Grade Level	**Content Area**	**Course Title** *(9-12 Only)*	**Unit Title**
8	Reading	N/A	The Things We Find When Reading Minds
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
1 week	Quarter 3 (February)	Students should be familiar with the following literary elements: setting, character, plot, conflict, tone, mood, and theme. Students should be familiar with the reading strategies of examining story details and supporting responses with evidence.	

Unit Description

In this unit, students ask themselves, "How do different points of view affect our understanding of the world?" As they read the selection, students will see how fictional people can think and behave in ways that are very different than expected. Students will study the role of character viewpoints in exploring different perspectives that create dramatic irony in order to create suspense in a story.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	Common Core Domain: Reading Standards for Literature (8.RL) • CC Cluster: Key Ideas and Details • CC Standard 8.RL.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs.*	Students will demonstrate mastery of objectives on the following assessment: • Points of View Quiz o An 7-question assessment that measures level of mastery for CC Standard 8.RL.6 • Please refer to "Appendix A" for a copy of the summative assessments and answer keys
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	***Assessment Scoring:*** • The quiz consists of 2 sections worth a total of 15 points. The first section has 5 multiple-choice sections scored at one point each. The second section has two short essays worth 5 points that are scored by rubrics whose scoring requires meeting the standard in order to achieve overall mastery on the quiz. • Please refer to "Appendix A" for a copy of the summative assessments and answer keys ***Criteria for Mastery:*** • This assessment will be converted to a percentage score and assigned a grade based on the following scale: 14-15=A; 12-13=B; 10-11=C; 8-9=D; 7 and below=F • The minimum score for student mastery is 13 out of 15 (86%). Students who do not achieve mastery will receive additional instruction, then re-assessed to determine if the material has been mastered.
Materials/Resources Needed *(Include all items for the entire unit.)*	Overhead projector, Inference Graphic Organizer transparency, Venn diagram transparency, "Character Point of View, Conflict, and Suspense" table transparency, Literature Textbook, Listening Library Audio CD-ROM, paper and pencils.

Lesson Activities				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Objective: To analyze differences in the points of view of the characters and the reader (8.RL.6) Anticipatory Set: • Journal Response: Based on the title The Tell-Tale Heart, what do you think the story will be about? • Discuss responses Input: • Review concept of point of view as a literary element as it relates to narrative voice and as it relates to an opinion or bias • Review types of point of view: first-person, limited, and omniscient third person • Introduce the concept of the unreliable narrator. Model: • Display an Inference Graphic Organizer for	Objective: To analyze how dramatic irony creates differences in the points of view of the characters and the reader (8.RL.6) Anticipatory Set: • Journal Response: Why do many people like scary or disturbing stories? • Discuss responses Input: • Introduce concept of dramatic irony as when the reader knows something the characters don't know. • Review reading strategy of compare and contrast • Review the use of a Venn diagram to compare and contrast. Model: • Put Venn diagram transparency on overhead	Objective: To analyze how dramatic irony creates differences in the points of view of the characters and the reader (8.RL.6) Anticipatory Set: • Journal Response: How do emotions such as fear or guilt influence people's actions? • Discuss responses Input: • Explain that characters in a story often have differing points of view. • A reader can understand a character's point of view more clearly by examining the character's personal qualities, past experiences, state of mind, and view of the current situation. Model: • Place a Character	Objective: To analyze how irony creates differences in the points of view of the characters and the reader to create such effects as suspense or humor (8.RL.6) Anticipatory Set: • Journal Response: Why might you see yourself differently than other people see you? • Discuss responses Input: • Introduce concept of suspense as the tension in a story from not knowing what will happen next. • Explain that suspense is related to the dramatic irony between the reader's point of view and the character's point of view. • Explain that suspense based on differing viewpoints is often	Objective: To analyze how irony creates differences in the points of view of the characters and the reader to create such effects as suspense or humor (8.RL.6) Anticipatory Set: • Journal Response: What makes people to see the same situation in different ways? • Discuss responses Input: • Point out that suspense is increased in the story because there are two major conflicts and two major climaxes—one between the narrator and the old man, and one between the narrator and himself. • Explain that the differences between what the reader knows and what the characters know makes the reader

