**English 9 – Mystery Genre Study**

Unit Two: 1/19- 2/3

What is a central theme of“The Fourth Man” by Agatha Christie? How does she use characters to support this theme? Use at least two examples from the text.

**Tuesday, January 19th – Theme \*\* PERIOD 1 & 2 to LIBRARY for PRESENTATION \*\***

**Learning Targets**: We will practice identifying, describing, and analyzing themes in a variety of texts in this Mystery. We will also begin to generalize about themes in Mystery.

**Please Do Now:** What the difference between a topic and a theme? How might an author use literary elements to help establish a theme? (Pull out your genre card for today.)

**Agenda:**

* Vocabulary List 2
* Shared Reading – *“The Fourth Man”*
  + As you listen, use a post-it note to mark the place in the text that is the best clue to one of the author’s themes.
* Partner work.: Using the handout titled “RL.2/3 Thinking Map,” analyze the literary elements of “The Fourth Man” and determine a theme.
* Class discussion: What did you come up with on your thinking map?
* Discussion group: Work with a partner to compose a three-point answer to the question: What is a central theme of this text? How does the author use literary elements to develop this theme? What is the author’s position?
* Ticket out the Door: Which book are you taking home with you to finish by the end of Spring Break? What did you notice about the setting, characters, or plot that you think might be important? Why? Why do you think this novel belongs in our study of Mystery?

**Homework:**

* Read enough of your book to get a feel for it.
* Vocabulary List 2 due Friday, January 22nd

**Wednesday, January 20th - Theme**

**Learning Targets:** We will practice identifying, describing, and analyzing themes in a variety of texts in this Mystery. We will also begin to generalize about themes in Mystery..

**Please Do Now:** Come in, get settled, and begin reading your independent novel. Please take out your Writer’s Notebook so I can check your progress.

**Agenda:**

* Independent reading (20 minutes). Use a sticky note to mark any places in the text that address theme.
* Accountable Talk (Think-pair-share) Take one minute to share with a partner about the themes: of your book.
  + What are some themes in this text? Which one is central/most important? Why?
  + What is a central theme of this text? How does the author use literary elements to develop this theme?
* Introduce Writing Prompt: What is a central theme of this text? How does the author use literary elements to develop this theme?
* Modeling writing: As a class, let’s try this together for “The Fourth Man”. Don’t forget to use the rubric in your Writer’s Notebook to guide your writing.
* Independent writing: Answer the prompt about your independent novel in your Writer’s Notebook.
* Peer review: Share your writing with a partner. Mark up your writing as you read it to him/her. Your partner should use the rubric to provide feedback. When you’re done, switch roles.
* Ticket out the door: Edit your writing for the following:
  + Each sentence has the appropriate end punctuation. Remember: the end punctuation goes AFTER a parenthetical citation.
  + Book title is underlined.
  + Quotations are cited using quotation marks and cited parenthetically using MLA format (Author last name pg#).

**Homework:**

* Read from your independent reading book
* Vocabulary List 2 due Friday, January 22nd

**Thursday, January 21st – Protagonists and theme \*\*Period 5 and 6 to LIBRARY for PRESENTATION \*\***

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about protagonists in a variety of texts in Mystery..

**Please Do Now*:*** *Why do authors create the characters they do? How do these characters relate to their themes?*

**Agenda:**

* Class discussion: Review Complex/flat characters. Review the elements of a protagonist using your genre card. How does the way in which the protagonist responds to a problem help the reader to identify the theme?
* Shared Reading: *“The Fourth Man”* 
  + As you listen, use a post-it note to mark quotes describing/analyzing the protagonist and his/her relationship to the theme.
* Write to text: (partner work): Using the handout titled “Character Study,” analyze the protagonist of “The Fourth Man”.
* Discussion Groups: Analyze the protagonist and his/her relationship to the theme.
  + **Topic**: Based on how the author created this character what topics/questions/issues might the author want to explore? (Why is the author writing about this person? What about the character might matter to the author?)
  + **Theme:** What might be the author’s position/lesson about this topic>? How does this character convey this theme?
* Ticket out the Door: Look back at your graphic organizer. What new learning can you add?

**Homework:**

* Read from your independent reading book
* Vocabulary List 2 due Friday, January 22nd

**FRIDAY, January 22nd – Catch up Day**

**Homework:**

* Read from your independent reading book
* Vocabulary Quiz 2 – February 3rd

**Monday, January 25th – Protagonists and theme**

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about protagonists in a variety of texts in Mystery.

**Please Do Now**: Come in, get settled, and begin reading your independent novel. Please take out your Writer’s Notebook so I can check your progress.

**Agenda:**

* Independent reading (20 minutes). Use a sticky note to mark any places in the text that address protagonist and theme.
* Accountable Talk (Think-pair-share) Take one minute to share with a partner about the themes developed through this protagonist.
  + What is the protagonist like? Why did the author choose/create this character? How is he/she complex? How does the author use him/her to communicate a theme?
  + What generalizations can you make about protagonists in Mystery? How are protagonists important to Mystery as a whole? What makes you think that?
* Pre-writing: Complete the “character study” graphic organizer for the protagonist of your independent novel:
* Creative writing: Use the “character study” graphic organizer to create a protagonist of your own.
* Pair-Share your handouts.
* Class share: Does anyone want to share their creative piece?
* Ticket out the door:
  + Based on the student samples you saw in class, what might you add to your own protagonist?

