

## 11.4.1 Unit Overview

**“You’re twenty-one years old, you’re scared, and there’s a hard squeezing pressure in your chest. What would you do?”**

<b>Texts</b>	“On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien; “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich
<b>Number of Lessons in Unit</b>	16

### Introduction

In the first unit of Module 11.4, students continue to refine the skills, practices, and routines of reading closely, annotating text, and engaging in evidence-based discussion and writing introduced in Modules 11.1, 11.2, and 11.3.

This unit focuses upon two masterful examples of the short story genre: Tim O’Brien’s “On the Rainy River” from *The Things They Carried* and Louise Erdrich’s “The Red Convertible” from *The Red Convertible*. Throughout the unit, students trace the development and interaction of central ideas, and consider how both authors develop and relate story elements, including character, setting, and plot. Students analyze both authors’ structural choices, paying particular attention to the role that point of view plays in each text. Additionally, students are introduced to and practice narrative writing techniques outlined in W.11-12.3.a and W.11-12.3.b.

As students read, discuss, and write about each short story, they examine how O’Brien and Erdrich use narrative techniques to craft their stories. Using the short stories as models, students learn and practice text-based narrative writing techniques detailed in the standards W.11-12.3.a and W.11-12.3.b. Students engage in the writing process several times throughout the unit, including pre-writing, brainstorming, drafting, peer review, revision, and editing.

There are two formal assessments in this unit. In the Mid-Unit Assessment, students craft a written response to a prompt that asks them to choose a specific part of “On the Rainy River” and analyze how it contributes to the overall meaning and structure of the text. For Part 1 of the End-of-Unit Assessment, students engage in a discussion that asks them to consider each author’s point of view in “On the Rainy River” and “The Red Convertible,” and analyze key

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

textual evidence in which what is stated directly differs from what is really meant. Part 2 of the End-of-Unit Assessment asks students to engage in the narrative writing process to craft a text-based response to the following prompt: Consider another character’s point of view in either “On the Rainy River” or “The Red Convertible” and retell a key scene from either text through that character’s point of view. Students use the narrative writing skills they have developed throughout this unit to brainstorm, pre-write, draft, peer review, revise, and publish their narrative writing pieces.

## Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive, evidence-based discussions about texts
- Collect and organize evidence from texts to support analysis in writing
- Collect and organize evidence from texts to support analysis in discussion
- Use vocabulary strategies to define unknown words
- Independently read a text in preparation for supported analysis
- Paraphrase and quote relevant evidence from a text
- Generate and respond to questions in scholarly discourse
- Examine and analyze fiction texts for effective narrative writing technique
- Practice narrative writing techniques and skills
- Engage in the writing process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## Standards for This Unit

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



### College and Career Readiness Anchor Standards for Reading

None.

### CCS Standards: Reading – Literature

RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### CCS Standards: Reading – Informational

None.

### CCS Standards: Writing

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

W.11-12.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
W.11-12.3.a, b	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> </ol>
W.11-12.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>
<b>CCS Standards: Speaking &amp; Listening</b>	
SL. 11-12.1.a, c, d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<b>CCS Standards: Language</b>	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

L.11-12.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

Ongoing Assessment	
Standards Assessed	RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6, W.11-12.4, W.11-12.5, SL.11-12.1.a, c
Description of Assessment	Assessments for reading lessons vary but may include informal written responses or evidence-based discussions in response to text-based questions and prompts. Additionally, students plan, draft, and peer review responses to text-based narrative writing prompts.

Mid-Unit Assessment	
Standards Assessed	RL.11-12.5, W.11-12.2.a-f
Description of Assessment	Students write a multi-paragraph response to the following prompt: Choose a specific part of the text and analyze how it contributes to the overall meaning and structure of the text.