the upcoming activity that displays "Types of Narrators" to watch for (Reliable, Unreliable). Check for Understanding: • Give examples of a reliable narrator and an unreliable narrator. • Call on students to identify each type of narrator and support their inference. Guided Practice: • Play an audio version of the selection "The Tell-Tale Heart". • Divide students into small groups • Have students fill out the graphic organizer. For each clue, students should list an example and an inference. • Have each group present responses. Closure: Discuss the following: • What details show that the narrator's viewpoint	• Compare and contrast the viewpoints of two characters by noting their similarities and differences on the Venn diagram using a well-known source story (e.g., "Beauty and the Beast"). Check for Understanding: • Ask for class input while completing the Venn diagram. Guided Practice: • Divide students into small groups • Have students fill out the Venn diagram for the characters of the narrator and the police regarding their view of the situation at the end of the story. • Have each group present responses. Closure: Discuss the following: • Why does the narrator confess his crime?	Perspective Chart transparency on the overhead that has the categories for character's personal qualities, past experiences, state of mind, and view of the current situation. Check for Understanding: • Use a common character (e.g., Mickey Mouse) to fill out the chart with class input. • Discuss responses. Guided Practice: • Divide students into pairs. • Have students complete a Character Perspective Chart for the narrator • Have students discuss "What is the main character's viewpoint? How is it different from the reader's viewpoint?" Closure: Discuss the following: • What kinds of struggles	dramatized through conflict. Model: • Put "Character Point of View, Conflict, and Suspense" table on the overhead. • Fill in model table using a familiar story (e.g., "Goldilocks and the Three Bears"). Check for Understanding: • Ask for class input while completing the "Character Point of View, Conflict, and Suspense" table Guided Practice: • Divide students into pairs. • Instruct students to complete a "Character Point of View, Conflict, and Suspense" table for the characters of the old man and the narrator. • Have each pair present responses.	wonder what will happen next. Model: • Review "Character Point of View, Conflict, and Suspense" table on the overhead with examples. Guided Practice: • Divide students into pairs. • Instruct students to this time focus on the characters of the narrator and the police. • Have students complete a "Character Point of View, Conflict, and Suspense" table for these characters. • Have each pair present responses. Check for Understanding: • Point of View Quiz (see Appendix A for quiz/key) Closure: Discuss the following: • Does a short story of this type have a value

is unreliable? <u>Independent Practice</u>: • Assign students to compose short answers to the following questions: How would the narrator describe himself? How would you describe the narrator?	<u>Independent Practice</u>: • Have students create a sketch (drawing) of a character or scene from the story.	are being conveyed in the story? <u>Independent Practice</u>: • Have students complete the "Respond and Think Critically" questions at the end of the selection.	<u>Closure</u>: Discuss the following: • How is the narrator's perception of the situation different from the one most people would have? <u>Independent Practice</u>: • Have students write a police report from the perspective of one of the officers that describes what was witnessed at the narrator's home.	type have a value beyond being entertaining? <u>Independent Practice</u>: • Assign students to compose short answers to the following questions: Should Poe have written about such a horrible situation? Should we only have stories about "brighter" situations?

Student Activities				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
During this lesson, students will do the following activities to master Common Core Standard 8.RL.6: • Write in a journal to stimulate analytical thoughts about the upcoming reading. • Review the concepts of point of view and narrative perspective. • Participate in a group activity that models the upcoming activity. • Listen to a reading selection and follow along in their textbooks. • Apply knowledge by making and supporting inferences about characters on a chart. • Discuss reading responses as a group. • Complete homework on the differences between a character's point of view and the reader's point of view.	During this lesson, students will do the following activities to master Common Core Standard 8.RL.6: • Write in a journal to reflect on concepts related to the assigned reading. • Learn the concept of dramatic irony and how to use comparing and contrasting to isolate the differing points of view that create it. • Complete a Venn diagram that compares and contrast the perspectives of two characters. • Discuss the points of view of the characters. • Visualize a character of the story more effectively by reflecting on the character through drawing.	During this lesson, students will do the following activities to master Common Core Standard 8.RL.6: • Write in a journal to reflect on concepts related to the assigned reading. • Learn about the concept of differing character perspectives through participation in direct instruction and modeling. • Apply knowledge by completing a chart that details the perspectives of main characters. • Differentiate between the reader's point of view and character perspectives. • Practice critical thinking by responding to questions about character motives, perspectives, traits, and struggles.	During this lesson, students will do the following activities to master Common Core Standard 8.RL.6: • Write in a journal to deepen personal connections to a story. • Learn about the concept of suspense as it relates to dramatic irony arising from differences in points of view and the resulting conflicts. • Participate in a group activity that models the upcoming activity. • Apply knowledge by completing a chart that organizes the relationship between character points of view, conflict, and suspense. • Discuss differing perceptions in a story. • Write creatively from a different perspective to dramatize concepts.	During this lesson, students will do the following activities to master Common Core Standard 8.RL.6: • Write in a journal to reflect on the concept of dramatic irony. • Learn about the role of multiple conflicts created by differing viewpoints in creating suspense. • Apply knowledge by completing a chart that organizes the relationship between character points of view, conflict, and suspense. • Take a quiz which assesses student understanding of Common Care State Standards presented in the unit. • Write a poem that reinforces the theme of the assigned readings. • Evaluate the story.

