

Short Stories and the Art of Storytelling

Grade Level or Special Area: 7th Grade Language Arts

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Length of Unit: Fifteen lessons (fifteen days, one day equals 50 minutes)

I. ABSTRACT

The concept of the short story will be presented in three segments: listening to and discussing stories, practicing telling stories and original storytelling. As the unit progresses, students will review the elements of fiction and literary terms. The stories that students listen to and discuss will be those outlined in the *Core Knowledge Sequence*. Students will then be able to practice telling stories with common fairy tales and other well-known stories provided for them. After a written final assessment, the unit will culminate with students outlining and telling their own family or made-up tales to one another.

II. OVERVIEW

- A. Concept Objectives
 - 1. Develop an awareness of what a story is and how it is structured.
 - 2. Recognize literary devices used in prose.
 - 3. Understand the writing process.
 - 4. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
- B. Content from the *Core Knowledge Sequence*
 - 1. 7th Grade English: Fiction, Nonfiction and Drama
 - a. Short Stories, p. 160
 - i. “The Gift of the Magi” (O. Henry)
 - ii. “The Necklace” (Guy de Maupassant)
 - iii. “The Secret Life of Walter Mitty” (James Thurber)
 - iv. “The Tell-Tale Heart” (Edgar Allen Poe)
 - v. “The Purloined Letter” (Edgar Allen Poe)
 - b. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme
 - iii. Point of view in narration
 - a) omniscient narrator
 - b) unreliable narrator
 - c) third person limited
 - d) first person
 - iv. Conflict: external and internal
 - v. Suspense and Climax
 - c. Literary Terms, p. 161
 - i. Irony: verbal, situational, dramatic
 - ii. Flashbacks and foreshadowing
 - iii. Hyperbole; oxymoron; parody
- C. Skill Objectives
 - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry. (Colorado Department of Education (CDE) Seventh-Grade Reading and Writing Benchmarks)
 - b. Determine the main idea or essential message in a text. (CDE Seventh-Grade Reading and Writing Benchmarks)

- c. Use context clues to determine the meaning of unfamiliar words. (CDE Seventh-Grade Reading and Writing Benchmarks)
- d. Develop ideas and content with significant details, examples, and/or reasons. (CDE Seventh-Grade Reading and Writing Benchmarks)
- e. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion. (CDE Seventh-Grade Reading and Writing Benchmarks)
- f. Plan, draft, revise, and edit for a legible final copy. (CDE Seventh-Grade Reading and Writing Benchmarks)
- g. Choose a range of words that are precise and vivid. (CDE Seventh-Grade Reading and Writing Benchmarks)
- h. Recognize an author's or speaker's point of view and purpose. (CDE Seventh-Grade Reading and Writing Benchmarks)
- i. Paraphrase, summarize, organize, and synthesize information. (CDE Seventh-Grade Reading and Writing Benchmarks)
- j. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays. (CDE Seventh-Grade Reading and Writing Benchmarks)
- k. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar. (CDE Seventh-Grade Reading and Writing Benchmarks)
- l. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view. (CDE Seventh-Grade Reading and Writing Benchmarks)
- m. Apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text. (CDE Seventh-Grade Reading and Writing Benchmarks)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *What's your story? A young person's guide to writing fiction*, Bauer
 - 2. *Creating fiction: instruction and insights from teachers of the Associated Writing Programs*, Checkoway
 - 3. *How to write a story—any story: the art of storytelling: a directed approach to writing great fiction*, Druxman
- B. For Students
 - 1. Outline Writing—*Step Up to Writing*, Auman
 - 2. Fiction and Drama—*Core Knowledge Sequence*, Grade 6, p. 136
 - 3. Fiction, Nonfiction and Drama—*Core Knowledge Sequence*, Grade 7, p. 160

IV. RESOURCES

- A. Aesop and Jerry Pinkney, *Aesop's Fables* (Lesson Thirteen)
- B. Blaisdell, Bob and John Green, *Favorite Greek Myths* (Lesson Thirteen)
- C. Cast-Broadway, *O. Henry's the Gift of the Magi* (Audio CD) (Lesson Nine)
- D. Coward, David, *Guy de Maupassant: Mademoiselle Fifi and Other Stories* (Lesson Three)
- E. Henry, O, *Complete Works of O. Henry*. Vol. 1 and 2 (Lesson Ten)
- F. Marshall, Michael, *Realms of Gold, Volume 2* (Lessons Two through Twelve)
- G. Maupassant, Guy de, *Complete Short Stories* (Lesson Three)
- H. Murphy, Bruce F. *The Encyclopedia of Murder and Mystery* (Lesson Thirteen)
- I. Owens, Lily, *The Complete Brothers Grimm Fairy Tales* (Lesson Thirteen)

- J. Poe, Edgar Allen, *Edgar Allen Poe: The Complete Illustrated Stories and Poems*. (Lessons Five and Eight)
- K. Poe, Edgar Allen and Anthony Quayle, *Purloined Letter and Poems* (Audio Cassette) (Lessons Six and Seven)
- L. Poe, Edgar Allen, *Mystery Tales Cassette: The Tell- Tale Heart/Lost Hearts/The Furnished Room* (Audio Cassette) (Lesson Four)
- M. Swan, *Tales from the Arabian Knights* (Lesson Thirteen)
- N. Thurber, James, *The works of James Thurber: Complete and unabridged* (Lesson Twelve)
- O. Valentino, Serena, *Nightmares and Fairy Tales: Once Upon a Time* (Lesson Thirteen)

V. LESSONS

Lesson One: It's Story Time! (50 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Understand the writing process.
2. Lesson Content
 - a. Short Stories, p. 160
 - i. "The Gift of the Magi" (O. Henry)
 - ii. "The Necklace" (Guy de Maupassant)
 - iii. "The Secret Life of Walter Mitty" (James Thurber)
 - iv. "The Tell-Tale Heart" (Edgar Allen Poe)
 - v. "The Purloined Letter" (Edgar Allen Poe)
3. Skill Objective(s)
 - a. Recognize an author's or speaker's point of view and purpose.
 - b. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
 - c. Apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text.

