

Day 8 (3/15): "The Jumping Frog of Calaveras County" & C.S. (Afternoon)



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VITAL INFORMATION

Subject(s): Language Arts (English)

Grade/Level: 11

Time Frame: 80 Minutes

Learning Context: This story ties into "The Lesson" with dialogue and dialect, but it adds a new literary technique of hyperbole.

Objectives and Understandings: LT: Students will be able to identify the elements/techniques of a short story such as character, setting, plot as well as the five elements of a plot: exposition, rising action, climax, falling action, and resolution (aka denouement), conflict, theme, satire, irony, dialect, imagery, allusion, defamiliarization, epiphany, foreshadowing, frame story, juxtaposition [knowledge vs. instinct], including (The Lottery), hyperbole, paradox, poetic justice, sensory detail, stream of conscious, symbolism, tone, mood, unreliable narrator, hyperbole, and allegory so that they will be able to write their own short story at the end of the unit.

LT: Students will be able to write papers using compound sentences with the correct transition words, no comma splices, appositives, and they will be able to use quotations properly.

LT: Students will be able to recognize the value of dialogue within a text.

ST: Students will be able to identify hyperbole and an unreliable narrator in "The Jumping Frog of Calaveras County."

ST: Students will be able to identify and correct comma splices so that when they begin their own short story (tomorrow), then they will be able to avoid comma splices.

ST: Students will be able to discuss what dialogue adds to "The Jumping Frog of Calaveras County" and how it adds to the unreliable narrator and our opinion of the man telling the story.

Essential Questions: What does dialogue add to a story?

How does dialogue influence our opinion of the narrator?

What literary technique does the storyteller use to make his tales interesting?

What are comma splices and how can I avoid them?

Rationale: **Administrators:** Students will be able to avoid using comma splices which will improve their writing.

Students: You will be able to see a correlation between this tale and world events, which will allow you to become better critical thinkers.

Critical Pedagogues: Students will be able to see how literary techniques influence

us as we read and how this can be transferred to the media, etc. This will allow students to see how unreliable the news can be.

Background
Knowledge and Skills:

Students will need to understand what a comma splice is and how it can be corrected.

Standards:

NY- New York State Standards

- **Subject:** English Language Arts (1996)
 - **Learning Standard 1 :** Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

- **Level :** Commencement
 - **Key Idea :** Listening and Reading
 - **Performance Indicator :** Synthesize information from diverse sources and identify complexities and discrepancies in the information.
 - **Performance Indicator :** Use a combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts.
 - **Performance Indicator :** Make perceptive and well developed connections to prior knowledge.
 - **Performance Indicator :** Evaluate writing strategies and presentational features that affect interpretation of the information.

- **Learning Standard 2 :** Language for Literary Response and Expression
Students will read, write, listen, and speak for literary response and expression.

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

- **Level :** Commencement
 - **Key Idea :** Listening and Reading
 - **Performance Indicator :** Identify the distinguishing features of different literary genres, periods and traditions and use those features to interpret the work
 - **Performance Indicator :** Recognize and understand the significance of a wide range of literary elements and techniques, (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream-of-consciousness) and use those elements to interpret the work
 - **Performance Indicator :** Understand how multiple levels of meaning are conveyed in a text

Summary:

We're going to look at how dialogue adds to "The Jumping Frog of Calaveras County," and we will look at what constitutes an unreliable narrator. We will then look at comma splices and how to correct them.

Procedure (Including
Motivation and
Closure):

- I will check students' outlines for their own short story.
- I will then begin with dialogue in "The Celebrated Jumping Frog of Calaveras County." How did the dialogue influence us in this story? What did we think about the narrator from his dialogue, and how did we feel about the storyteller based on his dialogue?
- We will look at punctuation in dialogue and how to properly use it.
- I will have the students get into 6 groups; 3 of the groups will produce short stories with dialogue based on a subject, such as the Old West, Australia, and Mountain Biking. The other 3 groups will be given sheets with real "slang"

from those areas. This group needs to incorporate as much of the slang as they can into their story.

- The groups will all read their stories aloud and note the differences between the stories with and without slang and dialect.
- We will discuss the differences and what dialect/slang adds to a story.
- We will go over comma splices - what they are, how to fix them, how to look out for them in our writing.
- Students will edit a paper, looking for comma splices, compound sentences, intro prep phrases, conjunctions, and appositives.

Extension: Students will need to complete editing the paper to review in class tomorrow, and read "The System of Dr. Tarr and Professor Fether." They will need to complete the lit elements and vocabulary.

Sample Student Products:

Differentiated Instruction: I will work with students as needed.

Assessment/Rubrics:

Reflections on Teaching:

Materials, Resources, and/or Handouts:

- (3) Pages with different dialectal vocabulary
- comma splices worksheet
- Paper with mistakes on comma splices, compound sentences, intro prep phrases, conjunctions, and appositives.