

Grade 10 Unit 1  
 Short Fiction  
 10-12 days





Key Learning: Writers use literary elements to create characterization to develop texts to convey purpose and meaning.

Unit Essential Question: How do authors effectively use literary elements to create and develop a meaningful short fiction text?

<u>Concept:</u> Structure of plot	<u>Concept:</u> Effective Characterization	<u>Concept:</u> Language and Culture	<u>Concept:</u> Theme
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<u>Lesson Essential Questions:</u> How do authors order events of a text? (RL 1) (RL5) How do authors manipulate time in a text? (RL5) How is plot structured in multiple texts? (RL 1) (RL 2)	<u>Lesson Essential Questions:</u> How does the setting influence the characters and action? (RL3) How do characters evolve throughout text? (RL 1) (RL3)	<u>Lesson Essential Questions:</u> How is language used in a text? (RL 1) (RL4) How does the cultural experience of an author impact a text? (RL6) (L 3)	<u>Lesson Essential Questions:</u> How do literary elements convey theme? (RL 1) (RL 2) (L3) What does theme reveal about human nature? (RL 1) (RL 2)
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<u>Vocabulary:</u> Foreshadowing Parallel plot Exposition Characterization Rising action Falling action Climax Conclusion Resolution Denouement Flashback	<u>Vocabulary:</u> Narrator Antagonist Protagonist Characterization <ul style="list-style-type: none"> <li>• Direct vs. indirect characterization</li> </ul> Point of view <ul style="list-style-type: none"> <li>• first person</li> <li>• third person omniscient</li> <li>• third person limited</li> </ul> Conflict Internal vs. external conflict Dynamic Static	<u>Vocabulary:</u> Figurative language Inference vs. explicit Dialogue Diction Dialect Imagery Symbolism	<u>Vocabulary:</u> Author's Purpose Contextualization Author's background Central idea Theme statement

<u><b>Additional Information/Resources:</b></u>  <u><b>Text suggestions from McDougal</b></u>  Textbook: sections 1-4 <b>PLOT-SETTING-MOOD (RL5 RL3 RL1 RL4)</b> Interlopers – Setting and conflict Harrison Bergeron <b>CHARACTERIZATION (RL3)</b>
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The Possibility of Evil -  
Everyday Use

**NARRATIVE DEVICES-LANGUAGE (RL5 RL1 RL4 RL3)**

By the Waters of Babylon (HONORS)

There will Come soft rains (Bradbury and Teasdale)

**THEME (RL2 RL3 RL6)**

Interlopers

Harrison Bergeron -

**When Mr. Pizarda Came to Dine** – Cultural Connections

“There Will Come Soft Rains” – Sara Teasdale (poem)

**Graphic organizers:**

Plot diagram

Character chart

**Technology: Suggestions** for 21<sup>st</sup> century skills: Class blogs for literature response- wikispace, The Common Core standards include that we will use digital media- textual, graphical, audio, visual and interactive elements in presentations. These need to be included in each unit.

Possibly using:

-class blogs

-wikispaces

-google docs

-ipods/ text audio selections

**Vocabulary:** Greek and Latin roots

Selection words to know

Vocab exercises after the readings for practice

Worksheets from unit books

**Grammar:**

Units 1-4 selections: Pronouns/ Verb Tense/ parts of speech

Updated June 7, 2012

**Writing:** During this unit, students will write a narrative short story. They also will respond to a writing prompt in a three paragraph RARE response.

(W2 W4)

- short summary's
- literary analysis
- extended paragraphs on concepts in map
- describe plot and conflict
- evaluate statements/ texts

Extended paragraphs as process assessment throughout the unit

**Assessment:**

1. Content test: multiple choice and short answer based on class readings- connections using concepts and terms on LFS map
2. Cold test: multiple choice questions based on concepts and terms from LFS map