

Literary Elements and the Short Story

9A-Unit 1

This unit uses the short story as the vehicle for reviewing common literary elements. Process writing includes the genres of personal narrative and argument/opinion.

OVERVIEW

Upon entering high school, students arrive with varying degrees of preparation, and this unit enables students to develop 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 they think are best for their students. The range of suggested works provides exposure to literature from different cultures.

Unit Length: 5 weeks

MAJOR MINIMUMS OVERVIEW

The major minimums are English Department “non-negotiables.” The activities listed below are essential components of 9A Unit 1 curriculum at Alpena Public Schools. You will see them placed in the appropriate section throughout the Unit, they are also listed here as an introductory overview.

Continual Literacy Practices	Reading Literature	Reading Informational	Writing	Language	Speaking and Listening
Draw inferences and conclusions	Analyze 5 short stories	Analyze 4 informational articles/texts	Launching the Writer’s Notebook (Narrative)	Teach all academic vocabulary listed	
Analyze conflicting source documents			Upcoming in 9A Unit 2 --Literary Analysis Essay (Argument/Opinion)		
Solve complex problems with no answers					
Support arguments with evidence					

CONTINUAL LITERACY PRACTICES

The importance of keeping literacy instruction focused on fundamental, higher level practices will increase student achievement. The literacy practices below should be constantly evident in the instruction of all 9th grade ELA classrooms.

1. Draw inferences and conclusions
2. Analyze conflicting source documents
3. Solve complex problems with no answers
4. Support arguments with evidence

FOCUS STANDARDS OVERVIEW

These Focus Standards have been selected for the unit from the Common Core State Standards. Each set of focus standards is also embedded within the document in order to make reference easier.

Reading Literature/Informational:

- Identify the textual evidence that most strongly supports explicit and inferred meanings {RL.9-10.1; RI.9-10.1}
- Determines theme and summarize text {RL.9-10.2} {RI.9-10.2}
- Determines central idea of a text and explains how it is supported; summarizes text Without including personal opinion {RI.9-10.2}
- Determines the meaning of words and phrases; including figurative, connotative, and technical language {RL.9-10.4/RI.9-10.4}
- Analyze how an author's choice of plot structure creates a specific effect {RL.9-10.5}
- Analyze how an author's ideas or claims are developed through key phrasing within a text {RI.9-10.5}
- Reads and comprehends a range of levels and text complexities {RL.9-10.10; RI.9-10.10}

Writing:

- writes a narrative to develop real or imagined experiences which engages and orients the reader, uses narrative techniques, establishes precise words and phrases, and develops a conclusion {W.9-10.3}
- Produces clear and coherent writing appropriate to task, purpose, audience {W.9-10.4}
- Strengthens writing as needed by planning, revising and editing {W.9-10.5}
- Uses technology to produce and/or publish writing as well as collaborate with others {W.9-10.6}
- Gathers relevant information from multiple print and digital sources and assesses credibility and accuracy of each source, follows a standard format for citations {W.9-10.8}
- Takes notes, quotes, paraphrases data and conclusions without plagiarizing {W.9-10.8}
- Draws evidence from literary or informational text to support analysis, reflection, and research {W.9-10.9}
- Writes routinely over set time frame for a specific purpose {W.9-10.10}

Language:

- Demonstrates the following conventions: semicolon, colon to introduce a list or quotation, correct spelling {L.9-10.2} **FOCUS AREAS (serial commas, colons, capitalization)**
- Uses the appropriate language for context {L.9-10.3}
- Determines meaning of unknown words based on context, word-patterns, and using reference materials {L.9-10.4}
- Demonstrates understanding of figurative language, word relationships, and nuances in meaning {L.9-10.5}
- Uses and applies grade level vocabulary {L.9-10.6}

Speaking/Listening:

- Initiate and participate effectively and collaboratively by coming to discussions prepared, working with peers to set rules, posing and responding to questions, and respond thoughtfully {SL.9-10.1}

READING LITERATURE/INFORMATIONAL

(E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars. Teachers may choose texts beyond the scope listed below; however, chosen texts should represent text complexity levels appropriate for 9th grade readers. When choosing informational text to accompany literature please keep in mind that the two types of text should somehow relate to one another (i.e. theme, historic context for literature, etc.).

LITERARY TEXTS: (CHOOSE 5 SHORT STORIES)

SHORT STORIES:

- "The Gift of the Magi" (O. Henry) (E)
- "The Most Dangerous Game" (Richard Connell)
- "The Cask of Amontillado" (Edgar Allan Poe) (EA)
- "The Scarlet Ibis" (James Hurst)
- "The Necklace" (Guy de Maupassant)

INFORMATIONAL TEXTS: (CHOOSE 4 ARTICLES/TEXTS)

ARTICLES: <http://kellygallagher.org/resources/articles> (follow link electronically)

ART, MUSIC, AND MEDIA:

Prompt: How do artists create visual narratives in photography and painting?