End-of-Unit Assessment	
Standards Assessed	RL.11-12.6, W.11-12.3.a, b, SL.11-12.1.a, c, L.11-12.1, L.11-12.2

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Description of Assessment	<p><b>Part 1:</b> Students engage in a formal, evidence-based discussion in response to the following prompt: Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.</p> <p><b>Part 2:</b> Students brainstorm, prewrite, draft, peer review, revise, edit and publish a text-based narrative writing piece in response to the following prompt: Consider another character’s point of view in either “On the Rainy River” or “The Red Convertible” and retell a key scene from either text through that character’s point of view.</p>
---------------------------	---

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License



## Unit-at-a-Glance Calendar

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014  
© 2014 Public Consulting Group. This work is licensed under a  
Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



Lesson	Text	Learning Outcomes/Goals
1	"On the Rainy River" from <i>The Things They Carried</i> by Tim O'Brien, pages 37-44	In this first lesson of the unit and module, students begin analysis of "On the Rainy River," a short story from <i>The Things They Carried</i> by Tim O'Brien. Students analyze the impact of the narrator's first person point of view on the developing story, taking into consideration how the narrator positions himself in relation to the 20-year-old events he recounts.
2	"On the Rainy River," from <i>The Things They Carried</i> by Tim O'Brien, pages 44-51	In this lesson, students continue to read and analyze "On the Rainy River." This excerpt introduces the Tip Top Lodge, where the narrator goes to contemplate leaving the United States to escape the draft. This excerpt also introduces students to a pivotal character in the story, Elroy Berdahl, the proprietor of the Tip Top Lodge. Students pay particular attention to the way interrelated elements contribute to plot development in this excerpt.
3	"On the Rainy River," from <i>The Things They Carried</i> by Tim O'Brien, pages 52-58	In this lesson, students read and analyze pages 52-58 of "On the Rainy River" in which the narrator confronts his decision to flee the United States and the draft. Students discuss the conclusion of the text, including the relationship between the narrator and Elroy, and how point of view develops central ideas, while completing an Evidence Collection Tool. Students use the 11.4.1 Lesson 3 Evidence Collection Tool to guide small group discussions about how the narrator's point of view develops central ideas in the text.
4	"On the Rainy River" from <i>The Things They Carried</i> by Tim O'Brien	In this lesson, students prepare for the Mid-Unit Assessment in the following lesson by engaging in an evidence-based discussion analyzing Tim O'Brien's "On the Rainy River." This lesson provides the first opportunity for students to discuss the story in its entirety, specifically focusing on how certain parts of the text contribute to the overall meaning and structure of the text.

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Lesson	Text	Learning Outcomes/Goals
5	"On the Rainy River" from <i>The Things They Carried</i> by Tim O'Brien	In this lesson, the Mid-Unit Assessment, students use textual evidence from Tim O'Brien's "On the Rainy River" to craft a formal, multi-paragraph response to the following prompt: Choose a specific part of the text and analyze how it contributes to the overall meaning and structure of the text.
6	"On the Rainy River" from <i>The Things They Carried</i> by Tim O'Brien	In this lesson, students are introduced to writing standard W.11-12.3.a, which requires students to create an engaging narrative introduction that orients the reader to a problem, situation, or observation and its significance; establish point of view; introduce characters or a narrator; and create a smooth progression of experiences or events. This is the first of several lessons in the module that include targeted writing instruction on W.11-12.3.
7	"On the Rainy River" from <i>The Things They Carried</i> by Tim O'Brien	In this lesson, students engage in peer review and revision of their text-based narrative writing pieces from the previous lesson. The peer review is based on W.11-12.3.a. Students revise their narrative writing pieces based on the peer review process and the Peer Review Accountability Tool.
8	"The Red Convertible" from <i>The Red Convertible</i> by Louise Erdrich, pages 1-4	In this lesson, students begin reading and analyzing Louise Erdrich's "The Red Convertible" from <i>The Red Convertible</i> . Students read pages 1-4, in which Marty introduces himself and recounts a trip he took with his brother Stephan in a red convertible. Analysis focuses on the development of the narrator, Marty, and his brother, Stephan, and specifically on how Marty's point of view impacts the character development of Stephan.