Appendix A

Appendix A includes a copy of the summative assessments and answer keys used to measure the standards and objectives presented in the lessons.

Points of View Quiz

The following quiz measures the student's ability to perform operations described in CC Standard 8.RL.6: "Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor."

Multiple Choice (1 pt. Each)

Analyze the following passage and answer the questions: "It grew louder—louder—louder! And still the men chatted pleasantly and smiled. Was it possible they heard it not? No, no! They heard!—they suspected!—they knew!—they were making a mockery of my horror."

1) Which is an example of dramatic irony?

a. "And still the men chatted pleasantly and smiled." b. "It grew louder—louder—louder!"

c. "They heard!—they suspected!—they knew!" d. All of the above

2) What does the reader know about the sound that the narrator doesn't?

a. It is the beating of the old man's heart. b. It is the officer's pocket watch.

c. It is the officer's way of making him confess. d. It's in his head or it's his own heart beating

3) What does the nonstandard use of dashes and exclamation points suggest about the narrator's point of view?

a. His thoughts are fragmented and agitated. b. He flunked out of college.

c. His point of view is cold and collected. d. He is not very good at grammar.

4) What three differing points of view are represented in the passage?

a. The reader, the narrator, the old man b. The reader, the narrator, the police

c. The reader, the police, the old man d. The old man, the narrator, the police

5) How does differing point of view of the reader create suspense in this passage?

a. Knowing the narrator's sickness and crime makes us wonder if it will be discovered.

b. Knowing the police heard the sound makes us wonder why they don't arrest him.

c. Knowing they were "chatting pleasantly" makes us wonder if a crime was committed.

d. Knowing about the narrator's "horror" makes us sympathize with him.

Short Essays (5 pts each.)

6) Analyze and explain how the point of view of the narrator is different from the point of view of the reader in the following passage: ""True!—nervous—very, very dreadfully nervous I had been and am, but why will you say that I am mad? The disease had sharpened my senses—not destroyed—not dulled them."

7) Analyze and explain how the different perspectives between the narrator and the reader caused by dramatic irony creates suspense in the story, including specific details and events.

Point of View Quiz Answer Key:

Multiple Choice (1 pt. Each)

1. d 2. d 3. a 4. b 5. a

Short Essays (5 pts)

6. Scoring Rubric (scores standard content only to ensure standard mastery):

Standard	Falls Below (0 p.)	Approaches (2 p.)	Meets (5 p.)	Exceeds (5 p.)
CC8.RL.6: Analyze how dramatic irony is used to create differences in the points of view of the characters and the reader	The essay does not analyze how dramatic irony creates differences of point of view of the characters and the reader and provides few details.	The essay analyzes how dramatic irony creates differences of point of view of the characters and the reader but doesn't provide enough supporting details.	The essay analyzes how dramatic irony creates differences of point of view of the characters and the reader and provides sufficient supporting details.	The essay analyzes how dramatic irony creates differences of point of view of the characters and the reader with effective supporting details and precise and engaging diction.

7. Scoring Rubric (scores standard content only to ensure standard mastery):

Standard	Falls Below (0 p.)	Approaches (2 p.)	Meets (5 p.)	Exceeds (5 p.)
CC8.RL.6: Analyze how differences in the points of view of the characters and the reader creates such effects as suspense or humor	The essay does not analyze how differences of points of view of the characters and the reader creates suspense or humor and provides few details.	The essay does not analyze how differences of point of view of the characters and the reader creates suspense or humor but doesn't provide enough supporting details.	The essay does not analyze how differences of point of view of the characters and the reader creates suspense or humor and provides sufficient supporting details.	The essay does not analyze how differences of points of view of the characters and the reader creates suspense or humor with effective supporting details and precise and engaging diction.

Scoring

- The quiz consists of 2 sections worth a total of 15 points. The first section has 5 multiple-choice sections scored at one point each. The second section has two short essays worth 5 points that are scored by rubrics whose scoring requires meeting the standard in order to achieve overall mastery on the quiz.

Grading Scale:

- This assessment will be converted to a percentage score and assigned a grade based on the following scale: 14-15=A; 12-13=B; 10-11=C; 8-9=D; 7 and below=F

Criteria for Mastery:

- The minimum score for student mastery is 13 out of 15 (86%).
- Students who do not achieve mastery will receive additional instruction for the objectives measured, then re-assessed to determine if the material has been mastered.