

## UNIT PLAN - Connor Joseph & Samantha-Rae Adamson

### Unit Overview

Violations of human rights occur when privilege goes unchecked and unnoticed over extended periods of time. As educators, it is our responsibility to help our students develop the tools required to identify inequities in our society. We have created a short story unit for a grade 11 English classroom. The unit spans 19 one hour long classes. Using short stories, we plan to explore the idea of privilege from a social justice perspective and integrate creative writing skills to encourage our students to express their own ideas on the topic. Students will read 3 short stories as well as write their own, all under the umbrella of our inquiry question. The purpose of this unit is to concurrently develop students' understanding of the mechanics of short story writing and an appreciation of the factors that create social stratification. By offering multiple means of engagement/consumption of material (audio recordings, readings, class discussions, worksheets, reflections, small and large scale creative writing activities), we hope to promote a variety of literacies with a specific emphasis on social understanding, performative, and creative literacies.

### About Our Classroom(s)

- Grade 11 English Language Arts course
- One hour classes
- 15 minutes of silent reading each day
- Students each have a "writer's notebook" and are accustomed to "quick writes"

### Guiding Inquiry Question

- What is privilege and how do we recognize it?

### Focus Questions

- How can we use creative writing to express our views on the world?
- How is privilege represented in stories through tone, character, voice, etc.?
- What makes a text meaningful?
- How are we privileged?

### Learning Outcomes

- Students will define privilege (knowledge).
- Students will understand the elements of a short story (knowledge).
- Students will identify privilege (skill).
- Students will apply their understanding of short stories to their own short story writing to demonstrate creative literacy (skill).
- Students will gain performative literacy skills through the sharing of their stories (skill)
- Students will appreciate the suffering of those that lack privilege (attitude).
- Students will want to take steps to prevent discrimination (attitude).

### **Informal Assessments**

- Writer's Notebook quickwrites
- Response to texts
- Class discussions

### **Formal Assessments**

- Original Short Story
  - Planning sheet
  - Peer review (minimum of one)
  - Final draft

### **Lesson Overview**

- 1: Games: Privilege Awareness
- 2: Introduction to Short Stories + tweets
- 3: "All Summer in a Day" + response/discussion
- 4: "All Summer in a Day" elements of a short story + writing activity
- 5: Creative Writing: planning their story
- 6: Creative Writing: planning their story
- 7: "The Lottery" + response handout
- 8: "The Lottery" discussion
- 9: Creative Writing: drafting their story
- 10: Creative Writing: drafting their story
- 11: Creative Writing: Peer Review template
- 12: Creative Writing: editing (handout guide)
- 13: "The Doll's House" + response handout
- 14: "The Doll's House" discussion
- 15: Creative Writing: Final Draft (in the lab)
- 16: Creative Writing: Final Draft (in the lab)
- 17: Reader's Cafe: Sharing Stories
- 18: Reader's Cafe: Sharing Stories
- 19: Concluding Fishbowl

### **From Our Proposal**

By integrating language and literacy strategies into our lessons, we plan to prepare students with the skills to navigate literature's thematic ideas, make real world connections, and express their own ideas and concerns. Through close-reading strategies, thematic exploration and a broad collection of short stories, we hope to develop these creative writing skills and social literacies. While we do intend to specifically expand our student's understanding of the current issues surrounding social justice and human rights through this unit, we also hope to provide students with the literacy skills that will transfer into other mediums and themes so their learning can be fluid, explorative and universal.

## Lesson Details

### 1 - Activating Games: Privilege

Video: [https://www.ted.com/talks/paul\\_piff\\_does\\_money\\_make\\_you\\_mean?language=en](https://www.ted.com/talks/paul_piff_does_money_make_you_mean?language=en)

#### Overview:

Students will play a series of well-known games with variations to the rules, to demonstrate different aspects of privilege and how people in different situations notice and respond to privilege, inspired by Paul Piff's Ted Talk entitled "Does Money Make you Mean?" We will discuss their results and findings afterwards as a class.

#### Objectives:

- Students will show awareness of the effects of privilege
- Students will appreciate their own privilege

### 2 - Introduction to Short Stories

#### Overview:

This will be an introductory lesson where we discuss the goals and expectations of the unit, and activate students prior knowledge with a short quiz on the elements of the short story. Exit slip: students will write us "tweets" about their needs and what they want from us and this unit.

