



# “Eleven” – Analyzing Emotions

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Language Arts  
Grades 6-8



## Introduction

This lesson explores the story “Eleven”. The readers witness Rachel display multiple emotions as she is embarrassed in front of her classmates. The story takes the readers through a series of events that lead to Rachel deciding she does not want to be eleven.

## Learning Objectives

- ([CCSS.ELA-Literacy.SL.6.1](#)) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- ([CCSS.ELA-Literacy.W.6.3](#)) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Materials Needed

- [“Eleven” by Sandra Cisneros](#)

## Procedure

### Day 1

1. Open the lesson by having students verbally describe how they feel when their birthday is approaching.
2. Begin conversation about what could help them to have the best birthday (the gift that they wanted, a sleepover, staying up later, etc.); then discuss what could prevent them from having a good birthday (no gifts, nobody says happy birthday, being on punishment, etc.).
3. Inform students that you all will be reading the story “Eleven”. As the students are reading, tell them to pay particular attention to how Rachel’s mood changes over the course of the story.
4. Have students create a story plot diagram in which they plot the story and document how Rachel’s mood changes throughout the story.
5. Group the students in groups of 3 or 4 and have them discuss the plot development and Rachel’s mood progression throughout the story.
6. Have groups report out to the class based on their group discussion.

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## Days 2-3

1. Review the plot of “Eleven”.
2. Review the components of a strong narrative essay.
3. Describe to the students your worst birthday ever. As you are describing, plot the day in a visual for the students to see.
4. Give the students a few minutes to think about their worst birthday. Give them additional time to plot the day, adding details and outlining their mood throughout the day. Have the students partner up and describe the day to a classmate.
5. Have the students compose a narrative essay (rough draft) of their worst birthday ever. They should utilize their plot diagram in the development of their narrative.
6. Partner the students to allow them an opportunity to share their narrative and receive peer feedback on their writing.
7. Have students write and publish their final draft.

## Evaluation

Please use the included [rubric](#) to grade the students' essays.