B. Materials

1. Copies for each student of Appendix A: Opening Letter
2. Copies for each student of Appendix B: G.R.A.S.P.S.
3. Copies for each student of *Realms of Gold, Volume 2*
4. Copies for each student of Appendix I: Paragraph Rubric

C. Key Vocabulary

None

D. Procedures/Activities

1. Present and go over the Opening Letter, as it appears in Appendix A. Discuss the general idea of short stories: that they should include plot, setting, theme, narration from a specific point of view, conflict, suspense and climax. Do not define these terms for students.
2. Present and go over the G.R.A.S.P.S. to help answer any student questions. Answer remaining questions about the unit overview if need be.
3. Divide students into partner pairs.
4. Tell students to preview the five short stories that appear in their *Realms of Gold, Volume 2* books. Specifically, they should read the first, last and one middle paragraph in each story and discuss what they think each story will be about.
5. Check students' progress as they work. After about twenty minutes, ask them to wrap up their discussions.

6. Call on students to share their findings, thereby orchestrating a class discussion.
- E. *Assessment/Evaluation*
1. Have students write a paragraph on what this unit will entail and which part excited them the most (or bores them the least). Modify lessons as needed if students knew more than was expected on the unit. Use Appendix I: Paragraph Rubric to score paragraphs.

Lesson Two: Conflict in “The Necklace” (50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Necklace” (Guy de Maupassant)
 - b. Elements of Fiction, p. 160
 - i. Conflict: external and internal
 - ii. Suspense and Climax
3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.

B. *Materials*

1. Copies for each student of Appendix C: Elements of Fiction and Literary Terms
2. Copies for each student of Appendix D: Short Story Map
3. Copies for each student of *Realms of Gold, Volume 2*

C. *Key Vocabulary*

1. Exposition—the way in which a story is started, or introduced
2. Rising action—the build-up of the conflict or action to the climax
3. Falling action—the winding down of the conflict or action from the climax
4. Resolution—the way in which a story is resolved, or concluded

D. *Procedures/Activities*

1. Hand out copies of Appendix C: Elements of Fiction and Literary Terms.
2. Discuss exposition, rising action, falling action and resolution by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)
3. Remind students that all stories have exposition, rising action, falling action and resolution. Ask them to keep an eye out for both as they read “The Necklace.”
4. Hand out copies of Appendix D: Short Story Map. Remind students that the exposition is the introduction, rising action is where the suspense usually is,

climax is the big moment of change, falling action is where the conflict becomes resolved, and the resolution is the conclusion.

5. Read “The Necklace” aloud to students. Have students follow along in *Realms of Gold, Volume 2*.
 6. Students summarize the plot in the appropriate sections of Appendix D: Short Story Map.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix D for “The Necklace” to be spot-checked by the teacher. See Appendix D for answers.

Lesson Three: “The Necklace”: Discussion (50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Necklace” (Guy de Maupassant)
 - b. Elements of Fiction, p. 160
 - i. Conflict: external and internal
 - ii. Suspense and Climax
 3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
- B. *Materials*
1. Students’ copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
 2. Student’s completed copies from Lesson Two of Appendix D: Short Story Map
 3. Copies for each student of *Realms of Gold, Volume 2*
 4. Copies for each student of Appendix G: Questions for Discussion
 5. Copies for each student of Appendix I: Paragraph Rubric
- C. *Key Vocabulary*
1. Conflict—the problem in the story
 2. Suspense—the action in the story that results from the conflict
 3. Climax—the point of highest dramatic tension or a major turning point in the story
- D. *Procedures/Activities*
1. Have students get out their copies of Appendix C: Elements of Fiction and Literary Terms.

2. Discuss conflict, suspense and climax by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)
 3. Remind students that all stories have conflict and suspense. Ask them to keep an eye out for both as they read “The Necklace.”
 4. Hand out students’ completed copies from Lesson Two of Appendix D: Short Story Map and copies for each student of Appendix G: Questions for Discussion.
 5. Discuss “The Necklace” by asking students to describe the conflict, climax and suspense. Ask questions from Appendix G: Questions for Discussion to help propel the discussion.
 6. Students take notes on class discussion.
- E. *Assessment/Evaluation*
1. Have students write a paragraph describing the conflict, climax and suspense in “The Necklace.” Use Appendix I: Paragraph Rubric to score paragraphs.

Lesson Four: Flashback and Foreshadowing in “The Tell Tale Heart” (50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Tell-Tale Heart” (Edgar Allen Poe)
 - b. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme
 - iii. Suspense and Climax
 3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
- B. *Materials*
1. Students’ copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
 2. Fresh copies for each student of Appendix D: Short Story Map
 3. Copies for each student of *Realms of Gold, Volume 2*
 4. Poe, Edgar Allen, *Mystery Tales Cassette: The Tell- Tale Heart/Lost Hearts/The Furnished Room* (Cassette)
- C. *Key Vocabulary*
1. Plot—the plan or main story of a literary work, what happens in the story
 2. Setting—the place and time that a story takes place

3. Theme—the main ideas of the story
- D. *Procedures/Activities*
1. Have students get out their copies of Appendix C: Elements of Fiction and Literary Terms.
 2. Discuss plot, setting and theme by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)
 3. Remind students that all stories have plot, setting and theme. Ask them to keep an eye out for both as they read “The Tell-Tale Heart.”
 4. Hand out fresh copies of Appendix D: Short Story Map.
 5. Play *Mystery Tales Cassette: The Tell- Tale Heart/Lost Hearts/The Furnished Room*. Have students follow along in *Realms of Gold, Volume 2*.
 6. Have students summarize the plot in the appropriate sections of Appendix D: Short Story Map.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix D for “The Tell-Tale Heart” to be spot-checked by the teacher. See Appendix D for answers.

Lesson Five: “The Tell-Tale Heart”: Discussion (50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Tell-Tale Heart” (Edgar Allen Poe)
 - d. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme
 - iii. Suspense and Climax
 3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
- B. *Materials*
1. Students’ copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
 2. Student’s completed copies from Lesson Four of Appendix D: Short Story Map
 3. Copies for each student of *Realms of Gold, Volume 2*
 4. Students’ copies from Lesson Three of Appendix H: Questions for Discussion
 5. Copies for each student of Appendix I: Paragraph Rubric

- C. *Key Vocabulary*
1. Flashback—interruption of the plot by interjection of events of an earlier occurrence
 2. Foreshadowing—representation or identification of what is to come later in the plot
- D. *Procedures/Activities*
1. Have students get out their copies of Appendix C: Elements of Fiction and Literary Terms.
 2. Discuss flashback and foreshadowing by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)
 3. Remind students that some stories have flashback and foreshadowing to help thicken the plot. Ask them to keep an eye out for both as they read “The Necklace.”
 4. Hand out students’ completed copies from Lesson Five of Appendix D: Short Story Map. Have students get out their copies of Appendix G: Questions for Discussion.
 5. Discuss “The Tell-Tale Heart” by asking students to describe any examples of flashback and foreshadowing that they found. Ask questions from Appendix G: Questions for Discussion to help propel the discussion.
 6. Students take notes on class discussion.
- E. *Assessment/Evaluation*
1. Have students write a paragraph describing the flashback and foreshadowing in “The Tell-Tale Heart.” Use Appendix I: Paragraph Rubric to score paragraphs.

