Alice Worlds: openworld and RRworld

Standards:
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

Resources needed: ALICE software, handout of necessary ALICE code, computer, copy of Ransom of Red Chief, paper/pencil

Students will know:
Literary terms: short story elements—indirect and direct characterization—dialogue, inference, tone, mood; point of view (first, second, and third person: objective, limited, omniscient) with personal pronouns; and irony (verbal, situational, dramatic), context clues.

Students will be able to:
- Analyze context clues from character dialogue and narration to infer and draw conclusions about a character’s motivation/decisions.
- Identify different types of point of view or irony and explain how each type helps to propel the action of a story, as well as, contributes to the tone of the text.
- Define unfamiliar vocabulary from context without the help of a dictionary.
- Write from the viewpoint of another character using a RAFT (Role, Audience, Format, Topic) graphic organizer.

Unit Essential Question: How does understanding literary devices help the reader to differentiate between the point of view of a character and the audience?

Day One:
Activation Strategy: Use Alice world “openworld” to review literary terms (Short Story Elements, Point of View, and Irony). Use RRworld settings “Summit” and “cave” afterward for guided practice/collaborative pairs or groups. The setting “Alternate” within RRworld will be completed after reading Ransom of Red Chief for independent practice and assessment.

Day Two:
Wrap up anything left over from Day One. The teacher writes several phrases or sentences from the text that contain an underlined unfamiliar vocabulary term on the board. Ask: “Can you construct the meaning of the underlined unfamiliar vocabulary term based on the connotation, denotation, and placement of the other words within the sentence.” He/she then reviews how to use context clues to explain the meaning of the unfamiliar words based on the connotation, denotation, and placement of the other words within the sentence.
Introduce story vocabulary to students by passing out word lists and displaying the list on the smartboard. Vocabulary graphic organizer such as a vocabulary pyramid can also used to help students build relationships between synonyms and antonyms of the word.

Vocabulary List:
- a. apparition - a ghostly figure
- b. deleterious - having a harmful effect
- c. philoprogenitive - producing many children or offspring, the loving and caring of children
- d. lackadaisical - lacking spirit or interest
- e. diatribe - thunderous, verbal attack
- f. christen - to name and dedicate as in a ceremony
- g. emit - to give out or send
- h. reconnoiter - to survey, to get the lay of the land
- i. contiguous - neighboring, sharing a boundary
- j. somnolent - drowsy, sleepy
- k. sylvan - abounding in trees; a wooded area
- l. peremptory - firmly determined, dictatorial
- m. decry - to condemn openly
- n. collaborate - to work together, to cooperate
- o. proclivities - a natural disposition
- p. calliope - a musical instrument with steam whistles and played with keys like an organ

Optional Vocabulary Game (Can be played during separate class period):
Divide class into 2 teams, on each side of the room. Each student is asked to create a sentence from the word given to him or her, and his or her team is given a point for each correct sentence. The other team can challenge the correctness of the sentence. If the sentence is wrong, the opposing team gets 2 points. The game is over when all words have been used twice. The team with the highest score wins.

Day Three:
Begin reading Ransom of Red Chief as a group—during reading, teacher will periodically pause to check for understanding and to summarize events/main points up until a predetermined stopping point. From this point forward, students will break off into pairs/groups to finish reading and complete during reading assignment and comprehension questions.

During Reading:
(1) Find, record and classify a minimum of two examples of each type of irony (verbal, dramatic, and situational irony).
(2) Afterward, with a partner/within groups, explain how each type helps to enhance the plot/propel the action of the story; and (3) contributes to the tone of the text.

After Reading Comprehension Questions:
1. What point of view is this story told in, and how do you know?
2. What reason do Bill and Sam have for kidnapping the boy?
3. What is the boy doing when the two men come upon him?
4. Why is it ironic that the boy says that he’s “never had such fun in all my life”?
5. What is meant by the metaphor that Ebenezer Dorset was “an uptight collection-plate passer and forcloser”?
6. What is one example of allusion in this story? Include the page number.
7. What is ironic about Mr. Dorset’s counteroffer (the note)?
8. What is the central conflict of the story?
9. What does Red Chief’s father think of him?
10. What message about parenting and child-rearing is O. Henry trying to express to readers? Think about what Red Chief’s dad thinks of him, and why Red Chief doesn’t want to go home.
11. How does O. Henry incorporate humor into this story?

Day Four:
Wrap up anything related to Day Three. Show Alice world “How to write from a character’s point of view by using a RAFT”

Students will choose and from one of two prompts to demonstrate their understanding of point of view by writing from the viewpoint of a character using a RAFT (Role, Audience, Format, Topic) graphic organizer.

Prompt: Write a letter from Red Chief to Sam and Bill, the kidnappers, persuading them to allow him to stay with them.
Role: Red Chief
Audience: Sam and Bill
Format: Persuasive
Topic: Why Red Chief should be allowed to stay with Sam and Bill.

Prompt: Write a letter from Bill Driscoll to Sam, the other kidnapper, persuading him to allow Red Chief to go back to his family.
Role: Bill Driscoll
Audience: Sam
Format: Persuasive
Topic: Why Red Chief should go back with his family.

Day Five (Review Day)
- Play vocabulary game again but this time add in reading comprehension questions (mix of multiple choice, true/false and a short answer question similar to the short answer question on the test. Use a plot-chart diagram to help students summarize the story’s plot. Make sure to include higher order thinking questions related to unit literary vocabulary.
Day Six (Test Day) Administer unit assessment similar to items used from previous day.