

Title: Reading Fiction - Twilight

Description: Grades 7-9

Time Required:

Public:

Grade Level

K K 1 2 3 4 5 6 7 8 9 10 11 12 AP

Established Goals

What relevant goals (content standards) will this unit address?

SOL 8.5 :

The student will read and analyze a variety of narrative and poetic forms.

- a) Explain the use of symbols and figurative language.
- b) Describe inferred main ideas or themes, using evidence from the text as support.
- c) Describe how authors use characters, conflict, point of view, and tone to create meaning.
- d) Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.
- e) Compare and contrast authors' styles.

Understandings

What are the big ideas? What specific understandings about them are desired?

Students will understand that novelists often provide insights about human experience through fictional means.

Writers use a variety of techniques to engage readers.

Students will understand the importance of foreshadowing as a literary technique used by authors.

Students will be able to compare and contrast traits of genre specific literature.

Essential Questions

What provocative questions will foster inquiry, understandings, and transfer of learning?

How does a character's actions give insight to his or her personality?

How does the author's use of relationships impact conflict and plot development?

How does history and historical events help shape humanity?

What does it mean to be human vs what does it mean to be a monster? –How can we define humanity?

Knowledge and Skills

What key knowledge will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?

Students will know....

The plot, characters, and conflict of Twilight.

Historical events effect characters.

The impact of history on literature

The ability of literature to explore themes and conflicts present in everyday life.

Students will be able to....

Describe how the relationship between Edward and Bella develops.

Identify the plot, characters, and conflicts from the novel.

Apply and interpret reading strategies.

Explain how what a person does, says, and thinks reveals characterization.

Describe how a character changes in a story, and what causes those changes.

Assessment Evidence

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

Performance Tasks

Through what authentic performance tasks will students demonstrate the desired understandings?
By what criteria will performances of understanding be judged?

Twilight Project Menu (See attachment).

Other Evidence

Through what other evidence (quizzes, tests, observations, writing assignments, homework) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?

Response Journal (see attachment).

Reading Fiction Vocabulary Test (See attachment)

Reading Comprehension Quizzes

Learning Plan

Learning Activities

What learning experiences and instruction will enable students to achieve the desired results?

Comprehension Packet (See attachment).

Hook - Students will create lists of mythological creatures and their characteristics. The class will have a discussion concerning the similarities between these “creatures” and their similarities to the average human. The teacher may also want to give a pre-assessment concerning the elements of gothic literature.

Read/ Discuss Novel

Plot Diagram graphic organizer (See attachment)

Judge a Book by its Cover (See attachment).

Twilight Soundtrack (See attachment)

Twilight Tonight Talk Show – (See attachment)

Reading Fiction / Comparing Two Stories (See attachment) – **This may be done in correspondence with Dr. Jekyll and Mr. Hyde or Romeo and Juliet. One of these works should be read by the students in correspondence with Twilight or shortly after.**

Who Am I? Characterization (See attachment).

Characterization by the Numbers (See attachment).

Literature Circles (See attachment).

Other ideas:

*Students could create a Twilight inspired yearbook- Students design the yearbook using publisher, which will contain pictures and write-ups of school events both featured in the book and alluded to.

The yearbook could have student profiles where the students would explore Meyer’s use of characterization.

*Research Paper- students can pick a major event that occurred during Edward’s natural lifetime and write a paper exploring and explaining the event, as well as how it might have contributed to the beliefs and ways in which Edward acts.

*Students can create commercials that would tie into the novel – example Anti-Vampire spray...etc.

Name _____
Twilight Project

Directions: Pick assignments from the chart below to complete by _____. Your project must equal at least 50 points. You may do more for extra credit. These will be graded, please turn in quality work. You may work in groups for the video taped projects only. There will be no class time to complete these assignments. All work should be colorful, neat, and completed at home. Make sure you check with an adult before using household items.

