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The Nature of Narratives [10th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: The Nature of Narratives

Grade Level: 10

Subject/Topic Area(s): English

Designed By: Devon Erlich

Time Frame: 5-6 weeks

School District: Northside Independent School District

School: John Marshall High School

School Address and Phone: 8000 Lobo Lane, San Antonio, Texas, 78240;
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Brief Summary of Unit (Including curricular context and unit goals):

In this unit students will read five narratives (both fiction and nonfiction) that have a common theme of sacrifice. The readings will provide them with the opportunity to uncover the understandings that sacrifices occur on a daily basis in our world, in our lives, and in our literature. Additionally, the students will have the opportunity to understand that authors write narratives with a message in mind, and effectively conveying this message requires a purposeful use of literary elements, organization, and diction. As the unit progresses, students will be able to answer the question, "What is a narrative?" And "How do literary elements contribute to the unity of the effect?" Not only will they study the skills of writing a narrative, but they will consider our thematic question, "How do people come to understand or know sacrifice?"

The unit will contain multiple versions of assessment but will conclude with an assignment where students must create, revise, and edit a narrative piece for our classroom anthology. Initially, the students will write a narrative which includes the idea of sacrifice in some way. After they have written their narrative, the students will undergo an individual and peer process where they evaluate and revise their narrative based on their knowledge they have gained throughout the unit. The final draft of the narrative will contain purposeful use of literary elements, and they will be able to identify how each element adds depth and meaning to their writing.

Unit: The Nature of Narratives

Grade: 10

Stage 1: Desired Results

Understandings

Students will understand that...

Literary elements are essential to writing an effective narrative

Narratives not only tell a story but also send a message

Narratives require us to be purposeful in the way we write

- This includes purposeful...
 - Organization
 - Diction
 - Use of elements

Sacrifices occur on a daily basis in our world, in our literature, and in our own lives

Essential Questions

What is a narrative?

How do literary elements contribute to the unity of the effect?

How do people come to understand or know sacrifice?

Knowledge

Students will know...

Literary elements

The characteristics of a narrative

Varying definitions and examples of sacrifice

Skills

Students will be able to...

Identify literary elements in a narrative and explain their function or importance

Read a narrative and identify a theme

Write a narrative with a purposeful message by employing literary elements

TEKS

(1 A, B, C) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

(2 A, C) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(5 A, B, C, D) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

(13 A, B, C, D, E) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

(14 A) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

Stage 2: Assessment Evidence

Performance Task:

As a class, we are creating a classroom anthology where everyone's work will appear. Each student will serve as an author and editor of their own work and their peer's work. The performance task will be separated into large steps (which will serve as multiple grades).

Step One: Sacrifice is an idea that appears in many of the selections that we read. Write a short piece in which the idea or theme of sacrifice appears somewhere, somehow. Before beginning to write, choose your genre:

- Write a memoir, like "Fish Cheeks," which is an eyewitness account of the writer's participation in the events and characters around him/her.
- Write an essay, like "Man in the Water," which is a brief nonfiction composition on a single subject often revealing the writer's personal opinion.
- Write a short story, like "Harrison Bergeron," which is fiction where the main character learns a valuable life lesson.

Other requirements: work should be typed, 2 pages, double spaced, with an original title

*Note: I did not attach a rubric for this paper. The initial narrative will be graded on the Northside ISD six traits rubric.

Step Two: You will receive a page titled "Evaluating and Changing your Narrative." You must carefully go through your paper and answer questions about the literary techniques that were included and the purpose/effect of these techniques. Not only will there be room to evaluate the techniques that you used, but you will also have to reflect on where and how you will incorporate more of the techniques we have studied to better your writing. This will be a two day revising process.

*Note: the Evaluating/Changing pages are attached at the end of this document.

Step Three: Share your essay with a partner. You will read your paper aloud, and they will have a chance to give you positive feedback. They will then have a chance to ask clarifying questions, which means they will inquire about parts of the work which were unclear. You will then become the listener/responder as your partner reads his or her work. Finally, you will trade papers. You will fill out a Literary Reflection page (similar to the one that you worked on in Step Two), but now you will fill out the chart in regard to your partner's essay.

Step Four: Taking your own comments and your partner's feedback, change your essay in the computer lab. Rewrite your paper to include devices such as similes, imagery, personification, etc. When your final paper is complete, you will have an evaluation to fill out where you must compare your original essay to your final draft. This final draft will appear in our anthology.