Lesson Six: Irony in “The Purloined Letter,” Part I (50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Purloined Letter” (Edgar Allen Poe)
 - b. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme
 - c. Literary Terms, p. 161
 - i. Irony: verbal, situational, dramatic
 3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.

- g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
- B. *Materials*
- 1. Students' copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
 - 2. Fresh copies for each student of Appendix D: Short Story Map
 - 3. Copies for each student of *Realms of Gold, Volume 2*
 - 4. Poe, Edgar Allen and Anthony Quayle. *Purloined Letter and Poems* (Cassette)
- C. *Key Vocabulary*
- 1. Irony—generally used to describe an occurrence or statement that embodies something coincidental or lucky with an added remarkable twist of fate
 - a. Verbal—the use of words to express something other than and especially the opposite of the literal meaning
 - b. Situational—incongruity between the actual result of a sequence of events and the normal or expected result
 - c. Dramatic—when the audience or readers understand something in a play or story that the actors or characters do not understand
- D. *Procedures/Activities*
- 1. Have students get out their copies of Appendix C: Elements of Fiction and Literary Terms.
 - 2. Discuss verbal, situational and dramatic irony by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)
 - 3. Remind students that some stories have verbal, situational and dramatic irony to enhance the plot. Ask them to keep an eye out for both as they read “The Purloined Letter.”
 - 4. Hand out fresh copies of Appendix D: Short Story Map.
 - 5. Play the first half of Poe, Edgar Allen and Anthony Quayle, *Purloined Letter and Poems*. Have students follow along in *Realms of Gold, Volume 2*.
 - 6. Students summarize the plot in the appropriate sections of Appendix D: Short Story Map.
- E. *Assessment/Evaluation*
- 1. Students turn in their completed copies of Appendix D for “The Purloined Letter” to be spot-checked by the teacher. See Appendix D for answers.

Lesson Seven: Irony in “The Purloined Letter,” Part II (50 minutes)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - a. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
 - 2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Purloined Letter” (Edgar Allen Poe)
 - b. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme
 - c. Literary Terms, p. 161
 - i. Irony: verbal, situational, dramatic

3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
- B. *Materials*
1. Students' copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
 2. Fresh copies for each student of Appendix D: Short Story Map
 3. Copies for each student of *Realms of Gold, Volume 2*
 4. Poe, Edgar Allen and Anthony Quayle. *Purloined Letter and Poems* (Cassette)
- C. *Key Vocabulary*
1. Irony—generally used to describe an occurrence or statement that embodies something coincidental or lucky with an added remarkable twist of fate
 - a. Verbal—the use of words to express something other than and especially the opposite of the literal meaning
 - b. Situational—incongruity between the actual result of a sequence of events and the normal or expected result
 - c. Dramatic—when the audience or readers understand something in a play or story that the actors or characters do not understand
- D. *Procedures/Activities*
1. Have students get out their copies of Appendix C: Elements of Fiction and Literary Terms.
 2. Review verbal, situational and dramatic irony by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)
 3. Remind students again that some stories have verbal, situational and dramatic irony to enhance the plot. Ask them to keep an eye out for both as they read “The Purloined Letter.”
 4. Hand out students' completed copies from Lesson Six of Appendix D: Short Story Map.
 5. Play the second half of Poe, Edgar Allen and Anthony Quayle. *Purloined Letter and Poems* (Cassette). Have students follow along in *Realms of Gold, Volume 2*.
 6. Students summarize the plot in the appropriate sections of Appendix D: Short Story Map.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix D for “The Purloined Letter” to be spot-checked by the teacher. See Appendix D for answers.

Lesson Eight: “The Purloined Letter”: Discussion (50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.

- c. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
 - 2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Purloined Letter” (Edgar Allen Poe)
 - b. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting, theme
 - c. Literary Terms, p. 161
 - i. Irony: verbal, situational, dramatic
 - 3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
- B. *Materials*
 - 1. Students’ copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
 - 2. Fresh copies for each student of Appendix D: Short Story Map
 - 3. Students’ copies from Lesson Three of Appendix H: Questions for Discussion
 - 4. Copies for each student of *Realms of Gold, Volume 2*
 - 5. Poe, Edgar Allen and Anthony Quayle. *Purloined Letter and Poems* (Cassette)
 - 6. Copies for each student of Appendix I: Paragraph Rubric
- C. *Key Vocabulary*
 - 1. Irony—generally used to describe an occurrence or statement that embodies something coincidental or lucky with an added remarkable twist of fate
 - a. Verbal—the use of words to express something other than and especially the opposite of the literal meaning
 - b. Situational—incongruity between the actual result of a sequence of events and the normal or expected result
 - c. Dramatic—when the audience or readers understand something in a play or story that the actors or characters do not understand
- D. *Procedures/Activities*
 - 1. Have students get out their copies of Appendix C: Elements of Fiction and Literary Terms.
 - 2. Review verbal, situational and dramatic irony by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)
 - 3. Remind students that some stories have flashback and foreshadowing to help thicken the plot. Ask them to keep an eye out for both as they read “The Purloined Letter.”
 - 4. Hand out students’ completed copies from Lesson Eight of Appendix D: Short Story Map. Have students get out their copies of Appendix G: Questions for Discussion.

5. Discuss “The Purloined Letter” by asking students to describe any examples of irony that they found. Ask questions from Appendix G: Questions for Discussion to help propel the discussion.
 6. Students take notes on class discussion.
- E. *Assessment/Evaluation*
1. Have students write a paragraph describing the irony in “The Purloined Letter.” Use Appendix I: Paragraph Rubric to score paragraphs.

Lesson Nine: Climax in “The Gift of the Magi” (50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Gift of the Magi” (O. Henry)
 - b. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme
3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.

B. *Materials*

1. Students’ copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
2. Fresh copies for each student of Appendix D: Short Story Map
3. Copies for each student of *Realms of Gold, Volume 2*
4. Cast-Broadway. *O. Henry's the Gift of the Magi* (Audio CD)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Have students get out their copies of Appendix C: Elements of Fiction and Literary Terms.
2. Review exposition, rising action, climax, falling action and resolution by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)
3. Remind students again that all stories have exposition, rising action, climax, falling action and resolution. Ask them to keep an eye out for these as they read “The Gift of the Magi.”
4. Hand out clean copies of Appendix D: Short Story Map.

