

# Short Stories Grade 9

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy I**  
Time Period: **6 weeks**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Students will read and analyze literary elements in a variety of short stories. Students will become well versed in the elements of literature that apply to short stories.

## Transfer

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Students will be able to independently use their learning to...

- Interpret figurative language in literature.
- Describe how character, conflict, and plot work together.
- Analyze how setting contributes to characterization, plot, or theme.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand...

- How to apply literary elements to a variety of types of literature.
- Characters, setting, and conflict can be structured in a variety of ways within a text.

## **Essential Questions**

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Students will consider...

- How can reading short stories help in the reading of novels?
- How are the themes relevant to today's society?
- How can literary elements be developed within a text?
- What makes a "good" story?
- Can literature serve as a vehicle for social change?
- Why is it important for people to construct narratives about their experiences?
- How are belief systems represented in literature?
- How can literature be used to inform/change people's opinions about their society?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Setting
- Plot details
- Character development
- Themes
- Elements of a short story

### **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements in text

## **Academic Vocabulary**

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- Literary elements: setting, characterization, plot (exposition, rising action, climax, falling action,

resolution), conflict (internal/external), protagonist, antagonist, theme, irony, figurative language (simile, metaphor, personification, imagery, etc.)

- Others to be determined by teacher as needed

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## Learning Goal 1

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The students will analyze a particular point of view or cultural experience and various literary elements/devices in a short story from their textbook, drawing on a wide reading of world literature.

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## Objective 1

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SWBAT:

- Read a variety of short stories using The Language of Literature textbook.
  - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LA.RL.9-10.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

LA.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

LA.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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## Objective 2

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SWBAT:

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

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### Objective 3

SWBAT:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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### Objective 4

SWBAT:

- Identify and discuss plot development
  - Identify literary elements in plot
  - Demonstrate an understanding of plot structure by reading several short stories.
  - Use plot diagram as an interactive tool for prewriting activity that teaches tracing plot structure in a short story.
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LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development

LA.RL.9-10.3

over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

## **Summative Assessment**

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- End of unit tests
- Quizzes
- Tests
- Writing response journals

## **21st Century Life and Careers**

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CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

## **Formative Assessment and Performance Opportunities**

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- class discussion
- comprehension questions
- reading quizzes
- teacher observation
- vocabulary quizzes

## **Accommodations/Modifications**

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- Listen to audio of text
- Model different active reading techniques
- Pre-teach vocabulary terms for specific stories
- Provide guided notes and/or study guide to assist in preparing for assessments
- Provide summary guides for specific stories

## **Interdisciplinary Connections**

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- The Gift of the Magi - Research and discuss religious aspects of the term "Magi"
- The Gift of the Magi- Research and discuss commercialism of holidays
- The Most Dangerous Game - Research and discuss the history of the Russian Military Unit, Cossacks

- The Necklace- Research and discuss class structure in European society

SOC.9-12.1.1.1 Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

SOC.9-12.1.1.2 Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

## Unit Resources

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- supplemental materials
- textbook
- video/audio clips
- vocabulary materials

## Recommended Texts

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The Secret Life of Walter Mitty - James Thurber

Magical Realists (in textbook) - Informational Text

The Most Dangerous Game - Richard Connell

World War I Trenches (in textbook) - Informational Text

The Gift of the Magi - O. Henry

Watch Fob Chain (in textbook) - Informational Text

The Necklace - Guy de Maupassant

The Scarlet Ibis - James Hurst

Scarlet Ibis (in textbook) - Informational Text

The Interlopers - Saki

The Cask of Amontillado - Edgar Allen Poe

Poe and the Gothic Tradition (in textbook)- Informational Text

On Summer - Lorraine Hansberry- Reflective Essay