

The Power of the Unwritten

Teacher:	Mrs. Expertise / Ms. Awesome / Mr. Wonderful				
Subject:	ELA	Grade	9/10	Date:	No Rush

Unit:	Microfiction <i>***This subunit can precede or follow the Fahrenheit 451 unit OR the Short Story unit.***</i>	Lesson #	Leave it blank...trust me.
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Learning Objective/s:	Students will be able to . . . <ul style="list-style-type: none"> • Identify and analyze the use of allusion in a microstory. • Interpret how a single sentence can establish a complex theme of resistance vs. conformity. • Synthesize meaning by expanding or defending the metaphor of "the book that couldn't burn."
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Focus/Aim	How can a single allusion transform a sentence into a complete narrative?
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Start up: (7 mins)	<p>Think-Pair-Share</p> <p>Write for three minutes on the following: If you had to "become" one book to preserve it for the future because all physical copies were being destroyed, which book would you choose and why?</p> <table border="1" style="width: 100%; margin: 10px 0;"> <tr> <td style="width: 50%; padding: 5px;"> What your peer said (in your own words)... </td> <td style="width: 50%; padding: 5px;"> Your impression of what they shared... </td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> <p><i>Extension:</i> Explain your thoughts on the book your peer (elbow partner) chose.</p>	What your peer said (in your own words)...	Your impression of what they shared...		
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Common Core Standards:	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly. • CCSS.ELA-LITERACY.RL.10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
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	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.10.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture.
<p>Language/ Vocabulary</p> <p>(3 mins)</p>	<ul style="list-style-type: none"> • Introduction to Micro-fiction: Explain that in micro-fiction, every word must do the work of a hundred. • The Allusion Bridge: Define allusion (a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance). • Unpacking the Metaphor: Define metaphor and discuss why calling a person a "book" is different from saying they "like to read." It implies they are a vessel of forbidden knowledge or a story in progress.
<p>Mini – Lesson</p> <p>(10 mins)</p>	<p>Class Discussion</p> <ul style="list-style-type: none"> • Read aloud the microstory “Dystopia.” • Contextual Hook: Briefly recap (or introduce) Fahrenheit 451. • Key context: Montag is a fireman who burns books. Clarisse is the "seventeen and crazy" girl who makes him think and feel. • Choose ONE question to respond to in 2-3 well-constructed sentences. (Facilitate critical thinking to all learning levels via differentiated DOK questioning.)
<p>Procedure:</p> <p>Start up</p> <p>Mini Lesson</p> <p>Class Discussion</p> <ul style="list-style-type: none"> • Contextual Hook • Key Context • Transition to Differentiated Questions • Model Activity <p>Class Activity - "The Narrative Expansion" (20 mins)</p> <p><u>Task</u>: Students will work in pairs to perform a "Micro-Analysis and Macro-Expansion."</p> <ul style="list-style-type: none"> • Step A (The Why): Annotate the ten-word story. Circle "Clarisse," "Book," and "Burn." Write one sentence 	<p>DOK Questions for assessment and understanding</p> <p>Dystopia</p> <p>Clarisse was the book he could never burn.</p> <ol style="list-style-type: none"> 1. Analysis: Why does the author choose the word "burn" instead of "forget" or "silence"? How does the word "burn" change the stakes of the story? 2. Inference: Based on the title "Dystopia," what can we infer about the "he" in the sentence? Is he a villain, a victim, or a rebel?

<p>explaining why those three words are the "pillars" of the story.</p> <ul style="list-style-type: none"> • Step B (The Expansion): Write a "Six-Word Memoir" from the perspective of the "he" in the story, explaining why he couldn't burn her. <p>MODEL / Example: Her sparks stayed when ash fell.</p> <ul style="list-style-type: none"> • Step C (The Creative Switch): Create your own microstory (max 15 words) using an allusion to a different well-known text (e.g., Romeo and Juliet, The Hunger Games, The Great Gatsby). <p>MODEL / Example: Gatsby was the only sailor who thought he could buy the horizon.</p>	<p>3. Evaluation: Can a person truly be a "book"? What qualities make someone "unburnable" in a society that demands conformity?</p>
<p>Summary (3 mins)</p>	<p>Wrap Up /Exit Ticket/refer to Aim/What have you learned today?</p> <p>Respond analytically in 2–3 well-constructed sentences:</p> <p>Look at the title: Dystopia</p> <p>If you changed the title to “Remediation” (the act of reversing or stopping damage), how does the meaning of the sentence "Clarisse was the book he could never burn" change?</p> <p>*Share your response with your elbow partner.</p>
<p>Homework</p>	<p>Give them a break!</p>
<p>Informative /Formative Assessment</p>	<p>Start up / DOK Q's / Extended Written Response / Constructed Response Sets / Exit Task</p>
<p>Materials/ Resources</p>	<p>The microstory “Dystopia”</p>

<p>Differentiation and Tiered Instructional Strategies:</p> <p>Students will be arranged in...</p> <p>Student roles within each group are as follows, unless otherwise specified:</p> <p>Recorder/Reporter- This person is responsible for the group's class work. Their work is an expression of the group's collaboration and is submitted to the group binder at the end of class. The reporter/recorder is a different person every day until everyone has had a turn.</p>	
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Task Manager- Split the reading into parts, each person has a role. Jig sawing the reading and looking for evidence to answer the questions. This student ensures ALL students are on task and is aware of the time allotted to complete the reading and eventual assessment.

Resource Manager- Gather all materials necessary to complete tasks. Turn in all completed work for the group. Chief vocabulary enricher-when students circle words they are unfamiliar with, discuss the definition in context or simply grab a dictionary and look up the word. Every student then writes the definition down. If questions arise that can't be answered by the group- this person reports to the teacher.

Facilitator- Starts the sharing out process by offering their findings. Then invites others in the group to share their work. Highlights the evidence and assists students of the analysis process. Assist students in ADDING/ CLARIFYING/ CHANGING their answers.

- Materials at varied readability levels
- Supplementary materials based on student interest
- Varied teaching modes
- Anchor activities (Sponge activities)
- Compacting
- Tiered activities
- Portfolios
- DOK Questioning

- Flexible use of time
- Video/audio notes (visual/verbal learners)
- Graphic organizer
- Jigsaw
- Problem Based Learning
- Stations
- Learning contracts
- Cooperative learning

- Use of contemporary technology
- Flexible grouping
- Learning contracts
- Literature Circles
- Socratic Seminar
- Think, Pair, share
- Workshop Model
- Models of tasks at different levels
- Cubing

Reflection