5. Play Cast-Broadway, *O. Henry's the Gift of the Magi* (Audio CD). Have students follow along in *Realms of Gold, Volume 2*.
 6. Students summarize the plot in the appropriate sections of Appendix D: Short Story Map.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix D for “The Gift of the Magi” to be spot-checked by the teacher. See Appendix D for answers.

Lesson Ten: “The Gift of the Magi”: Discussion (50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Gift of the Magi” (O. Henry)
 - b. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme
3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.

B. *Materials*

1. Students’ copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
2. Fresh copies for each student of Appendix D: Short Story Map
3. Students’ copies from Lesson Three of Appendix H: Questions for Discussion
4. Copies for each student of *Realms of Gold, Volume 2*
5. Cast-Broadway. *O. Henry's the Gift of the Magi* (Audio CD)
6. Copies for each student of Appendix I: Paragraph Rubric

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Have students get out their copies of Appendix C: Elements of Fiction and Literary Terms.
2. Review exposition, rising action, climax, falling action and resolution by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)

3. Remind students that all stories have exposition, rising action, climax, falling action and resolution. Ask them to keep an eye out for both as they read “The Gift of the Magi.”
 4. Hand out students’ completed copies from Lesson Eight of Appendix D: Short Story Map. Have students get out their copies of Appendix G: Questions for Discussion.
 5. Discuss “The Gift of the Magi” by asking students to describe the exposition, rising action, climax, falling action and resolution. Ask questions from Appendix G: Questions for Discussion to help propel the discussion.
 6. Students take notes on class discussion.
- E. *Assessment/Evaluation*
1. Have students write a paragraph describing the exposition, rising action, climax, falling action and resolution in “The Gift of the Magi.” Use Appendix I: Paragraph Rubric to score paragraphs.

Lesson Eleven: Narration in “The Secret Life of Walter Mitty” (50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Secret Life of Walter Mitty” (James Thurber)
 - b. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme
 - iii. Point of view in narration
 - a) omniscient narrator
 - b) unreliable narrator
 - c) third person limited
 - d) first person
 3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
- B. *Materials*
1. Students’ copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
 2. Fresh copies for each student of Appendix D: Short Story Map
 3. Copies for each student of *Realms of Gold, Volume 2*

- C. *Key Vocabulary*
1. Narration—the perspective from which the story is told
 - a. First person—narration from one character’s perspective, generally told using pronouns like “I” and “me”
 - b. Third person—narration from someone other than the characters in the story, generally told using pronouns like “he,” “she,” and “they”
 - c. Omniscient—narration from someone who can see and feel each one of the characters’ thoughts and emotions
- D. *Procedures/Activities*
1. Hand out copies of Appendix C: Elements of Fiction and Literary Terms.
 2. Discuss first person, third person and omniscient narration by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)
 3. Remind students that all stories have either first person, third person or omniscient narration. Ask them to keep an eye out for which is used in “The Secret Life of Walter Mitty.”
 4. Hand out copies of Appendix D: Short Story Map.
 5. Read “The Secret Life of Walter Mitty” aloud to students. Have students follow along in *Realms of Gold, Volume 2*.
 6. Students summarize the plot in the appropriate sections of Appendix D: Short Story Map.
- E. *Assessment/Evaluation*
1. Students turn in their completed copies of Appendix D for “The Secret Life of Walter Mitty” to be spot-checked by the teacher. See Appendix D for answers.

Lesson Twelve: “The Secret Life of Walter Mitty”: Discussion (50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 160
 - i. “The Secret Life of Walter Mitty” (James Thurber)
 - b. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme
 - iii. Point of view in narration
 - a) omniscient narrator
 - b) unreliable narrator
 - c) third person limited
 - d) first person
 3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Use context clues to determine the meaning of unfamiliar words.
 - c. Recognize an author's or speaker's point of view and purpose.
 - d. Paraphrase, summarize, organize, and synthesize information.
 - e. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.

- f. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - g. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
- B. *Materials*
- 1. Students' copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
 - 2. Fresh copies for each student of Appendix D: Short Story Map
 - 3. Students' copies from Lesson Three of Appendix H: Questions for Discussion
 - 4. Copies for each student of *Realms of Gold, Volume 2*
 - 5. Copies for each student of Appendix I: Paragraph Rubric
- C. *Key Vocabulary*
- 1. Hyperbole—extravagant exaggeration
 - 2. Oxymoron—a combination of words that contradict one another; for example, cruel kindness
 - 3. Parody—a piece of writing in which the style of an author is mimicked for comic effect or to ridicule
- D. *Procedures/Activities*
- 1. Have students get out their copies of Appendix C: Elements of Fiction and Literary Terms.
 - 2. Discuss hyperbole, oxymoron and parody by asking students to give examples of each in stories that they know. (These may be from short stories, books, movies, etc.)
 - 3. Remind students that some stories make use of hyperbole, oxymoron and parody to enhance the plot. Ask them to keep an eye out for these elements as they read “The Secret Life of Walter Mitty.”
 - 4. Hand out students' completed copies from Lesson Twelve of Appendix D: Short Story Map. Have students get out their copies of Appendix G: Questions for Discussion.
 - 5. Discuss “The Secret Life of Walter Mitty” by asking students to describe the exposition, rising action, climax, falling action and resolution. Ask questions from Appendix G: Questions for Discussion to help propel the discussion.
 - 6. Students take notes on class discussion.
- E. *Assessment/Evaluation*
- 1. Have students write a paragraph describing hyperbole, oxymoron and parody in “The Secret Life of Walter Mitty.” Use Appendix I: Paragraph Rubric to score paragraphs.

Lesson Thirteen: Practice Storytelling (50 minutes)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand the writing process.
 - d. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
 - 2. Lesson Content
 - a. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme

- iii. Point of view in narration
 - a) omniscient narrator
 - b) unreliable narrator
 - c) third person limited
 - d) first person
 - iv. Conflict: internal and external
 - v. Suspense and Climax
 - b. Literary Terms, p. 161
 - i. Irony: verbal, situational, dramatic
 - ii. Flashbacks and foreshadowing
 - iii. Hyperbole, oxymoron, parody
- 3. Skill Objective(s)
 - a. Summarize text read such as newspaper and magazine articles, technical writing, stories, and poetry.
 - b. Determine the main idea or essential message in a text.
 - c. Develop ideas and content with significant details, examples, and/or reasons.
 - d. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
 - e. Recognize an author's or speaker's point of view and purpose.
 - f. Paraphrase, summarize, organize, and synthesize information.
 - g. Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
 - h. Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
 - i. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.
 - j. Apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text.

