

# SHORT STORY UNIT 2

**PDF & DIGITAL FORMATS**

**Grade 8**

- ✓ Detailed Lessons
- ✓ Anchor Charts
- ✓ Student Choice
- ✓ Assessment Options
- ✓ Print & Digital



**168 PAGES**

2 Peas  
and a  
Dog

**2 Peas and a Dog**

Middle School Teaching Resources

## RESOURCE INCLUDES

- ✓ 8 Lessons
- ✓ Detailed Teacher Instructions
- ✓ Lessons, Assignments, Rubrics
- ✓ Answer Keys
- ✓ Student Choice & Differentiation
- ✓ Anchor Charts
- ✓ Comprehension Questions
- ✓ Scaffolded Graphic Organizers
- ✓ Standards & Points-Based Assessments
- ✓ Group & Independent Work
- ✓ PDF & Google Slides™ Formats

# WHAT'S INSIDE?



## Short Story Unit Outline

1. Activating Prior Knowledge Graffiti Activity
2. Elements of a Short Story Lesson
3. Whole-Class Short Story Analysis Modelling & Practice
4. Short Story Vocabulary Quiz
5. Short Story Analysis Whole Class or Group Options
6. Final Task: Short Story Choice Board
7. Short Story Drama Task
8. Short Story Application Test

## 7 Short Stories Covered

- ✓ The Scholarship Jacket by Marta Salinas
- ✓ Lamb to the Slaughter by Roald Dahl
- ✓ The Chaser by John Collier
- ✓ The Lady or The Tiger by Frank R. Stockton
- ✓ The Sniper by Liam O'Flaherty
- ✓ Thank You, Ma'am, by Langston Hughes
- ✓ Test by Theodore Thomas



“My students LOVED doing short stories during language and this really created engagement materials from ALL my learners. Thank you!” – Tiffany R.

# WHAT'S INSIDE?



## LESSON 1



**Lesson Overview:** Students will activate their prior short story knowledge through a graffiti activity and class discussion.

**Materials Needed:**

- ☐ Chart paper and markers (Paper Version)
- ☐ Google Docs (Digital Version)
- ☐ Discussion Question Prompts
- ☐ Timer or [Digital Timer](#)

**Teacher Instructions:**

1. Print off each discussion question prompt and glue to a piece of chart paper. You could also create a Google Doc for students to brainstorm, if you do not have access to chart paper.
2. Hang up each chart paper in a different part of the classroom.
3. Explain to the students how to participate in a graffiti discussion. Each student gets a marker. The group leader (I usually say the oldest/youngest is the leader) reads the question out loud. Then, everyone takes a space on the paper to record their thoughts about the question prompt.
4. Provide each student with a marker.
5. Divide students up into equal groups of three students per group.
6. Assign each group a chart paper to start their rotation. Set a 1 or 2 minute timer for each rotation. Allow students time to share their thoughts on paper, then once the timer goes off, rotate the students clockwise around the classroom to each new chart paper question prompt.
7. At the end of the rotations, take time to read through each chart paper as a whole class.

© <http://www.2peasandadog.com>

## LESSON 3



**Lesson Overview:** The teacher will read a short story out loud to the class and model filling in the graphic organizer.

**Materials Needed:**

- ☐ Double-sided photocopied class set of the Short Story Graphic Organizers Literary Elements and Literary Devices. (Select Option 1 or Option 2)
- ☐ "Thank You Ma'am" by Langston Hughes short story (find this at

# DETAILED LESSON PLANS

solidify the new learning in your students' minds.

**Answer Key Note:**

A sample answer key has been provided for the short story. All items are subject to interpretation of the reader.

© <http://www.2peasandadog.com>

## LESSON 4



**Lesson Overview:** Students will take a quiz today to capture their learning on the short story terms discussed in class.

**Materials Needed:**

- ☐ Class set of Short Story Quiz (select Option 1 or 2)
- ☐ Quiz Answer Key

**Teacher Instructions:**

Photocopy a class set of the quiz.  
Hand out one copy per student.  
Set a timer (10 – 15 minutes max).  
Collect the quizzes after the timer or have students self-mark their quiz using a red or colourful pen.  
Review all of the marks and check for understanding.

© <http://www.2peasandadog.com>

# WHAT'S INSIDE?



## SHORT STORY CHOICE BOARD



### LITERARY ELEMENTS

#### Setting

The location, time period, and cultural context of where the story takes place.

Location -> Where the story takes place, school, mall, etc.

Time Period ->

Cultural Context

### "THE SCHOLARSHIP JACKET" COMPREHENSION QUESTIONS

## SHORT STORY ANALYSIS

1. Where does the story take place?
2. Why does Martha go back to her locker?
3. What does she overhear her teachers discussing?
4. Explain the new requirement that the principal discusses with Martha.
5. What does Martha's grandfather tell her after she asks for \$15?

