SHORT STORIES

An Instructional Unit Resource Guide for Grade 9
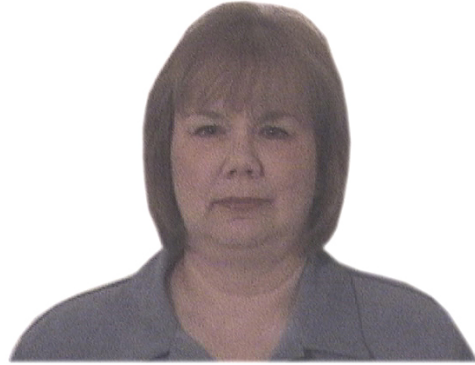### Based on Principles of Universal Design and Differentiated Instruction

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Authors' Note

 Lessons taught using Universal Design for Learning are a new and exciting method of helping all of my students learn more and learn better. Since I have had UDL operational in my classroom for a year and a half, I am hoping to see some exceptional results with this year's standardized test results..

I teach ninth and twelfth grade English at Merrillville High School in Merrillville, Indiana. Merrillville High School is a school of 2,300 students whose ethnic and cultural diversity serve to make our school richer. The twelfth grade course I teach is a combination of advanced composition, mythology, and British literature. The ninth grade course for which this unit is intended is a survey of the five genres of literature, writing, and the state standards. Two of my four English 9C classes are Inclusion classes I co-teach with Mrs. Kim Corman. I was chosen to be on our school's UDL Team because I spent the first thirteen of my twenty years of teaching advising publications. Doing the newspaper and yearbook gave me a greater understanding of computers and much more practical experience than most of my peers.

I chose to do a Universal Design for Learning unit on short stories because it is the first literature unit I teach every year. Most of the stories are classics, such as "The Most Dangerous Game," "The Cask of Amontillado," "The Necklace," and vignettes from *The House on Mango Street.*. The majority of my students seem to truly enjoy this unit. I usually spend six to seven weeks until I begin *To Kill a Mockingbird* . Beginning with shorter works of fiction allows the students to build up to the longer reading assignments once we begin the novel. In addition, learning the structure of the plot and other conventions of literature provide us with knowledge that we will refer to again frequently in the Novel Unit.

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Standards
What standards are met through this unit?

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development
Vocabulary and Concept Development
9.1.2 Distinguish between what words mean literally and what they imply, and interpret what
the words imply.

Standard 2
READING: Reading Comprehension (Focus on Informational Materials)
Comprehension and Analysis of Grade-Level-Appropriate Text
9.2.3 Generate relevant questions about readings on issues that can be researched.

Standard 3
READING: Literary Response and Analysis
Narrative Analysis of Grade-Level-Appropriate Text
9.3.3 Analyze interactions between characters in a literary text and explain the way those
interactions affect the plot.
9.3.4 Determine characters' traits by what the characters say about themselves in narration,
dialogue, and soliloquy (when they speak out loud to themselves).
9.3.6 Analyze and trace an author's development of time and sequence, including the use of
complex literary devices, such as foreshadowing (providing clues to future events) or
flashbacks (interrupting the sequence of events to include information about an event that
happened in the past).
9.3.7 Recognize and understand the significance of various literary devices, including figurative
language, imagery, allegory (the use of a symbol to represent an idea or theme), and
explain their appeal.
9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies
(the contrast between expectation and reality), in a text.
9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot,
and credibility of a text.

Standard 5
**WRITING: Writing Applications (Different Types of Writing and Their
Characteristics)**
9.5.2 Write responses to literature that:
- describe a sequence of events and communicate the significance of the events to the
audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific
actions, movements, gestures, and feelings of the characters; use interior monologue (what
the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

Standard 6

WRITING: Written English Language Conventions

Grammar and Mechanics of Writing

9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

9.6.2 Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the consistent use of verb tenses.

Manuscript Form

9.6..3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Indiana Lesson Plans: The Language of Literature. Evanston: McDougal Littell, 2001.

Help!

Resources for locating state standards:
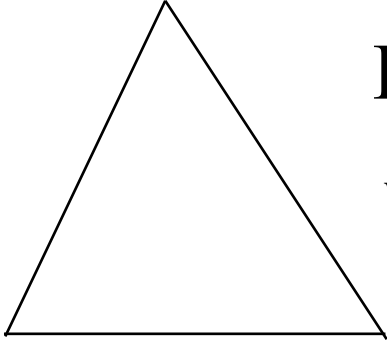
Developing Educational Standards
 http://www.edStandards.org/Standards.html

MCREL
 http://www.mcrel.org/standards/

Indiana Learning Standards
 http://www.doe.state.in.us/standards/

ISTE – National Educational Technology
 Standards
 http://www.cnets.iste.org

Planning Pyramid

What should students know?

Some students will know
- How to examine mood in a short story.
- How to make inferences about a short story.
- How to visualize scenes in a short story.
- To recognize cultural influences in short story.

Most students will know
- How cause and effect is used in the short story
- How to predict events in the story
- How authors use imagery in a short story
- How to identify and examine symbols.
- How an author builds suspense
- How to draw conclusions about the narrator.
- How to understand generalizations
- How to recognize voice in a short story

All students will know
- The main events in the short stories
- How the author uses conflict
- How to understand and appreciate theme in a short story.
- How a traditional plot is structured

Teacher Library

What materials and resources will be useful for teachers?

