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| **At a Glance – “You Know Nothing”*** **Lesson Objective**: Identify and analyze a theme of “The Stolen Party.”
* **In the Story:** N/A; today’s lesson focuses on crafting a piece of summative writing based on the story
* **Key Questions:** Questions 2, 3, 4, and 6 are the most important questions of the day and should not be skipped.
* **Words to Watch For:** N/A
* **Homework Options:**
	+ Creative writing (attached)
	+ Knowledge Organizer review
	+ Questions from the lesson that were skipped for time
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| **Agenda:** * Do Now (10 minutes)
* Retrieval Practice (10 minutes)
* Cycle 1 – More on Theme (10 minutes)
* Cycle 2 – Drafting a Theme Statement (15 minutes)
* Cycle 3 – Support your Thinking (15-20 minutes)
* Cycle 4 – Write a Paragraph (20 minutes)
* Cycle 5 – Revise your Thinking (10 minutes)
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| **Lesson Plan****Do Now (10 minutes)*** Give students 5-6 minutes to answer the questions, then review using **Cold Call, share out,** or a **brief discussion**.
* **Q1a:** **Why does Rosaura think she might be the “odd one out”?**
	+ She thinks she might be the odd one out because she wants a yo-yo instead of a bracelet, which the other girls got.
* **Q1b: Why is she actually the “odd one out”?**
	+ She’s actually the odd one out because she’s at the party as a servant, not a guest.
* **Q1c: Why do you think Rosaura insists that she “was the best-behaved at the party”? What might this show about her?**
	+ Rosaura probably says this because she wants to prove to her mother (and maybe herself) that she belongs at the party and can fit in with the other guests. This shows that she believes that either there isn’t much difference between her and the other guests, or that she can overcome these differences through her behavior.
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| **Retrieval Practice (10 minutes)** * In advance, answer these questions yourself, using previous lessons and the Knowledge Organizer.
* Review these questions (see student packet) with your class using **Cold Call**.
* ***Note****: You may opt to not ask all the questions we’ve listed. Prioritize as you see fit.*
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| **Cycle 1 (10 minutes) — More on Theme*** **Read:** Use **FASE Reading** to read the embedded article, “More on Theme.”
* **Write:** Ask students to respond to **Q1** and **Q2**.
* **Discuss:** Lead a **brief discussion** to surface key ideas.
	+ **Key Ideas:**
		- **Q1: Which of the following best describes the difference between a thematic idea and a theme statement?**
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		- **Q2: Brainstorm a list of thematic ideas that Heker explores in “The Stolen Party.” Jot 3-5 words or phrases in the space below, then circle the one you feel is developed most strongly in the story.**
			* Possible responses include: class, shame, coming-of-age, loss of innocence, misunderstanding, identity, equality, friendship, prejudice, etc.
			* **Note:** You might choose to share a variety of circled responses to illustrate that texts can develop multiple themes. For the purposes of the rest of the lesson, students will focus on the idea of loss of innocence but will draw on some of the other thematic ideas listed above..
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| **Cycle 2 (15 minutes) – Drafting a Theme Statement** * **Read:** Ask students to use **AIR**to read the embedded article, “Coming of Age.”
* **Write:** Ask students to respond to **Q3.**
* **Discuss:** Lead an **extended discussion** to share and analyze a variety of strong theme statements. You might choose to use **Show Call** to highlight student responses.
	+ **Possible Theme Statements:**
		- **Q3: Choose at least two of the sentence starters below and draft a theme statement that describes this theme in the story. Your theme statement should answer the question, “What message is Liliana Heker conveying about the loss of innocence?”**
* Throughout “The Stolen Party,” Liliana uses Rosaura’s experience to show that losing your innocence is an unavoidable, sometimes shameful, part of growing up.
* By the end of “The Stolen Party,” Liliana Heker reveals that discovering the way others see us can change our views of ourselves and the world.
* In Liliana Heker’s “The Stolen Party,” Rosaura’s experience demonstrates the way in which we lose some of the innocence and hope of childhood as we become more aware of our place in the world.
* **Revise:** Ask students to revise their theme statements based on the discussion. You might choose to **Show Call** a few strong revisions.
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| **Cycle 3 (15-20 minutes) – Support your Thinking** * **Write:** Ask students to fill out the chart to respond to **Q4.**
* **Discuss:** Lead an **extended discussion** by taking hands or using **Cold Call** or **Show Call** to surface key ideas.
	+ **Key Ideas:**
		- **Q4: Consider moments from the story that best convey this theme. Where do you see evidence that Heker is developing this message about the loss of innocence?**
			* Many possible responses; examples are listed below.
			* Quote from a character: *“You really and truly earned this,” she said handing them over. “Thank you for all your help, my pet.”* This quote reveals that Senora Ines has thought of Rosaura as an employee or servant throughout the party.
			* Quote from the narrator: *Except her eyes. Rosaura’s eyes had a cold, clear look that fixed itself on Senora Ines’s face.* This moment reveals that Rosaura has realized her misunderstanding and now sees clearly the way that Senora Ines views her.
			* Moment of foreshadowing: *Just then Senora Ines arrived saying shh shh, and asked Rosaura if she wouldn’t mind helping serve out the hot dogs, as she knew the house so much better than the others.* This foreshadows the fact that Senora Ines is treating Rosaura like a servant; what Rosaura interprets as special attention is actually her being assigned to a place in a lower class.
			* The title: Rosaura’s innocence is “stolen” from her in the moment when she realizes she has been at the party as a servant.
* **Write:** Ask students to respond to **Q5**.
* **Discuss:** Use **Show Call** to highlight a few strong responses.
	+ **Key Ideas:**
		- **Q5: Using your own thoughts as well as additional insights from your peers, choose one piece of evidence and, in 1-3 sentences, explain how it supports your theme statement.**
			* Many possible responses.
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| **Cycle 4 (20 minutes) – Write a Paragraph** * **Write:** Ask students to draft a paragraph to respond to **Q6.**
* **Discuss:** You might choose to pause student writing during this time to highlight strong sentences and components of paragraphs. At the end of drafting time, you might use **Show Call** to share exemplar work or highlight potential trends for revision.
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| **Cycle 5 (10 minutes) – Revise your Thinking** * **Write:** Ask students to respond to **Q7a**, then **Turn and Talk** to answer **Q7b.**
* **Discuss:** Lead a **brief discussion** to surface key ideas.
	+ **Key Ideas:**
		- **Q7a: What “tiny misplaced gesture” is Manguel referring to?**
			* Señora Ines reaching out to try to pay Rosaura
		- **Q7b: How might the shattering of “the entire social structure” connect to the theme of loss of innocence?**
			* The social structure of Rosaura’s community depends on her “innocence;” once she realizes how those in the upper class perceive her, she might be more reluctant to remain so peacefully in “her place.”
* **Revise:** Ask students to revise based on the prompt in **Q8**.
* **Discuss:** You might choose to use **Show Call** to highlight a few strong revisions.
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| **Homework Answers**1. **“The Stolen Party” ends in a moment of suspense; it lacks a resolution and we as readers don’t know what happens next. In the space below, write 7-9 sentences that imagine the next events of the story. What might Rosaura, Herminia, and Señora Ines say and do?**
* This is a creative prompt, so responses will vary.
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