B. Materials

1. Aesop and Jerry Pinkney. *Aesop's Fables*
2. Blaisdell, Bob and John Green. *Favorite Greek Myths*
3. Murphy, Bruce F. *The Encyclopedia of Murder and Mystery*
4. Owens, Lily. *The Complete Brothers Grimm Fairy Tales*
5. Swan. *Tales from the Arabian Knights*
6. Valentino, Serena, *Nightmares and Fairy Tales: Once Upon a Time.*
7. Students' copies from Lesson One of Appendix C: Elements of Fiction and Literary Terms
8. Student copies of Appendix E: Short Story Rubric
9. Student copies of Appendix F: Storyteller's Score
10. Student copies of Appendix H: My Story Outline

C. Key Vocabulary

None

D. Procedures/Activities

1. Show students the six texts available to them from which they will tell a story today.
2. Review Appendix C: Elements of Fiction and Literary Terms and tell students that these elements and terms may be present in the story they choose.
3. Hand out copies of Appendix H: My Story Outline. Have students read the story they chose, then outline it on Appendix H: My Story Outline.

4. Hand out student copies of Appendix E: Short Story Rubric and student copies of Appendix F: Storyteller's Score.
 5. Have students work in partner pairs to "tell" the story of their choice. Students should read the story as they summarized it on Appendix H: My Story Outline.
 6. As one student reads his or her chosen story, the other student scores him or her on Appendix F: Storyteller's Score according to the criteria on Appendix E: Short Story Rubric. Remind students that as they score each other they should write at least one thing they liked and one suggestion in the comment field on Appendix F: Storyteller's Score.
 7. Tell students to use this feedback to improve on the big storytelling project in Lessons Fourteen and Fifteen.
- E. *Assessment/Evaluation*
1. Teacher collects and spot checks completed copies of Appendix F: Storyteller's Score.

Lesson Fourteen: Outline Stories (50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand the writing process.
 - d. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting
 - ii. Theme
 - iii. Point of view in narration
 - a) omniscient narrator
 - b) unreliable narrator
 - c) third person limited
 - d) first person
 - iv. Conflict: internal and external
 - v. Suspense and Climax
 - b. Literary Terms, p. 161
 - i. Irony: verbal, situational, dramatic
 - ii. Flashbacks and foreshadowing
 - iii. Hyperbole, oxymoron, parody
 3. Skill Objective(s)
 - a. Determine the main idea or essential message in a text.
 - b. Develop ideas and content with significant details, examples, and/or reasons.
 - c. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
 - d. Plan, draft, revise, and edit for a legible final copy.
 - e. Choose a range of words that are precise and vivid.
 - f. Recognize an author's or speaker's point of view and purpose.
 - g. Paraphrase, summarize, organize, and synthesize information.
 - h. Use literature terminology accurately, including setting, character, conflict, plot, resolution, dialect, and point of view.

- i. Apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text.
- B. *Materials*
 - 1. Students' copies from Lesson Thirteen of Appendix E: Short Story Rubric
 - 2. Fresh student copies of Appendix H: My Story Outline
 - 3. Students' writing materials including pen and paper
- C. *Key Vocabulary*
 - 1. Setting—the place and time that a story takes place
 - 2. Narration—the perspective from which the story is told
 - a. First person—narration from one character's perspective, generally told using pronouns like "I" and "me"
 - b. Third person—narration from someone other than the characters in the story, generally told using pronouns like "he," "she," and "they"
 - c. Omniscient—narration from someone who can see and feel each one of the characters' thoughts and emotions
 - 3. Conflict—the problem in the story
 - 4. Suspense—the action in the story that results from the conflict
 - 5. Climax—the point of highest dramatic tension or a major turning point in the story
 - 6. Irony—generally used to describe an occurrence or statement that embodies something coincidental or lucky with an added remarkable twist of fate
 - a. Verbal—the use of words to express something other than and especially the opposite of the literal meaning
 - b. Situational—incongruity between the actual result of a sequence of events and the normal or expected result
 - c. Dramatic—when the audience or readers understand something in a play or story that the actors or characters do not understand
 - 7. Foreshadowing—representation or identification of what is to come later in the plot
 - 8. Hyperbole—extravagant exaggeration
 - 9. Exposition—the way in which a story is started, or introduced
 - 10. Rising action—the build-up of the conflict or action to the climax
 - 11. Falling action—the winding down of the conflict or action from the climax
 - 12. Resolution—the way in which a story is resolved, or concluded
- D. *Procedures/Activities*
 - 1. Have students get out their copies from Lesson Thirteen of Appendix E: Short Story Rubric and their writing materials including pen and paper.
 - 2. Hand out fresh copies of Appendix H: My Story Outline.
 - 3. Have students outline their own story on Appendix H: My Story Outline. These can be family stories or made-up tales.
 - 4. Hand out student copies of Appendix E: Short Story Rubric and student copies of Appendix F: Storyteller's Score.
 - 5. Have students work in partner pairs to "tell" the story. Students should read the story as they summarized it on their outline.
 - 6. As one student reads his or her chosen story, the other student scores him or her on Appendix F: Storyteller's Score according to the criteria on Appendix E: Short Story Unit. Remind students to write at least one thing they liked and one suggestion in the comment field on Appendix F: Storyteller's Score.
 - 7. Tell students to use this feedback to improve their short story that they will tell to the whole class in Lesson Fifteen.

8. Homework: Edit, proofread and put the final touches on your story outline and be prepared to share your story aloud with the class tomorrow.
- E. *Assessment/Evaluation*
1. Teacher spot-checks first drafts of the story outlines as students work.

Lesson Fifteen: Assessment and Storytelling (50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of what a story is and how it is structured.
 - b. Recognize literary devices used in prose.
 - c. Understand the writing process.
 - d. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events.
2. Lesson Content
 - a. Elements of Fiction, p. 160
 - i. Review aspects of plot and setting, theme
 - ii. Point of view in narration
 - a) omniscient narrator
 - b) unreliable narrator
 - c) third person limited
 - d) first person
 - iii. Conflict: internal and external
 - iv. Suspense and Climax
 - b. Literary Terms, p. 161
 - i. Irony: verbal, situational, dramatic
 - ii. Flashbacks and foreshadowing
 - iii. Hyperbole, oxymoron, parody
3. Skill Objective(s)
 - a. Develop ideas and content with significant details, examples, and/or reasons.
 - b. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
 - c. Plan, draft, revise, and edit for a legible final copy.
 - d. Choose a range of words that are precise and vivid.
 - e. Recognize an author's or speaker's point of view and purpose.
 - f. Paraphrase, summarize, organize, and synthesize information.
 - g. Apply knowledge of literary techniques, including foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback, to understand text.