Art

- Michelangelo, *The Creation of Adam*, Sistine Chapel (1482)
- Sultan Muhammad, *From a Khamsa of Nizami* (1539-43)
- Jacob Lawrence, *On The Way* (1990)
- Emanuel Leutze, *Washington Crossing The Delaware* (1851)
- Pablo Picasso, *Young Acrobat on a Ball* (1905)
- Tina Barney, *Marina's Room* (1987)
- Roy DeCarava, *Untitled* (1950)

Media

- *Brooklyn Bridge* (documentary film, Ken Burns, director)
- BMW short films (e.g., "Chosen," Ang Lee, director)

CCSS Focus Standards for Reading Literature/Informational

- Identify the textual evidence that most strongly supports explicit and inferred meanings {RL.9-10.1; RI.9-10.1}
- Determines theme and summarize text {RL.9-10.2} {RI.9-10.2}
- Determines central idea of a text and explains how it is supported; summarizes text Without including personal opinion {RI.9-10.2}
- Determines the meaning of words and phrases; including figurative, connotative, and technical language {RL.9-10.4/RI.9-10.4}
- Analyze how an author's choice of plot structure creates a specific effect {RL.9-10.5}
- Analyze how an author's ideas or claims are developed through key phrasing within a text {RI.9-10.5}
- Reads and comprehends a range of levels and text complexities {RL.9-10.10; RI.9-10.10}

WRITING

The following Targeted Writing Project Units are required for all 9th grade students. Please use the calendar dates listed below in order to maintain continuity in the department.

Unit Title	Trimester	
	Start	End
Launching the Writer's Notebook (3 weeks) <i>Narrative Writing</i>	Week 1	Week 4

CCSS Focus Standards for Writing

- writes a narrative to develop real or imagined experiences which engages and orients the reader, uses narrative techniques, establishes precise words and phrases, and develops a conclusion {W.9-10.3}
- Produces clear and coherent writing appropriate to task, purpose, audience {W.9-10.4}
- Strengthens writing as needed by planning, revising and editing {W.9-10.5}
- Uses technology to produce and/or publish writing as well as collaborate with others {W.9-10.6}
- Gathers relevant information from multiple print and digital sources and assesses credibility and accuracy of each source, follows a standard format for citations {W.9-10.8}
- Takes notes, quotes, paraphrases data and conclusions without plagiarizing {W.9-10.8}
- Draws evidence from literary or informational text to support analysis, reflection, and research {W.9-10.9}
- Writes routinely over set time frame for a specific purpose {W.9-10.10}

LANGUAGE/SPEAKING/LISTENING

All 9th grade students should be taught the academic vocabulary terms below.

Academic Vocabulary

Literature

- characterization
- figurative language
- irony (e.g., dramatic, situational, verbal)
- narrator
- parable
- plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement)
- point of view
- sensory imagery
- setting (time/place)

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- style
- symbol/ism
- theme
- tone

Language

- Grammar Assignments-Everyday Editing by Jeff Anderson (great resource)
- Serial Commas, colons, and capitalization (in this order)
- 8 parts of speech (nouns, verbs, adjectives and pronouns)
- Punctuation (periods, question marks, exclamation points)

CCSS Focus Standards for Language/Speaking/Listening

Language:

- Demonstrates the following conventions: semicolon, colon to introduce a list or quotation, correct spelling {L.9-10.2} **FOCUS AREAS (serial commas, colons, capitalization)**
- Uses the appropriate language for context {L.9-10.3}
- Determines meaning of unknown words based on context, word-patterns, and using reference materials {L.9-10.4}
- Demonstrates understanding of figurative language, word relationships, and nuances in meaning {L.9-10.5}
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Speaking/Listening:

- Initiate and participate effectively and collaboratively by coming to discussions prepared, working with peers to set rules, posing and responding to questions, and respond thoughtfully {SL.9-10.1}

SAMPLE ACTIVITIES AND ASSESSMENTS

The following activities are sample activities based on the higher expectations of the CCSS. None of the activities below are required; however, they are here to provide samples of the higher level work which is expected with the shift to the CCSS.

Reading Response

Select a short story and write a reading response that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State thesis clearly and include at least one piece of evidence to support the thesis. (RL.9-10.1, W.9-10.9)

Discussion

Select two works of art to view as a class. Compare the two works, focusing the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative.

Speech

Select a passage from one of the short stories and recite it from memory. Include an introduction that states:

- What the excerpt is from
- Who wrote it
- Which literary element is exemplified and why. (RL.9-10.2, SL.9-10.6)

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Seminar Question

"Is Montresor [from Poe's "The Cask of the Amontillado"] a trustworthy narrator?" The seminar question may also be used as an essay topic. (RL.9-10.2, RL.9-10.3, SL.9-10.1, SL.9-10.3, SL.9-10.4, SL.9-10.6)

[Scoring Rubric](#) (follow link electronically)

ADDITIONAL RESOURCES

[Analyzing Irony and Symbolism in a Short Story](#) (Louisiana Department of Education) (RL.9-10.4, RL.9-10.5)

["The Scarlet Ibis" Lesson Plan](#) (Saint Paul Public Schools, Saint Paul, MN) (RL.9-10.2)

["The Minister's Black Veil" Study Questions](#) (Mr. Burnett's Classroom) (RL.9-10.1, RL.9-10.2, RL.9-10.3 and more)