© <http://www.2peasandadog.com>

## LITERARY ELEMENTS

# Conflict



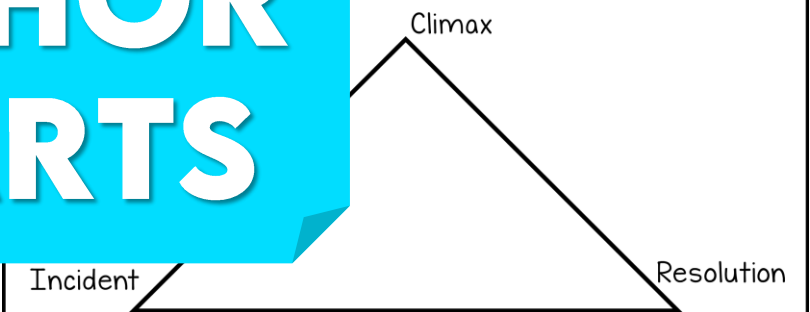
Conflict is the struggle between the protagonist and the antagonist. It can be internal or external.

© <http://www.2peasandadog.com>

## ANCHOR CHARTS

## LITERARY ELEMENTS

# Plot



The plot is the major events that take place during the story.

© <http://www.2peasandadog.com>

# WHAT'S INSIDE?



## "THANK YOU MA'AM"

### QUESTIONS SAMPLE ANSWERS QUIZ ANSWER KEY

Describe Roger.  
They met when  
she was walking.

What is wrong with him?  
His face is very pale.

Where does she go?  
She brings her lunch.

What meal does she eat?  
She feeds him.

At the end of the story,  
Roger?  
She gives him a pair of  
suede shoes.

- Plot
- Characters
- Setting
- Foreshadowing
- Simile
- Metaphor

## "THE SCHOLARSHIP JACKET"

### QUESTIONS SAMPLE ANSWERS

In what state does the story take place?  
Texas

locker?

teachers discussing?  
jacket for  
divided between

Martha and Joann

Explain the new requirement that the principal  
discusses with Martha.  
The scholarship jacket now comes with a \$15 fee.

What does Martha's grandfather tell her after she  
asks for \$15?  
That people do not pay for awards or scholarships  
otherwise they are not really earned.

## ANSWER KEYS

## SHORT STORY QUIZ

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

- \_\_\_\_\_ are the major characters in the story.
- \_\_\_\_\_ are the people that are in the story.
- \_\_\_\_\_ context of where the story takes place.
- \_\_\_\_\_ with a hint about the story that is given.
- \_\_\_\_\_ story that is given.
- \_\_\_\_\_ and antagonist.
- \_\_\_\_\_ comparison words.
- \_\_\_\_\_ comparison words.

## SHORT STORY ASSESSMENT



### SHORT STORY QUESTIONS MARK

- Answers Contain:
- ☐ Detailed responses (all parts of the question are answered)
  - ☐ Accurate proof from the text
  - ☐ Attention to spelling, grammar, punctuation
  - ☐ Specific examples to support opinions
  - ☐ Creative Thinking

## ASSESSMENT OPTIONS

Quotes	/5	Chosen graphics are visually appealing and relate to the short story.	Chosen graphics have an extensive visual appeal and directly relate to the short story.
Setting	/5		
Choices	/2		
Newsworthy			
Total			

Teacher Feedback: \_\_\_\_\_

## POINTS & LEVELS RUBRICS

# LESSON 1 & 2



What is a plot diagram?

## LESSON 1



**Lesson Overview:** Students will activate their prior short story knowledge through a graffiti activity and class discussion.

**Materials Needed:**

- ☐ Chart paper and markers (Paper Version)
- ☐ Google Docs (Digital Version)
- ☐ Discussion Question Prompts
- ☐ Timer or [Digital Timer](#)

**Teacher Instructions:**

- Print off each discussion question prompt and glue to a piece of chart paper. You could also create a Google Doc for students to brainstorm, if you do not have access to chart paper.
- Hang up each chart paper in a different part of the classroom.

**ACTIVATING  
PRIOR  
KNOWLEDGE**

chart paper as a whole class.

© <http://www.2peasandadog.com>

## LITERARY ELEMENTS NOTE

**Conflict**

Conflict is the struggle between the protagonist and antagonist in the story. It can be internal or external.

## LITERARY ELEMENTS NOTE

Plot

Character

Setting

another person

themselves

a natural element

**ELEMENTS OF A  
SHORT STORY  
NOTETAKING**

<http://www.2peasandadog.com>

© <http://www.2peasandadog.com>

# LESSON 3 & 4



## “THANK YOU MA'AM” COMPREHENSION QUESTIONS



1. Describe Roger and Luella
2. What is wrong with Roger
3. Where does Luella bring f
4. What meal did Luella fee
5. At the end of the story, Roger?