#### Objectives:

- Students will demonstrate prior knowledge
- Students will share their ideas
- Students will have a better understanding of short stories

### 3 - "All Summer in a Day"

Audio: <https://www.youtube.com/watch?v=SaLzm3B1ewY>

#### Text:

[http://www.btbores.org/Downloads/6\\_All%20Summer%20in%20a%20Day%20by%20Ray%20Bradbury.pdf](http://www.btbores.org/Downloads/6_All%20Summer%20in%20a%20Day%20by%20Ray%20Bradbury.pdf)

#### Overview:

As a class, we will read "All Summer in a Day" (11 minutes) and follow up in their writer's notebooks with a response to the prompt "What was wrong and why?" The class will conclude with a discussion of the responses.

#### Objectives:

- Students will form meaningful responses to the idea of privilege in the text

#### **4 - “All Summer in a Day” continued**

Overview:

As a class, we will go over the elements of the short story by applying them to “All Summer in a Day.” Students will then use their knowledge of the story’s structure to rewrite the ending in their writer’s notebooks, from the climax to the conclusion.

Objectives:

- Students will demonstrate their knowledge of the elements of a short story
- Students will practice writing to mimic the story’s structure
- Students will develop their creative writing skills

#### **5 & 6 - Creative Writing: Planning**

Overview:

*Writer’s Notebook activating prompt: “Rewrite a piece of your silent reading from an opposing point of view.”*

Two classes are dedicated to students brainstorming and planning their short story creative writing project that they will be working on over the following weeks. Students will be given a template that outlines the criteria for their stories. We will model this outline on the first class using a story written by students in our CanU academy last year. Students will have the rest of the time to complete their outline.

Objectives:

- Students will show their understanding of the theme of social justice
- Students will brainstorm ideas for short stories
- Students will create their initial outline for their stories

#### **7 & 8 - Creative Writing: Drafting**

Overview:

Tips, strategies and instruction for creative writing will be given to the class through exemplars and demonstration. Students will be given two periods of class time to draft their short stories. This will also allow time for us to assess their writing, creativity and the progression of their stories.

Objectives:

- Students will develop their creative ideas
- Students will demonstrate an understanding of the elements of a short story
- Students will practice creative writing skills
- Students will show an understanding of an aspect of social justice

#### **9 - “The Lottery”**

Audio: [https://www.youtube.com/watch?v=jG4s7jN\\_xlg](https://www.youtube.com/watch?v=jG4s7jN_xlg)

Text: [https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson\\_lottery.pdf](https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf)

Overview:

*Writer's Notebook activating prompt: "Using a character from your silent reading or short story, write what they might think if they discovered they were going to be executed today."*

Students will be provided a copy of "The Lottery" that has been divided into sections, and a corresponding handout with response questions to each section. Using an audio recording, we will listen to the text and at each section break, the students will respond to the questions individually.

Objectives:

- Students will form meaningful responses to the idea of privilege in the text
- Students will show their independent knowledge of the elements of short story

## **10 - "The Lottery" continued**

Overview:

In groups, students will discuss their responses to the text and explore the idea of privilege, patriarchy, blind tradition, and basic human rights. Exit slip: quick write prompt "what would you do if your town had a "lottery"?"

Objectives:

- Students will form meaningful responses to the idea of privilege in the text
- Students will demonstrate a better understanding of the issues raised in the text

## **11 - Creative Writing: Peer Review**

Overview:

As a class, we will do a "sample peer review" as an exemplar for students to follow. Students will have the opportunity to read and respond to a classmate's story, demonstrating their ability to recognize elements of short stories and provide meaningful feedback. They will also have their story reviewed by a peer before they move forward in their writing process.

Objectives:

- Students will demonstrate their ability to recognize the elements of short stories
- Students will provide meaningful feedback to others' stories

## **12 - Creative Writing: Editing**

Overview:

Students will have class time to edit their stories after reading the feedback from their peers. This class will also provide them with strategies to edit their writing, such as ARMS (Add, Remove, Move, Substitute) and COPS (Capitalization, Order and Organization, Punctuation, Spelling), which will be demonstrated on a sample piece of writing.

Objectives:

- Students will practice revision and editing strategies
- Students will show self improvement and appreciation

### **13 - “The Doll’s House”**

Audio:

<http://podcast.getwebreader.com/mp3/margaret-drabble-reads-the-dolls-house-by-katherine-mansfield/2010/12/1062-232853>

Text: <http://www.lamaquinadel tiempo.com/mansfield/04dollh.htm>

Overview:

*Writer’s Notebook activating prompt: “Write a short story about social inequality, mimicking the style in your silent reading.”*

Students will be provided a copy of “The Doll’s House” that has been divided into sections, and a corresponding handout with response questions for each section. Individually, they will read the text and respond to the questions.

