**UNIT OF STUDY - 3**

<table>
<thead>
<tr>
<th>Title: Reviewing the Traditional Story</th>
<th>Subject/Course: English</th>
<th>Length: 2 weeks</th>
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<tbody>
<tr>
<td>Topic: Elements of a Story - Identification and Analysis</td>
<td>Grade: 11</td>
<td>Designer: Mari Robertson</td>
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**UNIT GOALS AND EXPECTATIONS**

**IMPORTANT CONCEPTS:**

- Characters, Setting, Plot and Theme are crucial to understanding an author's intent.
- Analyzing diction, imagery, figures of speech, and mood are crucial to understanding an author's purpose.
- Identifying and analyzing these elements and conventions increases students' reading, writing, and speaking skills.
- Reading, writing and speaking skills are necessary for life.

**ESSENTIAL QUESTIONS:**

- How does understanding characters affect an audience's perception?
- Why and how is the setting and plot necessary to the story?
- Why do we need to analyze the theme of a story?
- How does understanding an author's intent benefit a reader?

**STUDENT LEARNING EXPECTATIONS:**

- R.10.11.23 Analyze literary elements such as setting, plot, theme, characterization, and narration in a work.
- R.10.11.21 Use literary terms to critique a work.
- R.10.11.22 Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology.
- R.9.11.2 Analyze style and diction to determine author's purpose.
- R.9.11.12 Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- R.9.11.8 Analyze point of view and its influence on elements of the text (e.g., tone, theme, and purpose).
- R.9.11.5 Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence.

**SPECIFIC DECLARATIVE KNOWLEDGE—What I know**

- Define character, plot, setting, and theme.
- Identify setting and theme.
- Understand different types of characters.
- Understand and identify figurative language.
- Understand and identify imagery.
- Understand and identify how author's diction impacts meaning and influences tone.

**SPECIFIC PROCEDURAL KNOWLEDGE—What I need to do**

- Locate textual references that identify setting, plot, and theme.
- Analyze characters.
- Analyze narration and point of view for influence.
- Analyze author's choice of words, diction, and style.
- Plot the storyline using a graphic organizer.
- Compare and contrast characters.
Understand point of view and how it reveals meaning.

### UNIT ASSESSMENTS

(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

- Students will write a detailed description of each character.
- Students will create a story board that details plot, setting, characters, and theme, including quotes that support each element (teacher will model).
- Students will write an essay comparing and contrasting characters (teacher will model pre-writing strategy using a venn diagram).

<table>
<thead>
<tr>
<th>Traditional Assessments:</th>
<th>Other Evidence of Learning:</th>
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<tr>
<td>Quizzes and exams.</td>
<td>Notes and character analysis</td>
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<td>Graphic organizers</td>
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<td>Written comparison and contrast essay</td>
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<td>Responses to question and answer sessions</td>
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<td>Written responses to literature</td>
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### ACTIVITIES AND LEARNING EXPERIENCES

#### Read and Analyze an excerpt from Richard Wright's *The Man Who Was Almost a Man*

- Teacher will model good note taking prior to PowerPoint presentation.
- Students will take notes during presentation - introduction to *Black Boy* and intro to characters, plot, setting, and theme.
- Students will locate and record quotes that identify setting and predict theme.
- Teacher will model in-depth character analysis, using several specific adjectives.
- Students will write a detailed description of each character.
- Students will create a story board that details plot, setting, characters, and theme, including quotes that support each element (teacher will model).
- Students will write an essay comparing and contrasting characters (teacher will model pre-writing strategy using a venn diagram).

<table>
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<tr>
<th>Resources</th>
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<tr>
<td>Richard Wright’s <em>The Man Who Was Almost a Man</em></td>
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### Career Connections

- Librarian, lawyer, judge, probation officer.