### LITERARY DEVICES

Literary Device	Text Example
<b>Foreshadowing</b> Foreshadowing is when the author provides the reader with a hint <i>about something that might happen later in the story.</i>	<b>Foreshadowing Example:</b>  How does this example relate to the story?
<b>Symbolism</b> A symbol is a concrete item or action from the story that represents another idea (e.g. heart represents love, the sun represents love, the sun	<b>Symbol:</b>  What does it represent in the story?

WHOLE CLASS  
MODELLING &  
PRACTICE

## SHORT STORY QUIZ

Student Name: \_\_\_\_\_  
Class: \_\_\_\_\_

1. \_\_\_\_\_ are the major events that take place in

### LESSON 4



Lesson Overview: Students will take a quiz today to capture their learning on the short story terms discussed in class.

#### Materials Needed:

- ☐ Class set of Short Story Quiz (select Option 1 or 2)
- ☐ Quiz Answer

#### Teacher Instr

1. Photocopy
2. Hand out or
3. Set a timer
4. Collect the
5. Review all o

\_\_\_\_ are the people (e.g. animals, ghosts, etc.)

\_\_\_\_ is the location, time period, and cultural story takes place.

\_\_\_\_ is when the author provides the reader something that might happen later in the story.

SHORT STORY  
VOCABULARY  
QUIZ

<http://www.2peasandadog.com>

# LESSON 5 & 6



## SHORT STORY QUESTIONS

After reading your short story, answer these questions.

**SUMMARY  
WRITING**

**VOCABULARY**

**QUESTIONS**

**QUOTES**

**SETTING**

**CHOICES**

## "THE SCHOLARSHIP JACKET" COMPREHENSION QUESTIONS

### LITERARY ELEMENTS

Literary Element	Text Example
<b>Plot</b> The plot is the major events that take place during the story.  Inciting Incident: the event that starts the story  Climax: is the highest point of conflict in the story.  Resolution: is the ending of the story, where the conflict is usually resolved.	<b>Inciting Incident:</b>   <b>Climax:</b>   <b>Resolution:</b>   <b>Minor Characters (Static/Dynamic)</b>   Characters are either Static (do not change throughout the story) or dynamic (change extensively through out the story).

1. In what
2. Why doe
3. What do

## SHORT STORY ANALYSIS

## SHORT STORY ASSESSMENT



Criteria	Level 1	Level 2	Level 3	Level 4
	Approaching Understanding	Approaching Understanding	Understands Concepts	Extensive Understanding
	Reading response demonstrates literal comprehension of the short story.	Reading response demonstrates an understanding of the key elements in the short story.	Reading response demonstrates an extensive understanding of the key elements in the short story beyond literal comprehension.	
	Writing contains spelling and/or grammar mistakes that make it difficult to read.	Writing is coherent and keeps the attention of the reader.	Writing is very coherent, writing style and ideas are interesting to the reader.	
	Chosen graphics	Chosen graphics	Chosen graphics	Chosen graphics

## SHORT STORY CHOICE BOARD



Select one task from each column: Media, Writing, and Reading, to complete as a summative assessment of your short story.

MEDIA	WRITING	READING
<b>Draw a Picture</b> Draw a detailed picture of the story.	<b>Quotable Quotations</b> Choose 3-5 important quotes from the story.	<b>The Next Chapter</b> Write an alternative ending to the story.
of the story.	Choose 3-5 important	Write an alternative
the story.		
paraphrase on how the story represents the setting.		
Complete the story.		
Draw a retelling of the story.		
Be sure to include the most relevant scenes from the story.	page diary entry from the main character's point of view about an experience from the short story.	relates to the short story you read.

## FINAL PROJECT SHORT STORY CHOICE BOARD

# LESSON 7 & 8



## DRAMA ASSIGNMENT



Select either

Task 1: Work in your short story about an important scene from

Task 2: Work in your short story scene from your short story.

### DRAMA PRESENTATION MARKS

Drama Criteria	/25
<ul style="list-style-type: none"><li>Group Skit</li><li>All members are participating</li><li>Inspired by an important event from your short story</li></ul>	
Oral Presentation Criteria	/25
<ul style="list-style-type: none"><li>Clear voice</li><li>Content memorized</li><li>Eye contact with audience</li></ul>	
Total	/50

## LITERARY ELEMENTS

Plot

Inciting Incident:

Setting

## "TEST" COMPREHENSION QUESTIONS



## SHORT STORY APPLICATION TASK

1. Why
2. Who
3. Who mirror?
4. What causes the car accident?
5. Who takes Robert away at the end of the story?

## SHORT STORY DRAMA TASK (OPTIONAL)

Success Criteria

© <http://www.2peasandadog.com>

# LESSON FORMATS



**PDF**

✓ Individual & Whole Unit



**DIGITAL**

✓ Google Slides

**RESOURCE CAN BE USED IN-PERSON OR ONLINE**