**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Homeroom**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Narrative Short Stories (“The Stolen Party”) “You Know Nothing”**

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| **Lesson Objective:** Identify and analyze a theme of “The Stolen Party.” |

**Do Now**

1. Reread this line from p. 4:

*When one of the girls was about to leave, Señora Ines would give her a bracelet. When a boy left, Señora Ines gave him a yo-yo. Rosaura preferred the yo-yo because it sparkled, but she didn’t mention that to her mother. Her mother might have said: “So why don’t you ask for one, you blockhead?” Rosaura didn’t feel like explaining that she’d be horribly* ***ashamed*** *to be the odd one out. Instead she said: “I was the best-behaved at the party.”*

1. Why does Rosaura think she might be the “odd one out”?

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1. Why is she actually the “odd one out”?

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1. Why do you think Rosaura insists that she “was the best-behaved at the party”? What might this show about her?

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**Retrieval Practice**

Make sure to use the word or phrase in your answer to show your understanding of it!

1. What is **conflict**?
2. What is the difference between **internal** and **external conflict**?
3. Describe one **conflict** that occurs in “The Stolen Party.”
4. What is a **plot twist**?When in a **short story** do **plot twists** often occur?
5. Describe the **narrative point of view** of “The Stolen Party.”
6. What is **theme**?

**Self-Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/6**

**Cycle 1: More on Theme**

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| **More on Theme**  **Theme** is a component of any piece of fiction. Not only do similar themes appear in and apply to multiple texts, they also convey some kind of universal message about the human experience; themes are recognizable not only because we have read them, but often because we have lived and experienced them.  While thematic ideas like “judgment,” “love,” and “good and evil” appear in countless texts, authors can communicate differing messages about these ideas. Strong **theme statements** capture these differences and nuances. For example, two stories that explore the idea of “friendship” might convey messages captured by different theme statements:   * If you want a friend, you must be a friend. * Friends can be found in unlikely places.   Themes can be difficult to identify because they are usually not stated explicitly; readers must infer the author’s message by noticing **motifs**,attending to the **conflicts**, and considering relationships among the various characters. Short stories often feature lots of repetition and symbolism that help develop themes with a limited amount of text. |

Which of the following *best* describes the difference between a thematic idea and a theme statement?

A thematic idea is one word, while a theme statement is a sentence.

A thematic idea is a universal idea the author explores, while a theme statement explains the message the author is trying to convey about that idea.

A thematic idea applies to a novel, while a theme statement applies to a short story.

A thematic idea applies to one text, while a theme statement applies to multiple other texts.

Image result for key icon

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.

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| **Notes** |

**Cycle 2: Drafting a Theme Statement**

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| **Coming of Age**  One common thematic idea across literature is “coming of age,” the development of a child or adolescent into maturity or adulthood. In a coming-of-age narrative, a young protagonist might undergo challenges, new experiences, or realizations about themselves or the world as they develop a more adult identity. These protagonists may change by losing an innocent or naïve perspective, realizing the adult world is complex, or letting go of childhood beliefs. The coming-of-age process is a complex one, so authors can explore it thematically in a variety of ways. |

Image result for key iconConsider the thematic idea of the loss of innocence as it appears in “The Stolen Party.” 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?”

As you write your theme statements, use the following checklist to help you evaluate and refine your work:

My theme statement could apply to multiple texts

My theme statement uses universal language, including pronouns like “we” or “you” instead of talking specifically about the characters

My theme statement describes a message or idea that the author is trying to communicate

Throughout “The Stolen Party,” Liliana Heker uses Rosaura’s experience to show that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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By the end of “The Stolen Party,” Liliana Heker reveals that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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In Liliana Heker’s “The Stolen Party,” Rosaura’s experience demonstrates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Challenge:** Choose your own sentence starter.

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| **Notes** |

**Revise:** Choose one of your **theme statements** and revise it by including insights you gained from our discussion.

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**Cycle 3: Support your Thinking**

1. Image result for key iconLet’s assume that one of Heker’s theme statements is that part of losing our innocence is realizing that the way we see ourselves is often different than the way others see us. 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? Identify 2-3 pieces of evidence that support this **theme statement**, then jot your evidence and a few bullet points of analysis into the chart below.

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| **Type of Evidence** | **Line from the Text** | **Brief Analysis** |
| **a quote from a character** |  |  |
| **a quote from the narrator** |  |  |
| **a moment of foreshadowing** |  |  |
| **the title** |  |  |

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.

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**Cycle 4: Write a Paragraph**

1. Image result for key iconIn a carefully written paragraph, practice supporting a theme statement about the loss of innocence in Liliana Heker’s “The Stolen Party.” Your paragraph should:

* Include 6-10 complete sentences
* Begin with a clear **theme statement**
* Include at least two pieces of supporting evidence and analysis

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**Cycle 5: Revise your Thinking**

1. Alberto Manguel is an Argentine author and editor who wrote the introduction to a published collection of Liliana Heker’s short stories. Read the excerpt from his introduction below, in which he analyzes the end of “The Stolen Party”:

*[…] one tiny misplaced gesture is bound to shatter the entire social structure.*

1. What “tiny misplaced gesture” is Manguel referring to?

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1. **Turn and Talk:** How might the shattering of “the entire social structure” connect to the theme of loss of innocence?

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| **Notes** |

1. **Revise:** Based on our discussion, choose 1-2 sentences from your paragraph to revise to deepen your analysis of the story’s **theme**.

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**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Homeroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Homework**

**Directions:** “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? In your writing, try to include:

* Dialogue from at least two of the characters in the scene
* At least two pieces of narration that suggest the characters’ feelings
* Some kind of **resolution** (it doesn’t need to be a happy one!)

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