

## *The Curious Incident of the Dog in the Night-Time* (The Epistolary Story 2022)

**Content Standard(s):**

**CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts.

**CC.1.4.9–10.D** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aid comprehension; provide a concluding statement or section.

**CC.1.4.9–10.E** Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

**CC.1.4.9–10.G** Write arguments to support claims in an analysis of substantive topics.

**CC.1.4.9–10.M** Write narratives to develop real or imagined experiences or events.

**CC.1.4.9–10.N** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

**CC.1.4.9–10.O** Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

**CC.1.4.9–10.P** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

**CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Understandings:** *Students will understand that...*

1. Writing & art come in many forms and carry with them their own unique meaning and significance.
2. Characterization is an integral element of worldbuilding.
3. We are all unreliable narrators.
4. No matter how close people are, they will never fully understand each other.

**Essential Questions:**

1. How does learning about others' experiences impact our understanding of our own identity?
2. How does our unique understanding of reality shape our behaviors and lives?
3. As writers, how can we use language and point of view to impact how our readers engage with our story?

**Themes:**

1. The significance and plasticity of truth
2. Evolution of identity

**Outside Resources:**

1. [The Epistolary Story Presentation](#)
2. *Griffin & Sabine*
3. *The Color Purple*
4. *Dracula*
5. *The Diary of a Young Girl*

**Students will be able to:**

1. Recognize and meaningfully interpret epistolary writing.
2. Understand characterization and its role in character development & worldbuilding.
3. Connect the importance of thoughtshots, snapshots, and dialogue to characterization.
4. Analyze how structure and form add meaning to text.

<ol style="list-style-type: none"> <li>6. <a href="#">Epistolary Short Stories</a></li> <li>7. <a href="#">Characterization Slideshow</a></li> <li>8. “<a href="#">Ordeal by Cheque</a>” by Wuther Crue</li> <li>9. “<a href="#">Account</a>” by Namwali Serpell</li> <li>10. <a href="#">Annotation</a></li> <li>11. “<a href="#">Epistolary Novels &amp; Social Distancing</a>”</li> <li>12. “<a href="#">Quarantine from the Closet</a>”</li> <li>13. Introducing <a href="#">Theme</a></li> <li>14. <a href="#">Character Voice</a></li> </ol>	<ol style="list-style-type: none"> <li>5. Explore their authentic voice through different epistolary mediums.</li> <li>6. Purposefully use diction, syntax, and backstory to drive character voice.</li> <li>7. Writing/design process: Draft, revise, and create their own epistolary story.</li> <li>8. Develop and defend a thesis through analytical writing.</li> </ol>
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**STAGE 2 – ASSESSMENT EVIDENCE**

<p><b>Performance Tasks:</b></p> <ol style="list-style-type: none"> <li>1. Purchase History Characterization Story</li> <li>2. <a href="#">Analytical essay proving a thesis about the text</a></li> <li>3. <a href="#">Epistolary short novel</a></li> </ol>	<p><b>Other Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Creative &amp; analytical writing “quizzes”</li> <li>2. Ungraded whole class &amp; pod discussions</li> <li>3. Annotation checks</li> <li>4. Notebooks</li> </ol>
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**Links to SLA Core Values:**

**Inquiry:** Students will explore the characterization of first-person narrators through those characters’ own words. They will also explore their own voice through epistolary mediums.

**Research:** Students will continue to work on pulling quotes that prove a thesis.

**Collaboration:** Whole Class and Pod discussions. Students will also peer review their projects.

**Presentation:** Students will work on the skills necessary to polish their storytelling.

**Reflection:** Students will reflect upon how the medium of a text informs both its meaning and message.

**STAGE 3 – LEARNING PLAN**

**Summary of Learning Activities:**

1. Introduce the epistolary genre and its evolution throughout the centuries
2. Define characterization (direct & indirect) and check for understanding through “Ordeal by Cheque” and “Account” short story project
3. Teach annotation strategies
4. Guest speaker: Jonathan Estey, Special Education Liaison
5. Start the reading, creative writing quizzing, and reviewing
6. Introduce alternative epistolary forms and mediums
7. Teach theme
8. As reading continues, introduce analytical writing practice quizzes
9. Hold pod discussions and Socratic seminars
10. Students will write, revise, peer review, and submit an analytical essay
11. Workshop character development
12. Teach and practice character voice