*Note: Grading rubric is attached at the end of this document

Other evidence:

Venn diagram, Vocabulary charts, Exit tickets, "MRI" (Meaning, relevance, importance) presentation, Chalk Talk, Theme posters, Graphic Organizer for making inferences, Sensory Appeals chart, Journal writing, polleverywhere.com, Crossover TAKS question, "Best Word for the Job," Highlighting clues that lead to mood, Showing v. Telling Writing competition, Narrative test

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day One- I will introduce the idea of narratives by having the kids tell a story using an activity called "Turning Negatives into Positives." Each student will have a picture of a blank photo negative with the prompt: Draw a moment that stands out to you from the summer. After allowing the students about 10 minutes to draw their moment, they will share their story and picture in groups of 3-4. I will then ask me to tell them this story in writing and have them journal for 10 to 15 minutes. When they are finished, I will give each group copies of a short narrative found online. The students will have to fill out a venn diagram illustrating the characteristics of their own stories compared to characteristics of the published narrative. As a class, we will list similarities between the two. With their answers (and possibly some leading questions) we will come up with characteristics of a narrative (**Answer to essential question- what is a narrative?**).

Essentials include:

- Descriptive details and dialogue to develop character, setting, and plot.
- A clear beginning, middle, and end
- A logical organization with transitions
- Language that is appropriate for the audience
- Demonstrates the significance of events or ideas

The characteristics of a narrative will stay posted in my room for the duration of the unit.

Day Two- Before reading "Fish Cheeks" by Amy Tan, the students will record a few definitions in their journal. They will have a chart where they record the definition, list examples and non-examples, and draw pictures of the following elements: symbolism, imagery, flashback, simile, and internal conflict. This chart will be used continuously throughout the unit. As soon as the students have finished recording the elements, we will read "Fish Cheeks" together and try to identify these elements as we read. At the end, we will discuss Tan's purpose for writing her memoir or the message and possible lessons she conveys. As an exit ticket, the students must answer one question on each side of an index card. The first question is "What is one lesson Tan teaches through her narrative?" and the second task is, "Describe how at least one character makes a sacrifice in this piece." (**Essential question- How do people come to understand or know sacrifice?**)

Day Three- Today we will revisit "Fish Cheeks." While it is important for the students to identify elements, I really want them to know why the author specifically chose to use each one. In five groups, the students will have to select an example of each element we discussed yesterday (simile, imagery, symbolism, flashback, internal conflict). They must write the "MRI" for each literary element. "MRI" stands for meaning, relevance, or importance. For example, they should discuss the imagery of the food and the effect this description has on the story. They could use the simile, "Robert was as white as Mary in the Manger," and explain why the author chose this particular simile. Each group will present their reasoning/logic to the class. (**Essential question: How do literary elements contribute to the unity of the effect?**)

Day Four- Chalk Talk: I will write "SACRIFICE" on the butcher paper in big letters. Underneath it, I will write, "Add definitions or examples of this word." The students will write their responses all over the paper for about 5-10 minutes before sitting down. We will then read the responses together (note- I will save this paper for a later writing assignment). We will read the nonfiction piece "Man in the Water" about a man in a plane crash who gave up his life to save others. We will add three new words to the charts in their writer's notebooks- Setting, theme, and external conflict. They will define the words, give examples, and draw a graphic. We will discuss specifically how setting and external conflict affected the story "Man in the Water."
(Essential question- How do people come to understand or know sacrifice?)

Day Five- I will teach a lesson on how to find the theme of a story and write a theme sentence. Using a text that we are all familiar with (for example, "Romeo and Juliet,") we will list words that relate to that text- love, tragedy, family, communication, etc. Once we choose one word to focus on, I will ask, "What is the author saying about that word?" We will then write a theme sentence. Example- Love can drive people to make rash decisions. The rules for a theme sentence will be that one cannot use the word "you," the theme must be universal, and it can be supported with text. On their own, the students will then create a theme sentence for "Man in the Water." They will make a theme poster which includes the theme sentence and then TWO quotes from the text which support the sentence. They also must include a graphic or illustration.