B. *Materials*

1. Students' completed and polished copies of Appendix H: My Story Outline
2. One copy for each student of Appendix F: Storyteller's Score
3. One copy for the teacher of Appendix E: Short Story Rubric

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Call students at random to "tell" their story.
2. Upon his or her turn, each student reads his or her story from his or her polished copy of Appendix H: My Story Outline in front of the class.

- E. *Assessment/Evaluation*
1. Score each student as they “tell” their stories. Refers to Appendix E: Short Story Rubric to complete grading on Appendix F: Storyteller’s Score.
 2. Write something you liked and one suggestion in the comment section.
 3. Tally and record the score, then give completed copy of Appendix F: Storyteller’s Score to the appropriate student.

VI. CULMINATING ACTIVITY

- A. Teacher uses a small audio recorder to tape all stories as students tell them. Teacher has one copy of the master tape made for each participating student. Students get to hear stories from other class periods, and get to keep one copy as seventh grade memorabilia.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Opening Letter (Lesson One)
 B. Appendix B: G.R.A.S.P.S. (Lesson One)
 C. Appendix C: Elements of Fiction and Literary Terms (Lessons Two through Fourteen)
 D. Appendix D: Short Story Map (Lessons Two through Twelve)
 E. Appendix E: Short Story Rubric (Lessons Thirteen through Fifteen)
 F. Appendix F: Storyteller’s Score (Lessons Thirteen through Fifteen)
 G. Appendix G: Questions for Discussion (Lessons Two through Twelve)
 H. Appendix H: My Story Outline (Lessons Thirteen through Fifteen)
 I. Appendix I: Paragraph Rubric (Lessons One, Three, Five, Eight, Ten, and Twelve)

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Appendix A

Opening Letter

Short Stories and the Art of Storytelling

October 2004

Greetings, students!

It's story time! Remember when we were kids and the teacher or librarian would announce that? Wasn't it music to your ears? Story time always gets kids excited—it means a break from “real” work and a chance to make creative wheels turn in their minds.

Let me introduce you to story time seventh-grade style.

In the next fifteen days, you will be able to listen to and discuss stories written by professional authors, and practice telling common fairy tales and other well-known stories. Together, we will review the elements of fiction and literary terms as we move through this unit. After a written final assessment, you will have the chance to outline and tell your own family or made-up tales to the class.

The stories we will enjoy include:

- “The Necklace,” by Guy de Maupassant
- “The Tell-Tale Heart,” by Edgar Allen Poe
- “The Purloined Letter,” also by Edgar Allen Poe
- “Gift of the Magi,” by O. Henry
- “The Secret Life of Walter Mitty,” by James Thurber

We will also explore well-known stories from compilations like *Aesop's Fables*, *Favorite Greek Myths*, *The Complete Brothers Grimm Fairy Tales*, and *Tales from the Arabian Nights*. So sit back and relax—and get creative!

Sincerely,

Teacher's Name

Appendix B

G.R.A.S.P.S. Your Adventure Clarified

Goal: Develop an awareness of what a story is and how it is structured. Recognize literary devices used in prose. Understand the writing process. Understand how to read literature and outline original stories to investigate common interests and similarities in issues, places, people and events. Be creative!

Role: You have accepted the role of listeners, creative thinkers and storytellers.

Audience: The target audience is a classroom of seventh graders who do *not* want to be bored in the classroom!

Situation: It's story time! You will be able to listen to and discuss stories written by professional authors, and practice telling common fairy tales and other well-known stories. Together, we will review the elements of fiction and literary terms as we move through this unit. After a written final assessment, you will have the chance to outline and tell your own family or made-up tales to the class.

Product: You will read, discuss and understand: "The Necklace," by Guy de Maupassant, "The Tell-Tale Heart," by Edgar Allen Poe, "The Purloined Letter," also by Edgar Allen Poe, "Gift of the Magi," by O. Henry, and "The Secret Life of Walter Mitty," by James Thurber. You will practice storytelling with well-known stories from compilations like *Aesop's Fables*, *Favorite Greek Myths*, *The Complete Brothers Grimm Fairy Tales*, and *Tales from the Arabian Nights*. You will outline and tell your own original story to the class.

Success, Standards and Criteria: Your original story will be assessed according to these traits: Story Elements, Organization, Narration, Interest and Publishable Material. In other words, your story must have a clear and very interesting plot, setting and theme. It must have a clear exposition, climax and resolution, yet the plot flows without distraction to the reader. The storyteller must carefully pick one type of narration that works well for the story, and the teller must stick with that type throughout the story. The story should have so much conflict, suspense and such a riveting climax that the listeners seem to be on the edge of their seats. There are no grammatical, punctuation or spelling errors in the story.