Objectives:

- Students will form meaningful responses to the idea of privilege in the text
- Students will show their independent knowledge of the elements of short story

### **14 - “The Doll’s House” continued**

Overview:

As a class, we will discuss the students responses to the text and explore issues raised in “The Doll’s House,” such as social class, inequalities, innocence and cruelty.

Objectives:

- Students will form meaningful responses to the idea of privilege in the text
- Students will demonstrate a better understanding of the issues raised in the text

### **15 + 16 - Final Draft**

Overview:

Students will have two periods of lab time to type up their final drafts.

Objectives:

- Students will demonstrate their creative writing skills

### **17 & 18 - Reader’s Cafe**

Overview:

To celebrate student’s writing, they will share their stories with the class in a “reader’s cafe” setting. We will arrange the room to create the appropriate ambiance, and bring in drinks and snacks to share. Students will read their story in turn, while the class listens respectfully. Students will not be graded.

Objectives:

- Students will read their short story aloud
- Students will demonstrate confidence in their writing

- Students will show respect to one another
- Students will demonstrate appreciation for oral stories

## **19 - Fishbowl**

### **Overview:**

To conclude the unit, students will participate in a fishbowl activity to discuss the issues addressed throughout the unit, share any ongoing questions or thoughts, and make connections between the themes and their personal lives. Questions will be provided for each group, and the groups will have time to prepare a response before the fishbowl begins.

### **Objectives:**

- Students will discuss the themes of the unit
- Students will express their own ideas and opinions on a safe and controlled environment
- Students will listen and respond to each other

### **Resources Required**

- Short Story Quiz
- "All Summer in a Day" by Ray Bradbury
- "The Lottery" by Shirley Jackson + \*handout
- "The Doll's House" by Katherine Mansfield + \*handout
- The Elements of Short Stories
- Creative Writing Criteria and Planning sheet + exemplar
- Peer Review sheet
- Editing sheet + \*exemplar

\*not included in this current edition of the plan

### **Notes & Resources**

#### **Exit Slip Writing Opportunities:**

- write a story using 3 characters
- write a story where the main character is a victim
- write a story where the main character is privileged
- write a story where the character recognizes his privilege
- write a story where the characters deal with a social injustice
- write a story where the character has to make a choice but cannot decide
- write a story where the character has to make a choice but makes the wrong choice and has to fix it
- rewrite a story from another character's point of view

#### **Editing Acronyms:**

ARMS (Add, Remove, Move, Substitute)

COPS (Capitalization, Order and Organization, Punctuation, Spelling)

**Resources Used:**

Paul Piff: Does Money Make you Mean?

[https://www.ted.com/talks/paul\\_piff\\_does\\_money\\_make\\_you\\_mean?language=en](https://www.ted.com/talks/paul_piff_does_money_make_you_mean?language=en)

All Summer in a Day:

<http://www.shortstoryguide.com/short-stories-about-racism-discrimination-prejudice/>

The Lottery

<http://www.brighthubeducation.com/middle-school-english-lessons/34014-the-lottery-by-shirley-jackson/>

The Doll's House

<http://www.lamaquinadel tiempo.com/mansfield/04dollh.htm>

Other Stories:

"A Deception"

<http://www.pitbook.com/English/texts/pdf/deception.pdf>

"A Sound of Thunder"

<http://www.rivermill-academy.org/common/pages/DisplayFile.aspx?itemId=22839533>

"The Fun they Had"

<http://www.gphillymath.org/resourcedisks/thefuntheyhad.pdf>

"So What Are You, Anyway?"

[http://edge-integrity.weebly.com/uploads/6/8/9/0/6890635/so\\_what\\_are\\_you\\_anyway\\_short\\_story.pdf](http://edge-integrity.weebly.com/uploads/6/8/9/0/6890635/so_what_are_you_anyway_short_story.pdf)

"Girl"

<http://cristianaziraldo.altervista.org/wp-content/uploads/2014/09/Girl-Jamaica-Kincaid.pdf>

"A Respectable Woman"

[http://ia700409.us.archive.org/30/items/short\\_story\\_026\\_0804\\_librivox/shortstory026\\_respectablewoman\\_add\\_64kb.mp3](http://ia700409.us.archive.org/30/items/short_story_026_0804_librivox/shortstory026_respectablewoman_add_64kb.mp3)