<p>Research popular myths about vampires. Make a poster that outlines these myths in detail. Please provide references.</p> <p style="text-align: center;">15 points</p>	<p>Create a board game surrounding the events in the novel <i>Twilight</i>. Be sure to include events from the book.</p> <p style="text-align: center;">25 points</p>	<p>List 3 suspenseful events or scenes from the story. Which characters were involved in each one? Why is each one suspenseful? You should write two paragraphs for each scene.</p> <p style="text-align: center;">15 points</p>
<p>Create a three dimensional model of a particular scene from the novel.</p> <p style="text-align: center;">50 points</p>	<p>Make a collage of stories that follow the gothic tradition OR stories mentioned in the novel (i.e. Pride and Prejudice.) This collage should contain both written and visual summaries of these stories.</p> <p style="text-align: center;">25 points</p>	<p>Research: Write a 5 paragraph Paper about Forks, Washington. Include information such as: How far is it from Suffolk? What is the population? What are some of the city's tourist attractions? You must include a paragraph that discusses why this place (setting) is crucial to the plot of <i>Twilight</i></p> <p style="text-align: center;">30 points</p>
<p>Create a timeline of at least 7 key events that happened in <i>Twilight</i>.</p> <p style="text-align: center;">10 points</p>	<p>Design a new front and back cover for <i>Twilight</i>. Include a brief overview of the book that will "sell" it to readers.</p> <p style="text-align: center;">15 points</p>	<p>Create a puppet or doll of a character from <i>Twilight</i>. Use items that you find in your home.</p> <p style="text-align: center;">25 points</p>
<p>Make a movie poster advertising the release of the new movie <i>Twilight</i>. Be sure to include a brief overview of the story, the names of key characters and the actors who will play them. Also include an illustration of an important scene from the story. May not copy the actual movie</p>	<p>Create an Acrostic poem using the book title: <i>Twilight</i>. This should be information about what happened in the story, not your personal opinions. Each line must contain at least four words.</p> <p style="text-align: center;">10 points</p>	<p>Make a character collage. Cut words and pictures from magazines and newspapers that will describe a character from the novel. Be sure to include the character's name.</p> <p style="text-align: center;">25 points</p>

poster. Should not be completed on regular paper but rather poster board size. 20 points		
Act out a three minute scene from <i>Twilight</i> and have it video taped for the class to see. 50 points	Write a three paragraph paper discussing how the story would be different if it was told from Edward's perspective. 15 points	Are you happy with the ending? Rewrite a new ending to the story. It should be a minimum of three paragraphs. 15 points

Reader Response Journal

Due Date: _____

Directions: (One quote and response per page- Four pages total)

1. Choose one passage from either the short story or the chapter you are reading.
2. Copy the lines out of the book, place them in quotation marks, and cite the page number for the passage.
3. Respond to the passage in your own words, using one of the reader response roles listed below.
4. Your response is to be a minimum of 1 page.

Reader Response Roles: Use one of the following reader's response roles to reflect to the passage you selected.

- **Straight Talker:** Speak directly to a character and "give your two cents' worth". If you could stop the action at a particular point, what would you say?
- **Judge:** Evaluate an action or a decision by a character or characters. Do you feel a wise or a poor decision has been made? Why? What decision would you prefer to have been made? Why?
- **Memory Keeper:** Perhaps you remember a similar experience from your own life, about a time when you kept something secret and because of that secret, events began "to snowball." Describe that experience; explain how it relates to the story.
- **Artist:** What visual images come to mind as you read the story? Draw those images. Write also what your visual image means or represents in the story.
- **Palm Reader:** What has occurred that you consider foreshadowing? What do you believe will occur in the future? Why?

Your Number's Up Characterization Exercise

Numerologists use numbers to predict a person's character and future. One method is shown below. Select (3) characters from the novel. Determine their numbers. On the line after your character's name, note whether you agree or disagree with the number analysis for that character. If you disagree, what number analysis do you think is more appropriate? You must support your findings; either agree or disagree with proof from the story.

Step One:

Each of these letters is given a number value

1	2	3	4	5	6	7	8	9
A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Step Two:

Total the value of the numbers in the person/character's name. Then Add the resulting digits until a single digit is reached.

EXAMPLE:

P	E	T	E	R	P	A	N
7	5	2	5	9	7	1	5

$7 + 5 + 2 + 5 + 9 + 7 + 1 + 5 = 41$. Now read to get a single digit $4 + 1 = 5$

Step Three:

Compare the number for the character, with the analysis for the number to see if this describes the personality of the person/character.

1. set in one's ways, stubborn, not always cooperative, difficulty seeing another point of view
2. sweet, pleasant, tries to get along with everyone, tries to help others get along
3. active, sometimes careless and reckless in nature, tends to not take things seriously
4. hard worker with little time for play. Sticks to the task at hand, serious in nature.
5. restless, wanderer, likes change, doesn't like to stick to a routine.
6. kindly, likes other people, helpful in times of trouble, doesn't like a lot of change in life.
7. serious, intelligent, studious, kind of like a geek.
8. strong, tough, sensible, down to earth, business like.
9. brilliant, visionary, idealistic...very intelligent, can think about the future and make plans for it.

