impressions, including language, organization, tone, and context</p> <p>R.9.10.10          Examine author's purpose in choosing a point of view (e.g., humor, suspense, satire, etc.)</p> <p>R.10.10.25          Analyze the use of irony in a text</p> <p>R.10.10.24          Identify and explain literary elements such as setting, plot, theme, characterization, and narration in a work</p> <p>R.11.10.1          Demonstrate appropriate vocabulary usage</p>
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<ul style="list-style-type: none"> <li>• specify scenes and incidents in specific places</li> <li>• describe using sensory details</li> <li>• pace time and mood</li> <li>• maintain consistency in point of view</li> </ul> <p>R.10.10.23 Recognize the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology</p> <p>R.11.10.2 Use context clues, Greek and Latin roots, prefixes, suffixes, and cognates to determine meanings</p>	<p>R.9.10.7 Summarize, paraphrase, and critique structures in informational and literary texts, including relationships among concepts, details, and visual components.</p> <p>R.11.10.4 Communicate the connotative power of words.</p>
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<p><b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b></p> <p>Define, identify, and know how to use the elements of a short story: plot, setting, conflict, character, point of view, and theme. Understand the importance of these elements to a story. Understand the relation between these elements and the contribution of each to any given story, including movies, television shows, and the stories we tell our friends.</p>	<p><b>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</b></p> <p>Read short stories and identify the elements within each story.</p>
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**UNIT ASSESSMENTS**  
(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

Exam over all of the short story elements.  
Essay that incorporates each of the elements covered in this unit.  
Unit exam over short story elements *and* the selected short stories.

<p><b>Traditional Assessments:</b></p> <p>Periodic quizzes over the short stories and the elements within them. Plot outline worksheets for each short story. Questions to check understanding of each short story. Vocabulary development for each short story.</p>	<p><b>Other Evidence of Learning:</b></p> <p>Informal/verbal assessment during class discussion and any group work.</p> <p>Enrichment activities and writing assignments of various types.</p>
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>The students will be learning the elements that make up a short story. Each element will be taught in full and will be reinforced with application in a short story. One to three short stories will be read for each element. The students will first learn the definition of the element, then the basic usage of the element, and finally application of the element. By doing this, the students will better understand the stories they read and will be able to write dynamic stories that incorporate each of these elements.</p> <p>The students will learn these elements by reading the short stories <i>and</i> by writing.</p>	<p>Holt <i>Elements of Literature</i></p> <p>Various handouts over the short story elements.</p>

To emphasize plot and setting, read "Contents of the Dead Man's Pocket," "Double Daddy," and "Diary of a Mad Blender."

To focus on character, read "Everyday Use," "Two Kinds," and "By Any Other Name."

For narrator and voice, read "By the Waters of Babylon" and "Typhoid Fever."

To emphasize the comparison of themes, teach "And of Clay Are We Created," "The Man in the Water," "If Decency Doesn't, Law Should Make Us Samaritans," and "Good Samaritans U.S.A. Are Afraid to Act."

To focus on irony and ambiguity, read "Lamb to the Slaughter" and "From Into Thin Air."

To learn symbolism and allegory, read "Through the Tunnel" and "Stopping by Woods on a Snowy Evening."

### Career Connections

Comedian, movie writer/director, author