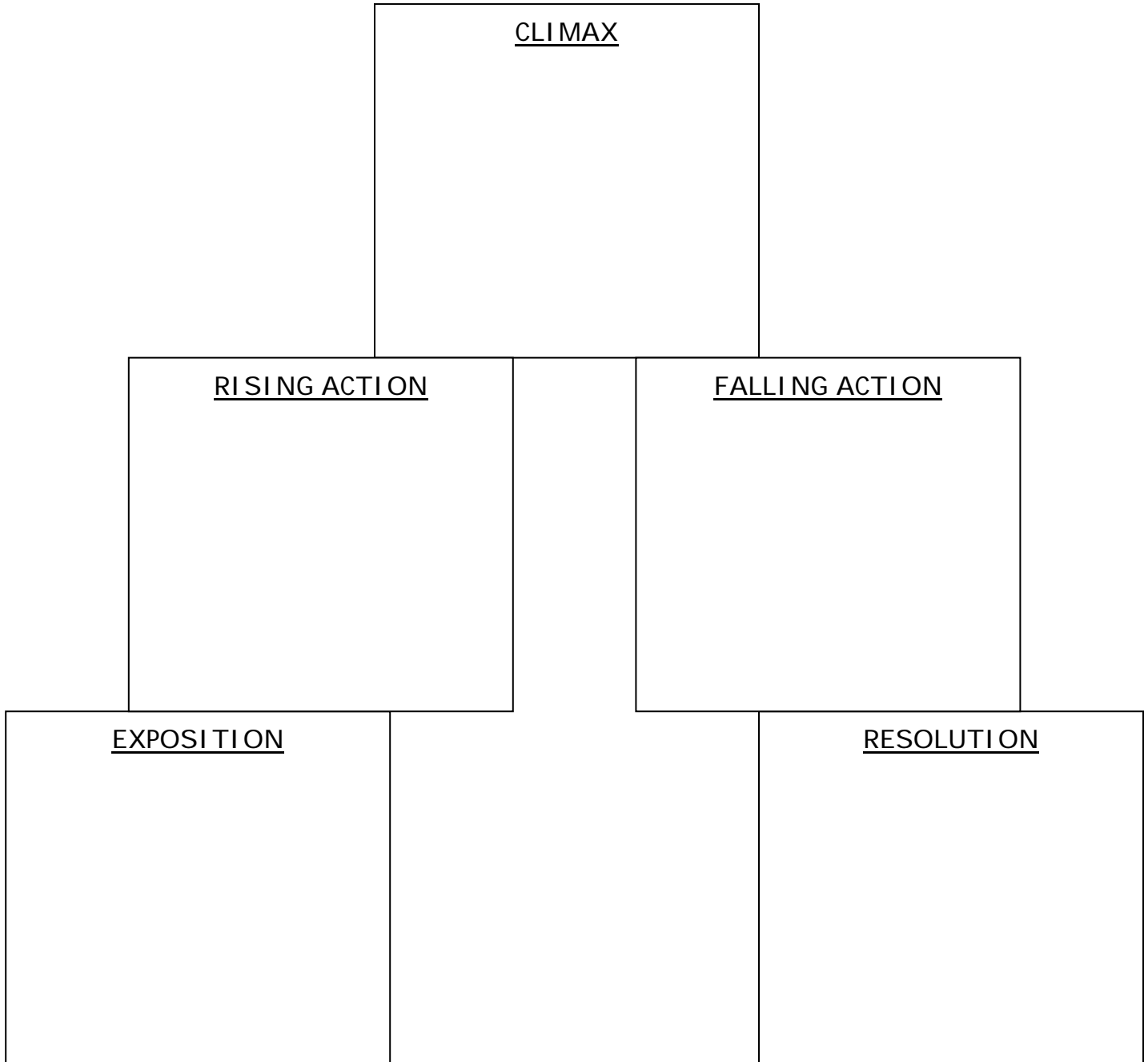
Appendix C

Elements of Fiction and Literary Terms

- 1) Plot—the plan or main story of a literary work, what happens in the story
- 2) Setting—the place and time that a story takes place
- 3) Theme—the main ideas of the story
- 4) Narration—the perspective from which the story is told
 - a. First person—narration from one character’s perspective, generally told using pronouns like “I” and “me”
 - b. Third person—narration from someone other than the characters in the story, generally told using pronouns like “he,” “she,” and “they”
 - c. Omniscient—narration from someone who can see and feel each one of the characters’ thoughts and emotions
- 5) Conflict—the problem in the story
- 6) Suspense—the action in the story that results from the conflict
- 7) Climax—the point of highest dramatic tension or a major turning point in the story
- 8) Irony—generally used to describe an occurrence or statement that embodies something coincidental or lucky with an added remarkable twist of fate
 - a. Verbal—the use of words to express something other than and especially the opposite of the literal meaning
 - b. Situational—incongruity between the actual result of a sequence of events and the normal or expected result
 - c. Dramatic—when the audience or readers understand something in a play or story that the actors or characters do not understand
- 9) Flashback—interruption of the plot by interjection of events of an earlier occurrence
- 10) Foreshadowing—representation or identification of what is to come later in the plot
- 11) Hyperbole—extravagant exaggeration
- 12) Oxymoron—a combination of words that contradict one another; for example, cruel kindness
- 13) Parody—a piece of writing in which the style of an author is mimicked for comic effect or to ridicule
- 14) Exposition—the way in which a story is started, or introduced
- 15) Rising action—the build-up of the conflict or action to the climax
- 16) Falling action—the winding down of the conflict or action from the climax
- 17) Resolution—the way in which a story is resolved, or concluded

Short Story Map

STORY TITLE: _____



Short Story Map Key

“The Necklace”

Exposition: The Loisels are invited to a ball and Madame Loisel insists that she needs new clothing for the event. Monsieur Loisel agrees to buy her a new dress.

Rising action: Madame Loisel borrows a string of pearls, the most exquisite piece of jewelry in her old friend’s collection.

Climax: The Loisels attend the ball, and Madame Loisel gets drunk, dances all night long, and stays out until four in the morning. Upon returning home, she realizes that she has lost the pearl necklace.

Falling Action: Madame Loisel inquires at several jewelers’ shops, and finally finds one that has an identical necklace—at a price of thirty-six thousand francs.

Resolution: Madame Loisel buys the necklace and gives it to her old friend, who has no idea it is a replacement for the original. The Loisels spend ten years paying off the debt. After they have finally paid what they owed, Madame Loisel runs into her old friend again. She relays the entire story to which the friend admits, “But mine was imitation!”

“The Tell-Tale Heart”

Exposition: The narrator has gone mad. One of the old man's eyes is strange and ominous looking, and this makes the narrator want to kill him.

Rising action: For seven nights at midnight, the narrator sneaks into the old man's room and shines his lantern light on the old man’s eye, but it was always closed. The narrator is unable to kill the man since he can’t see his eye. The old man suspects nothing.

Climax: On the eighth night, the narrator watches the old man for a long time, then swiftly moves in and kills him, dismembers the corpse and hides it under the floorboards.

Falling Action: Three police officers arrive on the scene of the crime and inspect the house to find everything in order. They sit—the narrator with his chair right over the floorboards that conceal the corpse—and chat in a friendly manner.

Resolution: The narrator begins to hear a ringing, then the incessant loud thumping of his victim’s heartbeat. "Villains!" he hollers, "dissemble no more! I admit the deed!—tear up the planks!—here, here!—it is the beating of his hideous heart!"

Short Story Map Key

“The Purloined Letter”

Exposition: The Prefect of Police is looking for the person who stole the letter. The queen had been reading a letter that she concealed from the king by placing it with only the address showing on the table.

Rising action: A government official enters the room and recognizes the handwriting on the address. He exchanges a fake letter for the real one, and only the queen sees him do this. The police search the criminal’s apartment twice and find nothing.

Climax: Another fellow offers to sell the letter then takes credit for having found it. The criminal had the dirtied letter hanging on his wall.

Falling Action: It is mentioned that shallow minds like the Prefect’s “consider only their own ideas of ingenuity; and in searching for anything hidden, advert only to the modes in which they would have hidden it.”

Resolution: The blackmailer has been successful in concealing the letter...in plain sight!

