Reading: Elements of Literature-Plot, Conflict, and Setting
7th Grade
Nikki Weekes
RMS

Big Ideas:
Identifying and analyzing common story elements can help a reader to analyze a story.

Guiding Questions:
What makes a story unforgettable?

Standards:
LA7-RL-2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA7-RL-3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA7-W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Content:
Knowledge of the structures and elements of literature specifically plot, conflict, setting

Skills:
• Analyze plot development to determine how conflicts are resolved
• Analyze and evaluate setting
• Identify and analyze stages of plot
• Identify and analyze conflict
Academic Vocabulary:

- Plot
- Sequence of Events
- Exposition
- Rising Action
- Climax
- Falling Action
- Resolution
- Surprise Ending
- Subplots
- Parallel Episodes
- Foreshadowing
- Flashback
- Suspense
- Internal Conflict
- External Conflict
- Setting

October 14, 2013 – October 18, 2013

Monday October 14, 2013

Objectives:

1. Students can define a plot and all of its parts
2. Students can identify types of sentences

Common Core State Standards: see above

Materials: Review Sheet for Test, Test, Plot Prezi, Fill in the Blank Notes, Short Stories to analyze in groups

Activities:

<table>
<thead>
<tr>
<th>Time</th>
<th>Strategy</th>
<th>Bloom’s Taxonomy</th>
<th>Content/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>D.O.L.</td>
<td>Understand and Apply</td>
<td>Students will work on Sentence Review in partnerships to prepare</td>
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</tbody>
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for Sentence Test

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<thead>
<tr>
<th>Time</th>
<th>Strategy</th>
<th>Content/Instruction</th>
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<tbody>
<tr>
<td>20 minutes</td>
<td>Test</td>
<td>Students will test on sentence types</td>
</tr>
<tr>
<td>40 minutes</td>
<td>Lecture/Group Discussion</td>
<td>Show Plot Prezi and Videos</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Small Group Work</td>
<td>Students will analyze a given short story to discover the elements of the plot</td>
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</tbody>
</table>

**Tuesday October 15, 2013**

**Objectives:**

1. Students can identify characteristics of a short story
2. Students can recognize the elements of a plot in a short story

**Common Core State Standards:** see above

**Materials:** Notes on Short Stories, Copies of “The Drum”, Outline of pieces of a plot for a short story creation

**Activities:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Strategy</th>
<th>Bloom’s Taxonomy</th>
<th>Content/Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Writing</td>
<td></td>
<td>Choose your favorite</td>
</tr>
<tr>
<td>Time</td>
<td>Strategy</td>
<td>Bloom’s</td>
<td>Content/Instructions</td>
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<tr>
<td>5 minute</td>
<td>Review Plot</td>
<td></td>
<td>Class discussion fill in parts of a plot on a plot triangle – using the whiteboard</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Large Group Discussion</td>
<td></td>
<td>Identify what makes a short story different from a novel</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Small group Discussion</td>
<td></td>
<td>Read aloud “The Drum” by Allan Schwartz. (pg. 31 More Scary Stories to Tell in the Dark) Identify the characteristics of the short story</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Create a short story outline</td>
<td></td>
<td>Using what we have studied about short stories – create an outline for a spooky short story</td>
</tr>
</tbody>
</table>

**Wednesday October 16, 2013**

**Objectives:**

1. Students can recognize the importance of conflict in a story
2. Students can map the main ideas in a story to create an accurate summary of details

**Common Core State Standards:** see above

**Materials:** Textbook (pg. 141 – 159), Vocab Sheet (words on 141), Conflict/Summary Sheet

**Activities:**
<table>
<thead>
<tr>
<th>Time</th>
<th>Strategy</th>
<th>Content/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Silent Reading</td>
<td>Bell Work</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Large Group Review</td>
<td>Using 5 different movie clips students will identify internal and external conflict</td>
</tr>
<tr>
<td>35 minutes</td>
<td>Video</td>
<td>Define Vocab on page 141 Watch Rikki-Tikki-Tavi Students need to write down at least 3 -5 conflicts in the story and identify whether they are an internal or external conflict <a href="http://www.youtube.com/watch?v=SoswyNaAIUA">http://www.youtube.com/watch?v=SoswyNaAIUA</a></td>
</tr>
<tr>
<td>10 minutes</td>
<td>Summary</td>
<td>Using notes from the week, students will create a summary about Rikki-Tikki-Tavi *the summary should include the main characters, main events, conflicts, and resolutions</td>
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**Thursday October 17, 2013**

**Objectives:**

1. Students can acknowledge the role of suspense and foreshadowing and its relationship to setting
2. Students can make predictions by looking for clues that foreshadow what will happen, guess possible outcomes, and revise predictions