Day Six- As we begin "Harrison Bergeron," I will have the students review some of the terms that we have already learned. They will have a list on the board of elements to look for (setting, conflict, etc.) As we read, they will fill in a graphic organizer that makes logical inferences about the main characters and the society. On one side, they will find clues (for example- all announcers have speech impediments) and on the other they will make inferences- (people are not hired for their strengths). Their goal is to make five inferences. They will add three words to their charts in their writer's notebooks- irony, protagonist, and antagonist. They will have an exit ticket at the end of class that asks, "From your inferences, what do you think the point of this story is? In other words, what is the author saying about society?"

Day Seven- To connect the lesson from yesterday, we will discuss making inferences. We will talk about sensory images and how clues in writing such as sights, sounds, touches, smells, tastes, etc. lead us to make certain inferences. Even though it is not a narrative, we will read the poem "Black Valentine" as a review of elements such as theme, imagery, simile, and conflict. After a verbal discussion, the students will fill out a Sensory Appeals chart that asks them to find evidence of sight, smell, sound, taste, and feel in the poem and then write commentary for each piece of evidence. Time permitting, we will have a five minute competition where I give the students a "telling sentence" such as "Two cars crashed," or "The girl was a snob." They have to take this idea and write a "showing paragraph" where they prove the sentence to be true with the five senses. If we run out of time, I will save this showing v. telling activity to use later in the unit. **(Essential question: How do literary elements contribute to the unity of the effect?)**

Day Eight- Journal: Are you a dynamic character or a static one? A dynamic character changes over time, yet a static character never changes. Describe who you are- your personality, your likes/dislikes, the way you act around friends/family, etc. As we read "One Thousand Dollars" we will stop and discuss Gillian's character at different points in the story. I will ask the kids how we know certain things about him. What does his dialogue show us? How do others describe him? At the end of class, we will do polleverywhere.com where the students text their answers. The first question will be, "Why did Gillian tear up the note?" and the second

will be a multiple choice vote to check for understanding- “Was Gillian a dynamic or static character?”
(Essential question- How do people come to understand or know sacrifice?)

Day Nine- We will practice a crossover TAKS question with our theme of sacrifice. Looking back at the story, “One Thousand Dollars,” I will ask the students, “How does a character in this story make a sacrifice? Use text evidence to support your answer.” To get ready for day nine, I will have the students copy the new literary element words into their writer’s notebooks: metaphor, foreshadowing, personification, diction, and mood. They will work on defining, giving examples and non-examples, and drawing the words. **(Essential question- How do people come to understand or know sacrifice?)**

Day 10- We will continue the chart of new literary elements if we ran out of time yesterday, and then begin “A Sound of Thunder.” I will hook the students by asking if they have heard of the butterfly effect, and then discuss its premise that one tiny action can cause a chain of reactions. As we read, I will have students look for the mood of the story. We will stop and discuss mood and how imagery, diction, and dialogue relate to their feelings about the text. This is the longest story that we will read and will most likely take until the end of the period. **(Essential question: How do literary elements contribute to the unity of the effect?)**

Day 11- We will warm up with an activity called “Best Word for the Job.” In small groups of three, students will be given a paint strip (a swatch of paper that shows four or five shades of the same color). I will give each group an adjective such as: smart, nice, mean, pretty, sad, happy, etc. They must write this word on the lightest color on the swatch and then come up with more “colorful” or bold words. If they are stuck, they may use a thesaurus for help. We will go around and share our words and then discuss the purpose of using different synonyms to describe parts of a story. Next, students will be given small, copied passages from “A Sound of Thunder.” In their group, they must determine the mood of the passage. After they pick their mood word, they must highlight evidence that lead them to this word. In one color, they will highlight diction and in another they will highlight imagery. In a “bonus color” they will highlight examples of personification, similes, or metaphors that lead them to their mood word. **(Essential question: How do literary elements contribute to the unity of the effect?)**

Day 12- In the same small groups, the students will organize their thoughts using the mini-white boards. They will write their mood words and the clues that lead them to this word. Each group must identify the clues using terms that we have learned such as imagery, diction, etc. and explain the effects of the words. As a recap on showing v. telling writing, we will have another competition (like on day seven) where I tell the students what is happening “the boy gets ready for prom,” and they must show me what is happening by using strong diction, imagery, personification, similes, etc. They will volunteer to read each piece aloud and we will choose a Best in Class. **(Essential question: How do literary elements contribute to the unity of the effect?)**

