

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** English I    **Unit Name:** Short Stories: Life at the Crossroads

**Quality Core Objectives:**

A.1. Reading Across the Curriculum	<ul style="list-style-type: none"> <li>a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)</li> <li>b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)</li> <li>c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms</li> </ul>
A.2. Reading Strategies	<ul style="list-style-type: none"> <li>b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)</li> </ul>
A.3. Knowledge of Literary and Nonliterary Forms	<ul style="list-style-type: none"> <li>a. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</li> </ul>
A.4. Influences on Texts	<ul style="list-style-type: none"> <li>a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck’s novel <i>Of Mice and Men</i> and Dorothea Lange’s photographs)</li> </ul>
A.5. Author’s Voice and Method	<ul style="list-style-type: none"> <li>c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts</li> </ul>
A.7. Literary Criticism	<ul style="list-style-type: none"> <li>a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term <i>epiphany</i> or <i>symbolism</i> appropriately in a discussion of Toni Morrison’s novel <i>The Bluest Eye</i>)</li> <li>b. Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text</li> </ul>
A.8. Words and Their History	<ul style="list-style-type: none"> <li>d. Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts</li> <li>h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</li> </ul>
B.1. Writing Process	<ul style="list-style-type: none"> <li>a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information</li> <li>c. Revise, refine, edit, and proofread own and others’ writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement</li> </ul>
B.2. Modes of Writing for Different	<ul style="list-style-type: none"> <li>a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect</li> </ul>

Purposes and Audiences	e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
	f. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Constructions	b. Use a variety of sentence structures to vary pace and to support meaning
	f. Use strong action verbs, sensory details, vivid imagery, and precise words
B.6. Conventions of Punctuation	b. Use punctuation correctly within sentences and words
D.2. Application	g. Actively participate in small-group and large-group discussions, assuming various roles
E. Study Skills and Test Taking	a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
	b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork
	d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

**Purpose of the Unit:** This unit introduces three goals for the year: To learn that writing is a process, to learn ways of analyzing short stories, and to develop group collaboration skills.

**Prerequisites:** Knowledge of literary terms (taught in last unit), knowledge of correct essay format (taught in previous unit)

## Daily Lesson Guide

Day	Lesson Content and Daily Focus Questions	Tasks/Procedures		Engagement	Assessment and/or Accommodations
		Knowledge or Comprehension Activities	Critical Thinking (High Yield / Literacy /LTF/etc.)		
1	A.1-c, A.3-a  How can I use literary devices to connect text to self?	ACT Bell ringer  Focus on metaphor and visual imagery.	Students will read, analyze, and discuss, and write about short stories that relate to the metaphor of the crossroads.  Read and discuss the excerpt “The Seven Ages of Man”	Working in groups of 7-8, students will analyze and discuss each stage of life in Shakespeare’s poem, complete the worksheet and create a Tableau Drama or living statues of each stage.	Analysis of excerpt (worksheet)  Tableau dramas  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>
2	A.1-c, A.3-a, A.5-c  What are the essential elements of a short story?	ACT Bell ringer:  Focus on Plot – Define Plot	Students will read the short story “The most Dangerous Game”  Discuss plot conventions	Plot Structure Handout  Distribute copies of “The Most Dangerous Game” by Richard Connell.	Plot Structure worksheet over “The Most Dangerous Game” homework assignment  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>
3	A.1-c, A.3-a, A.5-c  How and why do writers purposely use literary devices?	ACT Bell ringer  Continue discussion of plot and “The Most Dangerous Game”	Students will discuss “tone” and how it is established in literature.	Students will analyze “The Most Dangerous Game” identifying specific instances of where tone is established and the effect it has on the reader (worksheet).	“The Most Dangerous Game” Plot Quiz  Tone worksheet  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>
4	  How do I “claim” vocabulary words?	ACT bell ringer  Focus on vocabulary: Vocab Review	Students will use vocabulary words to complete several review exercises.	Students will complete “Completing the Sentences”, “Synonyms, and Antonyms”, “Choosing the Right	Completed vocabulary exercise  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided</b>

				Word”, and “Vocabulary in Context” in their vocabulary packet	<b>practice, repetition, modified assignments</b>
5	A.1-c, A.3-a, A.5-c  What is theme?  How do I determine the theme(s) in a short story?	ACT Bell ringer  Focus on Theme: “Lamb to the Slaughter”  Themes in Literature	Students will read a non-fiction article over Joseph Kony and complete their Billy Joel file index card.  Students read, discuss, and write about “Lamb to the Slaughter”  Discuss tools that are associated with a story’s theme: direct or indirect statement, the main conflict in the story, symbolism, tone, and character changes	Students will read “Lamb to the Slaughter” and annotate the story, looking for foreshadowing, irony, and symbolism	Vocabulary Quiz (over Sadlier-Oxford words, unit #1)  Completed “Billy Joel File” index card  Student annotations (complete for homework)  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>
6	A.1-c, A.3-a, A.5-c  How do literary devices help to develop theme in short story?	ACT Bell ringer:  Determining theme in “Lamb to the Slaughter”	Students discuss their annotations as a whole class, then move to smaller groups, continue to discuss, and determine the theme of the story.  New vocabulary: Sadlier-Oxford unit #2 --vocabulary Charades	Working in groups of 3, students will collaborate, using their annotations, to develop a thesis statement stating the theme of “Lamb to the Slaughter” and 3 literary devices Roald Dahl used to develop this theme.	“Lamb to the Slaughter” quiz  Completed thesis statement  Vocabulary charades  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>
7	A.1-c, A.3-a, A.5-c  How do authors use direct and indirect characterization to reveal a story’s theme?	ACT Bell ringer  Focus on Character: using the short story “Beauty is Truth”  While reading the story students need to focus on direct and indirect characterization.	Compare/contrast direct and indirect characterization.  Read and discuss “Harlem” to help students learn about Harlem, which is an important, historic, complex and largely African American community.	Students will read “Beauty is Truth” and annotate for direct and indirect characterization	Focus on Character: “Beauty is Truth” worksheet.  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>
8	A.1-c, A.3-a, A.5-c, E.d	ACT Bell ringer		Students will form	Completed thesis statement