Step FOUR- Character Analysis

Character # 1

Character Name

Number

Agree?

Four Facts from the story to support your opinion (include page number)

1. pg _____ _____

2. pg _____ _____

3. pg _____ _____

4. pg _____ _____

Character # 2

Character Name

Number

Agree?

Four Facts from the story to support your opinion (include page number)

1. pg _____ _____

2. pg _____ _____

3. pg _____ _____

4. pg _____ _____

Character # 3

Character Name

Number

Agree?

Four Facts from the story to support your opinion (include page number)

1. pg _____ _____

2. pg _____ _____

3. pg _____ _____

4. pg _____ _____

Write or draw the information for the boxes.

Literary Term	Story # 1 Title: _____ Author: _____	Story # 2 Title: _____ Author: _____
Setting		
Point of View		
Tone		
Mood		
Plot (exposition, rising action, climax, falling action, resolution)		
Conflict (Explain internal or external)		
Figurative Language		

Name: _____ Date: _____

Vocabulary Test
SOL 8.5

Directions: Match the vocabulary word (to the left) with its definition (to the right) and write the letter of the definition on the line (in the middle).

- | | | |
|-------------------------|-------|---|
| 1. novel | _____ | a. the time and place where the action occurs in a literary work. |
| 2. short story | _____ | b. the author's use of clues to hint at what might happen later in the story. Writer's use this to build their reader's expectations and to create suspense. |
| 3. biography | _____ | c. writing or speech that is not meant to be taken literally. |
| 4. essay | _____ | d. a short nonfiction work about a particular subject. |
| 5. speech | _____ | e. a person or animal that takes part in the action of a literary work. |
| 6. setting | _____ | f. the key point of a story. |
| 7. characters | _____ | g. talk given to an audience. |
| 8. foreshadowing | _____ | h. words or phrases that appeal to one or more of the five senses; writers use images to describe how their subjects look, sound, feel, taste, and smell. |
| 9. irony | _____ | i. a character that changes or grows during the course of the work. |
| 10. flashback | _____ | j. conflict takes place within the mind of a character; the character struggles to make a decision, take an action, or overcome a feeling. |
| 11. symbols | _____ | k. the sequence of events in a story. |
| 12. figurative language | _____ | l. the central message, concern, or purpose in a literary work and can be expressed as a generalization, or a general statement about human beings or about life. |
| 13. main idea | _____ | m. a form of nonfiction in which a writer tells the life story of another person. |
| 14. theme | _____ | n. a character struggles against some outside force, such as another person or some force in nature. |
| 15. imagery | _____ | o. a character that does not change. |
| 16. static character | _____ | p. the general name given to literary techniques that involve surprising, interesting, or amusing contradictions. |

17. dynamic character	_____	q. building of the conflict.
	_____	r. an extended work of fiction that often has a complicated plot, many major and minor characters, a unifying theme, and several settings.
18. conflict	_____	s. a scene within a story that interrupts the sequence of events to relate events that occurred in the past.
19. external conflict	_____	t. struggle between opposing forces. It is one of the most important elements of stories, novels, and plays because it causes the action. There are two kinds – external and internal.
20. internal conflict	_____	u. a brief work of fiction like a novel, presenting a sequence of events, or plot.
21. plot	_____	v. the turning point or high point in the action of the plot; the moment of greatest tension when the outcome of the plot hangs in balance.
22. initiating event	_____	w. end of the central conflict (solution).
23. rising action	_____	x. introduces the central conflict.
24. climax	_____	y. a person, place, or thing that in addition to its literal meaning, has other layers of meaning.
25. falling action	_____	z. told by a character who uses the first person pronoun, <i>I</i> .
26. resolution	_____	aa. the perspective or vantage point from which a story is told.
27. tone	_____	bb. the narrator uses third-person pronouns such as <i>he</i> and <i>she</i> to refer to the characters.
28. voice	_____	cc. the outcome of the conflict in a plot can be either good or bad.
29. mood	_____	dd. the writer's attitude toward his or her audience and subject; such as formal/informal, serious/playful, or bitter/ironic.
30. point of view	_____	ee. the narrator uses third-person pronouns such as <i>he</i> and <i>she</i> and knows and tells about what each character feels and thinks.
31. first person	_____	ff. the atmosphere or feeling created by a literary work or passage, often created at the beginning of a work which is sustained throughout.
32. third person limited	_____	Sometimes, the mood can change

33. third person omniscient

dramatically.
gg. The distinctive qualities of a writer's style including: diction, attitude, sentence style, and ideas.

