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| **Standards (content area)** CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.9-10.2, CCSS.ELA-Literacy.RI.9-10.2, CCSS.ELA-Literacy.RI.9-10.3, CCSS.ELA-Literacy.W.9-10.3a, CCSS.ELA-Literacy.W.9-10.3d | |
| **Standards (technology**) CCSS.ELA-Literacy.W.9-10.8, CCSS.ELA-Literacy.RI.9-10.7 | |
| Unit Goals: Students will gain an understanding of the elements of a short story which will aid in overall comprehension of a literary work. | |
| **Unit Objectives** | **Unit Assessments** |
| 1. When reading Jack London’s, To Build a Fire, students will discuss cause and effect of the decisions that the protagonist has made. This discussion will provoke questions that lead to even more cause and effect scenarios. Students will be able to offer a different outcome to the story. 2. The students will gain an understanding of the dangers of frostbite by reading the text and be able to show examples of how it can occur. When reading Jack London’s To Build a Fire, students will discuss the causes and effects of frostbite and hypothermia. This discussion will lead to students brainstorming ways to prevent frostbite and hypothermia. 3. The Students will successfully list 3 examples of textual evidence that show explicit and inferential examples to determine the underlying meaning of the story. 4. Before reading Jack London’s To Build a Fire, Students will use multimedia tools, art, and discussion to gain an understanding of predictability and inferences. | 1. Students will work in groups to create their own Chose Your Own Adventure short story using the introduction of To Build a Fire. Group will be assessed based upon understanding of cause and effect of decisions made, creativity, proper grammar, and spelling. 2. From the brainstorming session, students will be able to define frostbite and hypothermia and understand ways of preventing it. Student will write a one paragraph journal entry on how they would have prevented this if put in place of the story’s protagonist. The journal entry will assess their full knowledge of frostbite and hypothermia and show preventative methods. 3. The Students will be able to find textual evidence that shows explicit and inferential examples to determine the underlying meaning of the story. 4. Students will correctly list 8 of 10 examples of predictive words and inferences that can be made from listening to songs and looking at art in the following SmartBoard slides |