"The Story of an Hour"

[http://ia700409.us.archive.org/30/items/short\\_story\\_026\\_0804\\_librivox/shortstory026\\_storyofanhour\\_add\\_64kb.mp3](http://ia700409.us.archive.org/30/items/short_story_026_0804_librivox/shortstory026_storyofanhour_add_64kb.mp3)

Resources:

<http://manitobawritingproject.weebly.com/this-is-my-home.html>

<http://www.katechopin.org/>

<http://www.edutopia.org/discussion/using-literature-teach-social-justice>



[http://www.huffingtonpost.com/2013/11/22/short-story-read\\_n\\_4220181.html](http://www.huffingtonpost.com/2013/11/22/short-story-read_n_4220181.html)

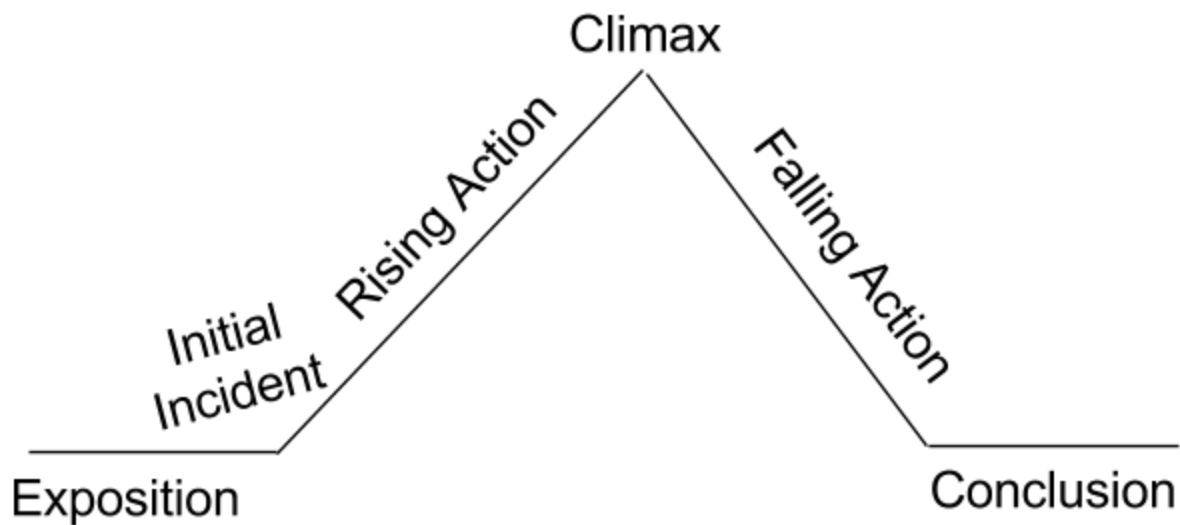
<http://lessonplanspage.com/ashortstory1elementsofshortstory1112-hm/>

[https://www.bced.gov.bc.ca/irp/pdfs/making\\_space/mkg\\_spc\\_appd.pdf](https://www.bced.gov.bc.ca/irp/pdfs/making_space/mkg_spc_appd.pdf)

[http://furman.weebly.com/uploads/5/1/7/6/5176248/gr.\\_9-irony\\_and\\_short\\_stories-s.\\_mccauley.doc](http://furman.weebly.com/uploads/5/1/7/6/5176248/gr._9-irony_and_short_stories-s._mccauley.doc)

*Becoming Evil* - James Waller

# What is a Short Story?



## PLOT

**Plot** : The series of actions that make up a story.

**Exposition** : The section where the characters and the setting are introduced.

**Initial Incident** : The event or decision that begins a story's problem.

**Rising Action** : The action leading up to the climax of the story.

**Climax** : The moment in the story with the highest tension.

**Falling Action** : The events following the climax; when the main problem/tension has been resolved.

**Conclusion** : The end of the central conflict; it shows how the situation turns out and ties up loose ends.

## CONFLICT

**Conflict** : A struggle between two opposing forces.

**Internal Conflict** : A struggle that takes place in a character's own mind.

**External Conflict** : A struggle against an outside force such as another character, nature, technology, society, fate, etc.

