Freshman English CPA Unit Plan: Agatha Christie’s *And Then There Were None*

**Unit Summary:** Freshmen will engage in pre-reading, during reading, and post reading activities associated with the novel *And Then There Were None* by Agatha Christie. Freshmen will learn about the mystery genre, read the novel, and write a few short essays.

**Unit Purpose:** The purpose of this unit is for students to garner an understanding of literary terms such as irony, mystery terms, difficult and rarely used vocabulary, how to come up with appropriate themes associated with the novel, how to write an effective theme statement, and how to set up an suitable open response.

**Essential Questions:**

1. Who decides what is just? Are there circumstances where you can take the law into your own hands?
2. How does narrative text help us to understand the human condition?
3. Why are theme and knowing how to write a proper theme statement significant to novel plot and our own writing?
4. How do effective writers come up with an accurate and well-written thesis and subsequently hold their reader’s attention throughout an essay?

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| **Pre-Reading Assignments & Activities** | **Formative & Summative Assessments** |
| Inference Power Point Notes | For a class participation/class work grade, students will take notes via power point on inference making |
| Figurative Language Power Point Notes | For a CP/CW grade, students will take notes on figurative language via power point |
| Mystery Vocabulary Power Point Notes | For a CP/CW grade, students will copy the mystery vocabulary into the literature notes section of their binder to prepare for their first vocabulary quiz |
| Mystery Vocabulary Worksheet | For a CP/CW grade, students will complete a worksheet with the mystery vocabulary by completing categories and exploring words from different angles sections |
| Agatha Christie Biography | For a homework grade, students will actively read Agatha Christie’s biography using the I’s &/or C’s Method |
| **During Reading Assignments** | **Formative & Summative Assessments** |
| Mystery Vocabulary Quiz | For a formative assessment grade, students will take a three-part mystery vocabulary quiz complete with fill in the blank, categories, and exploring words from different angles |
| Chapter 1 Reading, Questions, & Character Log | For a class participation/class work grade, we will read chapter 1 as a class & work on the during reading questions and character log together |
| During Reading Questions | For 2 homework grades, students will complete during reading questions for the novel that focus on content and figurative language |
| Content Quizzes | For formative assessment grades, students will take four multiple choice &/or short answer quizzes on chapters 1-6, 7-9, 10-12, & 13-epilogue |
| Vocabulary Quizzes | Students will take two three-part vocabulary quizzes complete with a matching section, a categories section, and a using words from different angles section |
| How to Write a Thesis | Students will receive a CP/CW grade as they will learn how to write a thesis by looking at various prompts and turning the questions into theses |
| Open Response Power Point Notes | For a CP/CW grade, students will take notes on how to properly set up an open response or short essay |
| Symbolism Open Response (short essay) | Students will receive a summative assessment grade for answering the following open response question in short essay form: Symbolism is the practice of representing things by means of symbols or of attributing symbolic meaning/significance to objects, events, or relationships. In Agatha Christie’s novel *And Then There Were None*, describe how the following line: *Ten Little Indian boys went out to dine; One choked his little self and then there were nine* stands as a symbol for Anthony “Tony” Marston’s death? |
| Irony Open Response (short essay) | Students will receive a summative assessment grade for answering the following open response question in short essay form: Irony is defined as the exact opposite of what a reader expects to happen. In the excerpt from Agatha Christie’s novel *And Then There Were None*, there is irony in the elderly seafaring gentleman’s comment to Mr. Blore about judgment day. Using quotes from the excerpt to back up your claims, discuss the irony in the man’s statement. |
| **Post Reading Assignments** | **Formative & Summative Assessments** |
| *And Then There Were None* Core Work Index Card | Students will receive a CP/CW grade for completing this review of the novel for unit exam and state exam purposes. |
| Small Group Timeline Review | Students will be placed into small assigned groups, given specific sections from the novel, and complete a timeline of events for a project grade |
| AEA: Take a Stance | Students will learn how to set up an AEA (Assertion, Example, Analysis) and write one on vigilante justice |
| *And Then There Were None* Unit Exam | Unit Exam will be graded as a summative assessment and focus on vocabulary, novel content, and novel analysis |

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| **Opener Samples** | **Closer Samples** |
| * Sample Pop Quiz Questions: Define symbolism and provide an example. Define irony. Write down three examples of themes that are found in literature or film. | * Summary of the day’s lesson * Reactions to class material through brief discussions and quick writes * Status Reports * Preview of the next day’s lesson |

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| **BHS Literacy Objectives** |
| **Reading:** For content (both literal and inferential), to apply pre-reading, during reading, and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary, to gather information, to comprehend an argument, to determine the main idea of a passage, to understand a concept and construct meaning, and to expand one’s experience |
| **Writing:** To take notes, to explain one’s thinking, to argue a thesis and support ones thinking, to write an open response, to generate a response to what one has read, viewed, and heard, to convey one’s thinking in complete sentences, and to develop a short expository essay with a formal structure |
| **Speaking:** To convey one’s thinking in complete sentences, to interpret a passage orally, to participate in class discussion, to respond to what one has read, viewed, or heard, and to communicate in a manner that allows one to be both heard and understood |
| **Reasoning:** To identify a pattern, explain a pattern and/or make a prediction based on a pattern, to explain the logic of an argument or solution, and to use analogies and/or evidence to support one’s thinking |

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| **Common Core Standards** | |
| College & Career Readiness Anchor Standards for **Reading** | **Key Ideas & Details:**   1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   **Craft & Structure:**   1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning. 2. Assess how purpose shapes the content and style of a text. 3. Assess how point of view or purpose shapes the content and style of a text.   **Integration of Knowledge & Ideas:**   1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 3. Analyze the meaning of literary texts by drawing on knowledge of literary concepts & genres.   **Range of Reading & Level of Text Complexity:**   1. Read and comprehend complex literary and informational texts independently and proficiently. |
| College & Career Readiness Anchor Standards for **Writing** | **Text Types & Purposes:**   1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write personal reflections that demonstrate awareness of literary concepts and genres.   **Production & Distribution of Writing:**   1. Produce clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose, and audience 2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 3. Use technology, including the Internet, to interact and collaborate with others.   **Research to Build and Present Knowledge:**   1. Draw evidence from literary and informational texts to support analysis and reflection.   **Range of Writing:**   1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences. |
| College & Career Readiness Anchor Standards for **Speaking & Listening** | **Comprehension & Collaboration:**   1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.   **Presentation of Knowledge & Ideas**   1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 2. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| College & Career Readiness Anchor Standards for **Language** | **Conventions of Standard English:**   1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   **Knowledge of Language:**   1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |