

**Curriculum Unit
Title**

How to Steal from Famous Authors for Fun and Profit

Author

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

Students will demonstrate their knowledge of narrative structure and author's choices.

ESSENTIAL QUESTION(S) for the UNIT

How do authors make choices regarding how to structure and develop narrative texts?

CONCEPT A

Constructing Setting

CONCEPT B

Developing Characters

CONCEPT C

Author's Choices

ESSENTIAL QUESTIONS A

How do authors use descriptive language and sentence structure to establish setting?

ESSENTIAL QUESTIONS B

How do authors use vivid language and imagery to create complex characters?

ESSENTIAL QUESTIONS C

How do authors make decisions about how to organize the events of a story in order to create meaning?

VOCABULARY A

Imagery
Diction
Connotation/Denotation

VOCABULARY A

Indirect/Direct Characterization
Narration
Dialogue

VOCABULARY A

Plot
Sequence of events
Foreshadowing/Flashback

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Teachers are encouraged to use a wide range of genres and styles of narrative texts as models. Model texts should be rich in stylistic choices to ensure that students clearly know which narrative element they should emulate.

Text Suggestions: John Steinbeck's *Of Mice and Men*, and John Kennedy Toole's *A Confederacy of Dunces*