**“Eleven” BY Sandra Cisneros**

**Narrative Writing Window Pane Activity**

**Middle School**

**Window Pane # 1**

* **Determining figurative meanings** (ELACC6RL6): I can understand and write about why an author uses figurative language in a story.
* **Using precise words and phrases** (ELACC6W3d): I can write about how precise details convey experience.

Explain what Rachel means when she says, “Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one.”

Explain what Rachel means when she describes the sweater with these two similes: “…sleeves all stretched out like you could use it for a jump rope,” and “…smells like cottage cheese.”

Explain what Rachel means when she says, “I want today to be far away already, far away like a runaway balloon, like a tiny *o* in the sky, so tiny-tiny you have to close your eyes to see it.”

**Window Pane # 2**

* **Point of View** (ELACC6RL6): I can analyze why an author might use a certain point of view.
* **Introducing a narrator** (ELACC6W3a): I can understand, explain, and write about how to create an effective narrator.

Point of view indicates WHO is telling the story. Rarely are stories told using “you.” This story, however, uses “you” often. As a group, explain three significant reasons why Cisneros might use the pronoun “you.”

1.

2.

3.

**Window Pane # 3**

* **Central Idea** (ELACC6RL2): I can determine and explain the central idea of a story.

The last paragraph of the story begins “I’m eleven today. I’m eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two.”

Answer this question individually on a sticky note and attach it below: *How do these two sentences convey the theme of the story?*  Share your answers with the group.

Answer this question as a group: *How do these two sentences reflect Rachel’s character?* Record the group answer below.

**Window Pane # 4**

* **Conclusion of a story** (ELACC6W3e): I can understand and provide a conclusion for a story.

Rewrite the ending of the story by jumping ahead to the evening meal at Rachel’s house.

**Window Pane # 5 (This one can be used as an extension.)**

Eric Berne, a psychologist, says that everyone is made up of three personalities: a child, a parent, and an adult. Here are examples: A child becomes a parent when he tells his Mom to put on her seatbelt. A man becomes a child when he gets angry in rush hour traffic. A mother acts as an adult when she allows her grown up children to make their own decisions.

In “Eleven,” Rachel exhibits all three personalities during the story. Find one example of each and record it below.

Child:

Adult:

Parent:

How does this idea help convey the central message of the story? How does this idea help build Rachel’s character?

**Effective Feedback Directions**

1. The teacher collects all the windowpane charts and redistributes them among the class groups.

2. The teacher will guide the groups to provide effective peer feedback for each panel.

**Window Pane #1:** How do the evidence that the group selected and the reasoning about the meaning of each metaphor demonstrate the powerful message contained in the metaphor?

**Window Pane #2:** How do the three explanations for the use of “you” in the story help to prove that Cisneros created an effective narrator?

**Window Pane #3:** How does the explanation show an understanding of the overall theme of the story?

**Window Pane #4:** How well does the conclusion stay true to the style and purpose of the author?

**Window Pane #5:** Why is understanding the three personalities in everyone important in order to gain a full appreciation of the theme?

3. After groups have an opportunity to give feedback, the windowpane charts are returned to their creators to make any changes before the charts are handed in to the teacher.

4. The teacher collects the revised copies of the windowpane charts and uses the same effective feedback questions to assess the charts and give teacher feedback.

5. Hang posters around the room and allow students to do a gallery walk of appreciation.