Day 13- Today the performance task will begin. I will list all of the narratives we have read on the board and ask the students how the idea of sacrifice fits each one. Then, I will post the SACRIFICE chalk talk up on the wall that they designed on day four. I will re-introduce the blank negative and ask them to draw a moment they witnessed sacrifice. After drawing and sharing, I will hand out Step One of the prompt, which explains that they need to pick a genre to write in and the basic expectations of the paper. They will then begin to draft their paper. **(Essential question- How do people come to understand or know sacrifice?)**

Days 14-18- In these five days, we will work on the performance task. The students will draft a paper, revise and edit in groups, and type their final drafts in the computer lab. They will turn their papers in on Day Eighteen for a major grade. Some of the students need more time than others to work; those who finish early

will study for the narrative test.

Day 19- Traditional test which measures understanding of the five narratives we covered, literary elements and their effects, and characteristics of a narrative.

Day 20 and 21- The students will receive their graded essays. They will then use the evaluating/changing your narrative sheet to really look at the elements they used in their writing and make changes. The chart may look overwhelming because there are so many parts, but we will go through each piece step-by-step on a powerpoint so they will focus on just one aspect of their narrative at time. (**Essential question: How do literary elements contribute to the unity of the effect?**)

Day 22- Small group read-aloud with feedback followed by peer revising and editing.

Day 23 and 24- Go to the computer lab to make changes and complete the final narrative. When the narrative is complete, each student must turn their work in with a reflection page which concentrates on the differences between each draft and the effect of using the elements we learned.

*Important: As I assess each narrative, I will only make comments on the rubric. I will keep their writing clean to bind in a classroom anthology. They will have the option to post their work anonymously, and these anthologies will be kept on the bookshelf for students to read.

***Attachments are below: *The first one is the revising/editing guide for the first draft of the narrative. The second is a rubric for grading the final narrative. The third is the chart which will appear in their writer's notebooks to record literary elements.*

Evaluating and Changing your Narrative

Congratulations on finishing the first draft of your narrative! Now comes the most important part of your writing- evaluating what you have and making it better. Make sure you completely and thoughtfully fill out the following guide. As you complete each step, have a peer check your work and initial the first column. You must get a different person for each step.

Conflict	Highlight the conflict of your narrative in yellow. In the space next to this square, describe the conflict of your narrative.	Circle one: The conflict of my narrative is internal/external Describe the conflict:
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		<p>*If you cannot identify a conflict in your paper, you need to make notes throughout your draft to add conflict.</p>
Character	<p>Characterization- The protagonist of my story is _____. Fill out the box next to this one in regards to the protagonist. After the box is filled out, go to your draft and ADD details or dialogue to strengthen your character.</p>	<p>Words/phrases that I used to develop the protagonist's character include:</p> <p>Words/phrases I can do to add depth to the character:</p>
Imagery	<p>Imagery- Underline parts of your story that are described with great imagery- you have used sensory details to make your writing come alive. Now, find at least THREE places where imagery could be added to strengthen the story. Remember, imagery should be purposeful, it should affect the tone or characters of the story. <u>Highlight these three places where you will add imagery in pink.</u></p>	<p>In regards to each place you highlighted, answer the following...</p> <ol style="list-style-type: none"> 1. I am adding imagery here because: 2. I am adding imagery here because: 3. I am adding imagery here because:
Diction	<p>Diction- highlight three words that are "blah." They are boring or unsophisticated. Replace these three words with strong, dazzling words that will make your writing more interesting.</p>	<p>The three words I highlighted include:</p> <p>I replaced these words with:</p>
Theme	<p>Theme- What is the theme of your story? If you cannot write a "theme sentence" or a lesson that the reader can learn from your narrative, you need to make one obvious.</p>	<p>The theme of my narrative is:</p> <p>(If you cannot figure out your theme, meet with me! We need to work on making a significant point in your paper).</p>
Setting	<p>Setting- Do you clearly state the setting of your story? Is your setting described in detail? <u>Highlight places where you discuss setting in</u></p>	<p>What is your setting?</p> <p>How is it described OR what did you add to describe setting?</p>