Characterization

Who Am I?

Grade Level: Grade Eight

Goals:

~To help students analyze characterization and its importance in novels

Objectives:

~To encourage students to explore the identities of the characters

~To have students create reference posters for the characters

~To encourage group communication through the creation of character posters

~To develop students' public speaking skills through short group presentations of the character posters

Materials:

INSTRUCTORS:

~Posterboard (10 pieces)

~Markers

~Scissors

~Glue

~Construction paper

~Tape

~Misc. supplies

STUDENTS:

~Copy of Short Story

Essential Questions: Who are you? What makes you unique? What factors influence who you are?

Activities:

1. Have students break into groups of three. Assign each group one of the characters from the story/novel.
2. Explain assignment to students: Using the materials provided, create a poster of your group's assigned character. Each poster must include (1) character's name, (2) physical characteristics, (3) personality traits, (4) relationships to other characters, and (5) any other relevant information.
3. Pass out materials for creating a poster.
4. Ask students to present their posters to the class. Each group will discuss what aspects of the character they included.
5. Encourage students to discuss the similarities and differences between the characters and the factors that influence these characters' identities.
6. Relate the discussion of the characters to the identities of the students.
7. Ask students to display the posters throughout the room in order for them to be used as character references throughout the novel.
8. Inform the groups that as they learn more about the characters they will be responsible for adding this new information to their group posters each day at the beginning of class.

Talk Show Rubric

Student Name: _____ Date: _____

	Excellent	Good	Average	Needs Improvement
Information from Research	Lots of good information gained from research	Good information gained from research, but it's not a great deal	Adequate information gained from research and/or they may not be too much	Information gained from research is not complete and/or there is not much.
Taking the Part of the Character	Student dresses up and look outstanding as they are acting the part of their character of choice.	Student dresses up and acts the part of the character most of the time.	Student dresses up but may be missing a part of the costume and acts the part of the character most of the time.	Student may not dress up and/or may not act the part of the character, but they do participate and answer questions.
Voice	Student is loud enough to hear and is very interesting to listen to. Excellent expression in voice.	Student is loud enough to hear most of the time and is interesting to listen to. Good expression in voice.	Student is loud enough to hear and may lack expression in his/her voice some of the time.	Student may speak in a monotone and/or too softly. Expression is probably lacking in his/her voice.
Notes	Notes are complete and neat.	Notes are complete and basically neat.	Notes may be lacking some information and basically neat.	Student may or may not have notes, but those that do are inadequate.
Time Limit	Student adheres to time requirement.	Student may be slightly under time requirement.	Student may be slightly over time requirement.	Student is way off on his/her time.

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Directions:

Students will be placed into groups of four. Each group will select a host, the other participants will be guests. The teacher will pass out to each group a slip of paper detailing one of the conflicts present in the story (i.e James' desire to kill Bella). The students must then write down a script where the host talks with the characters involved to try and solve the problem.

Literature Circle Role Sheet

Role	Role Specific assignments to record and share
<p>Discussion director- guide the discussion and ensure that everyone contributes Name:</p>	<p>Develop some questions, such as: How did you feel about _____? What did you dislike about _____? What if _____? Make a prediction about _____. Create five questions!</p>
<p>Passage Master- Select key passages you think are exciting, fun, or strange to read aloud or share. Explain why you selected each passage. Name:</p>	<p>Page # _____ Paragraph # _____ Reason for picking _____ Page # _____ Paragraph # _____ Reason for picking _____ Pick at least two passages!</p>
<p>Connector-connect the text to experiences in and out of school, to other texts, and to yourself ALL DO TOGETHER</p>	<p>Ask these questions: Are the characters like people you know? Is the book like other stories you've read? Are there things you might do based on the story? Answer as a group.</p>
<p>Illustrator- draw a picture, diagram, or sketch to help your group visualize what you read. Name:</p>	<p>Illustrate a major theme or event.</p>
<p>Summarizer- Prepare a succinct summary of the text, and list the key points <i>ALL DO TOGETHER</i></p>	<p>Summary statement: Key points: 1. 2. 3. 4. 5. Include at least 5 key events</p>
<p>Character captain- discuss one character with the group Name:</p>	<p>Tell what the character says, does, thinks, and what others say about him or her. Tell how the character changes as a result of the events of the plot. Give your own interpretation of him/her.</p>