## SETTING

**Setting** : The time and place of the story's action.

## CHARACTERIZATION

**Character** : Any person, animal, or figure represented in a literary work.

**Static Characters** : Characters that remain unchanged throughout the story.

**Dynamic Characters** : Characters that change as a result of the story's events.

**Flat Characters** : Stereotyped, one-dimensional characters.

**Round Characters** : Fully developed characters that are complex and realistic.

**Antagonist** : The central character or force that opposes the protagonist.

**Protagonist** : The main character in the story.

## POINT OF VIEW

**Point of View** : The vantage point from which the author tells the story.

**First Person** : One of the characters is telling the story using the pronoun, "I."

**Second Person** : The narrator tells the story to another character using the word 'you.' The author could be talking to the audience using the words 'you,' 'you're,' or 'your.'

**Third Person Omniscient** : An all-knowing narrator who can present the thoughts and actions of any and all characters.

**Third Person Limited** : Point of view that speaks in third person but centres on one character's thoughts and actions.

## STRUCTURE

**Chronological** : The events are arranged according to the order of time

**Flashback** : The present scene in a story is interrupted to flash backward to tell what happened earlier.

**Foreshadowing** : Clues the writer puts in the story to give the reader a hint of what is to come.

**Theme** : The central message of the story.

**Tone** : The perspective or attitude that the author adopts

Name: \_\_\_\_\_

### **Short Story Assignment**

You will be writing an original short story to be shared with the class. Your story will focus on the idea of privilege as we explore this topic throughout the coming weeks. To write an interesting and effective story, you need to first plan it. Using the following guidelines, plan your story to meet the outlined criteria:

Criteria:

- ☐ Between 500-750 Words
- ☐ Must include the elements of a short story
  - ☐ Plot, Characterization, Point of View, Structure, Conflict, Setting
- ☐ Plot must be fully developed
  - ☐ Exposition, Initial Incident, Rising Action, Climax, Falling Action, Conclusion
- ☐ At least one character needs to be well developed
- ☐ Must include the idea of privilege

Brainstorming

Setting

Point of View

Plot

Exposition

Initial Incident

Rising Action

Climax

Falling Action

Conclusion

Conflict

Structure

Character Development:

|                                    |  |
|------------------------------------|--|
| Character's Name                   |  |
| Appearance                         |  |
| Actions                            |  |
| Likes                              |  |
| Dislikes                           |  |
| Dreams                             |  |
| Fears                              |  |
| What Others Think of the Character |  |

|                  |
|------------------|
| Other Characters |
|------------------|

Name: EXEMPLAR

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- ☐ Must include the idea of privilege

#### Brainstorming

- Pirates
- two ships facing off
- one of the ships has gold and treasure
- friendship is important
- The Renny is good; Black Death Destroyer is bad
- Black Death Destroyer wants to steal the treasure

#### Setting

- On boats sailing the seas
- Sunset
- A long time ago

#### Point of View

- Third person omniscient

### Plot

#### Exposition

- there are two ships sailing the high seas: the Renny and the Black Death Destroyer
- The Renny has gold

#### Initial Incident

- Black Death Destroyers were gaining on the Renny and captured the Renny's captain, Captain John Benny

#### Rising Action

- Black Death Destroyers captured John Benny as a distraction to lure the ships together and a great battle was coming soon

#### Climax

- The two crews fought with swords and guns and rescued Captain John Benny

#### Falling Action

- The crew of the Renny realize that their gold was stolen

#### Conclusion

- The crew of the Renny is okay with losing their gold and wealth because friendship is worth more than any gold!

### Conflict

- External: Person vs. Person
- The Renny crew fights with the Black Death Destroyer crew over treasure and Captain John Benny

### Structure

- Chronologically structured
- Theme: friendship and happiness cannot be bought



### Character Development:

|                                    |  |
|------------------------------------|--|
| Character's Name                   | Captain John Benny   |
| Appearance                         | -Great big man, big black moustache, peg leg, sharp hook hand, long red and blue jacket, eye patch, pirate pistols, a long sharp sword |
| Actions                            | -He is captured by the Black Death Destroyers<br>-He fights and is rescued by his crew   |
| Likes                              | -his friends on the Renny<br>-being a pirate<br>-sailing the high seas   |
| Dislikes                           | -The Black Death Destroyers<br>-Stealing<br>-Being tricked or lied to  |
| Dreams                             | -To be a ship captain for the rest of his life and share his knowledge of pirating   |
| Fears                              | -Having his crew dislike him or finding out his crew was unhappy   |
| What Others Think of the Character | -He is very nice<br>-He is a fair captain<br>-He loves being a pirate  |

### Other Characters

-Steven Franconnor, Renny Crew, Black Death Destroyer Crew