	How do authors use imagery to reveal a story's theme?	Focus on imagery using an excerpt from Gary Soto's <i>A Summer Life</i>	Read, annotate, and discuss an excerpt from Gary Soto's <i>A Summer Life</i>	groups of 4, discuss their annotations, and form a thesis statement that determines the story's theme	<b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>
9	A.1-b, B.1-c, B.2-e, B.4-b  What are the proper language and form for a personal letter?	ACT Bell ringer  Have students read "Thank You, M'am."	"Thank You, M'am" Anticipation Guide: students will take a stance or position on several statements based on their beliefs.  Read and discuss "Thank You M'am."	Students will write a formal thank you letter.	Thank-You Letter using prompt and rubric.  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>
10	A.1-c, A.3-a, A.5-c, A.7-b  How do authors use symbolism to develop a story's theme?	ACT Bell ringer: Place photos of scarlet ibises around the room for students to inspect when they arrive. As a warm-up, have them write three sentences describing the photographs, using 3 different vocabulary words.  Students will read "The Scarlet Ibis", annotating for symbolism	Read and annotate "The Scarlet Ibis" focusing on symbolism  Determine the story's theme	Students will read, annotate, and discuss "The Scarlet Ibis" in groups of 4-5.  As a group, they will complete the exit slip, explaining 3 ways symbolism is used in the story.	Exit slip: explain 3 ways symbolism was used in the story.  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>
11	A.1-c, A.3-a, A.5-c, A.7-b  How do authors use diction, sentence structure, and grammar to develop characters?	ACT Bell ringer  Students will read "Two Soldiers" by William Faulkner, focusing on the author's diction.	Read and annotate "Two Soldiers" focusing on diction and how it develops the characters  Complete "Reading for Meaning" sheet	Students will complete the "Reading for Meaning" sheets individually as they read the story. This requires them to provide evidence from the text to support or refute the statements on the sheet.	Completed reading for meaning sheet  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>

12	How do authors use diction, sentence structure, and grammar to develop characters? (continued)	<p>ACT bell ringer</p> <p>Having read “Two Soldiers” students will explain how the author develops the characters in the story and makes them more believable.</p>	Analyze the author develops believable characters. Think-pair-share	In pairs, students will analyze the short story, as well as scenes from the video of the story, and explain how characters are developed by the author’s use of diction, sentence structure, and grammar	<p>Think-Pair-Share presentations</p> <p><b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b></p>
13	<p>A.1-b, A.3-a,A.5-c,A.7-a,</p> <p>How can demonstrate my analysis of the way authors employ literary devices in a story to develop the story’s theme?</p>	<p>ACT Bell ringer</p> <p>Short Story Project</p> <p>Each group member should be responsible for completing the following tasks:</p> <ol style="list-style-type: none"> <li>1. Reading and understanding the story</li> <li>2. Completing the Short Story Literary Analysis Guide</li> <li>3. Contributing actively and creatively to the group project</li> <li>4. Participating in the presentation.</li> </ol>	Students analyze a short story of their choosing. They also work on a present a final project that expresses the theme or themes of the story and demonstrates what they have learned about literary analysis.	<p>As a culminating project to the short story unit, students will work in groups of three or four to read a new short story and analyze it for various elements of fiction. Distribute the Short Story Group Project prompt, the Short Story Literary Analysis Guide worksheet and the Short Story Group Project Rubric. Students will have the opportunity to create a unique product and develop a presentation that demonstrates their cooperative understanding of the story and its literary techniques.</p> <p>Students form groups, then they read their chosen short stories. If they do not finish reading the story in class, they should complete the rest of the reading and the Short Story Analysis Guide individually for</p>	<p>Chosen story and individual tasks within the work group.</p> <p>Completed Literary Analysis Guide</p> <p><b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b></p>

				homework. Each student should complete his or her own guide.	
14	A.1-b, A.4-a,A.5-c,A.7-a, B.2-a, D.2.g  How can demonstrate my analysis of the way authors employ literary devices in a story to develop the story's theme? (continued)	ACT Bell ringer  Short Story Project	Students will continue to work in groups to construct and develop their short story projects.	As students meet with their group, they should discuss the plot and compare homework answers. They should also decide upon their group project and create a plan for working on it. The project should be based on what they perceive to be the theme of the story they are reading. By the end of the class period, group members should have determined goals for completing the project and assigned tasks to group members.	Annotations, participation in group tasks  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>
15	A.1-b, A.4-a,A.5-c,A.7-a, B.2-a, D.2.g  How can demonstrate my analysis of the way authors employ literary devices in a story to develop the story's theme? (continued)	ACT Bell ringer  Short Story Project	Short Story Presentations and evaluate one another's presentations	Students will present their projects	Short Story Presentations. Peer Evaluations Vocabulary Quiz (Sadlier-Oxford Unit #2)  <b>Accommodations: Reader, paraphrasing, extended time, enlarged print, guided practice, repetition, modified assignments</b>

