

Unit 8.1: Analyzing Characters' Decisions
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student reads and analyzes the plots of short stories. In particular, he/she looks at moments in the stories where characters make important decisions that move the plot of the story. The student then creates their own stories containing the required plot elements.
Transversal Themes:	Decisions, Insecurity, Self-inquiry
Integration Ideas:	History/Social Studies, Health

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** Why do decisions matter?
EU1. The decisions we make impact us and those around us.
- EQ2.** How do characters' decisions move the plot in a story?
EU2. The decisions characters help make move the plot of the story.
- EQ3.** Do all characters and events matter in a story?
EU3. It takes both small and large details to build a good story.
- EQ4.** Why do we edit our work?
EU4. Taking the time to edit our work improves our writing.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class able to analyze plots of short stories.
- T2.** The student will leave the class able to analyze characters' decisions in the stories they read and note how the decisions move the plot of the story.
- T3.** The student will leave the class able to apply their knowledge of plot elements and characters' choices to create their own story containing the required plot elements.
- The student acquires skills to...*
- A1.** Discuss and analyze a character's decisions, using examples from the text as evidence.
- A2.** Write a five paragraph essay.
- A3.** Provide a summary of a text and distinguish character traits of characters in a story.
- A4.** Strengthen writing through editing and revision.

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Puerto Rico Core Standards (PRCS)	
Listening	
8.L.1b	Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with support from a teacher.
Speaking	
8.S.1	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas. Ask probing relevant questions to expand discussions.
Reading	
8.R.1	Read a variety of grade-level texts and multimedia resources (when available) to explain ideas, phenomena, processes, cultural identity, genre, and text relationships, supplying textual evidence to support analysis and conclusions drawn from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
8.R.2La	Provide an objective summary of the text.
8.R.3La	Distinguish character traits (internal and external).
Writing	
8.W.4	Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.
Language	
8.LA.1a	Explain the function and tenses of the different kinds of verbs and apply correctly.
8.LA.1b	Form and use verbs in the active and passive voice.
8.LA.2a	Use advanced punctuation (e.g., comma, ellipsis, dash) correctly.
8.LA.2b	Spell correctly.
8.LA.3a	Choose language that expresses ideas clearly, recognizing direct and indirect objects and eliminating wordiness and redundancy.

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 8.LA.1a 8.LA.1b 8.LA.2a 8.LA.2b 8.LA.3a 8.W.4</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2 EQ4/EU4</p> <p>T/A: A1, A2, A4 T1, T2</p>	<ul style="list-style-type: none"> The format of a five-paragraph essay. Basic editing marks. The transitional phrases. 	<ul style="list-style-type: none"> Body paragraph Concluding paragraph Introductory paragraph 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Reading Response Essay</p> <ul style="list-style-type: none"> The story, "Window," by Harry Buschman, tells a story of two ill men who share a hospital room and one man's growing resentment towards the other for having his bed next to the window where he can look at the world outside their room. The student writes a reading response (five-paragraph essay) discussing the decisions that the resentful man made in the story and the impact of his decisions on himself and on his roommate. Revision Process: The student works with a partner to revise each other's work (see Attachment 8.1 Writing Tool – Peer Revision Checklist). The student's work is assessed using a rubric (see 	<p>Decision Making Reading Log</p> <ul style="list-style-type: none"> As the student reads texts, he/she completes the decision-making reading log to document the decisions characters make (see Attachment 8.1: Other Evidence – Decision Making Reading Log). <p>Word Work</p> <ul style="list-style-type: none"> The class creates a Word Wall using unit vocabulary and new concepts/words students encounter in texts they read during the unit (see Attachment: 8.1: Other Evidence – Using Word Walls to Improve Instruction). The student keeps a word journal for this unit or for the entire school year (see Attachment: 8.1 Other Evidence – Word Journal). <p>Editing</p> <ul style="list-style-type: none"> The student uses editing marks to peer-edit his/her reading 	<p><i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i></p> <p>Analyzing Characters' Decisions</p> <ul style="list-style-type: none"> Pre-reading activity: The teacher discusses the question "Would you save the life of someone at any cost to you?" During-Reading activity: The student reads the story, "The Window," by Harry Buschman, or chooses any story where characters make important decisions (see Attachment: 8.1 Text - The Window). As the student reads the story, he or she completes a decision-making reading log (see Attachment: 8.1 Other Evidence – Decision Making Reading Log). The teacher reviews the format of a five-paragraph essay: introductory paragraph, three body paragraphs, and concluding paragraph. Provide students a graphic organizer for writing their first essay drafts (see Attachment: 8.1 Writing Tool – Essay Template)



