

UNIT OF STUDY - 3

Title: Reviewing the Traditional Story	Subject/Course: English	Length: 2 weeks
Topic: Elements of a Story - Identification and Analysis		
Grade: 11		Designer: Mari Robertson
UNIT GOALS AND EXPECTATIONS		
<p>IMPORTANT CONCEPTS:</p> <p>Characters, Setting, Plot and Theme are crucial to understanding an author’s intent.</p> <p>Analyzing diction, imagery, figures of speech, and mood are crucial to understanding an author’s purpose.</p> <p>Identifying and analyzing these elements and conventions increases students’ reading, writing, and speaking skills.</p> <p>Reading, writing and speaking skills are necessary for life.</p>	<p>ESSENTIAL QUESTIONS:</p> <p>How does understanding characters affect an audience’s perception?</p> <p>Why and how is the setting and plot necessary to the story?</p> <p>Why do we need to analyze the theme of a story?</p> <p>How does understanding an author’s intent benefit a reader?</p>	
<p>STUDENT LEARNING EXPECTATIONS:</p> <p>R.10.11.23 Analyze literary elements such as setting, plot, theme, characterization, and narration in a work.</p> <p>R.10.11.21 Use literary terms to critique a work.</p> <p>R.10.11.22 Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology.</p> <p>R.9.11.2 Analyze style and diction to determine author’s purpose.</p> <p>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.</p> <p>R.9.11.8 Analyze point of view and its influence on elements of the text (e.g., tone, theme, and purpose).</p> <p>R.9.11.5 Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence.</p>	<p>W.4.11.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information.</p> <p>W.4.11.6 Arrange paragraphs into a logical progression with appropriate transition.</p> <p>W.5.11.2 Write expository compositions, including analytical essays and research reports, that:</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts, and ideas <p>employ visual aids when appropriate.</p> <p>W.5.11.7 Write responses to literature that:</p> <ul style="list-style-type: none"> • articulate the significant ideas of literary works • support important ideas and viewpoints • analyze the author’s use of stylistic and literary devices • determine the impact of ambiguities, nuances, and complexities using evidence from the text • analyze conflicts (character dilemmas) as revealed by characters’ motivations and behaviors 	
<p>SPECIFIC DECLARATIVE KNOWLEDGE-What I know</p> <p>Define character, plot, setting, and theme.</p> <p>Identify setting and theme.</p> <p>Understand different types of characters.</p> <p>Understand and identify figurative language.</p> <p>Understand and identify imagery.</p> <p>Understand and identify how author’s diction impacts meaning and influences tone.</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do</p> <p>Locate textual references that identify setting, plot, and theme.</p> <p>Analyze characters.</p> <p>Analyze narration and point of view for influence.</p> <p>Analyze author’s choice of words, diction, and style.</p> <p>Plot the storyline using a graphic organizer.</p> <p>Compare and contrast characters.</p>	

Understand point of view and how it reveals meaning.	
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
<ul style="list-style-type: none"> • 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) 	
Traditional Assessments: Quizzes and exams.	Other Evidence of Learning: Notes and character analysis Graphic organizers Written comparison and contrast essay Responses to question and answer sessions Written responses to literature

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Read and Analyze an excerpt from Richard Wright's <i>The Man Who Was Almost a Man</i></p> <ul style="list-style-type: none"> • Teacher will model good note taking prior to PowerPoint presentation. • Students will take notes during presentation - introduction to <i>Black Boy</i> 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). 	Richard Wright's <i>The Man Who Was Almost a Man</i>
Career Connections	
Librarian, lawyer, judge, probation officer.	