	blue. You may need to add details to make your setting come alive to the reader.	
<p>Your paper needs to contain a <u>MINIMUM of FOUR</u> of the following elements. Your paper might already include some of these elements Remember, you don't have to do EVERY element listed, but you do have to choose at least four. Have someone sign the first column once you added that particular element.</p>		
Simile	Simile- Highlight one simile in your paper or add a simile and then highlight it.	<p>The simile included is:</p> <p>The EFFECT (or "MRI")of this simile is:</p>
Metaphor	Metaphor- Highlight one simile in your paper or add a metaphor and then highlight it.	<p>The metaphor included is:</p> <p>The EFFECT (or "MRI")of this metaphor is:</p>
Personification	Personification- Highlight one example of personification in your paper or add personification and then highlight it	<p>The personification included is:</p> <p>The EFFECT (or "MRI")of this example of personification is:</p>
Flashback or Foreshadowing	Flashback or Foreshadowing- If you have or can add a flashback or foreshadowing to your paper, highlight it in orange	<p>The way I used flashback or foreshadowing was:</p> <p>The EFFECT (or "MRI")of this is:</p>
Irony	Irony- Highlight one time in your paper that you use irony, or add irony somewhere and then highlight it.	<p>The irony included is:</p> <p>The EFFECT (or "MRI")of this irony is:</p>
Symbolism	Symbolism- Highlight one symbol in your paper or add a	<p>The symbol included is:</p>

	symbol and then highlight it.	The EFFECT (or “MRI”)of this symbolism is:
Dialogue	Dialogue- Highlight dialogue in your paper or add dialogue and then highlight it.	The EFFECT of this dialogue is:

The following rubric assesses step four of the performance task:

<u>RUBRIC</u>	Exceeds Standards (90-100)	Meets Standards (80-89)	Approaching Standards (70-79)	Below Standards (69 or less)
Ideas and development 20	Character, setting, and plot are fully developed by use of extensive detail and dialogue. Every part of the story is fully described with sophisticated language.	Character, setting, and plot are mostly developed with detail and/or dialogue, but there are some areas that could use elaboration.	Character, setting, and plot are present but not developed with detail or dialogue.	Parts of the essential elements to a narrative (character, setting, and plot) are missing
Organization 20	There is a clear beginning, middle, and end to the narrative. The organization is logical and contains well-written transitions that help guide the reader through the paper. The writer may have used a sophisticated form of organization (such as flashback) although this is not necessary to achieve “exceeds standards”	The narrative has a clear beginning, middle, and end, although the transitions between paragraphs or ideas could be stronger.	The organization is slightly confusing. It is difficult to identify a clear beginning, middle, and end, and there are a lack of transitions to guide the reader.	The paper is unorganized; it may be written in one giant paragraph, or it may lack a beginning, middle, and end to the plot. It may be unfinished.
Theme and Significance 20	By the end of the narrative, the reader realizes the “life lesson” or the significance of the story. There should be a clear purpose to the story that stands out as a theme.	There appears to be a significant “life lesson” or theme to the story, although it may not be obvious. The significance is present, but could be more clearly stated or alluded to.	The story could lend itself well to a theme, but the lesson or point does not seem fully realized or developed.	The narrative is off topic and does not appear to make a point or allude to any particular theme.
Inclusion of Literary Elements 20	There are at least five of the targeted literary elements included in the paper, and they are original, purposeful examples. The elements (similes, personification, etc.) are woven in smoothly and add depth to the story.	Four or five of the targeted literary elements have been included in the narrative, but they are not necessarily original; they lack some purpose or depth.	One to three of the targeted literary elements have been added to the narrative.	The writer made no attempt to add the targeted literary elements to their writing or change their rough draft at all.
Evaluation and Reflection 20	The writer explained on the reflection sheet the “MRI” (meaning, relevance, or importance) of their five literary elements. They correctly identified a	The writer completely filled out the evaluation and reflection sheet, but there is depth lacking to their answers in	The evaluation sheet is only partially filled out; the answers do not appear to contain thought or depth in reflection	There is no evaluation and reflection sheet present.

	significant theme and other required elements in their narrative. They were able to compare the merits of the revised essay to the	regard to the “MRI” of their literary elements and the comparison between the two essays.		
Grade and Teacher Comments:				

The chart below is an example of what will go in their writer’s notebooks to record the literary elements that we study for each narrative.

Vocabulary Word:	Examples: Non-Example: Picture/Graphic:
What does it mean? (definition):	
How would you describe it? (own words):	
My Understanding: 1 2 3 4	