**Common Core State Standards:** see above

**Materials:** Textbook (pg. 161 – 177), Predictions Chart

**Activities:**
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
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<tr>
<td>20 minutes</td>
<td>Vocab Review</td>
<td>Bell Work – Students will define vocab on page 161</td>
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<tr>
<td>15 minutes</td>
<td>Large Group</td>
<td>Define setting and the role it plays in the short story element</td>
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<td>Discussion</td>
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<td>35 minutes</td>
<td>Read Aloud</td>
<td>Read aloud “Three Skeleton Key” – while reading fill in a predictions chart</td>
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<td>20 minutes</td>
<td>Individual Work</td>
<td>Begin drafting a short story using all the elements of a plot.</td>
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Parts of a Plot Notes
October 14, 2013

1. What is a plot?
   a. A plot is the ___________________________ in a story. It is the story’s _______________________.
   b. True or False: All stories have a plot.

2. Plots have parts
   a. A plot is broken up into _____________ different sections.
   b. It is shaped much like a ________________________.

3. Exposition
   a. An exposition is the ___________________________ of the story.
   b. It is also ________________________________
      that you need to know ______________________ the actual story begins.
      i. Some key details in the exposition are:
         1. _____________________________
         2. _____________________________
         3. _____________________________

4. Conflict
   a. The conflict is the _______________________________
      the main character will face.
      i. Conflicts can be ___________________________ or
         ___________________________.
1. Internal conflicts are when the problem is on the _________________.

2. External conflicts are when the problem is on the _________________.

5. Complications
   a. Complications can also be called the _________________.
   b. They are ________________________ that make the conflict more intense. There are ____________ complications in a plot.

6. Climax
   a. A climax is when the ________________ gets ________________ in the story.
   b. It is usually the most ________________ part of the story.

7. Falling Action
   a. Falling Action is the ________________ or ________________ of the _________________.

8. Resolution
   a. The resolution is the ________________ of the story. It is how everything is ________________.
1. A simple sentence has both a _____________ and a _____________ (also known as a verb)
2. A compound sentence is ___________________________________________.

3. An independent clause is the same as a _______________ and it can ________________ much like an adult!

4. A dependent clause is like an independent clause because it has both a _______________ and a _______________ but it cannot stand-alone. This is because a dependent clause begins with a ___________________________________________.

5. A compound sentence can be combined in two ways:
   a. The “cheap way” with a _______________ and a _______________
   b. Or the “expensive” way with a ___________________________________________.

6. FANBOYS is an acronym to help you remember the following conjunctions:
   a. _______________
   b. _______________
   c. _______________
   d. _______________
7. When combining sentences it is important to make sure your sentences are “balanced”. This means that a __________________________ and a __________________________ need to be on BOTH sides of the sentence when you use a comma.

8. A compound complex sentence is like a family. This means that a compound complex sentence contains one __________________________ and one __________________________.

9. A complex sentence is much like a relationship between a parent and a child. This means that you must combine a __________________________ and a __________________________ with a __________________________ to make a complex sentence.
THREE MAJOR DIFFERENCES BETWEEN A SHORT STORY AND A NOVEL

NUMBER ONE:
Length: Obviously the short story is a lot shorter than a novel. If you want to get particular with word count, a typical short story is between 3,000 and 5,000 words though they can range anywhere between 1,000 and 20,000 words.

NUMBER TWO:
Structure: Ever heard of the three-act structure? Beginning, middle and end? Well, short stories don’t have the space to go into details. A short story only focuses on one event in detail. Think about Shirley Jackson’s “The Lottery” – it is only about that one event – no before or after – just the actual morning of the lottery drawing.

NUMBER THREE:
Characters: Usually, typically, short stories only focus on one character. In a novel there is room and time to explore multiple people but in a short story – not so much! This doesn’t mean that other characters are not present – they can be – but there is usually one main character. Think hard about “The Lottery”, who is the one main character?
Elements of a Plot Worksheet

http://www.docstoc.com/docs/80152967/Elements-of-Literature(1)
VOCABULARY WORKSHEET
October 16, 2013

Please define the following words found on page 141 of your textbook. On the back of the page draw a picture to help remind yourself of the definition of each word.

Immensely:

Cowered:

Valiant:

Consolation:
VOCABULARY WORKSHEET
October 17, 2013

Please define the following words found on page 141 of your textbook. On the back of the page draw a picture to help remind yourself of the definition of each word.

Treacherously:

Maneuver:

Hordes:

Receding:

Edible:
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<tr>
<th>Page/Part</th>
<th>Clue</th>
<th>My Prediction</th>
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