

# Short Stories

Content Area: **English Language Arts**  
Course(s): **English Literacy 2**  
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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- active reading
- audio
- guided notes
- summary guides
- supplemental materials
- textbook
- vocabulary hand outs

## **Interdisciplinary Connections**

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- Analyze the societal impact of the Black Plague over medieval Europe in "Masque of the Red Death"

- Evaluate the nuclear threat of the 1950s and how it influenced "There Will Come Soft Rains"
- Examine dangers with emergent technologies in "The Veldt"

SOC.6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
SOC.6.1.12.CS12	Postwar United States: Cold War: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.
SOC.6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
SOC.6.2.12.CS2	Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

## **Unit Resources**

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### Short Stories Links

The Masque of the Red Death:

[Resources and Activities](#)

[Graphic Organizer](#)

There Will Come Soft Rains:

[Resources and Activies](#)

Literary Elements:

Conflict:

[Worksheet](#)

Freytag's Pyramid:

[Worksheet](#)

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