

Content-Specific Backwards Map

Short Story Unit

Ms. Genord

Long Range Goals AND Assessments: What will students know, value, or be able to do after I teach? How will I know if they've accomplished this?

Students will be able to evaluate short stories. To successfully evaluate short stories students should be able to:

- Collaborate effectively with peers
- Communicate an author's purpose
- Identify point of view
- Locate literary devices and figurative language used in texts
- Determine cause and effect
- Define meaning of vocabulary words in context
- Analyze the meaning of symbols
- Evaluate an author's use/choice of themes

Big Ideas: How will I organize the topics and subtopics

- **Author Point of View/Purpose:** Students will examine how the point of view of short stories affects the tone, form, and message. It is important to think critically an author's purpose in writing in order to make accurate interpretations of a short story. Short stories often provide a certain message or lesson for readers, it is important for students to identify what the author is saying about the world. This message or purpose should also be applicable to the reader's own life. Students should make connections between messages and their own personal experience.
- **Vocabulary:** For this unit students will need to know several vocabulary terms. Literary devices and figurative language terms will be central to their success on this unit. Also, students will need to understand the meaning of words by using contextual clues.
- **Figurative Language/Literary Devices:** Short stories utilize many literary devices and a lot of figurative language. Students should be able to locate the use of literary devices within stories and explain the purpose of its use.
- **Symbols & Themes:** Symbols and themes are an important part of narrative literature. We will focus on the discovery of themes and symbols as we read short stories. Themes and symbols are often things that are consistent throughout a short story. Students will be responsible for tracking themes and symbols in the stories we read in the unit.

Enduring Understandings: What should students know so well that I would never need to re-teach it?

- An active reader will know the basic plot points of the short stories we read in class.
- Students will know how to collaborate effectively with their peers
- Students should know the form and structure of a short story.
- Students should know the literary devices and figurative language that we cover in class and should know how to identify these within a story.
- Students should know how to write reflectively about a short story.
- Student should be able to use context clues to aide their comprehension of vocabulary words.

Essential Questions: What questions should I be asking students form the beginning of the instruction to guide us toward the objectives? If students can answer the essential questions, they should be able to demonstrate mastery of the objectives.

- What is author's purpose or message?
- Define the different literary devices we have covered in class. Provide an example.
- Identify a cause and effect in the short story.
- How do you use context clues to determine the meaning of a vocabulary word?
- How does the narrative voice and point of view affect your interpretation of the story?
- Does the author use symbols? If so, what do the symbols mean or stand for?
- What themes are represented in the story? How do the themes contribute to an authors purpose?

Student Activities: What will I do with students to reach the long-range goals and how am I checking progress?

1. **Literary Device & Figurative Language Journal:** Students will keep a journal throughout the unit where they write down different literary devices and figurative language. With each story we read, we will cover certain literary devices and figurative language. If there are any left over, I will give a mini-lecture about that piece. Students will be expected to know how the language functions within the context of a short story. The journal entries should provide examples of the literary device or figurative language.
 - **Objective:** Locate literary devices and figurative language used in texts
 - **Assessment:** At the end of the unit, I will collect these journals for a grade.
2. **Connection Chart:** I have created a graphic organizer that will help students to make important connections. Students will link character motivations to outcomes. This will help students understand how cause and effect takes form and function within short stories. It will also help students to think about an authors purpose by

analyzing the choices the author makes in regards to the story's characters. This challenge students to analyze how and why the characters are related.

- **Objective:** Determine cause and effect, Communicate an author's purpose
- **Assessment:** This character chart graphic organizer will be focused on our reading of The Most Dangerous Game. I will collect the graphic organizer after reading this story.

3. **Short Story Groups:** Students will be assigned to groups of 5-6 and will be expected to meet in class to discuss the stories we read. Guide prompts will be provided. Each group will have a presentation day to teach the whole class about something they found especially interesting. This is a good way to encourage collaboration in the lesson.

- **Objective(s):** Analyze the meaning of symbols, Collaborate effectively with peers, Identify point of view, Define meaning of vocabulary words in context, Analyze the meaning of symbols
- **Assessment:** Students will give a presentation in front of the whole class about something they found particularly interesting.

4. **Short Story Project:** Students will write their own short stories towards the end of the unit. Students will be able to use technology in order to complete this assignment. I will provide students with a rubric to follow for writing this story. Students will be required to incorporate a theme, purpose, 3 literary devices, 1 use of figurative language, and a vocabulary word (word previously unknown) in context. This will be a real world application of the material.

- **Objective(s):** Communicate an author's purpose, locate literary devices and figurative language used in texts, Define meaning of vocabulary words in context, Evaluate an author's use/choice of themes
- **Assessment:** I will collect this short story at the end of the unit.

5. **Review Day:** At the end of the unit I will host a review day. Students will be divided into their Story Groups. We will play a jeopardy game that covers all of the objective that will be on the ECA. This is my way of preparing students for the test and giving them opportunities to practice answering similar questions to those that will be on the ECA. I will also cover the format and what students should expect for their ECA on this review day.

- **Objective(s):** This review should meet all of the unit objectives
- **Assessment:** Review Game will be done in class.

5. **English Language Arts ECA:** At the very end of the unit students will be required to complete an end of course assessment written by the English Department. This assessment will test their understanding of short stories. The format will be annotating a short story and answering guiding questions about the unit objectives.

- **Objective(s):** This ECA should meet all of the unit objectives
- **Assessment:** ECA test on "The Story of An Hour"