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			Attachment: 8.1 Writing Tool – Reading Response Rubric).	response pieces or stories he/she wrote (see Attachment: 8.1 Writing Tool – Editing Marks). <ul style="list-style-type: none">• The teacher gives the students a list of simple sentences and has them connect two sentences using transition phrases (see Attachment 8.1 Writing Tool – Creating Sentences Using Transitions).	
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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 8.L.1b 8.R.1 8.R.2La 8.R.3La 8.S.1</p> <p>EQ/EU: EQ3/EU3 EQ4/EU4</p> <p>T/A: A3, A4 T1, T3</p>	<ul style="list-style-type: none"> The setting in fiction. The difference between main and supporting characters. Plot development. 	<ul style="list-style-type: none"> Plot development: introduction, rising action, climax, falling action and resolution Main character Mood Setting Supporting character 	<p><i>For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.</i></p> <p>Writing My Short Story</p> <ul style="list-style-type: none"> The student re-writes the short story, "The Story of an Hour," by Kate Chopin (see Attachments: 8.1 Text – The Story of An Hour and 8.1 Text – The Story of An Hour Rewritten). The student only receives the beginning and the end of the original story. They need to fill in the middle of the story that leads to the given ending. The student predicts how they want his/her story/plot to develop. What major decision/s will the character make now that her husband is dead? Based on the ending we know that the main character dies. What events will lead to this ending? The student creates a plot diagram of his/her story and 	<p>Plot Analysis</p> <ul style="list-style-type: none"> The student does a plot analysis for their favorite television sitcom. <p>Reflection questions</p> <ul style="list-style-type: none"> The student writes a journal entry discussing all of the following questions about one of the stories read during the lesson: <ul style="list-style-type: none"> What did the author need to explain to readers in the exposition section? What inciting event causes the action to begin to "rise"? Where does the story peak? Is there a clear climax, a decision making moment, in the story? Which events lead up to the conclusion? How is the story resolved? <p><i>Comparing an Hour</i></p>	<p><i>For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.</i></p> <p>Plot Elements & Character Analysis</p> <ul style="list-style-type: none"> The teacher reviews the elements of a plot— introduction, rising action, climax, falling action, and resolution (see Attachment: 8.1 Graphic Organizer – Plot Diagram). The student works with a partner to reread the story, "The Window" (see Attachment: 8.1 Text – The Window). The student completes a plot diagram of the story (see Attachment: 8.1 Graphic Organizer – Plot Diagram Blank) and then discusses it with the class guided by the teacher. The student reads the story "Eleven," by Sandra Cisneros (see Attachment: 8.1 Text – Eleven) and uses a T-chart (see Attachment: 8.1 Graphic Organizer – T-Chart) to list the main character(s) and supporting character(s), along with a description of the classification. The student works through a plot analysis with the class for the story, "Eleven." The student identifies the setting, main characters, supporting characters, and plot development of the story. The student compares and contrasts how two characters change from the beginning to



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			<p>uses them to create his/her draft of the story.</p> <ul style="list-style-type: none"> • The student brainstorms details of the setting of his/her story (see Attachment: 8.1 Performance Task – Elements of Setting). • The student revises each others' stories (see Attachment: 8.1 Writing Tool – Revision Comment Sheet). • The student shares his/her story with the class. 	<ul style="list-style-type: none"> • The student reads the original story by Kate Chopin and writes a journal reflection comparing their version of the story with the original. <p><i>Analyze the Short Story</i></p> <ul style="list-style-type: none"> • The student works in a group of two to illustrate the main events in the version of “The Story of an Hour” that they wrote as a Performance Task, with one event per small sheet of paper. The students predict the order of their partner’s story. • The student compares and contrasts the setting of “The Story of an Hour” to the setting of the story they created based on “The Story of an Hour” (see Attachment: 8.1 Resource – Elements of Setting). 	<p>the end of the story (see Attachment: 8.1 Graphic Organizer – Character Map).</p>
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Sandra Cisneros (See Attachment: 8.1 Text – Eleven)**
 - *Eleven*
- **Paul Fleischman (See Attachment: 8.1 Text – Leona)**
 - *Leona From Seedfolks*
- **Edward P. Jones (See Attachment: 8.1 Text – The First Day of School)**
 - *The First Day of School*
- **Kate Chopin (See Attachment: 8.1 Text – The Story of An Hour)**
 - *The Story of An Hour*
- **Harry Buschman (See Attachment: 8.1 Text – The Window)**
 - *The Window*

Additional Resources

- Ideas for rewriting stories: <http://www.readwritethink.org/classroom-resources/calendar-activities/french-author-maupassant-born-20667.html>

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Performance Tasks

Reading Response Essay

- The story, “Window,” by Harry Buschman, tells a story of two ill men who share a hospital room and one man’s growing resentment towards the other for having his bed next to the window where he can look at the world outside their room. The student writes a reading response (five-paragraph essay) discussing the decisions that the resentful man made in the story and the impact of his decisions on himself and on his roommate.
- Revision Process: The student works with a partner to revise each other’s’ work (see Attachment 8.1 Writing Tool – Peer Revision Checklist).
- The student’s work is assessed using a rubric (see Attachment: 8.1 Writing Tool – Reading Response Rubric).

Writing My Short Story

- The student re-writes the short story, “The Story of an Hour,” by Kate Chopin (see Attachments: 8.1 Text – The Story of An Hour and 8.1 Text – The Story of An Hour Rewritten).
- The student only receives the beginning and the end of the original story. He/she needs to fill in the middle of the story that leads to the given ending.
- The student predicts how they want his/her story/plot to develop. What major decision/s will the character make now that her husband is dead? Based on the ending we know that the main character dies. What events will lead to this ending?
- The student creates a plot diagram of his/her story and uses them to create his/her draft of the story.
- The student brainstorms details of the setting of his/her story (see Attachment: 8.1 Performance Task – Elements of Setting).
- The student revises each other’s’ stories (see Attachment: 8.1 Writing Tool – Revision Comment Sheet).
- The student shares his/her story with the class.



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Suggested Sample Lessons

- Responding to short stories: <http://www.readwritethink.org/classroom-resources/lesson-plans/short-story-fair-responding-418.html?tab=4#tabs>
- Writing a multi-paragraph essay (see Attachment: 8.1 Sample Lesson – Essay Writing).