**Homework:**

* Read from your independent reading book
* Vocabulary Quiz 2 – February 3rd

**Tuesday, January 26th – Antagonists and theme**

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about antagonists in a variety of texts in Mystery..

**Please Do Now:** Describe what makes a good antagonist. Remember: an antagonist can be a human or non-human element. Use your readings from the year thus far to support your ideas.

**Agenda**:

* Class discussion: Review antagonists and conflict.
* Shared Reading: *“The Fourth Man”* 
  + As you listen, use a post-it note to mark quotes describing/analyzing the antagonist and his/her relationship to the theme.
* Write to text: (partner work): Using the handout titled “Character Study,” analyze the protagonist of “The Fourth Man”.
* Discussion Groups: Analyze the antagonist and his/her relationship to the theme.
  + **Topic**: What is at the heart of the conflict between the protagonist and the antagonist? What topics/questions/issues might the author want to explore?
  + **Theme:** What might be the author’s position/lesson about this topic? How does the conflict between the protagonist and the antagonist convey this theme?
  + What other topics/themes do you think the author is communicating through the antagonist? Why?
* Ticket out the Door: Look back at your graphic organizer. What new learning can you add?

**Homework:**

* Read from your independent reading book
* Vocabulary Quiz 2 – February 3rd

**Wednesday, January 27th – Antagonists and theme**

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about antagonists in a variety of texts in Mystery..

**Please Do Now**: Come in, get settled, and begin reading your independent novel. Please take out your Writer’s Notebook so I can check your progress.

**Agenda:**

* Independent reading (20 minutes). Use a sticky note to mark any places in the text that address antagonist and theme.
* Accountable Talk (Think-pair-share) Take one minute to share with a partner about the themes developed through this protagonist.
  + Who is the antagonist of your novel and what is he/she like? How is he/she complex? Why did the author choose/create this antagonist? How does the author use him/her to communicate a theme?
  + What generalizations can you make about antagonists in Mystery? How are protagonists important to Mystery as a whole? What makes you think that?
* Pre-writing: Complete the “character study” graphic organizer for the antagonist of your independent novel:
* Creative writing: Use the “character study” graphic organizer to create an antagonist of your own.
* Pair-Share your handouts.
* Class share: Does anyone want to share their creative piece?
* Ticket out the door:
  + Based on the student samples you saw in class, what might you add to your own antagonist?

**Homework:**

* Read from your independent reading book
* Vocabulary Quiz 2 – February 3rd

**Thursday, January 28th – Supporting characters and theme**

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about supporting characters in a variety of texts in Mystery..

**Please Do Now:** What are some different types of supporting characters? What role do they play in a story? Use our texts from this year to guide and support your response.

**Agenda**:

* Class discussion: Review supporting characters.
* Shared Reading: *“The Fourth Man”* 
  + As you listen, use a post-it note to mark quotes describing/analyzing the supporting characters and their relationship to the theme.
* Write to text: (partner work): Make a list of all the important supporting characters we’ve encountered so far in “The Fourth Man”. Classify these characters by type/purpose. Rand the supporting characters from most to least important to the novel. Be ready to justify your thinking with evidence.
* Discussion Groups: Literary debate:
  + Which supporting character is most important to this novel? Why?
* Ticket out the Door: Look back at your ranking. Add a reflection.

**Homework:**

* Read from your independent reading book
* Vocabulary Quiz 2 – February 3rd

**Friday, January 29th – Supporting characters and theme \*\* END OF MP 2 \*\***

**Learning Targets:**  We will practice identifying, describing, analyzing, and generalizing about supporting characters in a variety of texts in Mystery..

**Please Do Now**: Come in, get settled, and begin reading your independent novel. Please take out your Writer’s Notebook so I can check your progress.

**Agenda:**

* Independent reading (20 minutes). Use a sticky note to mark any places in the text that address supporting characters and how they are used to develop theme.
* Accountable Talk (Think-pair-share) Take one minute to share with a partner about the themes developed through this protagonist.
  + Who is the most important supporting character in your novel? Why? Is he/she complex? Why/why not? How does the author use this character to communicate a theme?
  + What generalizations can you make about supporting characters in Mystery? How are protagonists important to Mystery as a whole? What makes you think that?
* Pre-writing: Complete the “character study” graphic organizer for a supporting character in your independent novel:
* Creative writing: Use the “character study” graphic organizer to create a supporting character of your own.
* Pair-Share your handouts.
* Class share: Does anyone want to share their creative piece?
* Ticket out the door:
  + Based on the student samples you saw in class, what might you add to your own a supporting character?

**Homework:**

* Read from your independent reading book

**MONDAY, February 1st – WEDNESDAY, February 3rd Library – Constructed Response # 2 – My Access**

**Learning Targets:**  We will demonstrate our understanding of characters in Mystery and how authors use characters to develop themes.

**Agenda:**

* Take out your writer’s notebooks and notes to help generate a constructed response today.
* Log in to My Access and answer constructed response #2: What is a central theme of *“The Fourth Man”*? How does the author ise literary elements to develop this theme?
* Check to ensure your rough draft meets the requirements of the rubric:
  + Makes a claim
  + Has evidence from the core text
    - Cited properly (Author’s Last Name Page#).
    - Explanation of how it backs up your claim
  + Has evidence from your independent text
    - Cited properly (Author’s Last Name Page#).
    - Explanation of how it backs up your claim2.
* Turn in your completed constructed response with a rubric that you’ve filled out for your own writing that gives it the score you think you deserve.
* When you’re done, read independently; choose a new book

**Homework:**

* Continue reading independent book, or new novel.