



Uniqua and Pablo: **one story, two anthropomorphic narrators**

Course: English Language Arts 8

Teacher: E. de Beer

Unit: *Treasure Island: Narrator, language and setting*

Date: Tuesday, 31 March – Tuesday, 5 May 2020

Duration: Weeks 27 – 31: 6 weeks, 10 classes

Description:

Following on our initial studies in terms 1 and 2 (please refer in particular to docs 04b) and 05f) in your child’s English folder in Google Drive), we will continue to develop an understanding of the role of a narrator (perspective) in a literary work. As we explore narrative techniques, we will further investigate how **elements of fiction and language** interact to form a cohesive, ‘good’ story. As such, we will again follow the processes, procedures and mechanics of **sound writing practice** (planning, drafting, proofreading, rewriting and editing). Once we have reviewed the content of the vacational reading, the unit will comprise several **preliminary activities** (details below) to establish the necessary skills and knowledge, as well as a concluding, **creative composition** ... well, actually TWO creative compositions; but more of that later!) .




	Big Ideas	→ Essential Questions
Understand	<p><i>Which Big Ideas will be the focus of this unit?</i></p> <ul style="list-style-type: none"> ○ Language and text can be a source of creativity and joy. ○ Developing our understanding of how language works allows us to use it purposefully. 	<p><i>What questions will be guiding your students’ inquiry?</i></p> <ul style="list-style-type: none"> ○ How does a change in narrator affect the story in the novel <i>Treasure Island</i>? ○ How do elements of language impact on our understanding and enjoyment of the novel? Consider the use of older language forms and structures, as well as unique vocabulary. ○ Are fictional, historical (and contemporary) pirates heroes or villains? Consider Long John Silver. Link to SS 8 content. ○ What real people or events come to mind? Please refer to SS 08 Online Unit 1. Refer to the film “Captain Philips”.

Do	Core Competencies (common to all subjects)	
	<p><i>Choose one or more Core Competencies that will be focused on and developed in this unit:</i></p> <ul style="list-style-type: none"> ○ Thinking: Creative Thinking (Cv) ○ Thinking: Critical Thinking (Ct) ○ Personal Awareness & Responsibility (PR) 	<p><i>Which activities, projects, exercises or discussions will teach this Core Competency? How will they implement the First Peoples Principles of Learning? How will they be inquiry-based?</i></p> <ul style="list-style-type: none"> ○ Reading of the text. ○ Preliminary discussion (PD): a) Who tells the story? b) How much is each speaker allowed to know? ○ PD: Articulate possible techniques to alternate speakers. ○ PD: Consider language to create a unique setting. ○ PD: Consider the causes that lead to piracy.
	Curricular Competencies (particular to this course)	
	<p><i>Which Curricular Competencies will students learn and be assessed on in this unit?</i></p> <ul style="list-style-type: none"> ○ Reading, thinking, creating 	<p><i>Activities, projects, exercises or discussions to teach the Curricular Competencies (inquiry, assessment of Curricular Competencies):</i></p> <ul style="list-style-type: none"> ○ Check for understanding: student completes a quiz on novel. ○ Completion of brainstorm at home, in-class discussions ○ Discussion: My protagonist is the main character and, at certain points, I want to change the perspective (e.g. antagonist, author, even unknown). How do I do that in order for it to make sense? ○ What is the impact of multiple narrators to your story? Review “Legend” by Marie Lu (read in Grade 7) ○ Writing: creative compositions (two perspectives)

Know	Curricular Content	
	<p><i>Which Curricular Content (specific to your course) will students learn and be assessed on this unit?</i></p> <ul style="list-style-type: none"> ○ functions: purposes of text ○ features of text: how text and visuals are displayed. ○ conventions: common practices in all standard punctuation use, in capitalization, and in Canadian spelling. 	<p><i>Which activities, projects, exercises or discussions will teach this Curricular Content? How will they implement the First Peoples Principles of Learning? How will they be inquiry-based? How will the Curricular Content be assessed?</i></p> <ul style="list-style-type: none"> ○ Discussions: in-class on narrative techniques and perspectives. ○ Review example texts: consider sequential, chronological and techniques that exploit time-lapse (“Legend” and other). ○ Discussion on multiple narrators: Introduction to frame narrative. ○ Oral collaboration on prompt (discuss, investigate, think, speak) ○ compositions (write, represent) ○ Editing: one-to-one with the teacher

Assessment	Formative Assessment <i>Assessment as preparation for learning</i>	Reflexion/Self-assessment <i>Assessment as part of learning</i>	Summative Assessment <i>Assessment of completed learning</i>
		<p><i>How will students' skills and knowledge be assessed to prepare them for the learning that will take place?</i></p> <ul style="list-style-type: none"> ○ Check-in at the beginning of class ○ Review of example texts ○ Homework checks 	<p><i>How will students' skills and knowledge be assessed during their learning?</i></p> <ul style="list-style-type: none"> ○ EasyPolls on understanding and key issues ○ Class discussions ○ Check-in and feedback on essay planning

Required Resources	
	<p><i>Resources (textbooks, computer programmes, website subscriptions) that will students need to complete this unit:</i></p> <ul style="list-style-type: none"> ○ Novel completed for vacation reading (citation), ebook of 'Legend' (Marie Lu) ○ Laptop/Mac and charger ○ Headphones and microphone (if not on the student device) ○ Internet access ○ Google Drive (GD) ○ Notes and worksheets provided ○ Video (provided) ○ Odds and ends around the home

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