

Level: 9th Grade

Class Size: 20 - 25 students

Unit: Short Story

Time Needed: 90 minutes

Sequence In Unit: 1st Lesson

Classroom Composition: General mainstream classroom.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to describe and name the components of a short story and how they are intertwined, giving the students the ability to write short stories effectively using these six key components.

- **Objectives**
 - The learners will be able to name the six components to a short story.(Cognitive: Knowledge)
 - The learners will be able to describe the six components of a short story in a way that another person will understand. (Cognitive: Comprehension)
 - The learners will be able to explain how the components of a short story interact with one another. (Cognitive: Synthesis)

- **Connects to the Maine Learning Results**
 - English Language Arts, Grades 9 - Diploma A2 (Reading - Literary Texts)
 - a. “Analyze the difference between *first-* and *third-person narration* and the effect of *point of view* on reader’s interpretation of a text.”
 - d. “Analyze external and internal *conflicts of character.*”
 - e. ‘Determine the effects of common *literary devices* on the *style* and *tone* of a text.’”
 - English Language Arts, Grades 9 - Diploma B2 (Writing - Narrative)
 - a. “Use *diction, syntax, imagery,* and *tone* to create a distinctive *voice.*”
 - b. “Organize ideas in a logical sequence, with effective transitions.”
 - English Language Arts, Grades 9 - Diploma D1 (Language - Grammar and Usage)
 - a. “Use appropriate *diction, syntax* and *figurative language* to suit purpose, context, and audience.”
 - English Language Arts, Grades 9 - Diploma D2 (Language - Mechanics)
 - a. “Use appropriate punctuation, spelling, sentence and

paragraph structure to suit purpose, *context*, and audience.”

b. Essential Questions

- What is a short story?
- What are the six components of a short story?
 - Point of view
 - Setting
 - Style
 - Character
 - Plot
 - Theme
- What is a “point of view” in a short story?
- What is a setting?
- What is style?
- What is character?
- What is plot?
- What is theme?

c. Knowledge and Skills

- Students have previously read stories of various lengths that consists of all major elements of a story.
- The learners have previously heard of the terms that will be reviewed and expanded on in this lesson and following lessons.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

Students will be sent home with a worksheet listing different aspects of a story. They will be asked to place these aspects on a concept map where each belong under the six categories.

e. Quizzes, Tests, Prompts

-N/A-

f. Unprompted Evidence

The teacher will observe whether or not students are cooperating within their groups and will keep track of who has spoken up in class discussion.

g. Self Assessment

Students will have the chance to ask questions to check for clarification and will also be doing a homework assignment that will also allow them to see how much they do and don't understand.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experiences/Instruction

1. Students will enter the room with a concept map drawn on the board. In the middle will be the words “Short Story” with the six branches remaining empty.

2. Once students have settled, ask how many of them have read a short story. Everyone should have their hands raised. Ask what they feel constitutes a short story. Continue on to explain that every short story has six main parts.
 - Point of view
 - Setting
 - Style
 - Character
 - Plot
 - Theme

3. Student interaction to work through the six key points.
 - (1)What is a “point of view” in a short story?
 - 1st person - “I went to the store.”
 - 2nd person - “You went to the store.”
 - 3rd person - “He went to the store.”
 - Whether or not the narrator is reliable.
 - Whether or not the narrator’s perception affects the way the story develops.
 - (2)What is a setting?
 - Place and time.
 - (3)What is style?
 - How you define the writing. (Ex.: simple, complex, poetic...)
 - Symbology and it’s existence/lack there of in the story.
 - (4)What is character?
 - Are characters believable? Why?
 - How are characters revealed?
 - What does the author reveal about them and what do they reveal about themselves?
 - (5)What is plot?
 - This is the sequence of events that happens throughout the story.
 - (6)What is theme?
 - The author’s point.
 - The author’s meaning.
 - The author’s message.

4. Continue on, making sure to stress certain points.
 - The six components are found throughout a story, not in any one specific area.
 - Every factor is tied in with another, weaving them all together. You cannot have a full bodied story without all six components.
 - The two main concepts that are going to be focused on and work off from are plot and character. Once these two are understood, the other four fall more easily into place.

5. Give students 15 minutes of independent work. The task here is for them to think of a short story that they want to write and roughly sketch out each of the six areas. During this time, the teacher should be floating around the room answering any questions.
6. The rest of the period will be spent asking students to share some ideas about the different components that they have listed and have the class discuss why they feel that those ideas as appropriate/inappropriate for the section. Make sure to have them explain their rationale behind their decision.

i. Materials and resources

Teacher Resources

- ▶ Computer with word processing capabilities.
- ▶ Lesson notes
- ▶ Materials for in-class assignment.
- ▶ Wipe off board and markers or chalk and chalkboard

Student Resources

- ▶ Pencil, Pen, Paper....materials required for regular attendance