Blue Web'n
http://www.kn.pacbell.com/wired/bluewebn/

Blue Web'n is an excellent database of outstanding Internet learning sites categorized by subject area, audience, and type (lessons, activities, projects, resources, references, & tools).   It is easily searchable and is full of sites for teachers looking for activities to use with students.

Help!

Resources for locating instructional materials:

Google
 http://www.google.com
EDSITEment
 http://edsitement.neh.gov/
The WebQuest Project at San Diego State University
 http://edweb.sdsu.edu/webquest/webquest.html
SCORE CyberGuides
 http://www.sdcoe.k12.ca.us/SCORE/cyberguide.html
EdSoft Software Database
 http://www.edsoft.com

Learner Activities

What materials and resources will be useful for engaging students in meaningful learning activities?

Include a screen print and a brief description of one or more exemplary web sites or educational products.

HELP!

Resources for locating instructional materials:

OWL Online Writing Lab

http://owl.english.purdue.edu...

Sparks Notes

http://www.sparksnotes.com/

Survival Guide for To Kill a Mockingbird

http://www.lausd.k12.ca.us/Belmont_HS/tkm/

Hoagie's Gifted Education Page

http://www.hoagiesgifted.org/

Eduscapes

http://eduscapes.com

Assessment

What materials and resources will be useful for assessing student knowledge and skills?

Students' knowledge of the novel will be assessed by the following:

- A traditional unit test including multiple choice, matching, short answer, and essay questions because my students are still required to take the same departmental final exam as those students who are not being taught using Universal Design for Learning principles.

- Periodically check the student's work log checking answers and noting strengths and weaknesses.

- The project below.

Short Story Unit Project

Choose one of the projects below. They will be graded on how well they illustrate the novel in regard to theme, characterization, plot, and setting. The amount of effort each student appears to have put into the project will be taken into consideration.

Your project must include your name, class period, and an explanation of your project.

1. Make a CD of songs and/or poems dealing with the theme of one of the short stories in our literature book.

2. Make a collage, which depicts the theme/plot of one of the short stories in our literature book.

3.   Portray a major scene from one of the short stories in our literature book in a medium other than words, such as watercolor, pen and ink, clay, or scale model.

4.   Create a video of one of the short stories in our literature book. (This is an individual project unless you have received permission from your teacher to have a partner.)

5. Students may rewrite a major scene in one of the short stories from a different point of view.

6.   Draw a portrait of the main characters in one of the short stories as you believe they looked.

7.   Draw an appropriate cover for one of the short stories using the characters or a major scene. Your cover should show your understanding of the story. Don't forget the title and the author's name.

11. Compose the front page of a newspaper that deals with the major events of one of the short stories.   You may blow up your page on a poster board or create your newspaper on the computer. Use journalistic style and give your newspaper a creative name that is appropriate for the story.

13. Students may create a web page or a PowerPoint presentation on one of the short stories. Be sure to include theme, characterization, plot, and setting.

14. Your teacher can approve other project ideas.

Help!

Resources for locating assessment materials:

Scoring Guide for Student Projects
http://www.ncrtec.org/tl/sgsp/index.html

Rubrics, Rubric Maker
   http://teachers.teach-nology.com/web_tools/rubrics

Electronic Quizzes
http://www.funbrain.com
http://quiz.4teachers.org/
http://school.discovery.com/quizcenter/quizcenter.html

Authoring Software
http://www.inspiration.com (Kidspiration/Inspiration)
http://www.edhelper.com/teachers/graphic_organizer.htm

Test Taking Software
http://www.quia.com

Modifications
Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB LINK RESOURCES
Student cannot read at grade level	1. Listen to audiotapes of the literature. 2. Use Kurzweil software to read to the student the literature.	www.literacymatters.org
Student has difficulty comprehending the material	1. Use Kurzweil software to read the literature to the student. The questions are embedded in the text so that the student does not have to look far for reading comprehension checks. 2. Use the Internet. 3. Read from a wide variety of different media. 4. Use graphic organizers to take notes on reading.	www.literacymatters.org www.ops.org/reading/mainieadsec1.htm
Student has difficulty mastering the vocabulary of the unit	1. Use Kurzweil software to study vocabulary. 2. Create word maps.	http://muskingum.edu/~cal/database/readingcomp.html#Vocabulary www.literacymatters.org
Student needs the instructional material in a language other than English	1. Use Kurzweil software to read the literature. The speed can be slowed down to help ENL students understand English. Materials can be scanned into Kurzweil in the student's native language if there is dictionary support for that language.	http://owl.english.purdue.edu/ www.literacymatters.org
Student has difficulty with handwriting (speed or accuracy)	1. Shorten written assignments. 2. Allow student to type assignments. 3. Allow extra time to complete assignments or tests as needed.	http://www.integratingartsk-8.org/adaptations.htm
Student needs additional challenge	1. Conduct research on topics related to those being studied by others in the class. 2. Answer questions requiring use of higher order thinking skills	http://www.hoagiesgifted.org/ http://www.cloudnet.com/~edrbsass/edexc.htm
Student has difficulty with calculating activities	1. Allow to use a calculator. 2. Tie math activities to everyday life.	http://www.sjy.org/Technology/math_sites.htm http://www.cumbavac.org/Math.htm
Student needs help with conducting research	1. Break the assignment into smaller steps and complete them one at a time.	http://owl.english.purdue.edu/workshops/hypertext/ResearchW/what.html