“The Gift of the Magi”

Exposition: Della is crying because she only has \$1.87 with which to buy her husband Jim a present.

Rising action: She turns to the mirror and examines her hair. The young couple is proud of only two possessions: her hair and his heirloom watch.

Climax: Della cuts and sells her hair for \$20 and buys Jim a chain for his pocket watch. It soon becomes evident that Jim has sold the pocket watch to buy Della a fancy set of combs for her long, gorgeous hair.

Falling action: Surprisingly, Della and Jim are not overwrought by their mistakes. Instead, Jim smiles lightly and suggests that they start making dinner

Climax: Th narrator reminds readers that the Magi were the three wise men, and that “of all who give gifts these two were the wisest.”

“The Secret Life of Walter Mitty”

Exposition: The story opens in the midst of a dramatic and complicated military mission.

Rising action: Suddenly, a Mrs. Mitty interjects, “Not so fast! You’re driving too fast!” It becomes evident that Walter Mitty, the narrator of the previous military saga, is quite the daydreamer.

Climax: He begins to think of all the things in his life that drive him nuts, and it isn’t long before he’s creating a new world in his head. It is clear that Walter is unhappy, but he finds solace in his dreams.

Falling Action: Walter has successfully runs the errands while Mrs. Mitty has her hair done, but he’s having trouble keeping real life and his imaginary worlds separate. Mrs. Mitty wonders if he’s ill, then pops into another store.

Resolution: Walter waits patiently, smoking a cigarette. He gets exasperated and “with that faint, fleeting smile playing about his lips, he face[s] the firing squad; erect and motionless, proud and disdainful, Walter Mitty the Undefeated, inscrutable to the last.”

Appendix E

Short Story Rubric

	5	4	3	2	1
Story Elements	The story had a clear and very interesting plot, setting and theme.	The story had a clear plot, setting and theme.	The story had a clear plot and setting, but lacked any real theme.	Of the story's plot, setting and theme, only one out of the three were clear.	The story needs additional work for it to have a clear plot, setting and theme.
Organization	The story has a clear exposition, climax and resolution, yet the plot flows without distraction to the reader.	The story has a clear exposition, climax and resolution, but the plot is a bit choppy because the story is so rigidly organized.	The story has a clear exposition, climax and resolution, but the plot is very choppy because the story is so rigidly organized.	The story has some clarity in its exposition, climax or resolution, but it is difficult to identify all three.	The story is in the developing stages of organization, but does not yet have a clear exposition, climax or resolution.
Narration	The storyteller carefully picked one type of narration that worked well for the story, and the teller stuck with that type throughout the story.	The storyteller picked one type of narration, and the teller stuck with that type throughout the story.	The storyteller used two types of narration, but the fluctuation between the two was not to distracting.	The storyteller used more than two types of narration, but the fluctuation between the types of narration was not to distracting.	The storyteller used so many types of narration that the listeners were often distracted.
Interest	The story had so much conflict, suspense and such a riveting climax that the listeners seemed to be on the edge of their seats.	The story had enough conflict, suspense and a riveting climax so the listeners were actively engaged in the story.	The story had enough conflict, suspense and a riveting climax so the listeners were sometimes engaged in the story.	The story was lacking in one of the three: conflict, suspense or conflict.	The story needs more imaginative development.
Publishable Material	There are no grammatical, punctuation or spelling errors in this paper.	There are few grammatical, punctuation or spelling errors in this paper.	There are some grammatical, punctuation or spelling errors in this paper, but it doesn't slow the reader too much.	There are enough grammatical, punctuation or spelling errors in this paper to make it sort of difficult to read.	There are so many grammatical, punctuation or spelling errors in this paper that it is distracting to the reader.

Appendix F

Storyteller's Score

Student Name: _____

Date: March 2005

Teacher:

1.	<i>Story Elements</i>	5	4	3	2	1
2.	<i>Organized</i>	5	4	3	2	1
3.	<i>Narration</i>	5	4	3	2	1
4.	<i>Interest</i>	5	4	3	2	1
5.	<i>Publishable Material</i>	5	4	3	2	1

TOTAL: _____/25

COMMENTS:

Appendix G

Questions for Discussion

1. What is the setting of the story?
2. What evidence do you find in the story about the setting?
3. Who is the main character? How do you know?
4. What kind of person is the main character?
5. Who or what is working against the main character?
6. Are there other important characters? Who are they? What makes them important? What kind of people are they?
7. From whose perspective is the story told? What type of narration is used?
8. How does the author create suspense?
9. Is there any irony to this story? What kind of irony? Explain it.
10. How does the author use flashback or foreshadowing?
11. What is the theme?
12. What changes take place by the end of the story?

Appendix H

My Story Outline

I. Exposition

A. Pick one type of narration to use throughout your story

1. First Person
2. Third Person
3. Omniscient

B. Introduce your characters in action

- 1.
- 2.
- 3.

C. Introduce the setting by showing place and time

- 1.
- 2.
- 3.

II. Rising Action

A. Hurl the conflict, or problem at the characters

- 1.
- 2.
- 3.

B. Describe the characters' reaction to the conflict

- 1.
- 2.
- 3.

C. Create suspense (Consider using dramatic irony, foreshadowing or hyperbole)

- 1.
- 2.
- 3.

III. Climax

A. Describe the point of highest dramatic tension or a major turning point

- 1.
- 2.
- 3.

B. Describe how the characters have changed

- 1.
- 2.
- 3.

IV. Falling Action

A. Wind down the action

- 1.
- 2.
- 3.

B. Resolve the conflict

- 1.
- 2.
- 3.

V. Resolution

A. Conclude the story

- 1.
- 2.
- 3.

B. Leave a question in the reader's mind

- 1.
- 2.
- 3.

Appendix I

Paragraph Rubric

	5	3	1
Ideas	Quality details build and develop the plot	Details develop to the end of a story	Rambling writing with unrelated ideas and details
Word Choice	Individual and careful selection of words	Some words are carefully selected	Words are vague, misused
Voice	Personality in writing interacts with reader	Some personality behind words	No personality behind words
Conventions	Excellent punctuation, spelling, capitalization and paragraphs	Good use of periods, commas, sentences to build strong paragraphs	Spelling errors, no paragraphs, capitals, periods, commas, etc.
Sentence Fluency	Varied and connected sentences and paragraphs	Some sentences vary in length and style and are well-connected	Sentences are simple, incomplete or incorrect.
Organization	Purposeful and carefully built intro, body and conclusion	Good intro, body and conclusion	No beginning, middle, ending
Presentation	Neatly written	Readable	Not readable