Study Guide Questions

Chapters 1-4

- 1) Why does Bella decide to move to Forks? How is Forks different from Phoenix?
- 2) Describe Bella's relationship with her father at the start of the novel.
- 3) Compare and contrast Bella's perception of herself to how others treat her on her first day of school.
- 4) What is the back-story of the Cullen and Hale family?
- 5) How does Edward react when Bella sits next to him in Biology?
- 6) What must happen before Bella is brave enough to go to Biology once Edward has returned to school?
- 7) What does Bella notice is different about Edward after his return?
- 8) What disaster does Edward prevent? Why is this unbelievable?
- 9) How does Edward treat Bella after the confrontation in the hospital?
- 10) Where does Edward offer to take Bella?

Chapters 5-8

- 1) What does Bella ask Edward to warn her about during lunch?
- 2) What theories does Bella offer Edward for his unexplainable actions?
- 3) Why does Bella end up in the nurse's office?
- 4) What happened to Edward's real parents? How does he describe his adopted family?
- 5) Who is Jacob Black? What legend does he tell Bella?
- 6) What does Bella's research reveal about the myths of vampires?
- 7) Describe how Edward once again saves Bella. What does she talk to him about to keep him calm during the car ride?
- 8) What special talent does Edward possess?
- 9) How did Edward find Bella?
- 10) How do Edward's actions both confirm and refute what Bella read about vampires?

Chapters 9-14

- 1) What excuse does Edward give for not being able to read Bella's mind?
- 2) How does Edward react when Bella tells him "It doesn't matter."
- 3) What popular characteristics of vampires does Edward dismiss as myths?
- 4) Describe and explain the reasoning behind Edward's hunting habits.
- 5) How does Edward travel through the forest?
- 6) How did Edward become a vampire? What time period did he live in? What was he dying from?

7) What sort of things does Edward hear Bella say in her sleep?

Chapters 15-20

- 1) Why is Bella afraid to meet Edward's family?
- 2) How is Bella's perception of the Cullen's house proved wrong once she visits there?
- 3) Why is Rosalie jealous of Bella?
- 4) Compare and contrast the description of Carlisle's father to how Edward describes Carlisle.
- 5) How did Edward rebel against his parents?
- 6) What goes wrong at the baseball game?
- 7) Why does Edward believe James will not stop hunting Bella?
- 8) Briefly describe the Cullen's plan to protect Bella.
- 9) What does Alice have a vision of in the hotel room?

Chapters 21-24

- 1) How does James get Bella to ditch Alice and Jasper?
- 2) What does Bella write in her letter to Edward?
- 3) How is James connected to Alice's story?
- 4) How does Edward save Bella's life once she is bitten?
- 5) Why does Edward insist on keeping Bella human?
- 6) Who shows up to check on Bella at prom?
- 7) What do you think will happen in the next book?

Twilight Soundtrack

Name:

Directions: Pick five songs to represent the themes, conflicts, characters, and overall plot of the Twilight novel. As the producer, you should pick songs that truly encompass the mood of the work of literature. You will need to justify each song you choose. You will also be asked to market your Twilight soundtrack.

Part 1

Song 1 Title:

Sample of lyrics from song:

How does this song connect to the novel? (Does it represent a certain scene, character, or theme? Answer should be at least one paragraph long).

Song 2 Title:

Sample of lyrics from song:

How does this song connect to the novel? (Does it represent a certain scene, character, or theme? Answer should be at least one paragraph long).

Song 3 Title:

Sample of lyrics from song:

How does this song connect to the novel? (Does it represent a certain scene, character, or theme? Answer should be at least one paragraph long).

Song 4 Title:

Sample of lyrics from song:

How does this song connect to the novel? (Does it represent a certain scene, character, or theme? Answer should be at least one paragraph long).

Song 5 Title:

Sample of lyrics from song:

How does this song connect to the novel? (Does it represent a certain scene, character, or theme? Answer should be at least one paragraph long).

Part 2:

Draw or create on the computer an album cover for your Twilight soundtrack. Your album cover should be a visual representation of the overall theme of the novel as well as your soundtrack.