Lesson	Text	Learning Outcomes/Goals
9	"The Red Convertible," from <i>The Red Convertible</i> by Louise Erdrich, pages 4-10	In this lesson, students complete their reading and analysis of "The Red Convertible." Students read pages 4-10, in which Stephan returns from the Vietnam War, and Marty describes the events leading up to the final moments of Stephan's life. Analysis focuses on how elements in the text impact the development of the relationship between two central characters in this excerpt. Students consider the setting of the river, the dialogue and interactions between the two brothers, and how Erdrich uses the red convertible both literally and symbolically to develop and refine the relationship between the two brothers.
10	"The Red Convertible" from <i>The Red Convertible</i> by Louise Erdrich	In this lesson, students apply their reading and analysis of "The Red Convertible" by analyzing the aesthetic impact of Erdrich's choices in structuring the text. Students consider how the decision to provide information about the ending of the story in the first paragraph impacts the reader's understanding of the story as a whole. After briefly responding in writing, students participate in a whole-class discussion about their responses regarding the aesthetic impact of the author's structural choices in the text.
11	"The Things They Carried" from <i>The Things They Carried</i> by Tim O'Brien; "The Red Convertible" from <i>The Red Convertible</i> by Louise Erdrich	In this lesson, narrative writing instruction continues with the introduction of a new standard: W. 11-12.3.b, which requires students to incorporate narrative techniques into their writing to develop events, experiences, and characters. Students review the two texts in this unit, "On the Rainy River" from <i>The Things They Carried</i> and "The Red Convertible" from <i>The Red Convertible</i> , to identify and analyze the authors' use of narrative techniques.

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Lesson	Text	Learning Outcomes/Goals
12	“The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich	In this lesson, students engage in peer review and revision of their text-based narrative writing pieces from the previous lesson. Students peer review and revise their writing for components of W.11-12.3.b: effective use of narrative writing techniques to develop experiences, events, and/or characters.
13	“On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien; “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich	In this lesson, students return to analyzing the 11.4.1 texts for Part 1 of the End-of-Unit Assessment. Students participate in small group discussions, analyzing both texts in this unit: “On the Rainy River” and “The Red Convertible.” Students review the texts and complete the 11.4.1 End-of-Unit Evidence Collection Tool before engaging in a text-based discussion. Student learning is assessed via discussion in response to the following prompt: Consider the point of view in each text. Choose evidence from both texts in which what is directly stated differs from what is really meant. Explain what is really meant by the chosen text evidence.
14	“On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien; “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich	In this lesson, students begin Part 2 of the End-of-Unit Assessment by planning their text-based narrative writing in response to the following prompt: Consider another character’s point of view in either “On the Rainy River” or “The Red Convertible” and retell a key scene from either text through that character’s point of view. Students choose a character and a scene from one of the two unit texts, and brainstorm and prewrite in preparation for drafting text-based narrative writing pieces, using the skills outlined in W.11-12.3.a,b.
15	“On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien; “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich	In this lesson, students continue Part 2 of the End-of-Unit Assessment by peer reviewing and revising their narrative writing from the previous lesson. Students peer review and revise for standards W.11-12.3.a and W.11-12.3.b, including engaging introductions and effective use of narrative writing techniques such as dialogue, pacing, description, or reflection.

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Lesson	Text	Learning Outcomes/Goals
16	““On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien; “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich	In this last lesson of the unit, students complete Part 2 of the End-of-Unit Assessment. Students work in class to finalize their narrative writing pieces by editing, polishing, and rewriting as necessary. Students also publish their narrative writing pieces on a class blog, which serves as a repository for student writing throughout this module.

## Preparation, Materials, and Resources

### Preparation

- Read and annotate “On the Rainy River” from *The Things They Carried* by Tim O’Brien and “The Red Convertible” from *The Red Convertible* by Louise Erdrich.
- Review the Short Response Rubric and Checklist.
- Review the 11.4 Speaking and Listening Rubric and Checklist.
- Review the 11.4 Narrative Writing Rubric and Checklist.
- Review the 11.4.1 Mid-Unit Assessment and End-of-Unit Text Analysis Rubrics and Checklists.
- Review all unit standards and post in classroom.

### Materials and Resources

- Chart Paper
- Copies of “On the Rainy River” from *The Things They Carried* by Tim O’Brien and “The Red Convertible” from *The Red Convertible* by Louise Erdrich
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, LCD projector, computers for individual students (for word processing and blogging narrative writing)
- Self-stick notes for students
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

- Copies of the 11.4 Speaking and Listening Rubric and Checklist
- Copies of the 11.4 Narrative Writing Rubric and Checklist
- Copies of 11.4 Common Core Learning Standards Tool
- Copies of the 11.4.1 Mid-Unit and End-of-Unit Text Analysis Rubrics and Checklists
- Copies of the Peer Review Accountability Tool

File: 11.4.1 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

